

## Acceptance type: Oral paper presentation

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In Finland there has been concern on the part of the decision-makers and citizenship educators, that young people have little interest in civic participation. In the international ICCS surveys Finnish students have scored high in civic knowledge and skills, but their self-reported interest in civic participation has been low. This paper explores connections between the students' and teachers' perception of the climate in their school and the students' civic participation. Students' and teachers' perception of their school climate is here seen to reflect how community-supportive the climate is, for example in terms of students perceiving that teachers listen to students. Students' civic participation in and outside of school is here interpreted to reflect their societal orientation, including students being interested to participate in civic activities, for example. The aim is to study more closely the effect of different elements of democratic school climate. The data used in this study is from the ICCS 2016 survey. It consists of Finnish students' and teachers' answers on selected questions in the student's and teacher's questionnaires. The data was analyzed using mixed effects model. Juhani Rautopuro, Mikko Niilo-Rämä and Najat Ouakrim-Soivio gave valuable help in the analysis of the data. The analysis suggests that teachers' perception of the elements of school climate has practically no connection with the variables relating to students' societal orientation. The connection between student's perceptions of school climate and their societal orientation was also generally weak, with some exceptions. Differences between schools play a minor role in explaining variation in how student's and teacher's perception of their school's climate as community-supportive correlate with student's societal orientation. Although the connections were rather weak, the results suggest that striving for community-supportive school climate is likely to promote students' societal orientation.

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### Abstract Title.

Connections between school climate and students' societal orientation

### Keywords

school climate, societal orientation, civic participation, social studies

### Presentation

Paper presentation

The aim of the study is to design, create and implement the Quadratic Escapade, a digital game-based mobile learning software. The contents and activities were creatively designed by high school math teacher. The design was based on her experiences and problems encountered that needs intervention in high school mathematics. This offline digital game contains different sub-topics on quadratic lessons, such as equations, inequalities, and functions. It was composed of 5 stages that represented 5 weeks of discussion on quadratic equations, quadratic inequalities and quadratic functions. Each of the stages has 10 levels which mean 10 items of formative test given every week of discussion with different levels of learning including HOTS questions. For the students be motivated and challenged, each question was given a point and once answered accurately and on time, they would receive 3, 2 or 1 star and moved on to the next level. This study utilized a quasi-experimental design with two groups (control and experimental) of 40 Grade 9 students using purposive sampling. Validated and pilot tested instruments to measure performance and attitude were utilized. The data gathered were analyzed and compared using mean, standard deviation, weighted mean, and t-test. There was no significant difference between the academic performance ( $p>0.05$ ,  $t=0.16$ ) and attitude ( $p>0.05$ ,  $t=1.86$ ) towards Mathematics among Grade nine students at the start. But after the implementation of the software, there was a significant difference between the academic performance ( $p<0.05$ ,  $t=4.59$ ) and their attitude ( $p<0.05$ ,  $t=4.92$ ) among the two groups. It was concluded based on the results of data analysis and observation that the “Quadratic Escapade”, a digital game-based mobile learning software, is an effective approach/strategy to improve the mathematics performance and attitude among the Grade 9 students.

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#### **Abstract Title.**

“Quadratic Escapade” and the Academic Performance and Attitudes Towards High School Mathematics

#### **Keywords**

Game-based learning, Mobile learning software, Quadratic Escapade, Mathematics Performance, Attitude in Math

#### **Presentation**

Paper presentation

Research shows that teacher students struggle with the use of technology in their education. Therefore, the first year of teacher education at Østfold University College is supplied with a mandatory small course in basic digital skills. The Norwegian government presented the Professional Digital Competence Framework for Teachers in 2017. To meet this, the mandatory course was redesigned. A “Small Private Online Course” (SPOC) was designed formed as a cMOOC, modeled after connectionist pedagogy, which contains e.g. collaborative work, peer assessment and training, open resources and full interactivity. The online course contained video lessons, instructions, rehearsal quizzes, and assignments. The workload is stipulated to 30 hours in 8 steps: (1) digital study technics, (2) office apps, and cooperating writing, (3) photo editing, (4) presentation, (5) Flipped Classroom, (6) video and animation, (7) digital assessments, and (8) interactive whiteboards. The goal is to develop basic digital skills and demonstrate how digital tools can provide new working and learning methods. The survey, after the first term, showed that half of the students said that the challenges and tasks of the assignments were easy and could be boring. But a small group of other students used a lot of time and even asked for more supervision. Overall, the students like the SPOC format mainly because it provides the freedom to work from anywhere and collaborating with peers. In their own opinion, they are now more competent to use the technology and can now design learning and enhance the pupils’ learning outcomes after the course. After the first term, there is a need to revise the SPOC. There is a need to give extra help to the small group who struggle and give other students new challenges. In conclusion, this preliminary research demonstrates that SPOC can be a well-suited solution for tutoring students’ skills.

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#### **Abstract Title.**

USING SPOC TO IMPROVE TEACHER STUDENTS’ BASIC DIGITAL SKILLS

#### **Keywords**

teacher education, teaching ICT-skills, SPOC, MOOC

#### **Presentation**

Paper presentation

In its elementary form, the idea of dimensional analysis is to look at the unit of a magnitude, for example speed, and conclude that speed measured in m/s is a quotient having meters in the numerator and seconds in the denominator. However, despite dimensional analysis being a not un-common theme for research in mathematics education at tertiary level teaching, it seems in practice absent below that level. This is surprising since dimensional analysis is useful in mathematical problem solving involving proportionality. Even more so since, from halves and doubles in preschool to scalar multiplication in upper secondary school, proportionality permeates school mathematics and is well-researched (Lamon, 2007). Hence, the authors initiated a research project on how to teach dimensional analysis in school years 6-12. The novelty of this area made us choose didactical engineering (Artigue, 2015) as a theoretical framework suitable for developing the teaching of dimensional analysis. Accordingly, in a cycle of a priori and a posteriori analyses, the authors are developing an empirically based teaching model for dimensional analysis including the topic of constructing exercises for students. We present results from this on-going development project.

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Jöran Petersson<sup>1</sup>, Rosie Lopez-Conde<sup>2</sup>, Jonas Dahl<sup>1</sup>, Magnus Jakobsson<sup>1</sup>, Per Andersson<sup>3</sup>, Magdalena Beben<sup>3</sup>, Per Beckman<sup>4</sup>, Staffan Dahlbom<sup>5</sup>, Monica Delorme<sup>3</sup>, Daniel Dima<sup>3</sup>, Marie-Charlotte Elvstam<sup>6</sup>, Jörgen Lagnebo<sup>6</sup>, Egbert Langeveld<sup>7</sup>, Nicklas Lindén<sup>8</sup>, Olof Munther<sup>8</sup>, Andreas Rosenberg<sup>7</sup>, Annika Schoug<sup>3</sup>, Ghazal Zaboli<sup>8</sup>

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### **Abstract Title.**

Teaching dimensional analysis in secondary school mathematics

### **Keywords**

Didactic engineering, dimensional analysis, mathematics education, proportionality, secondary school

### **Presentation**

Paper presentation

**In the complicated world of misinformation there is a great need for scalable educational interventions supporting pupils and a general public (European Commission, 2018). Researchers call for “more intensive digital literacy training models (such as the “lateral reading” approach used by professional fact checkers), which could potentially have larger and/or more durable effects” (Guess et al., 2020, p. 7). In our study we address this challenge by developing an online tutorial based on civic online reasoning that aims to teach people to critically assess online information consisting of both text, videos and images. Specifically, we investigated whether feedback and/or tutorials can serve as simple step-by-step guidelines to improve digital literacy on a test measuring the ability to assess the credibility of online images, texts, and videos. Our findings from an online intervention with ca 200 pupils highlights how observational learning may support pupils’ lateral reading and abilities to determine credibility of digital news. Our findings also highlight possibilities to overcome some challenges of transfer across misleading items of information, including texts and images. We also find in an experimental lab setting with ca 50 participants that the impact of the intervention may relate to statistical learning processes and different types tutorials and feedback. In our presentation, we will show how a digital self-test with tutorials and feedback designed to support lateral reading and the ability to debunk fake news can be scalable and useful across sites. We will also discuss some of the many challenges of critical thinking and digital civic literacy that we find when developing evidence based educational materials against disinformation.**

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#### **Abstract Title.**

The News Evaluator: An evidence based tool to support critical thinking and digital civic literacy against misinformation

#### **Keywords**

lateral reading, media literacy, observational learning, knowledge transfer

#### **Presentation**

Paper presentation

**This qualitative research was conducted to explore secondary school teachers' perceptions about developing critical thinking skills in their students. The study examined teachers' perceptions about students' ability to think critically, teaching strategies and practices to develop critical thinking skills in their students. The study was conducted in a private school in Gilgit city. The study was qualitative in nature, through convenient sampling technique, four secondary school teachers were selected for the study. The researcher used semi structure interviews, classroom observation and document analysis for data collection and the data was analyzed through thematic analysis. The findings of the research study revealed that some of the secondary school teachers lack the basic knowledge about critical thinking, therefore they are unable to define the concept and that how to develop these skills in their students. Most of the teachers were aware that it is important to develop students' critical thinking skills but except one teacher all the other participants were unable to provide effective classroom strategies needed to develop critical thinking skills in their students. The findings of the study suggested that to develop critical thinking skills in students' teachers needs to engage their student in thoughtful discussions and provide opportunity for thinking, questioning and creativity. The research study also revealed that students were unable to analyze and apply their knowledge in new situations. The findings of the study highly recommend that the school needs to arrange workshops for teachers to help them create effective classroom environment in which students are challenged to think unconventionally. Train teachers needed to create interactive classroom so that students can analyze and apply given information in new situations and able to generate new ideas to develop their understanding of the subjects.**

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#### **Abstract Title.**

THE PERCEPTIONS AND PRACTICES OF TEACHERS IN DEVELOPING CRITICAL THINKING SKILLS: A CASE STUDY OF SECONDARY SCHOOL TEACHERS IN GILGIT-BALTISTAN

#### **Keywords**

critical thinking, pedagogical practices, classroom strategies , discussion

#### **Presentation**

Paper presentation

The project reported investigates how a 15 weeks intervention with systematic peer learning (SPL) can be developed in science and mathematics in 3<sup>rd</sup> grade (Schmidt, 2015). We investigate and attempt to transpose positive international experiences (e.g. Thurston et al., 2020) with SPL to the Danish primary school at a grade level where students' interest in STEM subjects usually decline markedly. The success criteria for the project is that a) students' involvement in science and mathematics increase significantly (assessed through student questionnaires), b) the lack of interest can be countered by SPL (assessed via qualitative interviews), c) students achievement increases during the project (assessed with 'signature tasks') and that d) the SPL-didactics can work in the Danish school context (assessed through video observations). The study involves 15 classes, 30 teachers and approximately 300 students, which corresponds to 450 intervention lessons, of which 240 are videotaped. A pre- and a post-test is developed as 'signature tasks', where a pair of students jointly engage in a short task and secondly answer a multiple-choice or open answer test individually. This test setup seeks to provide a characteristic reflection of the peer collaboration and the competence level of the individual student ('a signature'). Signature tasks encompasses both mathematics and science elements and is given to all students in the 15 intervention classes and 10 control classes. The presentation will have two parts: First an elaboration upon the design of signature tasks, where we provide an exposition of the difficulties we have encountered when attempting to construct a measure which reflect the complex intervention mechanism in our take on SPL. Secondly, we present our preliminary findings concerning the above-mentioned success criteria.

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#### **Abstract Title.**

Peer learning - when conversation encourages understanding of science and mathematics

#### **Keywords**

systematic peer learning, primary school, mathematics, science, test design

#### **Presentation**

Paper presentation

**My forthcoming trilogy on climate change is designed as a basis for discussion in high-schools, colleges and universities. Based on the idea that a critical thinker is one who formulates relevant questions and is capable of accumulating information from which to draw relevant conclusions (Paul and Elder, *The Miniature Guide to Critical Thinking: Concepts and Tools*), I shall present the first novel in my trilogy, *Katja's World Game* (to be published in December 2020). I hope to demonstrate how literature enables a critical thinker to accept alternative systems of thought and communicate these in order to find a common solution. In the case of my trilogy, the solution is a compromise that provides a better, safer and healthier future. It also entails sacrifices that are not accepted by all. Since not everyone can be saved, Katja and her group are presented with major moral dilemmas. Because students must accumulate relevant information and evaluate it in order to draw pertinent conclusions, my trilogy provides up-to-date information about the state of the Earth, the oceans, and the effects of climate change on all aspects of our lives. Critical thinking is self-directed, self-disciplined, self-monitored and self-correcting. As such, it incorporates critical reasoning (the ability to infer judgements, evaluate and assess) and a moral disposition (willingness to accept new ideas, concepts, and viewpoints). Reading literature enables the teacher/reader to employ both aspects of critical thinking. Because my novels follow just a few characters - university students from five different countries, the story and the challenges are both personal *and* universal. They are also very real.**

Jane Ekstam

Østfold University College, Halden, Norway

**Abstract Title.**

Katja's World Game: an alternative way for readers/students to think about climate change and its effects

**Keywords**

Critical thinking, moral disposition, literature (fiction), climate change, high-school and university

**Presentation**

Paper presentation



**Evidence that history cannot be approached outside human experience and therefore needs to consider the human condition were presented in the 1960s, 1970s and 1980s. The arrival of historical consciousness was accompanied by a *moral* turn that took place in historical scholarship, which implied that questions about *good* and *bad* and *right* and *wrong* were considered as important in history education in order to stimulate critical thinking. Although few would question the moral imperative in historical consciousness research the understanding of what morality means and could be approached in teaching are scarcely investigated. The purpose of the paper is to map how moral issues are *named* and *framed* in research about education and historical consciousness in-between 1980-2019 to sharpen history teachers' and history researchers' interpretative tool box. More specifically: a) How is the notion of good/bad and right/wrong named in the texts about HiCo and what kind of frames do they indicate for educational practice and purpose(s)? b) Which key words are most frequently mentioned in the texts about HiCo?, and c) Are there differences in how morality is linked to HiCo depending on when the article is published, i.e. differences between time spans? If so in what ways? The following databases were utilised: Scopus (Elsevier), ERIC (Ebsco), PsychInfo (Ebsco), and Web of Science (Thomson Reuter).**

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#### **Abstract Title.**

*Mapping the field of moral consciousness in research about historical consciousness: a content analysis of 710 research articles*

#### **Keywords**

historical consciousness, moral consciousness, history education, meta study, interpretation

#### **Presentation**

Paper presentation

Den globala diskussionen överöser oss med information om hur skört livet är och vi kan konstatera att på ett världsomfattande sätt berörs alla av händelser såsom pandemi, klimatoro och konflikter. Det blir allt tydligare att utbildning på alla stadier behöver orientera sig på nytt kring bärande frågor om fred, ickevåld och globalt medborgarskap. Ordet fred behöver återerövrats, vilket FN:s Agenda 2030 och dess betoning av hållbar fredsfostran (peace education) lyfter fram. Studien är en fortsättning på *Barn och fred - En pilotstudie av barns förståelse av fred* (Ahlskog-Björkman och Björkgren, 2018) som genom pedagogiskt samtal synliggör hur förskolebarn genom teckningar skapar meningsfulla tolkningshorisonter om fred. Syftet med den uppföljande studien är att öppna upp för olika tolkningar och perspektiv om hur barn närmar sig och gestaltar fred i sina tecknade bilder. Genom ett bildsemiotiskt perspektiv fördjupas tolkningen av bilderna som fönster mot det existentiella. I multimodala tolkningar eftersträvar vi att synliggöra hur fred gestaltas som yta och djup i teckningarna. Studien visar hur barns bilder kommunicerar och kan facilitera upplevelsen av livet och hur världen visar sig i ett fredsperspektiv. Resultaten visar på vikten av att få utöva kreativ och empatisk tolkningskompetens som sträcker sig utöver teckningarnas beskrivande innebörd. Artikeln bidrar till ett pedagogiskt samtal om hållbarhet där betydelsen av temat fred återerövrats och förnyas i olika utbildningssammanhang.

Eva Ahlskog-Björkman<sup>1</sup>, Mårten Björkgren<sup>1</sup>, Hannah Kaihoviirta<sup>2</sup>

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#### **Abstract Title.**

Att läsa barns bilder om fred. Tolkningar som återerövrar och förnyar temat fred som pedagogiskt perspektiv.

#### **Keywords**

peace education, early childhood, integrated subject education, visual communication

#### **Presentation**

Paper presentation

In Finnish educational system, the national comparability of final grades in every subject is crucial in minimising inequality, as students apply for and are selected into upper secondary education mainly based on their school grades at the end of basic education. During more than a decade ago several researches has shown that the the competence levels between students with the same grade can vary significantly according to the general level of the school concerned. To minimize the problem of inequality in the final grading, the Finnish National Agency for Education has started (2018) co-operation with more than 100 experts, to define the subject specific assessment criteria for grades 5,7,8 and 9. While using the criteria teachers supposed to have assessment literacy skills i.e., they supposed to know how the subject specific objectives are applied in practice while grading and how the final grades are formed. In this paper, we used mixed methods to study how the teachers have been applying the draft criteria when they assessed pupils' authentic answers. The data was collected in autumn 2019 from 232 teachers, 39 of them were social study teachers and 83 math teachers. The pre-results showed that while using the draft criteria, there were a big variation how teachers gave the grades for students' authentic answers. It seems also that the teachers who participate to this validation process voluntarily, did not necessarily know the main objectives of their own school subject. In the end of this paper we discuss what kind of assessment literacy skills teacher supposed to have to use the criteria for final grading.

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#### **Abstract Title.**

Criteria based grading supporting teachers' assessment literacy skills in social studies and mathematics

#### **Keywords**

assessment literacy, social studies, mathematics, criteria-based assessment, educational equality

#### **Presentation**

Paper presentation

**Young people’s literacy skills show in international surveys deteriorations since the beginning of the 2000s (Swedish National Agency for Education 2017). The UN Rights of the Child stresses that education should be directed to respecting the child’s “cultural identity, language and values” (UN article 29:1). There is a growing consciousness of inequalities not only related to social class, ethnicity and gender but also to language (Garcia and Lin 2017, Cummins 2017). New ways of teaching, using many linguistic resources, are important in school development and in students’ knowledge and personal development (Garcia and Li Wei 2018). Actualizing a variety of writing purposes: knowledge development and storing, identity formation, persuasion, information exchange and creativity (Berge et al. 2005, 2015, 2016), could be a way to strengthen language and content learning in multilingual classrooms. This project describes a language-oriented work where writing purposes in civics, year 8, are examined. In a writing task, students use the work area’s words/concepts. The questions are: • Which writing purposes are actualized in the students’ texts? • How can didactic considerations affect that a greater variety of writing purposes are actualized in students’ texts? The data consists of students’ texts, written in a multilingual classroom context. Using the wheel of writing (Berge et al. 2005, 2015, 2016), 23 students’ texts are analyzed, examining which writing purposes that are actualized. In the analysis the students thus expose a fairly limited repertoire of writing purposes. Knowledge development is mainly actualized, followed by knowledge organization/storing. Identity formation/self-evaluation/meta-communication is actualized, although only in few texts. The other writing purposes are not actualized. In my further work the same students will, in an adjusted writing assignment, have the opportunity to actualize a greater variety of writing purposes. This assignment has been accomplished, but not yet analyzed.**

Viktorija Waagaard

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#### **Abstract Title.**

Actualizing Different Writing Purposes to Strengthen Language and Content Learning in a Multilingual Civics Classroom

#### **Keywords**

writing purposes, language and content learning, multilingualism, wheel of writing

#### **Presentation**

Paper presentation

**New forms of science education aim to build competencies that connect to agency, i.e. a possibility and will to influence, participate and change circumstances for the better. Connecting agency to *futures thinking* (based on the field of *futures studies*), we report on a study that attempts to elaborate the concept of futures in school science. Phenomenographic analysis was used on interview data to see what changes upper-secondary school students (n=21) saw in their futures perceptions and agentic orientations after attending a course module which adapted futures thinking skills in the context of quantum computing and technological approaches to global problems. We identified 16 themes that were grouped into six categories based on our theoretical framework. The results show students perceiving the future and technological changes as more positive but more unpredictable, seeing their agentic possibilities as clearer and more promising (especially by identifying with their peers and generation), questioning deterministic views, and thinking more creatively about technological and non-technological solutions to global problems. Our results provide further validation for a future-oriented approach to science education, highlighting essential synergies between futures thinking skills, agency, and authentic sociotechnical issues in developing science education for the current age.**

Tapio Rasa, Antti Laherto, Elina Palmgren  
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#### **Abstract Title.**

Broadening perceptions of future, technology and agency: students' experiences from a module on futures thinking and quantum computing

#### **Keywords**

futures thinking, agency, upper-secondary school, thinking skills, science education

#### **Presentation**

Paper presentation

**Teachers' hands-on experiences concerning literature enable pedagogical innovations in the instruction of reading and writing (Kauppinen et al. 2020). Nine teachers in two groups took part in in-service education in a Finnish project, which aims to use literature in language learning. Using the methods of poetry therapy (see Brewster 2018) teachers developed their competences in aesthetic, empathized reading (Rosenblatt 1994, Smith 2012). In the in-service training, there were two main aims: 1) gaining experiences of aesthetic reading both in a personal as well as in a communal level, and 2) becoming aware of the common meaning making processes. The teachers took part in three sessions concentrating in aesthetic stance in reading. The assignments for the sessions were created to enhance the emotional engagement with texts. The teachers implemented assignments that facilitated expressing their experiences of the texts and shared these experiences. Each session involved with different assignments and genres - a novel, a fairy tale and poetry. All the discussions (in together 6 sessions) were taped and transcribed. The data consists of 93 sheets of the teachers' group discussions, and it was analysed via qualitative content analysis. The aim of the study was to illustrate the meaning making processes of empathized reading and investigate the features of aesthetic stance in reading. The results show that the teachers used texts extensively as a reflection surface to their experiences and emotions. In spite of the genre of the text, the teachers named emotions, memories and mental images concerning milieu, atmosphere, characters and symbols of the texts. The individual reading history became also visible, as well as the values of life, and links to personal growth. The teachers created deep common meanings of the texts, and became aware of them. To sum up, aims of poetry therapy fulfilled during in-service education.**

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#### **Abstract Title.**

Teachers as meaning makers in aesthetic, empathized reading and writing processes

#### **Keywords**

aesthetic reading, literacy, poetry therapy, teachers' in-service education

#### **Presentation**

Paper presentation

This presentation takes its outset in an ongoing PhD study concerning how to support students' development of mathematical reasoning competency, where the core "is to analyse or produce arguments" (Niss & Højgaard, 2019, p. 16). The reasoning competency may be seen as a crucial competency, since it may influence the practice of critical thinking in societies, where much information is based on mathematical arguments. The study deals with students in the age of 10-13 years and their mathematics teachers. The motive of the study is to analyze and unfold opportunities and challenges, when students and teachers together investigate and qualify their mathematical arguments in the classroom when working with the interplay between historical mathematical original sources and the dynamic geometry environment in GeoGebra. Mellin-Olsen (1984) defines dynamic reading and dynamic understanding of a text. Within this definition, the text is seen as a sequence of characters, and the reader puts her own understanding into the reading process, into the characters. This affects the reader's understanding of the content of the text, support a positive ownership between the student and the knowledge, requires that the students use their oral language and that they are provided with the opportunity to attach importance to the knowledge while working with the text. The aim of this presentation is to illuminate to what extent the students' alternating work between using GeoGebra and reading the original source can support their dynamic reading - and understanding - of such historical texts and if they become sharper at analyzing and producing mathematical arguments, and thus develop their mathematical reasoning competency.

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#### **Abstract Title.**

Using dynamic reading to support students' development of mathematical reasoning competency

#### **Keywords**

Critical thinking, Dynamic reading, Original sources, GeoGebra, Mathematical reasoning

#### **Presentation**

Paper presentation

During the last couple of decades, history educational research has sparked questions regarding the relation between historical knowledge and the language by which it is expressed, debated and in other ways communicated in educational settings, often discussed as historical literacy. This linguistic focus on history education can be contrasted by similar interests in equivalent relations between other school subjects and language, or disciplinary literacy (Shanahan & Shanahan, 2012). One major objective of disciplinary literacy research has been to define the traits of disciplinary communication, which can be exemplified by explicating the informational and impersonal language used in science education (e.g. Martin, 1991) or the role of dialogues and focalization in stories written in mother tongue education (e.g. Björk, 2020). The field of research in history education, however, entertains varying definitions of the ambiguous concept that is historical literacy (Maposa & Wassermann, 2009), which often attends to historical thinking concepts and thus fail to acknowledge the linguistic features needed for participation in the disciplinary practices at hand (see e.g. Hughes, 2020). As Van Leuween argues (2008), we need to illustrate the characteristics of disciplinary literacies in order to enable student participation and better scaffold teaching and learning in all school subjects, including history. Acknowledging that historical literacy is key to participate in the social practices of history education through language, we argue that historical literacy needs a new episteme and broader definition than what historical thinking entails. Building on historiographical notions of the Historical and Practical past (Oakeshott, 1983; White, 2014), methodologies from the field of Systemic-functional linguistics (SFL) and empirical data from a study of Swedish fourth-graders writings in history class (Björk et al. 2020), this article proposes an interdisciplinary approach for researchers and teachers to better analyze, scaffold or cultivate the emergence of historical literacy in educational settings.

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#### **Abstract Title.**

Cultivating Disciplinary Literacy in History Education: An Interdisciplinary Approach for Research and Practice

#### **Keywords**

History education, Systemic functional linguistics (SFL), Disciplinary literacy, Historical literacy, Early school years

#### **Presentation**

Paper presentation



In this ongoing investigation, I study how, when, and if at all, the students speak Spanish during their language lessons. I audio/video record Spanish lessons with different teachers to see some examples of what makes the students speak or not speak Spanish in class. The purpose is to observe spoken production and interaction between students as well as between the teacher and students. From the CEFR (Council of Europe, 2020) we know that the main purpose of language learning is communication. In Sweden, as in many other countries, the curriculum emphasizes that languages should be taught and learned through and for communication. One aim of this project is to ascertain whether there is a communicative use of spoken Spanish in class. Within the theories of SLA, the *Output Hypothesis* (Swain, 1995) and the *Interaction Hypothesis* (Long, 1996) establish the importance of the student's own production and interaction with others as essential elements for second language acquisition. Knowing this, and relating it to the communication-orientated curriculum, it is interesting to see whether and how the theoretical framework transforms into practical teaching. Consequently, does the instruction make the students speak Spanish? And if so, what does it look like in practice, in a Spanish class? References Council of Europe (2020) *Common European framework of reference for languages learning, teaching, assessment. Companion volume with new descriptors*. Strassbourg: Council of Europe Long, M. H. (1996). The Role of the Linguistic Environment in Second Language Acquisition. In: *Handbook of Second Language Acquisition/editors W. Ritchie and T. Bhatia*. 413-468. San Diego: Academic Press. Swain, M. H. (2005) The Output Hypothesis: Theory and Research in: *Handbook of research in second language teaching and learning/editor E. Hinkel*. 471-482 New York: Routledge

Fredrika Nyström

Uppsala University, Uppsala, Sweden

#### **Abstract Title.**

How do we teach speaking? – A PhD project about the instruction of Spanish in the Swedish compulsory school

#### **Keywords**

Spoken interaction , Spanish , Compulsory school, Foreign languages

#### **Presentation**

Paper presentation

**The Danish primary and lower secondary school aims to ensure pupils' versatile development through ideals of equality and freedom of spirit, but the lack of gender awareness negatively impacts the children's well-being and educational outcome. Through analysis of texts, interviews and video footage from interventions with critical guides in the work with literature in three 8th grade classrooms, this study seeks to develop educational designs and establish general principles for the integration of gender in the core of Danish L1-education.**

Anders Simmelkiær Laraignou

Aarhus Universitet, Copenhagen, Denmark

**Abstract Title.**

Gender in Danish: Negotiation, Transformation and Upscaling - A Critical Intervention in the Work with Literature in the Danish L1-Education.

**Keywords**

Gender, Danish L-1 Education, Critical Literacy, Discourse Analysis, Design-based Research

**Presentation**

Paper presentation

Until recently, there has not been direct encouragement to use the educational system in Norway to contribute to national security purposes. Now, however, there is a notable conflation of the ideals of democratic citizenship and the efforts to prevent terrorism. As stated by Gearon (2013), it appears as if schools are being drawn into a contested arena. While the counterterrorism policy field in Norway is a new invention, the last decade has marked a period where several policies have been introduced on the prevention of radicalisation and extremism. Schools are placed at the forefront of preventive efforts, and the expectation that schools can counterweigh terrorism is expressed in the renewed curriculum: *Social studies must contribute to help students' being able to participate in and further develop democracy and prevent extreme attitudes, extreme behaviours and terrorism* (Social studies curriculum, 2020, p. 4 [author's translation]) This research-in-progress will discuss the educational objective of preventing terrorism in Norwegian social studies. Drawing on critical discourse analysis as its theoretical and methodological framework, this study will analyse lower-secondary education (levels 8 to 10) social studies textbooks (Aschehoug, Cappelen, Fagbokforlaget, and Gyldendal), to explore what kinds of preventive justifications are offered. Applying theories on radicalisation (Kundnani, 2012), critical thinking (Børhaug, 2014) and educative turbulence (Davies, 2014), we expect to find that the causes of terrorism in textbooks are linked with individual psychopathology, which may divert attention from the discussion of structural causes of terrorism. We do not anticipate much focus on state terrorism or Western military invasions as a catalyst for terrorism. Consequently, the tentative conclusion that the study arrives at is that preventive justification in Norwegian social studies textbooks are both individualised and de-politicised, which does not correspond well with the current knowledge of what causes terrorism and how it can best be prevented.

Martin Sjøen

Western Norway University of Applied Sciences, Bergen, Norway

#### **Abstract Title.**

When terrorism enters the curriculum

#### **Keywords**

Social studies, Terrorism, Radicalisation, Critical discourse analysis

#### **Presentation**

Paper presentation

**The use of the Bible in Religious Education in Sweden, grades 7-12.** Aim: I investigate how teachers and textbooks in religious education (RE) in Sweden use the Bible. When they refer to the Bible, do they give exact quotes or just paraphrases? Do they give exact references? Which passages are quoted and in what contexts? How are the passages interpreted and who does the interpreting? How do RE teachers choose the passages they work with? Background: Studies on textbooks intended for Catholic schools in England, Wales, and Australia show that they commonly use paraphrases rather than actual quotes from the Bible (Carswell 2018). Pollefeyt & Bieringer (2005) show that in RE textbooks the Bible is used mainly to support claims about religious doctrine, historical events or moral truths. Method: The study is based on close readings of RE textbooks and interviews with upper secondary school teachers. Expected result: Preliminary findings show that Swedish RE textbooks quote the Bible sparingly and seldom give exact references. Quotations are taken out of context. They refer to the Bible mainly to support points the author is trying to make. This approach to scripture does not take textual context into consideration and encourages prooftexting, where readers are led to find in the text what the textbook author wants them to find rather than learning to listen for what the original author of the biblical text was trying to say, or learning how the text had been interpreted in different periods of time. In failing to discuss different ways of reading the biblical texts, students are not enabled to make their own interpretations of the texts or draw alternative conclusions. These textbooks thereby promote forms of fundamentalism (see Carswell 2018) and give a skewed understanding of Christianity and Judaism.

Torsten Löfstedt

Linnaeus University, Växjö, Sweden

#### **Abstract Title.**

The Use of the Bible in Religious Education in Sweden, Grades 7-12

#### **Keywords**

Bible, Religious Education, Interpretation, Fundamentalism

#### **Presentation**

Paper presentation

**This paper reports on a project involving teacher trainees in Higher Education using literary texts to develop awareness of environmental issues in the English language classroom through dialogue in literature circles. Literature circles are learner-centred discussion groups with pre-assigned roles for each participant. The aim of the project was to develop and implement a new methodology for conducting ecocritical dialogues, particularly in literature studies in the new, Norwegian five-year teacher-training master programme. The research question is: How can reading and engaging in ecocritical dialogues discussing children and young adult literary texts foster eco-citizens? In the research, the roles in the literature circles were adapted to fit the topic of environmental approach. Texts used were David Almond's *The Savage*, and Marsden and Tan's *The Rabbits*. Findings show that the adapted roles increase awareness of environmental issues. Through the negotiations in the literature circles, the participants engaged in discussions, which enhanced and developed awareness of their own positions and were engaged in each other's points of view. The project is part of an ongoing research project "Nature in children's literature and culture."**

Hege Emma Rimmereide

Høgskulen på Vestlandet, Bergen, Norway

**Abstract Title.**

Developing the eco-citizen through ecocritical dialogues (in the EFL classroom)

**Keywords**

Eco-citizen, literature circles, eco-dialogue, sustainable development, higher education

**Presentation**

Paper presentation

It has been argued that subject didactics took a communicative turn at the beginning of the 21<sup>st</sup> century (Krogh, 2011). Proponents of the communicative approach, view subjects as communication in and about themselves. They contend that to survive in the late modern era's knowledge economy, subjects are required to communicate and reflect upon themselves to gain legitimacy (Christensen, Elf, Hobel, Qvortrup, 2018; Krogh, 2011). In the process of communicating and posing question regarding their contents, methods, and purposes, subjects acquire a professional self-identity (Ongstad, 2018). The communicative process whereby subjects legitimize themselves and become self-aware has been termed "didactization" (Christensen, Elf, Hobel, Qvortrup, 2018). This study's first aim is to discuss how to understand quality in social studies in light of the communicative turn. The main theoretical argument is that when social studies is understood as communication *in* and *about* social studies (Christensen, 2015), quality criteria for social studies should pertain to the communicative process. A widely known and recognized example of quality criteria for communicative processes about societal matters are those found in the works of Jürgen Habermas and Joshua Cohen who have made major contributions to a deliberative theory of democracy (Cohen, 1997; Habermas, 1996:305-306). The study's second aim is to investigate deliberative teaching in social studies by use of video observations and single case study methodology. The empirical research question is how, why, and to what extent social studies teaching fulfills the criteria for deliberation. A preliminary glance at the data suggests that teachers sometimes use scaffolding techniques to enhance the deliberative quality of teaching, though this seldomly leads to full-fledged classroom deliberation. This finding is however still to be confirmed by systematic analysis.

Jonas TeqIbjærg

University of Southern Denmark, Odense, Denmark

#### **Abstract Title.**

Quality in social studies after the communicative turn in subject didactics

#### **Keywords**

Social studies, Teaching quality, Deliberative democracy, Critical thinking

#### **Presentation**

Paper presentation

**Participation from a student perspective - Cooperative learning in Middle school**  
 This study examines participation in school from the perspective of the students, and in teaching characterized by cooperative learning. The theoretical framework consists of concepts concerning participation and education taken from Thomas (2007), Young (2000) and Biesta (2010). Student participation is a goal in the Swedish curriculum and is seen as essential for the students' learning outcomes, and research suggests that students' participation is limited and strictly controlled by the teachers. However, research also suggests that student participation benefits from teaching with the teaching method called Cooperative Learning. Participation in this study is defined as being; 1. Social - being a part of a social community, 2. Political - being a part of decision-making, and 3. Epistemological - being a part of a meaningful learning experience. The data consists of transcribed interviews, inspired by stimulated recall, with 30 students in the ages 10 to 12, in two Swedish Elementary Schools. The preliminary results show that the students lack political participation, mainly due to the teachers' wish to control the students in the classroom. The teachers' main concern, according to the students, focus on well-functioning groups (social participation) and on the learning outcomes (epistemological participation), rather than on evolving the students' democratic abilities (political participation). The study does not show that Cooperative Learning as such enhances the students' participation, but rather that the teachers control the degree of participation for the students.

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 Young, I. M. (2000). *Inclusion and democracy*. Oxford: Oxford University Press

Sofia Gille

Dalarna University, Falun, Sweden

#### **Abstract Title.**

Participation from a student perspective - Cooperative learning in Middle school

#### **Keywords**

social, political and epistemological participation, elementary school,, cooperative learning, Critical thinking , Paper presentation

#### **Presentation**

Paper presentation

**To develop literacy in a foreign language is a demanding task, especially when the language is not present in the surrounding society. The subjects German, French and Spanish in Swedish schools struggle to make the study of the language relevant and worth the effort for the students. In this paper, I suggest that addressing different aspects of authenticity in the classroom by means of literary texts can enhance the relevance of the subject and thereby the motivation of the students to learn the language to higher levels of proficiency such as functioning literacy. The ambiguousness of literary texts enables different interpretations and associations. Conversations about the interpretations and text experiences of different readers can be seen as a form of authentic communication (van Lier 1996), in the sense that the participants don't know what the others will contribute or what the topic is going to be. To read literary texts in a foreign language is also an experience that is connected to the here and now of the classroom, in contrast to preparation for a future use of the target language. In an intervention study, a group of German learners read a short story in an activity where the reading and the discussions were portioned in four so called expert groups. The activity was followed-up by a questionnaire about the reading habits of the students, their opinion about the text and the activity, and about what it might have meant to them on a personal level. The results show that the text and the activity was experienced as engaging, in spite of the fact that the text was very difficult for the students to understand. The group orientation of the activity supported the text comprehension and the theme of the text was seen as relevant by the students.**

Angela Marx Åberg

Linnéuniversitetet, Växjö, Sweden

#### **Abstract Title.**

Literary texts as platform for authenticity and motivation in foreign language teaching

#### **Keywords**

literacy, authenticity, Spanish, German , French

#### **Presentation**

Paper presentation



**What is the use of history? Is it a semantical phenomenon? The use of history is part of the Swedish history curriculum. This project aims to find design principles or (theories) for teaching and constructing tasks. An intervention study will be carried out in Middle School in Sweden, where the researcher and teachers design and test different tasks. The intervention study is designed within the genre of Educational Design Research and Case Study as a method. In the first phase of the project, the exploratory phase, teachers will be interviewed in focus groups. In contrast, in the second phase, the tasks will be designed with teachers and tested in the class. In the third phase, the pupils will fill a survey and evaluate the design in focus groups. Moreover, the intention is to make a semantical analysis of central concepts in History instruction. Furthermore, examine teaching concepts semantic variation to develop students' historical knowledge, self-reflectivity, and critical thinking. Last, due to the pandemic, the data has not been entirely collected, however, hopefully, at the conference, some preliminary results will be presented.**

Jenne Fröding Reyes

Karlstads universitet, Karlstad, Sweden

**Abstract Title.**

The Use of History in Middle School. Searching for Teaching Principles and Learning Trajectories through an Educational Design Research.

**Keywords**

Educational Design Research, Creativity, Critical thinking, History instruction , Teaching and tasks

**Presentation**

Paper presentation

While the use of students' first language (L1) in second or foreign language (L2) classrooms has traditionally been considered a threat to language learning, scholars increasingly argue that the use of L1 can be beneficial for L2 learners (Hall & Cook, 2012). The present study adds to this ongoing debate by investigating teacher and student beliefs about the use of English and Norwegian in 10<sup>th</sup> grade English lessons. Two teachers and six of their students were recruited from a previous study where language choices were found to vary considerably between classrooms (Brevik & Rindal, 2020). In the present study, video extracts from their English lessons were used as stimuli in semi-structured interviews to elicit reflections related to language choice in one high-frequency English classroom and one high-frequency Norwegian classroom, respectively. Results from a thematic content analysis show that despite agreement on the importance of extensive target language use, conflicting beliefs lead to inconsistent practices and possible tensions between teachers and students. The students from the high-frequency English classroom perceive - and appreciate - the existence of a *norm* for English language use, maintained by the teacher's deliberate and consistent use of English. In the high-frequency Norwegian classroom, beliefs related to the wellbeing of students trump beliefs related to the perceived benefits of extensive English language use, leading to language practices characterised by students as vague and inconsistent. Conversely, the results also suggest that Norwegian has a place in the English classroom. Students and teachers agree that using Norwegian can signal a shift from subject-specific to interpersonal communication. Furthermore, several of the students argue that Norwegian plays a role in the development of new vocabulary, in combination with English. Agreement on such functions for L1 use is a step closer to the beneficial integration of L1 in L2 classrooms.

Ulrikke Rindal

Department of Teacher Education and School Research, University of Oslo, Oslo, Norway

#### **Abstract Title.**

L1 use in L2 classrooms: Teacher and student beliefs related to language choice in English lessons

#### **Keywords**

English as an additional language, language choice, teacher and student beliefs, oral proficiency

#### **Presentation**

Paper presentation

**Writing proficiency is a key part of students' disciplinary development in school. The written language still remain the primary mode of communication in student products (Bremholm et al., 2018), just as writing at a more general level has proven an important factor in the acquisition of content knowledge in the subjects (Klein & Boscolo, 2016). As a result, student writing has been studied from a variety of methodological perspectives and with different didactic and educational purposes in mind (Berge, 2019; MacArthur et al., 2016), but relatively few studies, particularly in the Nordic countries, have examined how student writing unfolds from a quantitative perspective. This means that we have little knowledge of how the complex process of writer/writing development is realized in specific linguistic features and stylistic choices in student texts across grade levels (Crossley, 2020). In this ongoing PhD study, I therefore examine linguistic features in a corpus of 5<sup>th</sup>-9<sup>th</sup> grade students' texts (n = 244) by means of digital tools from the field of natural language processing (Eisenstein, 2019). The analyses focus on a variety of different linguistic measures, ranging from somewhat simple productivity and accuracy measures (e.g. total words written, lexical density, frequency of spelling errors) to more advanced complexity measures of syntactic and lexical segments. The first part of the analyses adopts a diachronic perspective and examines grade-related differences in the linguistic variables. The second part of the analyses adopt a more synchronous perspective and combines the textual data with corresponding survey data from the participating students and examines to what degree variance in the linguistic measures can be explained by extra-linguistic variables such as writing and reading habits, writing attitude and social background. In the presentation, I will elaborate on the background and methodological considerations related to the study and present preliminary results from the analyses.**

Morten Tannert

Danish School of Education, Aarhus University, Aarhus, Denmark

**Abstract Title.**

Examining L1 Writing Development in the 5th-9th Grade

**Keywords**

writing development, Danish L1, literacy, digital methods, educational linguistics

**Presentation**

Paper presentation

Many mathematics teachers face a dilemma when they, on the one hand, encourage their students' creativity, intellectual independence and critical thinking - but on the other hand, are bound by curricula requirements. In other words: How can a teacher set up and oversee a process directed at those goals? Is it possible for students to develop creativity and critical thinking within pre-described controlled frames and can they do it when they are ultimately assessed by the very teachers who tells them to take the lead? Besides, is it possible for the teacher to request initiatives and creativity from the students and still remain an authority, representing the body of knowledge, skills and competencies the students are supposed to end up with, determined by curricula, and ultimately by the society at large? The conceptual paper presented here dissolves this apparent discrepancy by describing two complementary perspectives on teacher authority in mathematics, illustrated with concrete teaching examples from high school mathematics. The first perspective concerns *mathematical* authority, where authority is inherent in mathematically true statements and reasoning. On the one hand, this authority is democratically accessible since it can be claimed by anybody who speaks mathematically true. On the other hand, since the teacher is the mathematics expert in the mathematics classroom, he or she will often, in practice, be the authority. We shall come back to the teacher's role, including interpersonal behaviour. The second perspective concerns *the nature of learning*. In the Discursive Approach, the teachers' role in classroom conversations is characterised by an obligation to lead the discussion in the direction of relevant mathematical ideas and themes. This also rests on the concept of guided interactions building on Vygotsky as a framework balancing authority (guided) with a student focus (creative and critical inventions).

Mette Andresen, Bettina Dahl Soendergaard  
University of Bergen, Bergen, Norway

#### **Abstract Title.**

The apparent discrepancy between creativity and authority: A case from mathematics education

#### **Keywords**

Creativity, teacher authority, mathematics education, high school

#### **Presentation**

Paper presentation

**This study examines how PSTs develop the competence they need to lead productive mathematical conversations. The new Norwegian curriculum (Utdanningsdirektoratet, u.å.) focuses on explorative conversation as a means for developing students' critical thinking, and in this study we try out ways to improve teacher education to better prepare PSTs for this. Dialogical teaching is recommended for developing critical thinking skills (Alexander, 2017), and teachers' critical thinking skills are essential for fostering the development of the same skills in their students (Chiconga, 2017). Successful dialogical teaching needs to be developed and practiced, so that PSTs will be able to lead high-quality discussion that develops students' logic, reasoning and deduction skills, and underpin mathematical learning activity. Mathematics education needs a pedagogy which explicitly encourages the active engagement of students in dialogue, and mathematics teachers need to critically review their current practice accordingly (Solomon & Black, 2008). Design and methodology The PSTs are required to plan and rehearse a productive mathematical conversation with other PSTs acting the role of the students, filming the situation. The group analyzes the rehearsed conversation, looking for points to improve, before enacting a similar conversation with actual students in their practicum schools. This conversation is also filmed, and the students analyze the film, looking for teachable moments, reflecting on how they were used or lost. By rehearsing and analyzing situations like this, the teacher education might strengthen the PSTs' ability to recognize and make use of such teachable moments that might appear during a productive mathematical conversation, and when and how to build on what the students contribute to the conversation - thus strengthening the students' critical thinking. We analyze three practicum groups of PST lead conversations in the rehearsal situation and the enacting situation, identifying what characterizes the talk moves made by the PST in the different situations.**

Hege Myklebust, Maru Alamirew Guadie  
Høgskulen på Vestlandet, Stord, Norway

#### **Abstract Title.**

How do preservice teachers (PSTs) use explorative conversation for productive mathematics classroom teaching?

#### **Keywords**

Critical thinking, Preservice teachers, dialogical teaching, productive mathematics talk, explorative conversation

#### **Presentation**

Paper presentation

Despite learning materials having great influence on the teaching in classrooms, the research on learning materials is scarce and very often not based on empirical studies (Gissel & Buch, 2020, Bundsgaard, Fougth og Buch, 2017). This study investigates the use of learning materials in 11 Danish grade 7 classes in the subject L1 is based on 25 videotaped lessons and analyses focusing on the teacher's framing and the intended and actual design. In this study we found the use of both didactic, semantic and functional learning materials. Didactic learning materials were both highly didactized materials such as teaching books as well as low level didactical materials such as copied working sheets. The latter can be subdivided into at least two different kinds of materials according to their use: filling-in exercises and subject facilitating. Especially when it comes to the use of the less didactized learning materials the teacher's framing is of importance since there is no support in the materials themselves. Semantic learning materials in this study were primarily novels and videos and the framing of these also seems to be low. Often they are framed through photocopied analysis sheets found on the internet. Functional learning materials seems to be an important part of the lessons since they are used throughout the lessons but never articulated og didactized. Concluding we find that there is a variety in the use of learning materials and that in general the teacher's framing of the materials used is low. Highly didactized materials such as teaching books do not dominate the use and learning materials do not seem to dominate the lessons. Didactic learning materials seem to be an offset for the lessons, but there is little reference to the actual learning materials once the lessons begin in the cases included in this study.

Stig Toke Gissel<sup>1</sup>, [Bettina Buch](#)<sup>2</sup>, Dorthe Carlsen<sup>3</sup>, Lene Illum Skov<sup>4</sup>

<sup>1</sup>UCL, Odense, Denmark. <sup>2</sup>UC Absalon, Roskilde, Denmark. <sup>3</sup>UCSYD, haderslev, Denmark. <sup>4</sup>UCSYD, Haderslev, Denmark

#### **Abstract Title.**

Using learning materials in Danish L1

#### **Keywords**

learning materials, L1, use of learning materials, different kinds of learning materials

#### **Presentation**

Paper presentation

Mens det finnes en fyldig forskningstradisjon som undersøker og drøfter skjønnlitteraturens plass i skolen og det norske morsmålsfaget, er forskning som utelukkende fokuserer på lyrikkundervisningen i norskfaget en sjeldenhet. I doktorgradsprosjektet *Lyrikkens liv i norskfaget* undersøker jeg lyrikkens plass i norskfaget med utgangspunkt i lærerperspektivet, ut fra følgende problemstilling: Hvilke holdninger har norsklærere til lyrikk og hvordan bruker de lyriske tekster i undervisningen? I de åtte semistrukturerte lærerintervjuene som utgjør en del av datamaterialet prosjektet bygger på, snakker vi blant annet om hva ungdomsskolelærerne mener er formålet med å lese og skrive lyrikk i norskfaget og hva de legger vekt på når de underviser i lyrikk. Målet med denne paperpresentasjonen er å diskutere forholdet mellom lesing og skriving av lyrikk, kreativitet og kritisk tenkning i det norske morsmålsfaget slik dette kommer til syne i det ovennevnte materialet. Mange oppfatter konsentrert form og flertydighet som særlige kjennetegn på lyriske tekster. Dette skaper en særlig og tett forbindelse mellom lyriske tekster og det poetiske språket. Det poetiske språket fordrer kreativitet, ikke bare fordi det er nyskapende og ustandardisert; språkets poetiske funksjon åpner dessuten for en bevisstgjøring om språkets stofflige egenskaper og måten språk skaper virkelighet på. At lesing og skriving av lyriske tekster legger til rette for å reflektere rundt og utforske språkets muligheter og begrensninger når det gjelder å gi uttrykk for ulike tanker, erfaringer og følelser, innebærer dermed også et potensial for kritisk tenkning. Spørsmålet er om og i hvilken grad norsklærerne faktisk vektlegger kreativitet og kritisk tenkning i sin lyrikkundervisning.

Marthe Hatlen Grønsveen

University of Bergen, Bergen, Norway

#### **Abstract Title.**

Kreativitet og kritisk tenkning i norskfagets lyrikkundervisning – slik lærerne ser det

#### **Keywords**

norskdidaktikk, lyrikkundervisning, kreativitet, kritisk tenkning, lese- og skriveferdigheter

#### **Presentation**

Paper presentation

Literature instruction is traditionally considered an essential domain of L1 education all over the world. It is sometimes argued that literature has lost some of its former position, but in a Nordic context, literary texts are (although also included in an extended notion of text) still ascribed a prominent position in national curricula. (Gourvennec et al., 2020). Previously, Nordic research on literature instruction has predominantly consisted of small-scaled classroom studies with few comparative attempts. Many studies have relied on interventions, and on ideas launched by researchers. Thus, we know little about how, and to what extent, L1 teachers actually include literature in their everyday teaching across classrooms, schools and countries. In this study, which is a comparative study relying on four consecutive video recorded L1 lessons from 102 classrooms in Finland, Iceland, Norway and Sweden, the function and use of literary texts is investigated by means of video-analysis, qualitative coding, and statistical comparisons. The aim of the study is to investigate the position of literary texts in Nordic lower secondary school, and to describe the characteristics of literature instruction in these countries. An analysis of the video data indicates that literature plays an important part in L1 education in Finland, Iceland, Norway and Sweden. In all four countries, narrative texts were favoured above other genres. Students in a large number of Swedish classrooms read and worked with the same novel for teenagers, but normally shorts stories and excerpts from novels were used when the aim was to give students joint reading experiences. Very often literary texts were used in order to help students develop their reading and reading comprehension. The analysis also suggests that many teachers aimed at providing their students with positive reading experiences.

Anna Nissen

Karstad University, Karlstad, Sweden

#### **Abstract Title.**

Function and Use of Literary Texts in Nordic Schools

#### **Keywords**

Literature instruction, Nordic comparisons, Secondary education, Video analysis, Language arts

#### **Presentation**

Paper presentation



We find ourselves facing an unfortunate paradox in the 21<sup>st</sup> century: Namely, though we live in the undisputed *era of information*, simply having access to immense amounts of information has not made good decision-making easier. If anything, an unfiltered flood of information has only muddied the waters of judgement, creating a now familiar crisis, where categories of 'true' and 'false' exist without the need for evidential support. Never has the importance of 'critical thinking' been more apparent. Yet, problematically, 'critical thinking' remains stubbornly difficult to define, and perhaps even more difficult to impart. In response, this presentation explores the claim that critical thinking must be understood as a set of mental procedures that make valid assessments information possible. More specifically, I will argue that critical thinking is a dynamic process, relying first and foremost on a purposeful practice of metacognition. It is metacognition that forms the epistemological ground for critical understandings of the world around us, first turning the attention of 'the knower' inward to evaluate their own internal mental activity, before allowing that attention to be directed outward for the evaluation of external information. As such, metacognition plays a decisive role in the formation of mental procedures that make true critical analysis possible. In making this argument, I will also discuss the universal effects of cognitive biases on human judgment, highlighting the need to reevaluate the way we employ the term "critical thinking" in education. I will present a case for centering metacognition as a fundamental curricular aim, arguing that the procedures involved in *thinking* cannot be considered *critical*, if one has not first formed systematic strategies to address problems inherent in one's own mental activity. Lastly, I will discuss various implications that these claims have on the way that we structure our teaching.

Matthew Landers

Western Norway University of Applied Sciences, Bergen, Norway

#### **Abstract Title.**

Thinking Critically about Thinking: The Fundamental Role of Metacognition in the Classroom and Beyond

#### **Keywords**

metacognition, critical thinking, higher order thinking, cognition, cognitive bias

#### **Presentation**

Paper presentation

**IKI-TARU-project aims at creating innovative ways to increase reading engagement and use of literature in school context. One of the core principals of the project is to investigate versatile arts-based activities in connection to reading and create new approaches to holistic learning in education. This paper presentation aims at investigating Kamishibai's role in enhancing the engagement for stories in primary schools. Kamishibai (Paper Drama) is a form of Japanese theatre and storytelling. It consist of a stage, storyboards and a storyteller. Kamishibai performances can take various forms: the storyteller can read aloud published kamishibai stories, create own stories or incorporate drama, visual art and members of audience to the performance. Previous studies show that Kamishibai supports the learning of multicultural children (Katagiri, 2019) and that creating Kamishibai-stories requires spatial, logical, linguistic, kinesthetic and interpersonal skills (Lee, 2003). In this study, we will present the outcomes and experiences of kamishibai projects in Finnish early childhood and primary education. The aim of these projects was to integrate arts-based and socio-cultural learning to reading and learning languages. The data of the study were collected during school year 2020-2021 and it consists of both qualitative and quantitative data. The teachers (N=10) documented their kamishibai projects verbally, visually as well as in an audiovisual form and the children (N=150) participating to the projects answered a survey consisting both open and Likert-scale questions. In this presentation we will illustrate how kamishibai might be a safe forum for reading aloud and being connected to stories and interpreting them. It will also have a positive effect on the agency and participation of multilingual children (Wigfield et all. 2008). Furthermore, the teachers consider kamishibai as a flexible, easily adaptable and inspiring approach of presenting stories and creating a community of readers' (communities of readers' see Cremin, 2014).**

Johanna Lähteelä<sup>1</sup>, [Juli-Anna Aerila](#)<sup>1</sup>, Merja Kauppinen<sup>2</sup>

<sup>1</sup>University of Turku, Turku, Finland. <sup>2</sup>University of Jyväskylä, Jyväskylä, Finland

**Abstract Title.**

Kamishibai creates a safe forum for arts- and literature-based learning

**Keywords**

Literacy, Literature education, Creativity, Arts-education, Drama

**Presentation**

Paper presentation

While educational research in the past two decades have successfully used observation protocols to analyze teaching quality and predict student achievement (e.g., Kane et al., 2014), much remains to be learned about the extent to which such protocols, often developed in the US, are applicable in a Nordic educational context. The present study contributes to recent debate about validity of observation instruments (Dobbelaer, 2019) by investigating the extent to which a subject-specific, standardized protocol (PLATO), developed and used in the US, relates to other measures (student experience and achievement gains) collected in Swedish 7<sup>th</sup> grade language arts classrooms. The study also considers the extent to which Swedish language arts teachers experience the protocol as relevant and applicable for professional development purposes. Observational data from 38 Swedish language arts classrooms (142 lessons) were collected together with data on teacher qualifications, student experiences of teaching practices, and achievement gains over one school year. In addition, the study uses questionnaire responses from 40 language arts teachers who participated in a professional development program using PLATO. Hierarchical linear modeling was used to examine the association between classroom-level observation measures and student experiences, and individual-level achievement outcomes, after controlling for pretest results, teacher qualifications, classroom size, and gender. Pearson correlations were run to test association between observational data and student experiences. Preliminary results suggests that the predictive value of PLATO scores on student achievement gains is weak, and that association between observation measures and student experience is limited to isolated factors. However, the protocol is experienced as highly relevant and useful by teachers. In the presentation, these data will be treated as a preliminary basis for discussing the validity of using PLATO in Nordic educational settings. Among the factors to be considered are scoring reliability, sample size, and relevance of outcome measures.

Michael Tengberg

Karlstad University, Karlstad, Sweden

#### **Abstract Title.**

Validity of observation measures: Promises and pitfalls of using standardized protocol to analyze teaching quality.

#### **Keywords**

language arts, observation measures, teaching quality, validity

#### **Presentation**

Paper presentation

In this paper, pluralistic and social writing practices in primary school are at center (Hamilton, 2007; Lave & Wenger, 1991). Studies stress dialogue for learning as being a complex process, at the same time having great potential for language and thought (Mercer & Littleton, 2007). An action research inspired case study will be presented (cf. Elliott, 2009; Yin, 2018). The study involved 8-year old students and was carried out with the purpose of enhancing writing proficiency, working towards narrative feature goals regarding orientation, plot and ending (National Agency of 2011). Drawing on video recorded teacher introductions and audio recorded peer interactions, including students' composed texts, the aim is to present and discuss tentative results about what enable and/or hinder students' story writing.

Empirical concerns are three pairs of students in one classroom, jointly planning and writing a first and second version of a narrative during four lessons, and the support (cf. Wood, Bruner & Ross, 1976) they were given in this process. Aiming at presenting emerging themes (cf. Graneheim & Lundman, 2004), the analysis concerned student conversations regarding what enabled and/or hindered their story writing. The results shed light on various facets of reciprocal learning within the writing process. Peer writing made communication possible in implicit and explicit ways, and overall proved to be a successful mediating tool. This, alongside other mediating resources, will be presented. Reaching mutuality or not appeared to be an important feature of students' negotiations about what to write. At the same time, orientation, plot and ending were, more or less prominent, incorporated in all narratives. Results are not generalizable but constitutes didactical implications on how to enhance mutual inspiration for creativity and genre knowledge.

Karin Bybro

Jonköping University, School of Education and Communication, Jönköping, Sweden

#### **Abstract Title.**

Primary School Students' Writing Talk: A Study of a Creative Writing Process

#### **Keywords**

primary school, writing practices, peer writing, Swedish curriculum, story writing

#### **Presentation**

Paper presentation

In recent years, the need for practice-based research in school has attracted much attention (Darling-Hammond et al., 2020). New forms of knowledge production and professional development (PD), set within the context of application, are tested in order to improve teaching quality and raise levels of student achievement. The present study investigates impacts and constraints of a longitudinal collaborative intervention in which researchers and language arts teachers tests a PD model to improve quality of reading instruction in middle and lower secondary school. The study contributes to ongoing debate about the use of standardized observation systems for PD purposes. In line with recent attempts of providing feedback to teachers by such protocols (Cohen et al., 2016), the study uses six variables from a validated observation system (PLATO) to observe and give feedback to teachers on their reading instruction. The teachers learn how to employ the instrument themselves in order to gradually release a self-governed form of PD rather than one operated by researchers. Teachers are video-recorded, observed and receive targeted feedback by PLATO variables. In addition, teachers analyze and plan lesson together in school-based groups (4-8 teachers). Data collected include observations and recordings of teaching-feedback sessions, interviews with teachers, and survey responses after the intervention from teachers and their students. A pilot study was conducted with four teachers from one school. In the main study, 45 teachers from four different municipalities, five instructional coaches, and eight principals participated. Preliminary results suggest that the quality dimensions of PLATO helps teachers to discern disciplinary-specific areas of instructional improvement, and that the specificity of the received feedback is an essential component. Instructional coaches are key resources in order to maintain and progress locally organized PD work, but long-term sustainability appears to necessitate a stronger and more durable school-based development organization.

Michael Tengberg, Marie Wejrum  
Karlstad University, Karlstad, Sweden

#### **Abstract Title.**

Observation and feedback for improved reading instruction. Impacts and constraints of a longitudinal collaborative intervention.

#### **Keywords**

feedback, observation, professional development, reading instruction, teaching quality

#### **Presentation**

Paper presentation

Interpretive reading of fiction is the main theme of *Message between the lines*, a research and development project currently in its third year. This project involves Swedish, Swedish as a second language and mother tongue instruction teachers at different school levels. The aim of the project is to explore how students interpretive reading of fiction can be strengthened. Interpreting texts is a foregrounded learning objective in the Swedish curriculum. However, cross-nationally comparative studies (Johansson, 2015) have recurrently found shortcomings in students' interpretive literary analyses. With a theoretical framework informed by Langer (2011), and with a design-based approach (Cobb et al., 2003), the project investigates essential components in interpretive reading and the instruction thereof. Our investigation is focused on the pedagogical potential of combining *modality transformations* (e.g., reinterpreting picture-based stories in writing) and *author experience*, that is, when students themselves produce interpretable texts in the form of stories, poems, comics, etc. Preliminary results suggest that students' interpretive reading practices benefit from the design investigated. For example, students' ability to see fictional interpretations not as singular "messages" but rather as pluralistic seems to be strengthened. Further, it seems that when students themselves take on an authorship role that mandates them to produce multi-layered, multi-interpretable, and multi-modal texts, their awareness of interpretive possibilities increases. Cobb, P., Confrey, J., DiSessa, A., Lehrer, R. & Schauble, L. (2003). Design experiments in educational research. *Educational Researcher*, 32(1). Johansson, M. (2015). *Läsa, förstå, analysera: En komparativ studie om svenska och franska gymnasieelevers reception av en narrativ text*. Linköping University Electronic Press. Langer, J. A. (2011). *Envisioning knowledge: Building literacy in the academic disciplines*. New York: Teachers College Press.

Blörn Kindenberg<sup>1</sup>, Lusia Maurer<sup>2</sup>

<sup>1</sup>Stockholm University, Stockholm, Sweden. <sup>2</sup>Centre for Mother Tongue Instruction, Municipality of Stockholm, Stockholm, Sweden

#### **Abstract Title.**

Interpretive reading of fiction – a joint teacher-researcher study

#### **Keywords**

interpretive reading, modality transformations, author experience, research and development, fiction

#### **Presentation**

Paper presentation

**This study deals with digital competence in English classrooms with high technological infrastructure in Norway. In the educational context and national curriculum, digital competence is emphasized. Students are expected to become users of technology, and technological solutions are expected to be part of teachers' everyday instruction (Blikstad-Balas & Klette, 2020). The dependence of modern societies on digital technology has opened up for new and evolving learning methods and processes (Norwegian Directorate of Education and Research, 2012, 2017). The present study draws on classroom videos from 60 naturally occurring English lessons in seven lower secondary classrooms across 9th and 10th grade. This study made use of a national framework for digital skills provided by The Norwegian Directorate for Education and Training (2012), employing four digital skills on five levels. Findings indicate little use of digital tools during the observed lessons. Students most frequently demonstrate digital skills on the lower levels (levels 1 and 2), indicating practical and technical skills. However, in one 9th grade classroom, findings show an instance of digital judgement. The students give oral presentations and the teacher comments on their use of sources. Then the teacher asks one of the students, who included a film about Donald Trump before he became US president, how to choose sources in general and how to separate facts from other information in this film, specifically. The student demonstrates digital judgement, drawing on their understanding of trustworthy sources. Although digital tools were used surprisingly little during the 60 lessons, taking the political discourse into consideration, findings show mainly subject-related practices. Also, a few observations showed digital reflections in situations where digital tools were not in use. This study offers input on the challenges for incorporating digital skills in the English school subject, and discusses the role of digital competence in the English classroom.**

Astrid Elisabeth Kure  
University, Oslo, Norway

**Abstract Title.**

Students' digital competence in L2 English classrooms

**Keywords**

digital skills , digital judgement, English

**Presentation**

Paper presentation

Det er velkendt, at fags sprog har særlige kendetegn (Lemke,1990) og at det er vigtigt, at eleverne selv anvender fagsproget eksperimenterende for at lære (Mercer,2019, Wegerif,1999, Mitchell,2010, Alexander,2017). Det kan imidlertid være en udfordring for lærerne at tilrettelægge en undervisning, der giver mulighed for dette. I mit ph.d.-projekt (2019-2022) undersøger jeg med en mixed methods tilgang, hvordan natur & teknologi-lærere tænker om og handler med mundtligheden i et fag, der er kendetegnet af samarbejde om eksperimenter og mundtlig afrapportering. Tre delstudier belyser problematikken: 1) Et short term ethnography casestudie på en provinsskole, hvor tre 6.klasser og deres erfarne natur & teknologilærere følges over nogle måneder med henblik på at afdække hvad der egentlig sker og siges i natur & teknologiundervisningen og hvorfor lærerne tilrettelægger undervisningen på en given måde, 2) et dokumentstudie af styredokumenter for læreruddannelse og grundskole, hvor rammer for mundtlighed i fagene undersøges, samt 3) et kvalitativt skriftligt onlinespørgeskemastudie med lærerstuderende, der skal afdække de forestillinger om mundtligt fagsprog, kommende lærere møder deres fremtidige profession med. Det er dette tredje delstudie, dette paper præsenterer. Lærerstuderendes forestillinger om egen kommende praksis er præ-praksis forestillinger. Derfor er formålet med delstudiet ikke at gætte på, hvordan fremtidens undervisning kommer til at tage sig ud, men at undersøge, hvilket beredskab kommende natur & teknologi-lærere møder fremtidens skole med, når det drejer sig om at skabe rammer for mundtligt fagsprog. Spørgeskemaet udsendes sommer-efterår 2020 til et mindre antal studerende, der er ved at kvalificere sig til at undervise i faget Natur & teknologi. Der registreres baggrundsoplysninger om respondenterne, herunder uddannelsesvalg, og derudover bliver respondenterne bedt om at sortere og kommentere en række udsagn, der beskriver mulige kommunikative scenarier i natur & teknologiundervisningen. Endelig bliver respondenterne bedt om at demonstrere, hvordan de vil introducere emnet "Istiden" i en 6. kl. på en praktikskole, de kender. Denne introduktion indtales.

[Charlotte Folkmann Reusch](#)

Aarhus Universitet, Copenhagen, Denmark. University College Copenhagen, Copenhagen, Denmark

#### **Abstract Title.**

Kommunikation om og i et fag. En kvalitativ undersøgelse af danske lærerstuderendes forestillinger om hvordan mundtligt fagsprog kan aktualiseres i Natur & teknologiundervisningen.

#### **Keywords**

Literacy, Science (Curriculum subject Natur & teknologi), Oracy, Content area language, Grade 6

#### **Presentation**

Paper presentation



The curriculum for the subject history in elementary schools in Denmark prescribes that teaching must facilitate development of students' historical thinking, historical competences and historical consciousness, and that they are active and work more investigative and problem-based in order to produce knowledge about the past. In addition, give students the opportunity to use this knowledge to reflect on their present and future possibilities. Such teaching means an ending to with a traditional and widespread understanding that the school subject focus on students' passive acquisitions and reproduction of factual knowledge about the past. The presentation discusses if, why and how scenario based framing of teaching can be useful to fulfill the intentions of the curriculum (Hanghøj, 2017; Foug 2018). A core concept in scenario-based teaching is to establish a simulated or unfolded meaningful practice, which invites and facilitates students to experiment and use their creative abilities, empathy and imagination in concrete learning contexts. The presentation starting point is experiences from HistorieLabs nationwide competition on the 100th anniversary of the so-called reunification (1920). The competition was based on scenario didactic considerations. First the students have to investigate how the reunification and how people in their local area had celebrated the reunification, for example, by establishing a memorial. Based acquired knowledge and their knowledge about the present situation the students must design a new memorial marking the 100th anniversary of reunification. The proposals for the design of 2020 memorials and the students' reasons for this, they must convey in videos of a maximum of 3 minutes. the presentation discusses didactic and historical potentials in scenario-based teaching.

Jens Aage Poulsen

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**Abstract Title.**

Scenario-based teaching and doing history

**Keywords**

scenario-based teaching, investigative and creative teaching

**Presentation**

Paper presentation

There is a need for observational studies of social studies teaching and learning (Löftöm & Grammes, 2020). This paper reports from a study of different classroom practices associated with citizenship education from Norway, Sweden and Denmark. It is a part of the overarching Quality in Nordic Teaching (QUINT) project, the sub-project Quality in Social Science Teaching (QUISST), and LISA Nordic study. The study analysed video data from four consecutive lessons in 10 schools in each country, totalling 120 lessons across 30 schools (grades 9-10). To examine the prevalence of some teaching practices theoretically associated to citizenship education, data was coded using two different observational manuals (PLATO; Grossman et al., 2013; AIW; Newman et al., 2016) to capture both generic and disciplinary dimensions of social studies and citizenship education: (i) Opportunities for discussion and debate; (ii) Opportunities to engage with complexity, and; (iii) Connectedness to real world and societal issues. Preliminary findings illustrate that instruction associated with citizenship education varied across different classrooms, aligning with previous research done on citizenship education, however there were no substantial differences across countries. The study also emphasise the importance of a citizenship education connected to real-world issues, current events and student's lifeworld.

Literature Grossman, P. (2015). *PLATO 5.0: Training and Observation Protocol*. CSET. Stanford. Löfström, J., & Grammes, T. (2020). Outlining similarities and differences in civics education in Europe-a starter kit for transnational European research. *J SSE-Journal of Social Science Education*, 19(1). Newman, F. M., Carmichael, D. L., & King, M. B. (2016). *Authentic intellectual work: Improving teaching for rigorous learning*. Thousand Oaks, CA: Corwin.

Peter Nicolai Aashamar

University of Oslo, Oslo, Norway

#### **Abstract Title.**

Educating Citizenship in Scandinavian Social Studies Classrooms

#### **Keywords**

social studies, citizenship education, teaching practices, classroom observation , democratic education

#### **Presentation**

Paper presentation

**Subject didactic research on history and social studies in Sweden and Finland mostly relates to either secondary or upper secondary school, whereas studies related to younger children are few (Mård, 2020; Persson, 2017). Social studies as a school subject for younger children (grades 4-6) was introduced in Finland only a few years ago through the current curriculum of 2014, while history from grade 5 has a long tradition (Virta, 2014). One of the contemporary issues focused in educational research on these subjects is *controversial issues*, in order for students to learn to engage in discussion where opinions may differ (cf. Barton & McCully, 2007). However, when it comes to younger students, there are some hesitations whether or not to include such content (Cowan & Maitles, 2012). Barton and Levstik (2004) emphasize that even younger children are able to cope with *difficult issues* as e.g. fairness or justice, and need to be exposed to multiple perspectives. This study focuses on difficult issues as a point of departure for interviews with middle school teachers. The purpose of this paper is to compare what middle school teachers in three regions, with Swedish as a common language in schools but different curricula, conceptualize as difficult issues in history and social studies. Furthermore, we investigate what teaching material they use and how they use it. This is a pilot study, based on interviews with twelve teachers (four teachers in each region). The main research questions are: 1) What are the similarities and differences in curricula and teaching material? 2) What do teachers in these regions define as difficult issues related to the two subjects? 3) How do teachers use teaching material for difficult issues? Semi-structured and material-based interviews were co-constructed by the researchers. Transcripts will be collaboratively analysed focusing on thematic similarities and differences.**

Ylva Wibaeus<sup>1</sup>, Tom Gullberg<sup>2</sup>, Viveca Lindberg<sup>3</sup>, Nina Mård<sup>2</sup>

<sup>1</sup>Stockholm University, Stockholm, Sweden. <sup>2</sup>Åbo Akademi University, Vasa, Finland. <sup>3</sup>Stockholm University, Mariehamn, Åland Islands

#### **Abstract Title.**

A comparative pilot study of history and social studies related to the middle years in Sweden, Finland and on the Åland Islands

#### **Keywords**

difficult issues, history teaching, social studies teaching, middle school, comparative study

#### **Presentation**

Paper presentation

Denne presentasjonen undersøker hvordan humor fungerer samfunnskritisk i Ingeborg Arvolas to bøker om Buffy By (Buffy By er talentfull (2018) og Buffy By er inspirert (2020)). Buffy og den lille familien hennes lever under fattigdomsgrensen i Oslos høyeste blokk. De ulike hverdagssituasjonene synliggjør hva det er lett å ta for gitt i et velstandssamfunn og hvordan en som fattig ikke alltid har reelle valg. Vi spør: På hvilke måter bidrar humor til å løfte frem bøkens samfunnskritiske og systemkritiske perspektiver? Metoden vår er nærlesing og litterær analyse (Kallestad og Røskeland, 2020). De to romanene gir et skråblikk på forbruks- og velstandssamfunnet som kjennetegner Norge i 2020. Flere av bøkens episoder synliggjør middelklassens velstand og blindhet for medmennesker som ikke kan ta den samme velstanden for gitt. Dette gir oss anledning til å kritisk diskutere forbrukersamfunnet, og løfte frem hvordan bøkens humor og innhold kan berede grunnen for å arbeide med kritisk tenkning i klasserommet. Det er for eksempel mange verdivalg som er ufrivillige, og en kan spørre seg hvor mye velstand som må til for å ta økologisk gode valg. Som teoretisk bakteppe støtter vi oss til Critchleys inkongruensteori (2006) og Sjklovskijs begreper om avautomatisering og underliggjøring. Viktor B. Sjklovskij (2001) skriver i artikkelen «Kunsten som grep» at mennesket har en automatisert tankegang og at det er kunstens oppgave å avautomatisere forståelsen av verden. Buffys mange overraskende, vitale og komiske løsninger inviterer oss nettopp til å se med nye øyne på hverdagsliv og på samfunnet der hverdagslivene leves. Hennes forståelse og mestring av verden bryter mot leserens hverdagsopplevelse, og dette friske blikket har potensial til å stimulere leserens kritiske og kreative tenkning. For klasseromsblikket er det naturlig å se til Det er også naturlig å se til Veum og Skovholts *Kritisk literacy i klasserommet* (2020).

Gro Ulland, Ingrid Nestås Mathisen  
HVL, Bergen, Norway

#### **Abstract Title.**

Humorens potensial for kritisk tenkning i de to barnelitterære bøkene om Buffy By

#### **Keywords**

kritisk tenkning, norskfaget, litteraturlesing, klasserommet, kritisk literacy

#### **Presentation**

Paper presentation

The overarching aim of the project is to broaden the understanding of subject texts in primary school. In the national test for grade 3, the instruction and assessment concern key words, and an encouragement to “explain with complete sentences as thoroughly as you can”. In the curriculum, strategies for writing different text types, and adjusting to their typical linguistic traits are put forward for students in years 1-3. Thus, key words, sentence structure and specific linguistic traits seems important for the subject text genre. Such features are often understood as technical vocabulary, and definitions, comparisons and classifications with present tense constructions (Rose & Martin, 2012). However, subject texts directed toward younger readers often also include traits that can be defined as “voice” (McKenna et. Al., 2020). Voice can, for example, be expressed through descriptive words, multimodal compositions, creative punctuation, conversational tone and comparisons. Voice has the effect on the reader that a real person writes and is engaged in the subject (Education Northwest, 2012). It is a potential for invoking interest, and expresses wonder over phenomenon in the world, with the textual consequence of genre hybridity. Voice is present in model texts in the national test, but the assessment concerns formal aspects. In the presentation we will discuss the analysis of 101 texts from the national test for students aged 9. The texts have been analysed with attention to correct use of key words and complete sentences which the majority of the texts fulfil (73 %). Our analysis of traits of voice show however that the students use them to a very little extent. In our presentation we will raise questions about the pedagogical benefits of discussing voice as part of subject texts, both for reading and writing in the early years of schooling.

Charlotte Engblom, Maria Westman  
Department of Education, Uppsala, Sweden

#### **Abstract Title.**

Is there room for voice when young students write subject texts? A comparison between student texts and their model texts in the national test in grade 3 in Sweden

#### **Keywords**

young students , subject text, voice, assessment, Swedish

#### **Presentation**

Paper presentation

**This project is connected to QUISST - Quality in Social Science Teaching and QUINT's work-package/theme 4: Developing video-based teacher training. Furthermore, it is connected to the UC SYD project University School, where a few danish primary schools are chosen to have a special close relation and cooperation with UC SYD. This project connects a class of students in social science teacher training to the project University School, e.i. an 8<sup>th</sup> grade class with its teacher in social sciences, and to QUISST in a period of two years. The aim is to use video data from this specific school class in teacher training classes to discuss both quality (using the PLATO coding manual) in social science teaching and connected to that, teaching methods in social sciences classes. After the video analyzing part, the students will meet the class and work in different ways with the pupils to find out, if there is another, maybe better way, to teach these pupils and thereby increase the quality of teaching. In this presentation, I will present my research design in detail and present the practical usage of video data in social science teacher training, and come with first results and experiences about how the students worked with and evaluated their work with the video material, for at least discuss possibilities for using video-data to develop both teacher training and teaching in schools and to develop the cooperation between university colleges and schools. References Christensen, A. S., & Christensen, T. S. (2015). Fagopfattelser i samfundsfag - analytiske modeller. In Christensen (Ed.), *Fagdidaktik i samfundsfag*. Frederiksberg: Frydenlund. Klette, K., & Blikstad-Balas, M. (2018). Observation manuals as lenses to classroom teaching: Pitfalls and possibilities. *European Educational Research Journal*, 17(1), 129-146.**

Nadine Malich-Bohlig  
UC SYD, Haderslev, Denmark

#### **Abstract Title.**

Developing video-based teacher training: How QUINT videos can be used in social science teacher training to discuss and increase quality.

#### **Keywords**

QUISST, video, social-sciences, university schools, teacher training

#### **Presentation**

Paper presentation

Teachers bear witness that students can feel offended if a historical primary source uses words that today are seen as inappropriate or reflect old views on for example race or gender. The n-word is commonplace in primary sources about slavery or the Civil Rights Movement, and intolerant views on homosexuality can appear in old legislative texts. Using this kind of primary sources, teachers risk being branded as racists, misogynists or homophobes by their students. This can make them avoid aspects of history where these words or attitudes appear. In a small study, the teacher attempted to avoid these problems by forming an instruction intended to enhance the students' ability to take a historical perspective and leave their presentistic way of thinking. Three preparatory steps made it possible to use primary sources about slavery in class. The teacher started by highlighting the second order concept "To take a historical perspective" as opposed to "Presentism", and let the class thoroughly discuss the meaning of these approaches to the past. The second learning objective was to make students understand that words change meaning over time. The class studied words that, seemingly the same, have had different meanings over time, i. e. "king". The next focus of instruction was words that describe similar phenomena, but where the terms have changed over time, i. e. "lame", "cripple" and "disabled". Prepared this way, the class was able to study primary sources about slavery with the n-word and see that it has been a neutral term for people of color, even used by Martin Luther King in his "I have a dream" - speech. Instead of being blinded by a terminology not used today, the students then were able to study primary sources about slavery and discern the main problem: that people were sold like goods or animals.

[Anna-Lena Lilliestam](#)

Dep. of pedagogical, curricular and professional studies, Göteborg, Sweden

#### **Abstract Title.**

To handle controversial primary sources in history class

#### **Keywords**

History teaching, Controversial issues, Critical thinking, Teaching approach, Cultural discourse

#### **Presentation**

Paper presentation

Prior research has shown that text-talk in classrooms is an important part of text instruction as it has proven to contribute significantly to adolescents' literacy skills (Duke et al., 201; Kamil et al., 2008). However, we know little about how the classroom discourse patterns in Norwegian language arts classrooms have developed in the last decades in terms of student vs. teacher contributions. Further, there is a need for a more nuanced understanding of discourse patterns that can add to the knowledge base of how classroom discourse plays out in natural classroom settings beyond the IRE/F pattern. This study seeks to gain more knowledge about the relations among different moves and how the discourses seem to develop through different participant contributions. Through video observations, this study explores classroom discourse patterns across 26 sequences of whole-class text-based instruction in Norwegian language arts lessons in eight grade (across 18 different classrooms). The study sheds light on common features of teacher and student oral contributions, and the nuances of how these drive the classroom dialogues. Further, it illuminates the student role in contemporary classroom discourse, related to the amount, distribution, and gender aspects of student contributions. We address these issues by looking in particular at a) how teachers use uptake moves in the development of classroom dialogues, b) what kinds of contributions that are driving the transitions between occurring IRE/F events, and c) to what extent students contribute by asking questions, responding to questions, or commenting - and whether female and male students contribute equally. In preliminary analyses, codes have been developed through an interplay between theories of classroom discourse moves and the empirical data material, displaying that teachers contribute the most in classroom dialogues, in particular by uptake of student responses that includes adding on, revoicing, and rephrasing.

Camilla Magnusson, Henriette Siljan  
University of Oslo, Oslo, Norway

#### **Abstract Title.**

Patterns in Whole Class Discourse When Texts Are at the Center of Instruction

#### **Keywords**

Classroom discourse, Text instruction, Adolescent literacy, Video observation

#### **Presentation**

Paper presentation



In recent years there has been an increasing awareness of analyzing talk in school in subject specific categories rather than generic categories (Høegh, 2018). The subject specific categories I analyze are related to knowledge of history. Knowledge of history in Scandinavian primary and lower secondary schools is to be understood as three dimensions of knowledge: the first dimension is knowledge about a past, second dimension is procedural knowledge and the third dimension is knowledge about uses of history in contemporary context (Ammert, 2013; Nordgren, 2016). In a case study, on the teaching of a history teacher in a sixth form during a year, I have adopted a sociocultural perspective on teaching and learning, and in that perspective I have analyzed and interpreted talk and conversations in school and museum with special reference to co-construction of knowledge of history. I define co-construction of knowledge according to Vygotsky/Bråten (2006) as reflective work between teacher/museum guide and pupils regarding systematic development of knowledge. The word systematic is to be understood as the opposite of accidental. I apply the concept of pedagogical link-making in order to analyze and interpret the oral strategies of the history teacher and/or the museum guide to create links between the pupils and knowledge of history across time and places (Havekes et al., 2017; Jensen, 2019; Scott et al., 2011). Ammert, N. (2013). Bråten, I. (2006). Havekes, H., van Boxtel, C., Coppen, P.-A., & Luttenberg, J. (2017). Høegh, T. (2018). Jensen, M. E. (2019). Nordgren, K. (2016). Scott, P., Mortimer, E., & Ametller, J. (2011). Pedagogical link-making: a fundamental aspect of teaching and learning scientific conceptual knowledge. *Studies in Science Education*, 47(1), 3-36. <https://doi.org/10.1080/03057267.2011.549619>

Margit Eva Jensen

University College Copenhagen, Copenhagen, Denmark

#### **Abstract Title.**

History as an oral subject. Pedagogical link-making between classrooms and cultural museums: The history teacher using subject specific language

#### **Keywords**

Teaching history, Subject specific language, Pedagogical link-making, Co-construction of knowledge, Using museums as a resource

#### **Presentation**

Paper presentation

Research on the impact of didactic on students' learning or interest is limited. In the Finnish upper secondary schools, many subjects have just one mandatory course (vs. 10 in A-level maths and 6 in A-level English), during which the teacher should convince students of the subject's interest and importance. In 2018, students' matriculation examination results gained added importance in student selection for tertiary education, tying the awarded credit to the number of courses in the subject. A concern rose among teachers of the impact of the reform on students' subject choices in the form of maximised credit hunting. The fear is that this will narrow the scope of the education students receive and even endanger the work of teachers of subjects that offer less credit. Hitherto the discussion has centred on the impact of the reform on university. In the current study, we look at the reform's impact on upper secondary schools with data from twelve schools (approximately 3000 students and 250 teachers,). The data (to be collected in January/February 2021) will comprise students' course selections and matriculation exam choices (2016-2020), student and teacher questionnaires and focus-group interviews. The main research questions are 1) Has the reform caused changes in students' course choices? 2) Has the reform caused changes in students' exam choices and success? 3) How do students argue for their course choices, and 4) How do teachers see the reform and have they tried to counter it's impact by didactic means? We also pose the question that if the reform has had detrimental consequences to students' well-rounded education, what could be the remedies to counter that in the future while continuing to give students' earlier achievement priority in students' selection to university (vs. a content-limited entrance exam).

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Univeristy of Helsinki, Helsinki, Finland

#### **Abstract Title.**

Didactics does not help much if students do not study the subject: The aftermath of a Finnish reform

#### **Keywords**

upper- secondary education, diacritics, matriculation examination, subject teaching

#### **Presentation**

Paper presentation

**Between Joyride and High-Stakes-Examination: Writing Development in the Danish Curriculum** The background for this study is a cross-national investigation of writing development and teaching writing in 9 countries across the world. This study concerns the Danish context. The paper analyses how writing and writing development has been and currently is prescribed and enacted in the curriculum for Danish as a subject (L1) in Years 1-9. Highlighting historical points of impact for writing in curricula from the early 19th century through frequent reforms in the 20th and 21st centuries, we focus empirically on the 2014 ruling curricular document *Common Standards* [Fælles mål] and auxiliary documents framing writing assessment at the school-leaving exam, as well as empirical classroom studies. Analyses of steering documents indicate that there has been an unprecedented push towards outcome-based and competence-oriented writing curricula. Following Ivanič's Discourses of Writing (DoW) framework, process writing is found to be the most dominant discourse from Grades 1-7. The analysis of the enacted writing curriculum, which focuses on empirical studies from 2009 until now, reveals that the enacted curriculum is misaligned with the prescriptive curriculum and tends to position the student in ambiguous ways - from joyful writer to a writer tested in high-stakes exams. For discussion, we call for a more coherent writing curriculum. Methodologically, we argue that the DoW framework needs to be complemented with a Nordic Bildung tradition, which accentuates personal formation, and a multimodal framework informing the Danish and other countries' curriculum.

Nikolaj Elf<sup>1</sup>, Solveig Troelsen<sup>2</sup>

<sup>1</sup>SDU, Odense, Denmark. <sup>2</sup>VIA, Aarhus, Denmark

**Abstract Title.**

Between Joyride and High-Stakes-Examination: Writing Development in the Danish Curriculum

**Keywords**

Common Standards, locating writing in history, Danish L1, process writing, joyful writing

**Presentation**

Paper presentation

**This paper offers an analysis of youth engagement with inclusive and exclusionary citizenship discourses through focusing on the interplay of discourse with the material. Interviews with 44 students in three 10<sup>th</sup> grade classes show youth in these classes mainly using looks, clothing and audible language to justify belonging or otherness. By paying special attention to the role of the material in justifying or challenging belonging, racial and religious prejudice are more clearly highlighted. This in turn points to a need to set aside discomfort and embarrassment regarding frank discussions on material aspects embedded in racialised and exclusionary discourses in order to aid youth in deconstructing racial and religious prejudice.**

Kerenina K. Dansholm

University of Stavanger, Stavanger, Norway

**Abstract Title.**

Material interpolations: Youth engagement with inclusive and exclusionary citizenship discourses

**Keywords**

inclusive citizenship, youth, discourse-materiality, citizenship education, racialisation

**Presentation**

Paper presentation

**We are all writers***Paper presentation*The presentation will introduce to the recently started Danish PhD project “Skrivedannelse”.The objective of this study is to investigate the relation between writing and Bildung (dannelse) in the 8<sup>th</sup> and 9<sup>th</sup> grade of public schools in Denmark. Through systematic review of literature in addition to qualitative research the study findings will contribute with important understandings to the dynamics and relation between writing, engagement, creativity, motivation and existential being. In Denmark teaching and testing writing is primarily focused on understanding of genre and formel correctness, often inspired by the Australian Genre Pedagogy. This PhD project aims toward pointing at other possibilities, where writing becomes a chance to summon the young person to be a self (Benner 2005) and “arouse a desire in young people to exist as the subject of their own life” (Biesta 2015), which according to the Dutch thinker Biesta is the main purpose of education. In cooperation with teachers I have investigated how young students experience writing. The young students point at five themes; autonomy, writing process, writing of fiction, relation between reading and writing and relation between writing and existence.The PhD project will explore the possibilities to rethink writing didactics in order to create spaces for the young people’s “voice (Krogh 2012), creativity and subjectification (Biesta 2015).*Keywords: writing, bildung, existentence*Litterature:• Benner, Dietrich: *Tekster til dannelsesfilosofi : mellem etik, pædagogik og politik*. Klim 2005• Biesta, Gert J. J. : *Den smukke risiko i uddannelse og pædagogik*. Klim 2015• Carlsen, Benny Bang: *Genredidaktik - som en flerfaglig ressource i dansk*. Klim 2010• Krogh, Ellen: *Literacy og stemme*, Ongstad, S. (red.) *Nordisk morsmålsdidaktikk. Forskning, felt og fag*. Oslo: Novus Forlag 2012. • Ringgaard, Dan: *Creative Writing I Litteraturen*, Kjældgaard, Lasse m.fl., Aarhus Universitetsforlag 2013. Samt indtrædelsesforelæsning af samme 2016

Anne Bock<sup>1,2</sup>, Tine Kirkegaard Jensen<sup>1</sup>

<sup>1</sup>VIA, Aarhus, Denmark. <sup>2</sup>AU, Aarhus, Denmark

#### **Abstract Title.**

We are all writers

#### **Keywords**

writing, creativity, bildung, existential

#### **Presentation**

Paper presentation

**Multidisciplinary education is gaining interest on national and international levels through policy reforms. The multidisciplinary approach builds on collaboration between subjects and teachers to enhance students' holistic understanding and transversal competences (McPhail, 2018). In Finland, multidisciplinary education is a mandatory element in comprehensive education. Despite the increased demands for multidisciplinary education, there is a lack of theories to support teachers (Dowden, 2014; Niemelä & Tirri, 2018). As a response to this, we have developed a didactic model for multidisciplinary teaching. The model is empirically grounded through an analysis of two multidisciplinary cases in two Finnish primary schools. The model is theoretically founded in general didactic theories by Wolfgang Klafki and Paul Heimann/Wolfgang Schulz. The model consists of two factor fields: framing factors (curricula, school culture, and collaboration) and shaping factors (subjects, competences, values and aims of education, student needs and interests, contemporary issues, and methods). The model is inspired by a hermeneutic helix, visualizing the dynamic, open and reflective processes of multidisciplinary teaching (Mård & Hilli, 2020). In this paper presentation, we intend to present the model and its relevance for the planning and implementing of multidisciplinary teaching. The factors presented in the model support considerations on the classic didactic questions of *what* to teach, *how* to teach and *why*. Other relevant questions to consider are *when* the teaching takes place and *who* the students are (Jank & Meyer, 2006). As multidisciplinary teaching connects subjects, the model can further provide insights into the teaching of a specific school subject in relation to the holistic education of school. If there is time during the presentation, our ambition is also to discuss the model through a subject-didactic lens of history and social studies education.**

Nina Mård, Charlotta Hilli  
Åbo Akademi University, Vaasa, Finland

**Abstract Title.**

A didactic model for multidisciplinary teaching

**Keywords**

Didactic model, Multidisciplinary teaching, General didactics, History and social studies teaching

**Presentation**

Paper presentation

I presentationen beskrivs en delstudie inom ramen för projektet IDEMO (Integrated Subject and Democracy Education) vid Åbo Akademi lärarutbildning. Uppdraget i IDEMO är att utveckla en starkare kompetens för ämnesövergripande pedagogik inom ämneslärarutbildningen, men också att kritiskt granska didaktiska processer och utmaningar i helhetsskapande undervisning. Syftet med delstudien är att synliggöra om, och i så fall hur, kunskaper och färdigheter i kritiskt tänkande framträder i ett helhetsskapande undervisningsprojekt (åk 7-9) våren 2021. Den ämnesindelade bildningstraditionen utgör fortfarande kunskapsbasen för de finländska ämneslärarutbildningarna. Också årskurserna 7-9 i den grundläggande utbildningen har i sitt allmänbildande uppdrag samma ämnesindelade utgångspunkt, samtidigt som de nationella styrdokumentet skapat rum för studier i ämnesövergripande teman. Kritiskt tänkande är en viktig dimension i läroplanerna. I ämnesdidaktisk forskning saknas i Finland en granskning av ämneslärarstuderandes förståelse av kritiskt tänkande i ämnesövergripande undervisning, både utgående från målen i ett enskilt läroämne och helhetsskapande undervisning. Empirin i delstudien samlas in på flera olika nivåer. Vid universitetets ämneslärarutbildning ordnas i början av vårterminen en studiehelhet (2 sp) i ämnesövergripande pedagogik som är obligatorisk för alla ca. 40 studerande, oberoende av huvudämne. De studerande arbetar i ämnesheterogena grupper, så kallade "lärarrum", kring planering av helhetsskapande undervisning. Det är rätt ovanligt att ämneslärare som representerar olika ämnen (t.ex. både humanistiska och naturvetenskapliga) samarbetar inom ett gemensamt projekt. Vi kommer i ämnesövergripande seminarier studera på vilka sätt olika ämneslärarkategorier uppfattar kritiskt tänkande, och hur de olika kategorierna diskuterar kritiskt tänkande med varandra. Samtliga ämneslärarstuderande kommer sedan att under sin undervisningspraktik ha ett ansvar för helhetsskapande undervisning under den kompetensvecka som arrangeras på universitetets övningsskola. Detta ansvar sker i samarbete med övningsskolans handledande lärare. I de teman som ingår i kompetensveckan kommer träning i elevernas kritiska tänkande att vara ett centralt inslag. De studerandes arbetsprocess och genomförandet av den helhetsskapande undervisningen i åk 7-9 dokumenteras och undersöks som en etnografiskt inspirerad fallstudie. Delstudien förväntas bidra med ny kunskap om ämneslärarstuderandes förståelse av helhetsskapande undervisning. Studien förväntas också, i dialog med internationell forskning, belysa utmaningar och möjligheter i ämneslärarstuderandes strävan att stärka kritiskt tänkande i helhetsskapande undervisning.

Tom Gullberg<sup>1</sup>, Mårten Björkgren<sup>1</sup>, Nina Mård<sup>1</sup>, Anders Fransen<sup>2</sup>, Anna Norrback<sup>2</sup>

<sup>1</sup>Åbo Akademi/Fakulten för pedagogik och välfärdsstudier, Vasa, Finland. <sup>2</sup>Åbo Akademi/Vasa Övningsskola, Vasa, Finland

**Abstract Title.**

Kritiskt tänkande i helhetsskapande undervisning

**Keywords**

Critical Thinking , Ämnesövergripande undervisning , Ämneslärarutbildning, Finländsk lärarutbildning , kompetenser och skola

**Presentation**

Paper presentation



The presentation is informed by a rhetorical and Bakhtinian perspective on the writer as being in dialogue with different voices- especially the voices of potential readers, their possible perceptions of the text during production and other texts in the sphere of communication. However, the possible voices, choices and consequences of these choices may not be that clear to the writer who is not trained in this kind of dialogic interaction. In this presentation I will argue that this dialogic approach and critical reflexive awareness of these choices are important points to pay attention to in the writing classroom. In the presentation, I will present an Educational Approach to writing, that I developed and explored ethnographically (especially voice recordings, interviews and observation) in three 5<sup>th</sup> grade classrooms as a part of my PhD thesis. The students' text production was anchored in rhetorical situations and students were invited to collaboratively discuss and negotiate choices scaffolded by a so called writing map. My findings show that the writing map contribute to actualize a student writer positioning, that for the part of some students is difficult to accept and enact as meaningful. However, a lot of the writing processes that emerged, demonstrate that the explicit verbally dialogic and situation based approach seems to hold the potential of making writing (and possible choices) visible as a social action. An action that can potentially lead to critical awareness of writing, which I will argue is crucial in order to enable a sense of ownership and manifesting a voice of your own in writing.

Louise Molbæk

Aarhus University (DPU), Copenhagen, Denmark

**Abstract Title.**

Situation Based Writing and the writer's voice

**Keywords**

Writing processes, Dialogue, Critical thinking, Voice, Positioning

**Presentation**

Paper presentation

The UN ambition is for Human Rights Education to permeate education from early childhood, throughout higher education and lifelong learning. Consequently, questions about the diversity and integration of perspectives, content and methods arise. The Council of Europe advocates an analytical divide between Human Rights Education (HRE) and Education for Democratic Citizenship (EDC), which together with Education for Sustainable Development (ESD) comprise a triangle of topics central to Social Studies Education. In the 2020 reform, Norwegian subject curricula were restructured, and three multidisciplinary topics were interposed into most subjects. Furthermore, a significant change to the social studies curriculum for grade one through ten was implemented: From comprising history, geography and citizenship education as separate domains, an interdisciplinary subject integrating the three was introduced. Through these changes, EDC and ESD appear quite pronounced in the social studies curriculum with designated core elements and multidisciplinary topics. HRE is less prominent and tends to be conflated with EDC. Its content is included in the core element “Identity-development and community” as well as the multidisciplinary topic “Public health and life skills” to a certain degree. It is, in other words, not self-explanatory how the three purposes HRE, EDC and ESD relate to each other and social studies in the curriculum. In this paper, we critically explore these three purposes and the relation between them in policy documents and research in order to discuss how they pertain to social studies education. Although fundamental values are shared, EDS, HRE and EDC have developed from different disciplines and organizational contexts and have had different proponents, interpretations, content and methods. We will sketch out these trajectories and discuss the degree to which it is meaningful to integrate, combine or distinguish between the three in social studies education.

Kari-Mette W. Hidle<sup>1</sup>, Elin Sæther<sup>2</sup>

<sup>1</sup>University of Agder, Kristiansand, Norway. <sup>2</sup>UiO, Oslo, Norway

#### **Abstract Title.**

Thinking Critically through Human Rights Education in Social Studies

#### **Keywords**

Social Studies Education , Human Right Education , Education for Sustainable Development, Education for Democratic Citizenship , Critical Thinking

#### **Presentation**

Paper presentation

The renewed curriculum (LK20), implemented in Norwegian schools in August 2020, emphasises critical thinking as a recurring theme in all subjects. Teachers as well as researchers are concerned about how pupils can be prepared for developing critical thinking. This paper draws upon activities embedded in an on-going research project *Critical thinking in the primary school* (KriT), in which children's picture books and news for children are seen as two main entrances to initiate critical thinking in the classrooms. In the present presentation, we will focus upon news for children, more precisely how a newspaper designed for children, *Aftenposten Junior*, presents a news story which can be characterised as a serious news, in opposition to sport news, cultural news and socio-emotional content. The focus of analysis will be on the news story. Characteristics that contribute to determining this as a serious news will be extracted, thus demarcating this kind of content from other content. The next step will be to examine how the serious news story has been adapted for young readers, probably how it explains complex circumstances, and how it avoids being scaring. Finally, and crucial for the KriT project, we will suggest how this particular news story can be used to promote critical thinking in the classroom, and to which age group it is most suitable. The theoretical fundament is taken from critical discourse analysis (Fairclough 1995, 1995b), media literacy (Erstad 2015), and critical thinking (Ennis 2011, Lim 2015, Alexander 2014, Ferguson & Krangle 2020).

Evy Jøsok, Margareth Sandvik, Erik Ryen  
Oslo Metropolitan University, Oslo, Norway

#### **Abstract Title.**

How can news for children promote critical thinking in the primary school?

#### **Keywords**

critical thinking, media literacy, news discourse , multimodality, primary school

#### **Presentation**

Paper presentation

Schools in general and social science education in particular, are assigned to prepare youths for life in democratic societies. Teaching that includes specific content knowledge as well as students' own experiences is expected to advance students' knowledge and prepare them for citizenship, i.e. to enable them to form civic meaning in contemporary societies (Reinhardt, 2016). However, research in the field of social science education has lacked a theoretical concept that can function as a framework for understanding the formation of civic meaning in social science teaching (Sandahl, 2015). In history education historical consciousness has established itself as a pivotal theoretical concept for researching the teaching and learning of history (Clark & Grever, 2018). The purpose of this paper is to outline a theoretical framework for civic consciousness starting from the concept of historical consciousness. We regard civic and historical consciousness to be aspects of the same mental phenomenon and understand the difference between these forms of mentality, not as primarily dealing with the past and the present, but as dealing with temporal and relational aspects of human existence. History teaching focuses on temporal aspects of human experience whereas social science focuses on the relational aspects of human society. We depart from Rösen's (2005) narrative paradigm where the learning process can be described as developing narrative competence while experiencing, interpreting and orienting in relation to societal phenomena. Elaborating on Pandel's (1987) conceptual framework for historical consciousness, we suggest five dynamical aspects that describe key areas for how people relate to each other in society, both at an individual level and on a collective level, that are at the core of civic consciousness. Each aspect describes a continuum of tensions within which individuals in society need to orient themselves in order to understand their place in society and experience civic meaning.

Patrik Johansson, Johan Sandahl

Department of Humanities and Social Sciences Education (HSD), Stockholm University, Stockholm, Sweden

#### **Abstract Title.**

Civic consciousness – A Viable Concept for Social Science Education?

#### **Keywords**

Social Science Education, Civic Consciousness, Civic formation

#### **Presentation**

Paper presentation

**The importance of Critical Assessment in Advancing Students' Financial Understanding** Many financial literacy educational efforts mainly focus on teaching money management (OECD, 2019). However, money management alone do not address financial prerequisites concerning home ownership, savings or retirement planning (Retzmann & Seeber, 2016) since these issues are governed by agents outside households, namely the financial system and policy makers (Davies, 2015). This study examines students' response to a financial literacy teaching that treats financial issues as controversial and contextually bounded to the financial and societal systems (cf. Björklund & Sandahl 2020). Data consists of 36 students' conversations during a financial literacy teaching intervention. Results show that students are capable of grasping and relating to financial concepts where association to the financial system and policy-making produce elaborate understanding. Results also show that students that contest given financial concepts and system do not only present constructive alternate solutions for the future, but these students also seem to grasp current financial and societal systems in more advanced ways and thereby demonstrate a possible convergence between financial literacy and citizenship education. References Björklund, M., & Sandahl, J. (2020). Financial Literacy as Citizenship Education - a viable prospect? *Journal of Social Science Education*, 19(3), 4-20. <https://doi.org/DOI.10.4119/jsse-3230>Davies, P. (2015). Towards a Framework for Financial Literacy in the Context of Democracy. *Journal of Curriculum Studies*, 47(2), 300-316.OECD. (2019). *PISA 2021 Financial Literacy Analytical and Assessment Framework*. <https://www.oecd.org/pisa/sitedocument/PISA-2021-Financial-Literacy-Framework.pdf>Retzmann, T., & Seeber, G. (2016). Financial Education in General Education Schools: A Competence Model. In C. Aprea, E. Wuttke, K. Breuer, N. K. Koh, P. Davies, B. Greimel-Fuhrmann, & J. S. Lopus (Eds.), *International Handbook of Financial Literacy* (1st ed., Vol. 1-Book, Section, p. 9). Springer Singapore.

Mattias Björklund<sup>1</sup>, Johan Sandahl<sup>2</sup>

<sup>1</sup>The Center for Social Science Didactics - CSD, Karlstad, Sweden. <sup>2</sup>Department of Humanities and Social Sciences Education - HSD, Stockholm, Sweden

#### **Abstract Title.**

The importance of Critical Assessment in Advancing Students' Financial Understanding

#### **Keywords**

Financial literacy, Critical thinking, Social studies, Citizenship education

#### **Presentation**

Paper presentation

The Norwegian Framework Plan for Kindergartens (2017) says that, "Kindergartens shall stimulate the children to remain curious about natural phenomena, feel connected to nature and gain experience of using technology and tools". It is crucial that the Pre-service kindergarten teachers (PSKTs) are provided with knowledge and repertoire to aim for this, and the educators have a responsibility to offer this. Previous research show that there is a demand for a greater focus on better conversation practice in Norwegian kindergartens (Sandvik, Garmann & Tkachenko, 2014). Especially the day-to-day conversations, as they mostly are characterized by closed questions (Gjems, 2008). Sortland (2017) finds that a didactic approach is needed to prepare students in leading exploratory conversations with children about nature at educational institutions. The Erasmus+ project SciTalk seeks to find solutions to this problem by, in addition to (?) other methods the approach Educational Design Research (McKenney & Reeves, 2018). The research group have developed a metaphorical toolbox where the drawers in the box contains conceptual tools to help the students in this specific pedagogical issue. Developing a natural science conversation didactic for PSKTs with the oral language is in focus will give them a way to support and understand the children's early/emergent literacy. The drawers have the titles *introduction, science skills and topics, practice, reflection and analysis and self-reflection*. Through two interventions with secondyear PSKTs we presented theory, showed videos from kindergartens, did communication training, and offered tools to make them reflect over own conversations. The focus of analysis in the paper will be how the elements from the toolbox were tried out and further developed. The outcome will be an improved toolbox giving students or teacher educators guidance in this topic.

Inga Margrethe Fagerbakke  
Høgskulen på Vestlandet, Stord, Norway

#### **Abstract Title.**

Paper: How can pre-service kindergarten teachers be prepared in leading exploratory day-to-day conversations about scientific topics?

#### **Keywords**

Literacy, Conversation didactics, Natural Science in early childhood education

#### **Presentation**

Paper presentation

In Sweden new curricula for school year 1-12 was implemented in 2011. These documents were in central aspects formed by the New Public Management way of "ensuring quality" in a rational and efficient manner. Grading processes was encouraged to be transparent and objective, teaching as well as the knowledge produced was supposed to be evidence based. In this development literature has gradually been losing ground in classroom practices, even though it still had a place in the overall aim descriptions of the Swedish subject. This clearly connects to the almost total absence of literary reading in its existential meaning when it comes to definitions of the subjects' central content and the criteria for grading. Further, this has led to a technical instrumental way of working with literature in Swedish schools, neglecting the widening, creative, democratic, empathetic processes that literary reading and discussion can give. At the same time, literary reading seems harder and harder to legislate for the kids, but also for adults in the school world. In this paper I introduce a big scale empirical reading study (**Alla Läser! Everybody reads!**), including 1500 young readers and 30 teachers over three years, focusing literary reading and discussion. The study is set in a rural region in Sweden. Inspired by the idea of community reading all pupils in the municipal is reading a common novel, within a current and engaging theme, during a period of four weeks, high lightening the discussion in and outside the classroom. Surveys before and after the reading period is used together with focus group interviews. This makes it possible to see how this design, focusing on literary content and open discussion emerging from the reading experiences, affects the awareness of the educational and existential potential of fiction of the pupils - as well as the teachers.

Olle Nordberg  
EDU, Uppsala, Sweden

#### **Abstract Title.**

What about literature? 1500 pupils counteracting the absence of imaginative reading and widening literary discussion in Swedish elementary and upper secondary schools

#### **Keywords**

literary teaching, empirically reading research, Swedish subject, attitudes to reading, literary competence

#### **Presentation**

Paper presentation

**This paper presents an analysis of a 20-minute-long videotaped conversation between a teacher student and six 9th graders. The conversation is a part of a reading stimulant project in the 9th graders' class, and the theme of the conversation is also related to the class' current topic in natural science. The teacher student and the students have a conversation about mushrooms based on a textbook's approach to the phenomenon. The written text is explored by the students by comments and narratives of their own experiences with mushroom. The paper describes the interplay between the written text and the oral dialogue that occurs. The written text presents the way mushrooms can be defined and classified, and the text is thus an authoritative voice in the discourse on mushrooms. The students on the other hand explore the topic by relating it to own experiences and former knowledge. Central in the students' contributions are use of examples. Examples in this study are understood as textual elements in the oral discourse that have the purpose of specifying knowledge on a general level (Høisæter, 2012). The research question for this paper is: What characterises the interplay between classification and the use of examples in a conversation based on textbook about mushrooms between a teacher student and six 9th graders?The interplay will be analysed in the light of three different theoretical positions; the Bakhtinian concept of dialogism (Bakhtin, 1998), Rupert Wegerif's concept of dialogic space (Wegerif 2013, Wegerif and Yang, 2011), and the rhetorical notion of topological knowledge (Barthes, 2009, Høisæter 2012, Gabrielsen 2014, Dahl et. Al., 2017). The paper will thus give an analysis of the outcome of the conversation by giving an analysis of the conversation with three parts involved, the written text, the teacher students, and the 9th graders.**

Sissel Margrethe Høisæter

Western Norway University of Applied Sciences, Stord, Norway

#### **Abstract Title.**

The interplay between classification and examples in a conversation about mushrooms

#### **Keywords**

literacy and oracy , dialogic teaching, the order of knowledge, Literacy

#### **Presentation**

Paper presentation



**In this paper, I discuss what human rights education should be in the Norwegian early childhood education and care's (ECEC) social studies, known as the learning area local community and society. This is a necessary discussion for at least three reasons. First, the UN's Childrens Rights Committee expect human rights education to begin in ECEC (2005). Secondly, in a Norwegian analysis of the Framework Plan for the content and tasks of kindergartens (2017), Hidle (in press) claims, while human rights education is operationalised it is not didactised. Finally, previous research related to the topic have focused on the principle right of children's participation as an important part of human rights education (Brantefors & Quennerstedt, 2016; Quennerstedt & Moody, 2020; Ree, Alvstad, & Johansson, 2019). However, what is lacking is a didactisation of the field of human rights education for ECEC. This paper discusses what human rights education should be in the learning area local community and society. Considering Gagel's (1938) subject-didactic understanding, when considering what content, a subject should contain one needs to apply the criteria meaning for life - here the didactisation focus on what qualities are needed in life or knowledge children needs. An aim within human rights education is to provide people with the skills, knowledge, values, and attitudes for peacefully and respectfully co-existing in a diverse society. Being able to tolerate and respect people despite their religious beliefs, skin colour, social or cultural background is a skill all people should strive to achieve. I claim that human rights education, in local community and society, should be an approach aiding ECEC teachers in their work with familiarising children with their diverse local communities, promote diversity within their ECEC, enhance co-operation with families, and familiarise children with the Sami people and with national and ethnic minority groups - in non-discriminatory ways.**

Anette Rosenberg

University of Agder, Department of sociology and social work, Kristiansand, Norway

**Abstract Title.**

Human Rights Education in the ECEC's social studies

**Keywords**

Human rights education, early childhood education, Social studies , diversity, inclusion

**Presentation**

Paper presentation

**What is being narrated about controversial aspects in the traumatic past, teacher and students in between, when dealing with traumatic pasts in history lessons? And how can this help explain and understand the use and function of controversial narratives in history teaching? This presentation explores how the controversial aspects in the traumatic past in history teaching is represented and produced through emotional and affective appeals in the historical narratives situated in the classroom. The data behind this presentation derives from my Ph.D field studies involving classroom studies of 3 teachers and their 5 classes in lower secondary school (grade 7 to 9). The thesis is taking a sociocultural perspective. I will argue that controversial aspect in history teaching play a crucial role and is linked to a didactical purpose that appeals to student's moral perception and the use of contemporary ethical and moral schemes in their judgement of human actors and actions in the past. This indicates that controversial aspects in the emotive and affective representation of the traumatic past connects to students ethical and moral judgement of their present day lives. But this is not without its complications. I will argue that it leads to a retrospective starting point of the narratives produced in the classroom and as a consequence make room for a deterministic evaluation of the past. Moreover, the understanding of the past in historical representations becomes means in building students' ethical and moral compass rather than means to investigate controversial aspects as part of the complexity and temporalities of historical narratives and thereby making historical sense, based on a multi-perspective hermeneutical interpretation of human actions committed in the past.**

[Hildegunn Juulsgaard Johannesen](#)

University of Southern Denmark, Odense, Denmark

**Abstract Title.**

Controversial aspects and traumatic pasts in history teaching – grade 7th to 9th in danish public shools

**Keywords**

Traumatic pasts , Controversial aspects, History didactics , Critical thinking , Historical literacy

**Presentation**

Paper presentation

Emotions have traditionally been regarded as the enemy of reason in Social Science education, which according to several researchers is due to emotions' association with populism and manipulation (see e.g. Besand, 2014, Heidenreich, 2012, Petri, 2018). In this paper I argue that emotions can both enhance and hinder Social Science learning. Rather than expelling emotions from the Social Science classroom or letting them exist without being reflected upon, teachers as well as students would benefit from carefully investigating emotions related to the subject teaching. Drawing on recent, primarily German, research on emotions in Social Science, including empirical data from my dissertation (Blennow, 2019), I will show that there is Social Science learning *for, from, with, through* and *about* emotions. Additionally, in some situations it is important for the teacher to promote learning *despite* emotions. A finding from the empirical data of my dissertation project is that the students are very active in managing both their own and other students' emotions in the Social Science classroom. By carefully examining the emotions in the classroom as well as the role of emotions in politics and social life at large, the teacher would get more insight into, as well as more influence on, the parts of the learning process that are connected to emotions. References: Besand, A. (2014). Gefühle über Gefühle. Zum Verhältnis von Emotionalität und Rationalität in der politischen Bildung. *Zeitschrift für Politikwissenschaft* 24(3), 373-383. Blennow, K. (2019). *The Emotional Community of Social Science Teaching*. Institutionen för utbildningsvetenskap, Humanistiska och teologiska fakulteterna, Lunds universitet. Heidenreich, F. (2012). Versuch eines Überblicks: Politische Theorie und Emotionen. In: F. Heidenreich & G. S. Schaal (Red.) *Politische Theorie und Emotionen*. Baden-Baden: Nomos. Petri, A. (2018). *Emotionssensibler Politikunterricht*. Frankfurt: Wochenschau Verlag.

Katarina Blennow

Lunds universitet, Lund, Sweden

#### **Abstract Title.**

Learning for, from, with, through and about emotions in Social Science

#### **Keywords**

emotions, Social Science, Social Studies, learning

#### **Presentation**

Paper presentation

The syllabi for the four social studies subjects in Swedish upper secondary school - civics, geography, history, and religious education - state that gender, class, ethnicity, and sexuality are central categories for analyzing subject-specific content. The trend of promoting this particular form of multi-perspectivity is relatively new. The current Swedish national curriculum for the upper secondary school does so (Lgy11), whereas the former curriculum did not (Lpf94). This particular type of multi-perspectivity refers both implicitly and explicitly to intersectionality theory, a theory developed within humanistic and social science research that aims at discussing and studying how social, cultural, and political phenomena are affected by various factors. In intersectionality theory, it is argued that gender, class, ethnicity, and sexuality (along with other categories such as skin color, dis/ability, and age) are prominent structuring principles in today's society. In addition to referring to intersectionality theory, this kind of multi-perspectivity also links to Swedish gender equality and anti-discrimination policymaking. An example is the formulation of the fundamental values [värdegrunden] of the Swedish school system in the Swedish national curriculum. These fundamental values are described as follows: "No one should be subjected to discrimination on the grounds of gender, ethnic affiliation, religion or other belief systems, transgender identity or its expressions, sexual orientation, age or functional impairment, or other degrading treatment" (Lgy11). This way of describing the fundamental values is also fairly new. In the curriculum that applied previously, the equivalent passage stated that: "No one should be exposed to bullying" (Lpf94). At NOFA8, I give a presentation in which I discuss 1) the intersection between intersectionality theory and anti-discrimination policymaking and 2) similarities and differences between the four social studies subjects when it comes to which meaning and role that is ascribed to the analytical perspectives of gender, class, ethnicity, and sexuality.

Daniel Nyström

Umeå University, Umeå, Sweden

#### **Abstract Title.**

The Social Studies Subjects and Intersectionality

#### **Keywords**

Social Studies, Intersectionality, Anti-discrimination, Comparative subject didactics, Upper secondary school

#### **Presentation**

Paper presentation

The teaching and use of literature in language education contexts are legitimized in numerous ways in arenas such as research literature, curricula and the learning objectives of teacher education. Our presentation examines discourses used to legitimize the inclusion of literature in L2 language education. While there is research on legitimization discourses, our contribution brings to light an understudied perspective by focusing on doctoral dissertations. The data consists of doctoral dissertations which discuss the inclusion of literary texts within an L2 language education context. The data has been collected using 10 ProQuest databases with a filtering for theses and dissertations published in the last decade, using the search phrase ("foreign language education" OR "L2") AND ("children's literature" OR "young adult literature" OR "YA literature"). This search produced 89 theses and dissertations from which we will select relevant studies for analysis. We compare the findings to previous research by Rättyä (2019), who found that in L1 contexts, teaching literature is legitimized through a variety of discourses drawing on (1) educational policy, (2) developing students' skills and (3) motivation, (4) affective and socio-emotional perspectives and (5) processes and performance. Our working hypothesis is that in L2 contexts, the inclusion of literature is most often legitimized using discourse drawing on skills and abilities, such as strengthening students' functional, visual and literary literacy, writing skills and cultural education. In order to effectively meet the challenges related to creativity, literacy and critical thinking in language education contexts, we must be explicit about the ways in which literature education is legitimized. The findings are valuable not only for developing teacher education and training, but also for critically reflecting on how new curricula are designed. Recognizing the creativity discourse, for example, could also lead to a diversification of teaching methods and practices.

Kaisu Rättyä, [Emilia Luukka](#)  
Tampere University, Tampere, Finland

#### **Abstract Title.**

What kinds of discourses are used to legitimize the teaching and use of literature in L2 contexts when compared to L1 contexts?

#### **Keywords**

literature education, legitimization, language education

#### **Presentation**

Paper presentation

**'Powerful' disciplinary knowledge has the potential to enrich students' lives by taking them beyond their everyday experience (Young, 2011). To achieve this however, teachers need to better understand how to operationalise subject teaching to ensure that the knowledge students gain reflects the disciplines it draws from. Gericke et al. (2018) make a compelling case for *transformations* as a viable area of research in relating powerful disciplinary knowledge to teaching practices. They propose that transformations take place at the individual, institutional and societal levels, as knowledge from academic disciplines is taught within education. In this paper we further this research by drawing on five empirical case studies from Sweden, Finland and England, across different subject areas. Through these case studies we critically engage with three research questions: 1. How far can the transformations be described by the didactic triangle (Gericke et al., 2018) which relates students, teacher and subject content? 2. How are transformations conditioned by the subject disciplines from which school subject draw? 3. How far can the knowledge within the case study classrooms be described as 'powerful' (Young, 2011)? By exploring the commonalities and differences around transformation processes within the empirical case studies, we pay attention to the boundaries between disciplinary knowledge, school subjects and everyday knowledge. From this we develop a more nuanced description of how transformation processes can be related to powerful disciplinary knowledge. We suggest that this could benefit both research and the further development of subject teaching.-----Gericke, N., Hudson, B., Olin-Scheller, C., & Stolare, M. (2018). Powerful knowledge, transformations and the need for empirical studies across school subjects. *London Review of Education*, 16(3), 428-444. Young, M. (2011). The return to subjects: A sociological perspective on the UK Coalition government's approach to the 14-19 curriculum. *The Curriculum Journal*, 22(2), 265-278.**

Mark Hardman<sup>1</sup>, Marie Nilsberth<sup>2</sup>, Christina Olin-Scheller<sup>2</sup>, Alison Kitson<sup>1</sup>, Alex Standish<sup>1</sup>, Martin Stolare<sup>2</sup>

<sup>1</sup>UCL Institute of Education, London, United Kingdom. <sup>2</sup>Karlstad University, Karlstad, Sweden

### **Abstract Title.**

Teachers and the Transformation of Powerful Disciplinary Knowledge

### **Keywords**

Powerful knowledge, Didaktiks, Teaching, Subject education

### **Presentation**

Paper presentation

**The UN’s Sustainable Development Goal 13.3 aims to “improve education... on climate change mitigation, adaptation, impact reduction and early warning” by 2030, (United Nations, 2015). In addressing one of the key themes of the NOFA8 conference, we ask what forms of creativity and critical thinking should be a part of an education that would allow young people to adapt to climate change? Rather than theorising from educational principles, we approach this by examining how UK wine producers adapt to both the opportunities and risks of climate variability and change. Drawing on interview data from the Climate Resilience in the UK Wine Sector (CREWS-UK) project, we identify aspects of creativity and critical thinking within the adaptation behaviours that have supported a burgeoning sector. We show for example, how processes of experimentation allow producers to modify their understandings when deciding how to reduce risks and harness opportunities in response to changing conditions. We also explore ways in which creativity and critical thinking shape decision making over time through the integration of different forms of knowledge, grounded in diverse epistemological framings (e.g. from conversations, tradition, embodied experience, climate science and record keeping). We offer our study as an example of how exploring contemporary practices has the potential to inform curriculum development, and relate different school subjects in providing an education around adaptation. Cremin & Chappell’s (2019) review of creative pedagogies calls for more culturally specific and historically contextualised understandings of creativity. We seek to meet this call through empirical research into the processes of creativity and critical thinking which should be explored in education in order to meet the actual challenges of the 21st century.-----Cremin, T. & Chappell, K. (2019): Creative pedagogies: a systematic review, *Research Papers in Education*. United Nations (2015) *Transforming our World: The 2030 Agenda for Sustainable Development*. UN**

Mark Hardman<sup>1</sup>, Kate Gannon<sup>2</sup>

<sup>1</sup>UCL Institute of Education, London, United Kingdom. <sup>2</sup>Grantham Research Institute on Climate Change and the Environment, LSE, London, United Kingdom

#### **Abstract Title.**

Creativity and critical thinking in climate change adaptation: what can education learn from the UK wine sector?

#### **Keywords**

Creativity, Critical thinking, Climate change, Adaptation, Education for sustainable development

#### **Presentation**

Paper presentation

**To read means not only to understand words and concepts but also to read and learn about and from one's surroundings. Research shows that students in a large extent takes on the role of decoder in classroom work. To create meaning in a text is more cognitively demanding. However, it is a necessity to be able to compare, analyze and evaluate texts. Therefore, it is important to highlight the way in which young learner gets opportunity to discover the meaning of texts and develop a critical thinking about text activities. Critical literacy is a way of being and acting, as a natural part of how we read our surroundings. To take a critical literacy perspective can and should look different depending on the context in which the reader is located and what tools he has that suits the situation. Texts are increasingly multimodal. They can contain written words, images, moving pictures, colors, different fonts and sizes, sounds, numbers. This together with the development of digital tools and students' consumption of media, makes it necessary for the student to develop new knowledge and a critical approach in an energetic democratic classroom. In this presentation, as a part of my upcoming licentiate thesis, I focus on observations of classroom conversations that take place in connection with texts from films as teaching materials and the students' experiences of Internet. The purpose is to study the possibilities for students to develop a critical thinking in relation to the texts they meet. My research questions are: which texts practices are offered the students and how does they provide them to find meaning and understanding of the world around them, as well as helps them develop critical analytically thinking.**

Birgitta Jansson

Mälardalens University, Eskilstuna, Sweden

#### **Abstract Title.**

Google knows everything, and her name is Siri! Critical literacy in early school year

#### **Keywords**

Critical literacy, young learner, conversations, texts, multimodal

#### **Presentation**

Paper presentation



**Henrik Ibsen's play Peer Gynt digs deep into the question of what it means to be oneself. An upcoming educational computer game adaption invites the students to take part in such reflections by taking on the role of Peer. In other words, the game is designed both to introduce the students to this central literary work in the Norwegian canon and to inspire discussion on questions concerning *life skills*, which is one of three interdisciplinary topics in the new national curriculum for K12 education in Norway. In cooperation with a team of Norwegian teachers in an upper secondary school in Norway I have used a near finished build of the game in three different classes, each time with a different didactic approach, in order to explore (1) how is *Peer Gynt - the game* is constituted as a learning resource and (2) how a game about a literary classic can be used to lever reflection and discussion on the student's own lives and life skills. This study is grounded in a sociocultural and dialogic perspective on learning and interaction, where students' gaming activities are seen as situated meaning making (Gee, 2003; Linell, 2009). From this perspective, learning in school is seen as a social process where students collaboratively make meaning of artefacts and resources. Methodologically the study is inspired by *design-based research* and *focused ethnography* as it makes use of traditional ethnographical methods such as field observation and group interview as well as video recording (Barab, 2014; Knoblauch, 2012). Findings of the project are considered both in the final part of the technical design of the game (specifically the teacher's UI) and when designing teaching resources for the game.**

**References** Barab, S. (2014). <https://doi.org/10.1017/CBO9781139519526.011> Gee, J. P. (2003). ISBN 978-1-4039-6538-7 Knoblauch, H. (2012). ISBN 978-3-631-62041-0 Linell, P. (2009). ISBN 978-1-60752-198-3

Magnus Henrik Sandberg  
NTNU, Trondheim, Norway

#### **Abstract Title.**

Gaming Gynt: developing life skills by playing *Peer Gynt - the game*

#### **Keywords**

Game-based learning, dialogic, literature, life skills

#### **Presentation**

Paper presentation

**In this paper learners are viewed as subjects and humans with potential. It emphasizes the existential relevance of history teaching which contributes to activity and interaction, especially in multicultural schools. The paper points at the importance of history teaching that is linked to learners' experiences and life skills. Furthermore, the paper emphasizes the need for a relational pedagogy that is based on the notion on learners as active subjects. History becomes important and meaningful in interaction with learners. In order to prevent polarization and segregation, it is important that teaching is related to learner's life's and based on their encounter with society and history. One way to prevent and bridge social exclusion, stigma and counteract segregation is to create conditions for positive learning environments in areas and schools in urban environments that lack social prestige and status. Teaching with pedagogical maps and historical walks that have been conducted in Malmö since 2017 could be regarded as examples of just this. The preparation of pedagogical maps, the organization of city walks, source-critical local history studies and exercises have the potential to give history existential meaning and relevance for both teachers and learners. Through city walks and source-critical exercises, there is an opportunity to discover how urban life has changed geographically, socially and culturally over the centuries. If the students experience that they themselves belong to, are part of and are important for the city's continuity and change, the subject of history comes into its own. The paper will present some examples based on my own experiences as a school developer in Malmö.**

[Jonas Sjölander](#)

Linnaeus University, Växjö, Sweden. Malmö Municipality, Malmö, Sweden

#### **Abstract Title.**

Learners as active subjects with potential - about history teaching and its existential relevance

#### **Keywords**

Urban history, Relations, Interaction, School segregation, History didactic

#### **Presentation**

Paper presentation

This paper reports on the affordances of children's literature in the field of English subject pedagogy, known as *engelsk fagdidaktikk* in Norway, and *engelska ämnesdidaktik* in Sweden. Although there are still problems worldwide regarding the recognition of this research field, particularly in the area of English for young learners in grades 1-7 (Bland, 2019), the acceptance of subject pedagogy as central to teacher education is steadily growing in the Nordic countries (Niemi, 2016). Rindal and Brevik (2019) have demarcated the field 'as research, theory and applications relevant for English as a school subject. This includes research and applications in primary and secondary school, as well as in higher education, including teacher education for future teachers of English'. According to the Department of Education, Oxford University, subject pedagogy is a research area that 'relates to developing, understanding, and evaluating the effectiveness of research informed ways to promote powerful pedagogical practices in different subject areas and across levels of education (including teacher education)' (<http://www.education.ox.ac.uk/our-research/research-groups/pedagogy-learning-and-knowledge/subject-pedagogy/>). Subject pedagogy is a multi-faceted field requiring multi-disciplinary expertise (Sjøberg, 2019), and I will focus in this paper on the affordances of children's literature for dialogic, exploratory interactions in the classroom, promoting opportunities for creative writing, furthering multiple literacies, critical reflection and in-depth learning in English in the primary and secondary school. Bland, J. (2019). Teaching English to Young Learners: More Teacher Education and More Children's Literature! *Children's Literature in English Language Education*, 7(2), 79-103. Niemi, H. (2016). Academic and practical: Research-based teacher education in Finland. In B. Moon (Ed.), *Do Universities have a Role in the Education and Training of Teachers?* Cambridge: CUP, pp. 19-33. Rindal, U. & Brevik, L. (Eds) (2019). *English Didactics in Norway - 30 Years of Doctoral Research*. Oslo: Universitetsforlaget. Sjøberg, S. (2019). Fagdidaktikk. *Store Norske Leksikon*.

Janice Bland

Nord University, Bodø, Norway

#### **Abstract Title.**

Promoting critical reflection, multiple literacies and creative writing with children's literature in English subject pedagogy

#### **Keywords**

English subject pedagogy, children's literature, critical reflection, multiple literacies, creative writing

#### **Presentation**

Paper presentation

**Critical thinking is a central aspect of analysing societal issues of various kinds, which is at the forefront of social science education in both primary and secondary education. This presentation will focus on progression in this ability. The most well-known theories developed to describe progression of knowledge in educational settings are general (Dolin, 2013). Subject specific models for knowledge progression are less developed, not least in social science. Teachers of social science subjects tend to use a simplified version of Bloom's taxonomy (1956), but also an image of students moving from the familiar to the unfamiliar, when describing knowledge progression in their subject (Christensen et.al., 2006). However, using Bloom's taxonomy often leads to a separation of the ability to reason critically from understanding of facts (Case, 2005), while empirical studies indicate that this contradicts how students develop critical thinking in social science (Case, 2013; Nygren et.al., 2018; Tväråna, 2019). Based on four studies concerning students' critical thinking in relation to societal issues, we would in this presentation like to discuss aspects of progression. We compare the results from studies of critical thinking in relation to issues of distributive and retributive justice (Tväråna, 2019), power (Tväråna et al., in progress), economic value (Björklund et. al., in progress) and global political issues (Jägerskog et.al., in progress). Three of the studies include several different age groups (from the earlier years of elementary school to upper secondary students), which enables an analysis of aspects of progression both in terms of the meaning of a more or less qualified critical social science thinking and in relation to different age groups. The results offer a contribution to practice as well as theory in terms of implications for teaching and a potential deepening of the understanding of progression in social science education.**

Malin Tväråna<sup>1</sup>, [Ann-Sofie Jägerskog](#)<sup>2</sup>

<sup>1</sup>Uppsala university, Uppsala, Sweden. <sup>2</sup>Stockholm University, Stockholm, Sweden

**Abstract Title.**

Progression of critical thinking in social science education

**Keywords**

Critical thinking, Progression, social science, social studies

**Presentation**

Paper presentation

**Definisjonen av skriving i Rammeverket for grunnleggjande ferdigheiter tilseier ei aktiv tverrfagleg skriveopplæring. Likevel jobbar lærarar heller med skriving av fagtekst enn generell skrivekompetanse (Ottesen & Møller, 2010; Rødnes & Gilje, 2016). For å finne ut av dette manglande samsvaret, undersøkte me ulike oppfatningar om tverrfagleg skriveopplæring gjennom ein analyse av 36 loggtekstar frå grunnskulelærarar som var studentar på KFK-kurs i norsk 1-7 eller 5-10 studieåret 2018-2019. Når det gjeld føremålet med skriveopplæringa, fokuserte me på skiljet mellom skriving som formelt opplæringsobjekt - *å lære å skrive* - og skriving som reiskap for utforsking av egne tankar - *å skrive for å lære* (Hertzberg, 2011). Når det gjeld kompetanseutvikling i skriveopplæringa, stod skilnaden på *G-faktor* og *F-faktor* sentralt, dvs. generell (fagovergripande) skriving kontra fagspesifikk skriving (Evensen, 2006; Melby & Kvithyld, 2011). Funna våre viser at lærarane ser tverrfagleg skriveopplæring som verdifull, men at ho ikkje er innarbeidd i praksis og berre vert tolka som produksjon av tekst i alle fag. I praksis får norsklæraren ansvaret for det skrivetekniske, medan andre lærarar får ansvaret for det fagspesifikke og jobbar ikkje med generell skrivekompetanse. I tillegg oppfattar lærarane at tverrfagleg skriving er å bruke skrivemetodikk frå norskfaget i andre fag, men dette verkar òg å vere lite innarbeidd. Ei slik oppfatning byggjer opp under funn om at skrivinga sin doble funksjon som presentasjons- og læringsverktøy er lite vektlagd (Rødnes & Gilje, 2018). Ein viktig implikasjon av funna er at det finst eit uutnytta didaktisk potensial i reelt tverrfagleg skrivearbeid. Betre integrering av skrivinga sin G-faktor i alle fag vil utfordra skrivekompetansen til elevane på ein meir heilskapleg måte. Dessutan vil det få lærarane til å fokusere både på overføringsverdi mellom faga og på bruk av norskfagleg skrivemetodikk i andre fag. Ei slik tilnærming vil representere eit steg vidare mot ei vellukka tverrfagleg skriveopplæring.**

Kirsti Lunde<sup>1</sup>, Britt Iren Nordeide<sup>1</sup>, [Samuele Mascetti](#)<sup>1</sup>, Pernille Reitan Jensen<sup>2</sup>

<sup>1</sup>HVL, Sogndal, Norway. <sup>2</sup>UiB, Bergen, Norway

#### **Abstract Title.**

Tverrfagleg skriveopplæring i spennet mellom generell og fagspesifikk skrivekompetanse

#### **Keywords**

tverrfagleg skriveopplæring, oppfatningar, tekstanalyse, grunnleggjande ferdigheiter, norskdidaktikk

#### **Presentation**

Paper presentation

In order to graduate, Danish (and Norwegian) upper secondary high-school students are assessed orally in high-stakes tests by two teacher-assessors. The assumption in this presentation is that students' perception of this exam format and -practices will be a significant factor for students' preparation for the exam and their presentations. Researching this could give insights into the potentials and challenges that oral exam poses to students that can be difficult for teachers to access qua the context of the oncoming high-stakes test. Based on a five-month long ethnographical fieldwork following students (age 18-20) preparing for the oral exams, the aim of the paper presentation is to investigate students' perceptions *before* the oral exam takes place. Using Bachtin's dialogical concepts of addressees and superaddressees (Bachtin, 1986), along with positioning theory (Davies & Harré, 2014), the paper presentation explores what students are expecting the criteria of their assessors at the oral exam to be. A key incident exam introduction in the subject of Danish is the empirical outset on the basis of analysis of 13 incidents where students and teachers negotiate oral exams asking questions and giving advice on what to do and prepare for. The result is that students apparently anticipate that the teacher-assessors' will consider it a confrontation if students aren't delivering the "teacher's code", neglecting their own interpretations of textual materials in the subject of Danish. They seem to focus on the teacher-assessor-addressee and less on disciplinary methods and frameworks (superaddressees). This perception is derived from the students' experience of interactions with their teacher, who explicitly asks for a wide range of interpretations. Potentially, this limits what insights and competencies students allow teacher-assessors to gain access to at the exam as well as constrain their inclination to present creative or critical analysis and interpretations of the exam text.

[Julie Marie Isager](#)

University of Southern Denmark, Odense, Denmark

#### **Abstract Title.**

*"Cracking the Teacher's Code"* - High School Students' Perceived Addressees Before Oral Exams in Danish L1

#### **Keywords**

Critical thinking, Creativity, Danish L1, Oral exam, Student Perspective

#### **Presentation**

Paper presentation

**Det demokratiska uppdraget i den svenska läroplanen för gymnasiet omfattar både yrkesprogram och studieförberedande program. Ur ett jämlikhetsperspektiv kan det demokratiska uppdraget för yrkeseleverna betraktas som angeläget då de generellt har ett längre avstånd till politisk deltagande än elever på studieförberedande program och utbildas för underordnade positioner inom arbetsmarknaden. Vilka kunskaper som ingår i deras utbildning och hur innehållet öppnar upp för kritiskt tänkande är betydelsefullt för frågan om vilken medborgarroll de förbereds för. Vi rapporterar från ett pågående FoU-projekt vars övergripande mål är att tillsammans med lärare vid en skola undersöka möjligheterna att utveckla kunskap om och undervisning inom de ämnen (historia, naturkunskap, religionskunskap samt samhällskunskap) som kan sägas närmast stödja yrkeselevers utveckling av kunskaper och förmågor som bidrar till deras medborgarbildning (MB). Tentativt utgår forskargruppen från att MB omfattar att i undervisning ge eleverna möjlighet att: arbeta med värdefrågor; att utveckla perspektivmedvetenhet, argumentation, kritiskt tänkande och att kunna ta ställning. Forskningssyftet är att bidra till didaktisk kunskap om hur yrkeselevers fortsatta medborgerliga bildning kan stödjas. Vad är i det avseendet didaktiskt relevant för skolämnena och vilka likheter och skillnader finns ämnena emellan? En generell fråga är hur makt och mening konstrueras av elever och lärare med empirisk grund i hur de resonerar om undervisningens betydelse, för rollen som samhällsmedborgare. Det empiriska underlaget samlas in genom lärares gruppvisa samtal samt enkät och gruppintervjuer med elever. Ett övergripande teoretiskt ramverk är de sammanhängande utbildningsfunktioner som Biesta (2009; 2011) har urskilt och benämnt kvalifikation, socialisation och subjektifiering tillsammans med det Aspelin (2015) kallat existensialisering. Utöver denna ram avser vi föra in teoretiska begrepp som gör det möjligt att studera och analysera frågor som närmare rör kunskap, utbildning och makt. Presentationen summerar och diskuterar de resultat som nåtts under projektets första år.**

Eva Knekta<sup>1</sup>, Katarina Kärnebro<sup>2</sup>, Kristina Ledman<sup>3</sup>, Torbjörn Lindmark<sup>3</sup>, Christina Ottander<sup>1</sup>

<sup>1</sup>Institutionen för naturvetenskapernas och matematikens didaktik, Umeå university, Umeå, Sweden.

<sup>2</sup>Institutionen för tillämpad utbildningsvetenskap, Umeå university, Umeå, Sweden. <sup>3</sup>Pedagogiska institutionen, Umeå university, Umeå, Sweden

#### **Abstract Title.**

Medborgarbildning inom yrkesprogrammen – ett FoU-projekt

#### **Keywords**

citizenship education, science education, social science education, critical thinking, comparative subject didactics

#### **Presentation**

Paper presentation



Compared to Anglo-American instructional design, European *Didaktik* has focused much more on content and relevance. This presentation will address why, what and how to teach in and about chemistry, as an example of a school subject. It will elaborate on concepts such as disciplinary literacy, powerful knowledge, *Bildung*, sustainability education and didaktik models (Sjöström, 2019; Sjöström, Eilks & Talanquer, 2020), as well as on their interrelationships. The goal is to explain what can be meant with powerful (chemical) knowings and eco-reflexive *Bildung*, as well as the characteristics of didaktik models aiming at those two. Eco-reflexive *Bildung*-oriented chemistry/science education should, in addition to (a) transformative subject knowledge, emphasize both (b) scientific processes - NOS (Nature of Science) - and (c) societal contexts - STSE (Science-Technology-Society-Environment) (Sjöström, Eilks & Zuin, 2016). In practice, this would mean including more philosophical, ethical and socio-political perspectives in chemistry/science education, and the focus should be on problematization, understanding uncertainties and balancing the benefits and risks of science and technology. In addition to these three legs, Hodson (2003) has suggested *socio-political actions* as a fourth leg. It is about promoting students' critical and active engagement in socio-scientific problems and those often involves complex environmental and health issues. In the presentation, corresponding didaktik models - and especially such focusing *socio-chemical issues*, will be elaborated on. This will be done based on different curriculum ideas as well as philosophical ideas. Recently, Carlgren (2020) problematized the related concept of powerful knowledge and instead suggested *powerful knowings*. This concept emphasizes that disciplinary knowledge is embedded in actions. It is about "knowledge-as-a-means-for-cultivation-of-human-powers" (p. 324). The presentation will highlight ideas about relevant, transformative and powerful (chemical) knowings for sustainability and related educative practices. Examples will be given from two ongoing PhD projects (Clucas and Yavuzkaya).

Jesper Sjöström, Paul Clucas, Merve Yavuzkaya  
Malmö University, Malmö, Sweden

#### **Abstract Title.**

Didaktik models for powerful (chemical) knowings and eco-reflexive *Bildung*

#### **Keywords**

Didaktik Models, Sustainability Issues, Bildung, Powerful Knowings, Scientific Literacy

#### **Presentation**

Paper presentation

Subject didactics has contact points to (1) other educational sciences such as pedagogy, pedagogical work, general didactics and education studies, (2) the school subject / subject area, and (3) practical teaching (Sjöström, 2018a). This model is only one of several different ways to understand subject didactics as a knowledge field (Cramer & Schreiber, 2018). Comparative studies of different areas of subject didactics are usually referred to as "comparative subject didactics" (e.g., Ligozat & Almqvist, 2018). I am interested in such studies as well as in what unites different subject didactics, i.e. what can be called "general subject didactics" (see e.g. Hopmann, 2007; Kansanen, 2009; Sjöström, 2018a). Wolfgang Klafki's (2000/1958) five question areas about the subject matter and teaching are applicable on all subject areas. They deal with the structure and relevance of the content and implications for teaching and learning in and about the subject. Generally, I would argue that there are two main types of subject didactics, splitting all subject-specific didactic areas. The first type is empirical-analytical and is emphasizing the scientific side (in a quite narrow sense). The other type is humanistic-aesthetic and is - in addition to empirical-analytical aspects - also emphasizing philosophical-ethical and practical-aesthetic aspects of didactics. I would claim that Klafki's *Bildung*-oriented didactics belongs to this second type. At the conference I will present a general model for humanistic subject didactics. It is helpful as a tool when reflecting about different aspects of subject didactics from humanistic perspectives for a specific subject area. The model consists of three reflection levels/areas as well as both socio-cultural-historical perspectives and worldview perspectives in a broad sense. An integrative worldview is especially interesting from a sustainability perspective (Hedlund-de Witt, 2014), and also an eco-reflexive approach (Sjöström, 2018b).

[Jesper Sjöström](#)

Malmö University, Malmö, Sweden

#### **Abstract Title.**

*Bildung*-oriented Subject Didactics for Sustainability

#### **Keywords**

Humanistic Didaktik, Bildung, Klafki, Integrative Worldview, Eco-reflexivity

#### **Presentation**

Paper presentation

Recent educational studies have highlighted the potential in approaching teachers' professional development (TPD) from a subject didaktik perspective (see, i.e. Prediger, 2019, DOI <https://doi.org/10.1007/s10857-019-09434-3>). Following these studies is the ambition in this paper to shed light on the processes of selection, transformation and strategic organization of content knowledge. This will be done by referring to a practice-embedded project where the aim is to improve social studies education in Swedish compulsory school, grades 4-6, or to be more specific: the teaching and learning about migration. Migration is a phenomenon and societal issue that might be understood as controversial, which in turn can make teachers' didaktical considerations more explicit. We have previously, with a theoretical take, shown the potential in linking the powerful knowledge approach and the role of specialized knowledge in the curriculum to the didaktik tradition (Bladh et al., 2018, DOI <https://doi.org/10.18546/LRE.16.3.04> ). In this paper, we want to continue this discussion on an empirical level. We do that by connecting our analysis to the model of didaktical reconstruction; the issue of didaktical structuring and the construction of learning pathways (Kattman et al., 1997; Duit et al. 2012, DOI [https://doi.org/10.1007/978-94-6091-900-8\\_2](https://doi.org/10.1007/978-94-6091-900-8_2)). The overall research question for this paper is: *what are the critical aspects of reconstructing specialized knowledge and the process of didaktical structuring when building educational learning pathways dealing with the topic of migration in Swedish compulsory school, grades 4-6?* The empirical basis for this paper is a design project in which researchers and primary teachers jointly have developed teaching about migration. The preliminary results point to the need of refining the model of didaktical reconstruction, giving contextual conditions a more prominent role in the model.

Martin Stolare, Gabriel Bladh, Martin Kristiansson  
CSD/Karlstads university, Karlstad, Sweden

#### **Abstract Title.**

Teaching and Learning about Migration: Constructing Educational Learning Pathways in Practice

#### **Keywords**

Professional development, Social studies education, Migration, Didaktical reconstruction

#### **Presentation**

Paper presentation

The aim of the research project (financed by Swedish Institute for Educational Research) is to develop the enquiry method as an educational approach for teachers to develop students' critical abilities. Enquiry is a student-active method with the potential to enhance students' learning under the guidance and instruction from proficient teachers. Therefore, it requires high demands on teachers' academic and subject didactical knowledge. The project is a researcher-teacher collaborative study where around thirty teachers from the three school subjects (history, religious education and social studies) have designed and tested enquiries. During the three-year project (2020-2023) three research questions will be addressed: 1) how the method works as a knowledge-generating approach for students in a Swedish school context, 2) what characterizes teachers' competence to construct and teach enquiries, and 3) how this competence can be advanced within the framework of a professional learning community. We present the theoretical context for a professional development seminar series called *Doing Enquiry*, and empirical samples and experiences from its implementation including enquiries designed and performed by the teachers. Starting from the IDM-framework (Swan, Lee, & Grant, 2018), this seminar series focuses on the collaborative construction of enquiries. A hypothesis for the seminar series was that it would be crucial to provide an opportunity to take the role of the teacher as well as being positioned as a pupil in the construction phase of an enquiry. So far, preliminary results will reflect on the second and third question. The results indicate that some elements in teachers' competences, that professional development can enhance, are particularly important, e.g., a systematic approach to the planning, implementation and teaching of an enquiry; using a shared subject didactic knowledge within a professional community; and, deep academic knowledge.

Thérèse Britton, Ulrik Holmberg, Maria Johansson, Patrik Johansson, Kenneth Nordgren  
Karlstad University, Karlstad, Sweden

#### **Abstract Title.**

Enquiries in history, religious education and social studies: Experiences from a professional development seminar series

#### **Keywords**

Critical thinking, Enquiry, History, Religious Education, Social Studies

#### **Presentation**

Paper presentation

**Quantitative observation studies of instructional quality are still fairly new in the Nordic Countries (Klette, 1998). Within the Nordic Center of Excellence QUINT (Quality In Nordic Teaching) such studies are being conducted across the Nordic countries using the PLATO observation protocol (Grossman et al., 2010). Large scale observation studies on the basis of coding systems raise the question of the operationalization of quality in teaching (Bell, Dobbelaer, Klette, & Visscher, 2019). This methodological quest towards a common framework deals mainly with quality dimensions (classroom management, personal learning support, cognitive activation), inter-rater-validity, stability and variability of variables (Praetorius, Pauli, Reusser, Rakoczy, & Klieme, 2014), while the question of observation points/periodes is underestimated . PLATO and other observation manuals measure in 15-minutes cycles, i.e. chronological time, which seems not to recognize the modal time of learning. Can for example the codes like 'declared purpose', 'uptake' or 'cognitive challenge' be seen independent of organizational forms and types of student activity? In Denmark, there have been attempts to develop a coding tool that registers dynamic teaching and learning situations through timestamps (Bundsgaard & Hansen, 2018) and a Digipro coding manual (Digipro) that seeks to identify trends towards innovate teaching patterns from the point of view of the learner (Graf 2021, in print).The paper presents results from a qualitative comparison of the application of PLATO codes and Digipro codes on the same teaching (6 lessons) in order to discuss questions of time- and context sensibility of coding manuals claiming the measurement of quality. Do different teaching sequences require different criterions of quality.**

Stefan Ting Graf, Karsten Agergaard  
UCL University College, Odense, Denmark

#### **Abstract Title.**

Time matters - a comparison of two coding systems of instructional quality

#### **Keywords**

instructional quality, coding system, observation studies, operationalization

#### **Presentation**

Paper presentation

In *“Our Common Future” (1987)* the World Commission on Environment and Development asked the question “How are individuals in the real world to be persuaded or made to act in the common interest? (WCDE, 1987, pp. 43-44)”. In 1992, Bob Jickling challenged this approach and asked «Should education aim to advance a particular end such as sustainable development? Is it the job of education to make people behave in a particular way? (Jickling, 1992, p. 7)”. Together with Wals (2008; 2013), Jickling warns that such an approach could tend to indoctrination, and uses Orwell’s big brother as a metaphor for education that aims to do just that. Instead, they emphasize autonomy, critical thinking, active citizenry, and social learning. Öhman og Östman (2019) is also advocating for such an approach, where students meet a diversity and plurality of perspectives. This creates a tension between a normative education with transmissive goals, and a pluralistic education focusing on critical thinking. This research conceptualize these two views and applies this to an analysis of the new Norwegian Core Curriculum (Kunnskapsdepartementet, 2017). Findings reveal that the new core curriculum is to a limited extent advocating for a critical approach to sustainability. It emphasizes the qualification and socialization (Biesta, 2010; Van Poeck & Östman, 2019) of students and offer little room for critical capacities. It mainly focuses on technology as the solution, and by that offer few diverse perspectives. Critical aspects on areas such as system thinking, economic growth and consumption are not found.

Øyvind Kormeset Mellingen  
HVL, Bergen, Norway

#### **Abstract Title.**

The new Norwegian Core Curriculum: An Orwellian Big Brother on sustainable development?

#### **Keywords**

ESD, Critical thinking, Core Curriculum, Overordnet del

#### **Presentation**

Paper presentation

**Today the most common world citizen no longer lives in the countryside but is a city dweller. Thus, the urban landscape today is our most common everyday landscape. The purpose of this paper is to show different ways to teach and learn about the urban landscape in Geography. In the paper, thoughts are raised about what a city is, how to build a city that people want to live in and why cities look the way they do and are where they are. The perspective of the paper ranges from how urban landscapes have been built through history and how its living environment sets the conditions for our lives to how the city as a phenomenon in our culture has become the norm for the good life. The paper is theoretical in nature and deals with subject matter, learning issues and didactic perspectives for learning about the urban landscape, but is also based on the author's empirical experience of working for more than two decades as a teacher of Geography in Swedish primary schools and being a senior lecturer in Geography at Karlstad University. The author also has extensive experience of teaching Spatial and Social Planning and part of the purpose of the article is to weave this area of knowledge with Geography and thereby broaden and deepen traditional teaching about urban landscapes in the subject Geography.**

Hans Olof Gottfridsson

University of Karlstad, Department of Geography, Media and Communication, Karlstad, Sweden

**Abstract Title.**

THE CITY – OUR EVERYDAY LANDSCAPE

**Keywords**

Geography, City, Landscape, Teaching

**Presentation**

Paper presentation

**Self-assessment as a concept means actions that evolve students' learning while students observe their own actions critically and question choices and decisions made while proceeding in learning assignments. According to earlier research self-assessment seems to have potential to improve learning. A student should be able to implement various styles of self-assessment in a meaningful way while solving open-ended learning assignments. Thus, pupils in basic education doesn't seem to understand why self-assessment should be executed as part of CDT learning. There seem to be no earlier studies that would reveal how different self-assessment styles are implemented as part of open-ended problem-solving processes in CDT education and how students with different goal orientations implement them. The purpose of this study is to clarify how different goal orientations and self-assessment styles appear in a pedagogical innovation process. This study focuses on how self-assessment was implemented in a pedagogical innovation process on master level studies in CDT teacher training. The student teachers (N=20) monitored and reflected their implementation of various self-assessment styles (*practical, evaluative, reflective and reinforcing*) in learning diaries during a pedagogical innovation process. They also monitored their goal orientations (*learning, avoidance and achievement orientation*). With a theory-driven content analysis of the written data in learning diaries we will answer to a research question: In what way do different styles of self-assessment appear in a pedagogical innovation process while student teachers with various goal orientations design and fabricate a solution to an open-ended problem. The data was gathered in autumn 2020 from the CDT student teachers' advanced studies course. The results can be implemented in teacher education and basic education while enhancing students' self-assessment skills in CDT education and in other STEM subjects. Understanding the connection between self-assessment styles and goal orientations might help teachers to support their students in pedagogical innovation processes.**

Sari Saarnilahti, [Eila Lindfors](#)  
University of Turku, Rauma, Finland

#### **Abstract Title.**

Self-assessment styles in a pedagogical innovation process in Craft, Design and Technology (CDT) Education

#### **Keywords**

self-assessment, goal orientation, CDT education, pedagogical innovation process

#### **Presentation**

Paper presentation



**This presentation builds on an analysis of a classroom observation in School Nr 91 in Moscow conducted in 2017. The teacher, Natalya Tabachnikova, and I have collaboratively analysed what indicates the youngest's creative thinking in a lesson on equations. The lesson is an example of a lesson in which the teacher invites the students to participate in a learning activity - more known in West as the Davydov mathematical curriculum. Central to the Davydov curriculum is the use of learning models and joint reflection. The overarching goal with the theory of learning activity is to create a subject specific situation in which students' analytical and creative thinking can be developed. To make it possible for the students to collectively analyse and transform a learning model is seen as a way to develop such thinking. In this presentation the main algebraic ideas that the students had possibilities to grasp while working with the problem and the learning models can be described as a relational structure of whole and parts. We analyse the classroom interaction in order to identify indications on students creative algebraic thinking. Further, the analyse was guided by the questions: How is classmates ideas supported, tested and developed? What is the function of the learning model used? What in the teacher's communicative action is supporting the students' joint reflection on the topic? The analysis of the data focuses on the students' collaborative analyse and transformation of learning models together with reflective elaboration and discussions. We conclude that the students had opportunity to develop complex creative thinking as a result of their participation in the learning activity.**

Inger Eriksson<sup>1</sup>, Natalia Tabachnikova<sup>2</sup>

<sup>1</sup>Stockholm University, Stockholm, Sweden. <sup>2</sup>Russian Academy of Education, Moscow, Russian Federation

**Abstract Title.**

Sustaining the youngest's algebraic and creative thinking using Davydov's learning activity

**Keywords**

The Davydov curriculum, learning activity, early algebra, theoretical tinkering

**Presentation**

Paper presentation

**This paper reports on two projects which explore how school history should contribute to education in the 21<sup>st</sup> century. It will draw on concepts from history education specifically, such as historical thinking, ‘big’ history, usable historical pasts (Foster et al, 2008) and historical consciousness (Rusen, 2004) and on arguments from historians such as the call to make history more useful (e.g. Guldi and Armitage, 2014) and to consider history’s role in understanding the Anthropocene (Chakrabarty, forthcoming). The paper will suggest possible approaches to designing history curricula which provide historical perspectives on contemporary issues in critical and discipline-informed ways and will report on two specific projects. The first explores the ways that school history might respond to issues of global significance - including climate change, race and inequality - and will suggest the need to root particular stories from the past within bigger themes, the contemporary relevance of which is made explicit to young people. The second project explores how the distinctive perspective of history complements the perspectives of other disciplines through a small-scale study involving history, geography and religious studies trainee teachers working together to understand mass extinction. Chakrabarty, D. (forthcoming). *The Climate of History in a Planetary Age*. Chicago, US: University of Chicago Press Foster, S., Ashby, R. & Lee, P. (2008) Usable historical pasts: A study of students’ frameworks of the past: Full Research Report ESRC End of Award Report, RES-000-22-1676 (Swindon, ESRC). Guldi, J. & Armitage, D. (2014). *The History Manifesto*. Cambridge, UK: Cambridge University Press. Rusen, J. (2004). ‘Historical consciousness: Narrative structure, moral function, and ontogenetic development’. In P. Seixas (ed.) *Theorizing Historical Consciousness*. Toronto, Canada: University of Toronto Press, 63-85.**

[Alison Kitson](#)

Institute of Education, University of London, London, United Kingdom

**Abstract Title.**

Teaching History as if the Past Matters

**Keywords**

History, Critical thinking, Inter-disciplinary, Curriculum

**Presentation**

Paper presentation

**Humour deserves attention in education. The humour theorist Simon Critchley makes a distinction between humour as «sheer pleasing diversion» and humour with an agenda. Examples of the latter is humour as criticism or as a means to power, but also humour as a coping mechanism in difficult situations. This dichotomy serves as a starting point for studying how humour works in environmental literature for children. I especially want to study *En himmel full av skyer* by Arne Svingen (2018), which combines humour with themes like climate crisis and fatal cancer, and I will compare it with other humorous environmental literature for children. Many children experience ecological grief or climate fear (Bjørlykhaug & Vetlesen, 2020). These emotions are often not respected, but may be minimized and ridiculed. A central issue here is to explore whether *En himmel full av skyer* takes children's engagement and climate fears seriously, and especially how the humour works in this aspect. What kind of humour is at work - sheer pleasure or laughter with sting and agenda? In which situations is humour used? Who and what is laughed at? Little research has been done on humour in environmental literature, and I may therefore contribute new knowledge in the field. I draw on theory from several fields. An important idea from humour theory (Bergson, Critchley, Baudelaire) is that humour emerges from contrast between norms and violations of norms. Humour may exclude some actions and ideas and thus reinforce one's own normality, but humour may also inspire change. I also want to link the changing, reinforcing or sheer amusing forces of humour to ideas from ecocriticism, critical theory, reception theory, aesthetics and cognitive theory on literature. The (comic) literature's potential for formation of readers into responsible citizens and ecocitizens will also be emphasized.**

Marianne Røskeland

Western University of Applied science (HVL), Bergen, Norway

**Abstract Title.**

Humour in environmental children's literature: Sheer pleasure or humour with an agenda?

**Keywords**

critical thinking, humour, ecocriticism, children's literature, environmental fear

**Presentation**

Paper presentation

Migration is a timeless and increasing phenomenon that affects societies and everyday life on earth. The public discourse on migration has become more polarized with a diminished space for balanced and evidence-based analyses (International Organisation of Migration, 2019). Migration could be an example of what Larsson (2019) describes as a potentially controversial social issue. Tho, many teachers seem to avoid these kinds of issues or feeling difficulties about how to teach about topics of migration (McIntosh, Todd, & Das, 2019). These difficulties could relate to migration as a, often interdisciplinary topic, with dimensions of both values and knowledge. However, teachers need to be better equipped to teach migration sensitively and effectively across disciplines (McIntosh et al., 2019). One dimension of this equipment could be to strengthen teachers' content knowledge about the phenomenon. If the teaching is based on reconstructed specialized knowledge, it could give pupils' the opportunity to develop critical thinking and analyses based on evidence. This study aims to examine the educational practice about social issues like migration in social studies from a didactical perspective, according to the reconstruction of content, teachers' choices, and pupils' knowledge. In this study, based on educational design research (van den Akker, 2006), the intervention is to support the teachers with specialized knowledge and possibilities to reflect around and transform the content in the research- and development circle. The teachers have been tested the planned teaching in three different classrooms, two regular classes and one with newly arrived pupils at age 10-12. The empirical material is analyzed from a didactic approach using a framework of Klafkis Categorical Bildung (1985/2001) and the educational practice of Carlgren (2015) to understand the relations between content, teachers' didactical choices, and pupils' knowledge. The results are analyzed according to pupils' possibilities of developing knowledge to be able to think critically.

Sara Blanck

Karlstad University, Karlstad, Sweden

#### **Abstract Title.**

Reconstruction of knowledge and didactical choices when teaching about the topic of migration for 10-12 years old pupils

#### **Keywords**

social issues, social studies, migration, critical thinking, didactical choices

#### **Presentation**

Paper presentation

**Young Adult (YA) eco(logical)-dystopias are exciting narratives with young protagonists making sense of imagined “bad” societies, based on estranged discussions of our own world. These stories feature complex societal and ecological dilemmas highly relevant to the LK20 curriculum’s emphasis on environmental responsibility, as well as critical thinking through literature. The core hypothesis of this study is that using YA eco-dystopias in teacher training can challenge pre-service English teachers to reflect on complex ecological problems, as well as the perceived relevance of these experiences in teaching societal and ecological topics to younger learners. YA dystopian narratives deal with familiar societal issues in unfamiliar ways and invite a critical comparison between our experience of contemporary society and the exaggerations or warnings of their disturbing settings. After engaging with the matter on a personal level through reading, the students participate in literary discussions centred on open questions and prompts to focus attention. These focus on analysis and interpretation of the problems and dilemmas, as well as reflections on transferability and relevance for teaching environmental awareness in their own teaching. These discussions are (audio-)recorded to follow the unfolding negotiations and reflections without being too invasive. By describing how they experience the outcome and learning potential in their own words, students analyse the process of reading and discussing these topics and identify what (if anything) imparted new understanding and its implications for own teaching. Preliminary results of a pilot study with the novel *Uglies* by Scott Westerfeld suggest experienced relevance in the material despite its estranged setting, as well as independent reflection using examples from the book. However, it also yielded some contradictions between these reflections and perceived new insights from the reading process. This will be followed up on during further fieldwork and analysis.**

Alexander Bygnes

Western Norway University of Applied Sciences, Bergen, Norway

#### **Abstract Title.**

Using Young Adult dystopias to prepare pre-service English teachers for teaching environmental awareness

#### **Keywords**

young adult literature, dystopia, ecocriticism, critical thinking and literacy, literature in the English subject

#### **Presentation**

Paper presentation

When almost half of the teachers lack formal subject competence in geography and where further education is scarce, the teacher's subject understanding becomes a key factor. Thus, the aim of this study is to analyze how geography teachers perceive and understand their own subject, and how this vary. Further more this study aim to find examples of how teachers discern their autonomy as professionals, their 'curriculum space'. Previous studies show that teachers, regardless of education, often comply to selective traditions and that everyday geography rarely gets to be a part of the subject. I find this to be partly true. Seven certified geography junior high school teachers and their five colleagues contribute to this Swedish study. With the help of performance maps, simulated recall and reflexive conversations, the teachers' subject background, conceptual understanding and big ideas are linked to their experiences as teachers. The data is reduced, analyzed using hermeneutical content analysis, and discussed in comparison with preexisting categories and concepts borrowed from geography as well as history. The results show that certified geography teachers subject understanding has the classic division of the subject of geography, with a traditional value-based focus. The subject is often given the role of general educational, and is seen as objectively oriented. Furthermore, the subject understanding is important for the teaching and creation of the subject. It is clear that there is a connection with early encounters with geography, and that personal interest is a key factor in developing the understanding needed for teachers to use their autonomy, to access the available "curriculum space". However, findings suggest that the teachers find it difficult to convert earlier everyday life experiences into teaching. This, I find, enables perhaps even forces the subject into said selective traditions and consequently fails to draw on students everyday life and interests.

Patrik Magnusson  
KAU.se, Karlstad, Sweden

#### **Abstract Title.**

Everyday life, an unavailable spot even on the experienced geography teachers' map

#### **Keywords**

Subject understanding, Curriculum space, Everyday geography

#### **Presentation**

Paper presentation

The aim of this paper is to present findings from a research project that explored the processes of learning when students were engaged in intercultural historical learning. Intercultural historical learning relates to historical knowledge, skills and attitudes that students need to navigate effectively in multicultural situations, which has been identified as a critical competence for the 21st century. The main research focus was how spaces of learning were, or were not, opened, by students' struggle to construct meaning. Since intercultural historical learning is complex, involving both intrinsic disciplinary and extrinsic curricular goals, it is vital to understand this process in some detail. The research questions addressed what aspects seemed to activate intercultural learning and which ones hindered or complicated it. The methodological approach employed was an instrumental, multisite case-study where two teaching-learning sequences from two secondary classrooms were investigated. Here, the concepts of 'decentring' and 'perspective recognition', as aspects of intercultural historical learning, were seen as threshold concepts. The threshold concepts framework and specifically the idea of 'liminal space', i.e. a 'place of potential learning', the in-between moments in the learning process where students find themselves before 'getting it', was applied as an analytical tool to uncover and describe specific moments in the selected teaching-learning sequences. Several liminal spaces were unpacked, and it transpired that troublesomeness is an integral, potentially productive component, when students navigate liminal space as a place for intercultural learning. 'Barriers' that obstructed learning as well as possible 'entry points' where a student stepped into a productive liminal space were identified. Ultimately, some major enabling breakthrough moments, 'junctures', for intercultural learning in history, are discussed.

Maria Johansson

Karlstad University, Karlstad, Sweden

**Abstract Title.**

Moving in liminal space: A case-study of intercultural historical learning in Swedish secondary school

**Keywords**

Critical thinking, History, Threshold concepts, Intercultural learning

**Presentation**

Paper presentation

**Introduction**The music subject in schools is currently undergoing a transformation through access to digital tools that allow students to compose and arrange music without prior instrumental knowledge. The digital tools are in the coming curriculum equated with the previous musical instrument, and offer a unified platform for creative creation and re-creation. **Background.** By learning different tools, different ways of communicating are offered and different content comes with the tool in question. In a music didactic context, the content to be learned is closely associated with the need of mastering the specific tools. In comparison with a more writing-based school subject, the textbook usually constitutes a content. The students then don't need to mastering new tools as literacy. As a music teacher, you are faced with the choice of choosing tools that has potential for rich content and understanding of musical symbols and building-blocks. The curriculum (Lgr11), in this case regarding school years 7-9, states three main areas of goals in the subject of music, which are respectively about creating and making music, learning the tools and concepts and putting music in a context. If students have to choose between several different meaningful tools, less time is given to engage themselves in the music's symbols, genre and subject-specific concepts. **Traditional musical instruments are complicated tools, not least because they require students' practice to be able to be used with fluency.** **Method.** In interviews with a teacher who are at the forefront of transformed teaching, qualitative patterns emerge that explain the function of digital tools of music in school. **The aim is to discuss the importance of choosing an entrance in music education that is close to the students' pre-understanding and that increases their knowledge of the music's content.**

Anna Linge

Linnéaus University, Växjö, Sweden

#### **Abstract Title.**

Creativity through digital tools in the school-subject of music

#### **Keywords**

creativity , literacy

#### **Presentation**

Paper presentation



The aim of this study is to identify key text competencies in the in Danish as subject (Bundsgaard 2009, Hansen 2012, Krogh 2017). The study thus contributes to answering a core didactical question: “What is it that is essential to learn and therefore teach, and why” (Nielsen 2004). In a broader perspective, the research can contribute to identifying subject didactics, understood as a “reflection and communication about subjects” (Ongstad 2006). The reason to identifying subject didactics is according to Onstad, that subject didactics is challenged in a globalized knowledge economy and must therefore constantly legitimize its own justification. In that perspective, subject didactics contributes to describe how subjects are to be understood and developed in interaction with societal changes and where subject didactics basically takes place within a theoretical and subject policy horizon. Development of students' text competencies can be justified by both cognitive and social reasons and in order to contribute to students 'Bildung' (Blikstad-Balas 2018, Skaftun 2015, Skjelbred 2019). The empirical field of the study is the school's intended curriculum of Danish as a subject as expressed in policy rhetoric (Van den Akker 2004). The curriculum analysis will describe text competence in relation to four levels: a discourse level, a learning goal level, a content level and an activity level (Harnow Klausen 2011, Krogh 2003/2011). A hypothesis for the study is that the Danish subject is based on four text competencies: hermeneutic-, creative-, communicative and basic text competencies. The results are a presentation of a subject didactic theory which can be used to research in a subject practice (Hansen & Gissel, 2019) and to strengthening teachers' reflection about the Danish subject and justify didactical choices.

Jens Jørgen Hansen

University of Southern Denmark, 6000 Kolding, Denmark

#### **Abstract Title.**

Text competences in Danish as a subject - draft of a didactic theory

#### **Keywords**

Text competences, Literacy, Danish as a subject, Subject didactic theory, Curriculum analysis

#### **Presentation**

Paper presentation

**This paper will present an ongoing research project in a Swedish national programme for cooperation between schools and universities ([www.kau.se/ulf](http://www.kau.se/ulf)). The aim is to provide knowledge regarding how teachers plan and prepare lessons (PaP) in different subjects so that those techniques can be modelled. Further, by comparing different subjects, we will also learn more about the way in which disciplinary boundaries affect the planning process. RQ: How does collegial cooperation affect the practice and the quality of teacher planning and preparation? PaP is vital for high-quality in teaching and thus for student learning (Hattie, 2008; Mertens et al., 2010). Nevertheless, the infrastructure to support PaP is often poorly developed. In Sweden, as in many other countries, PaP is mainly the responsibility of individual teachers, disconnected from the local school organisation (Darling-Hammond & Rothman, 2011; Ellegård & Vrotsou, 2013; OECD, 2020). Indications of deficiencies in such infrastructures include fragmentation of time for planning, absence of functional collaborative settings, lack of routines and relevant input of new knowledge (Nordgren et al., 2019). This project bring together the fields of subject didactic (e.g. Hudson, 2016) and school development (e.g. Jarl, Blossing, & Andersson, 2017). We argue that PaP is a key to school development and that subject specific knowledge and skills associated with good PaP should be at the centre of teacher professional development (cf. Carlgren, 1999; Deng, 2018) to meet the challenges having creativity, literacy, and critical thinking as central aspects of teaching. In our presentation we will discuss how possibilities and restrains in the collegial setting affect the subject-oriented planning teams. We draw on data from planning team meetings (audio recordings, planning documents, etc.). Subject specific, as well as generic variation in the planning teams' activity enhance our knowledge on how such designated communities can support PaP.**

Yvonne Liljekvist<sup>1</sup>, Kenneth Nordgren<sup>2</sup>, Ann-Christin Randahl<sup>3</sup>, Martin Kristiansson<sup>2</sup>, Anette Forssten Seiser<sup>4</sup>

<sup>1</sup>Department of Mathematics and Computer Science, Karlstad, Sweden. <sup>2</sup>Department of Political, Historical, Religious and Cultural Studies, Karlstad, Sweden. <sup>3</sup>Department of Swedish, Gothenburg, Sweden. <sup>4</sup>Department of Educational Studies, Karlstad, Sweden

#### **Abstract Title.**

Building infrastructures for collegial planning and preparation: A model for subject-didactic school development

#### **Keywords**

Planning and preparing of teaching, comparative subject didactics, Swedish, History, Mathematics

#### **Presentation**

Paper presentation

**The Social Studies in Nordic Schools meeting in Oslo (1959) gathered 12 rather distinguished teacher educators, teachers and school leaders, as well as one leading educational bureaucrat from Finland, Sweden, Denmark and Norway. The 1959-situation for history, geography and social studies in general education, curricular reforms and teacher education were at the core of their agenda (Forsøksrådet for Skoleverket 1959). The meeting took place within the wellknown international contexts of cold war and decolonization, and within the Nordic contexts of expanding welfare states, expansions to 9 years mandatory education and institutionalization of the Social Sciences at the universities. Expected outcomes might be expressed through two hypotheses: 1) The meeting contributed to considerable strengthening of social science/civics aspects in social studies curricula. 2) The meeting expressed principles, aims and ways and levels of history/geography/social science (civics) integration/segregation - which might be regarded as relevant even in present day discussions on curricula. We expect both of them to be strengthened through the analysis. The second hypothesis also point towards need for a typological classification on how these countries have handled the complexities (practical, structural and epistemic) when constructing their school subjects. Central primary sources are the published 1959-meeting report, the relevant subject curricula at the time as well as the subsequent and the current relevant subject curricula. Theoretic points of departure are literature on knowledge-based and competence-based curricula (for instance Wyse et al. eds. 2016). Methods of qualitative text analysis (eg a combination of discourse analysis and traditional historical text analysis) are applied. The background to the study is research curiosity developed through our former and present roles as teacher educators, as member of a national curriculum committee and as initiator and participants in a Nordic effort on studying and comparing past and current Nordic Social Studies school subjects.**

Roar Madsen<sup>1</sup>, Per Overrein<sup>2</sup>

<sup>1</sup>Norwegian University of Science and Technology (NTNU), Trondheim, Norway. <sup>2</sup>Norwegian University of Science and Technology, Trondheim, Norway

#### **Abstract Title.**

The Social Studies in Nordic Schools meeting (1959). Signals on the emergence of civics, but also discussions with relevance for present day curricula?

#### **Keywords**

Social studies school subjects, Curriculum, Nordic countries, Historical and current realities

#### **Presentation**

Paper presentation

**This study contributes to a didactic development and understanding of the subject 'Understanding of technology' (Teknologiforståelse). This is done through a didactic analysis of the curriculum for the subject (Nielsen, 2004). The purpose of the didactic analysis is to make a descriptive analysis of the subject, its justification, subject areas and working methods. A subject enters the education system as a result of a political struggle and because the subject reflects knowledge that is socially perceived as valid and important (Cunningham & Kelly, 2017). The knowledge that the subject aims to develop are our competencies: computational thinking, design process competence, digital empowerment and technological action ability. This study sets out to investigate how one can didactically justify the subject and the four competencies that the subject aims for the students to develop. The purpose of the didactic analysis is to contribute to the development of a language and a didactic reflection on the subject's function and didactic basis in the school. The starting point is that the new subject provides a pedagogical body for the way of thinking or the method computational thinking, partly through the construction of a curriculum, partly through the practical teaching. The study will argue that there is both a translation and a change in computational thinking when the scientific tradition is included in the subject 'Understanding of technology'. The analysis thus provides on the one hand insight into how the way of thinking or the method computational thinking in a Danish school context is translated and adapted to a school context (a kind of infiltration movement), and on the other hand, the analysis provides a basis for highlighting how the computational thinking tradition expands, when put into play with other scientific traditions, practical-craft traditions and the school's special subject and culture (a kind of transformation movement).**

Jens Jørgen Hansen

University of Southern Denmark, 6000 Kolding, Denmark

**Abstract Title.**

Understanding of technology - a new subject in Danish elementary school

**Keywords**

Understanding of technology, Computational thinking, Subject theory, Curriculum analysis

**Presentation**

Paper presentation

**This is a systematic review on effective teaching methods to promote students' critical thinking and source criticism in civic education. An initial mapping of the literature found that there are many studies concluding that critical thinking is an important aim for civic education. However, fewer studies set out to identify effective teaching methods to reach this aim. A survey was conducted showing that teachers are interested in empirical research about teaching approaches that are effective in strengthening critical thinking among civic education students. Extensive searches were conducted to find relevant research. After a process of relevance and quality assessment the search results could be narrowed down to 30 studies. A thematic synthesis was conducted to summarize the results and draw conclusions from these studies. The results show three main types of teaching approaches: discussion-based teaching, text-based teaching, and multimedia-based teaching. Moreover, the results show that critical thinking can be described in terms of students' ability for source criticism, analytical skills, self-reflective reasoning, and argumentation skills. The findings suggest that teachers can support students' learning of critical thinking in civics by exercising leadership in teaching and other learning activities. To promote learning, teachers should be in charge of choosing and framing the subject specific content when students engage in discussions, group tasks and individual work. A careful selection of issues with contrasting perspectives seem to be key to stimulate students' critical thinking. Scaffolding is another key feature of effective teaching. However, hard scaffolds, such as graphic organizers and instructions must also be accompanied by soft scaffolds, such as asking questions to guide reasoning and discussion.**

Pontus Wallin<sup>1</sup>, Cecilia Arensmeier<sup>2</sup>, Thomas Nygren<sup>3</sup>, Ilana Manneh<sup>1</sup>

<sup>1</sup>Swedish Institute for Educational Research, Stockholm, Sweden. <sup>2</sup>Örebro University, Örebro, Sweden.

<sup>3</sup>Uppsala University, Uppsala, Sweden

#### **Abstract Title.**

Critical thinking in civic education – A systematic review

#### **Keywords**

Systematic review, Civic education, Critical thinking, Source criticism

#### **Presentation**

Paper presentation

I have been a teacher in upper secondary school for 18 years. The last three years I have combined teaching with managing a PhD in Historydidactics at University of Stavanger. I have done a longitudinal action research (data collection 2019-20) together with colleagues in the section of History at St.Svithun Upper Secondary School in Stavanger. Making research at my own workplace raises questions; both methodically and ethical, and demand me to behave transparently in finding a way to better understand how critical thinking can be operationalized in teaching History, in an environment where I am already native. There is a lack of how critical thinking can be operationalized in school (Kuhn, 1999 and ten Dam, 2004). We need knowledge about how teachers can define and operationalize critical thinking (Ferguson and Krange, 2020). At the conference NOFA8 I will do a paper presentation about how critical thinking can be operationalized through a tentative oral assessment. We used an assessment method called "sirkelsamtalen" where the pupils in groups discussed own issues from their curriculum in History. The teachers' role was to listen to the conversation and to assess it. This method as assessment is a way to implement the new Code curriculum, and we had a process preparing criteria for critical skills and rhetorical citizenship in light of the new reform. The method is based on Daniels (2005) text "Modelling the Development Process of Dialogical Critical Thinking in Pupils Aged 10 to 12" which put the finger on how dialog among pupils can improve their critical thinking. Experiences both from teachers and pupils will be given attention during the presentation.

Tor Thorvaldsen

University of Stavanger, Stavanger, Norway

#### **Abstract Title.**

An empirical study about how critical thinking can be operationalized through oral assessment in Upper Secondary School

#### **Keywords**

Critical thinking, Oral assessment, Action Research, Rhetorical Citizenship, Upper secondary school

#### **Presentation**

Paper presentation

Traditionally, literature has been thought of as a privileged subject for critical thinking. Most literature teachers would agree that engaging students in critical thinking (CT) is an important task in their profession. Still, when it comes to literature, CT is often understood in terms of critical theory in the post-Marxist tradition of different aesthetic and cultural theories concerned with the dismantling of underlying discourses. Nevertheless, this interpretation is inconsistent with the theoretical concept of CT as defined in the field of education. In this field, there are two main approaches to CT; the philosophical approach, and the psychological, or cognitive approach. Whereas the first one has much in common with informal logic, stressing the importance of assessing claims critically (rationally); the second one is primarily concerned with the mental activities involved in a critical evaluation of semiotic practices. How then do we approach CT in literary studies? The philosophical approach seems inadequate, as the question of truth is no central criteria in the practice of reading literature. The psychological approach, leaning on Bloom's taxonomy and the idea of higher-order thinking, also presents difficulties, as the correlation between mental operations and their outcome is quite difficult to evaluate. And as to critical theory, it can certainly teach us specific ways of reading, but the different theoretical perspectives it demands seem too particular to encompass CT as a whole. In this argumentative paper, we want to approach CT as a subject-specific concept applied specifically to the study of literature. We propose neither a philosophical or psychological approach, nor specific versions of critical theory, but rather focus on the study of literature as a *craft*. Some questions at stake are: What tasks can students of literature learn to approach literature critically? Should concrete instruction in CT form part of the literature classroom?

Kari Soriano Salkjelsvik<sup>1</sup>, [Inger Olsbu](#)<sup>2</sup>

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#### **Abstract Title.**

Critical Thinking in the Literature Classroom: the Learning of a Craft

#### **Keywords**

Literature in the Classroom, Critical Thinking, Critical Theory, Literary Criticism

#### **Presentation**

Paper presentation



**'Creativity', 'critical thinking', 'interdisciplinarity' are buzz words that permeate the National Curriculum in Norway and the notion of 21<sup>st</sup> century skills. Teachers need to understand these concepts, but they also need to *do* creativity and critical thinking as they develop their knowledge base for teaching in Grades 1-7. According to Kaufman and Gregoire (2016) creativity is about *living* creatively. In teacher education, it's about *learning* creatively. As role models teacher educators promote creativity and critical thinking by demonstrating the complexity, multilayering and interconnectedness of teaching and learning processes. In the English classroom, picturebooks bridge global citizenship education and multimodality, while developing basic literacy skills. In this session, I explore the affordances of lapbooking as a tool for *doing* creativity with pre-service teachers in an English elective of the MA in Primary Education. One of the course assignments requires student-teachers to plan a lesson around a picturebook and create the finished product in the form of an interactive, visual artefact - a lapbook. The creative element of 'doing' is followed by an oral presentation, where the student-teachers explain their choice of picturebook and justify their lesson structure in the lapbook. The whole process is underpinned by a learning to learn approach (Ellis and Ibrahim, 2015), encouraging reflective, critical analysis of own practice and giving student-teachers a voice in their own learning. Initial findings, based on semiotic analysis of the lapbooks and narrative analysis of teachers' reflections, point to creative intersections between process (lesson planning), product (lapbooks) and resource (picturebooks). Furthermore, teachers express positive attitudes toward lapbooking as visible, concrete lesson planning, fostering creativity and experiential learning. Ellis, G. and Ibrahim, N. 2015. *Teaching Children How to Learn*. Delta Publishing. Kaufman, S. B. and Gregoire, C. 2016. *Wired to Create: Unraveling the Mysteries of the Creative Mind*. Penguin Random House USA.**

Nayr Ibrahim

Nord University, Bodø, Norway

#### **Abstract Title.**

*Doing* creativity in English subject pedagogy: the experiential affordances of picturebooks, lapbooking and creative lesson planning in pre-service teacher education

#### **Keywords**

picturebooks, lapbooks, creativity, interdisciplinarity , critical thinking

#### **Presentation**

Paper presentation

One of the core elements in the mathematics curriculum is modelling and application, connected to the interdisciplinary topic, *democracy and citizenship* (Kunnskapsdepartementet, 2019). The criteria for the activity to be called mathematical modelling are based on Barbosa (2006); the activity must be a problem (not an exercise) and, the activity must be based on the student's everyday life or another subject. Barbosa (2006) present three different modelling approaches in school mathematics, modelling as a vehicle, as a content, and as critique. To experience lived democracy in classrooms, the teacher must share control, and the students need to take responsibility and control in their mathematical activity. Mellin-Olsen (1989, p. 66) presented three levels of control; level 1 control over the use of tools, level 2 control over the selection of tools to be used, and level 3, control over the targeted didactic activities. In this presentation, I seek insight into *how the students and teachers can share control on different levels while working with mathematical modelling as a vehicle, content, and critique, to facilitate students' critical thinking*. The data used are examples of mathematical modelling in primary school retrieved from three articles, where each example represents one of the three modelling approaches. A combination of the two frameworks, aspects of modelling (Barbosa, 2006) and control levels (Mellin-Olsen, 1989), form the analytical tool. Preliminary findings indicate that all three approaches to modelling can support students to take control on different levels. Shared control allows the students and the teacher to reflect critically on mathematical issues in their everyday life. Barbosa, J. C. (2006). Mathematical modelling in classroom: A socio-critical and discursive perspective. *ZDM, 38*(3), 293-301. Mellin-Olsen, S. (1989). *Kunnskapsformidling - virksomhetsteoretiske perspektiver*. Caspar Forlag. Kunnskapsdepartementet (2019). *Læreplan i matematikk 1.-10. trinn (MAT01-05)*. Fastsett som forskrift. Læreplanverket for Kunnskapsløftet 2020. <https://www.udir.no/lk20/mat01-05/om-faget/tverrfaglige-temaer?lang=nob>

Toril Eskeland Rangnes

HVL, Bergen, Norway. Høgskolen i Østfold, Halden, Norway

#### **Abstract Title.**

Democracy and shared control in mathematical modelling activities

#### **Keywords**

Mathematical modelling, Control, Critical thinking, Lived democracy

#### **Presentation**

Paper presentation

The aim of the paper is to establish a basic line of arguments which can be used to develop an article about social science didactics within the area of Early Childhood Education and Care [ECEC]. The background for the paper idea is that social science didactics within the ECEC area is a young and underdeveloped scientific area. I therefore think it would be useful to enhance the epistemology of social science didactics within ECEC, in terms of what it is, what it can be, and what it should be. I use the Norwegian kindergarten as the empirical entrance. In the paper, I presuppose that there are two different epistemological approaches to social science didactics. The first approach is a broader one, through which I perceive social science didactics connected the Norwegian kindergarten in a more contextual sense. Context here meaning kindergarten as a pedagogical enterprise, as an organization or as a social institution. The second approach is more narrow. Here I apply a subject didactical model implying that social science to a greater extent is aimed at kindergarten children, kindergarten teacher students or master students in kindergarten teacher education in Norway. In the paper I will concentrate on the latter, narrow model. The tool of exploration is the term "democracy". The research question is: what is or should "democracy" be according to a narrow approach to social science didactics within ECEC? The preliminary empirical source are one or several of the formal curriculums connected to the Norwegian kindergarten; such as the Norwegian kindergarten itself, the kindergarten teacher education and master's degree studies for kindergarten students in Norway. The preliminary research method is content analysis of different curriculum documents.

Ingunn Vines Kvamme  
UiA, Kristiansand, Norway

**Abstract Title.**

How to explore social science didactics within ECEC

**Keywords**

Social Science Didactics, ECEC, Curriculum, Democracy

**Presentation**

Paper presentation

The aim with this presentation is to illuminate opportunities and barriers for students to understand lived religion through a designed teaching sequence, in order to develop knowledge about how religious education can contribute to such understandings. Previous research shows that the Swedish non-confessional school subject "Religion" mainly deals with history, dogmas and concepts. Few students are concerned with the subject-matter itself in RE. "Secular" students talk about religion as something old-fashioned that concerns "the others". Students who identify themselves as being religious, in turn, do not recognize what is being taught in school about their own tradition, since they miss perspectives concerning religion as part of everyday life, i.e., lived religion. These circumstances serve as motivational ground for the present study. The empirical data were produced from selected parts of an enacted teaching design about Buddhism, including a field visit to a Tibetan-Buddhist congregation. The data consist of secondary school students' oral and written utterances from a lesson sequence, including lesson recordings, student journals, lesson exercises, assignments and group discussions. Three didactic tools from the designed teaching sequence have been investigated whether they contribute to students' understandings of lived religion, in terms of inner diversity, religious practice and experiential dimensions. First, individual perspectives seem to have the effect that the RE-subject comes closer to these (mainly) secular students' own lives, and to contribute to an understanding of inner diversity. Second, a diversity model (based on Robert Jackson's (2002) interpretive approach) helps students understand how different factors interact in constructions of individuals' religiosity. Third, different types of self-reflection are identified for understanding lived religion. One example is self-reflection activities about personal experiences during the field visit which can contribute to students' understanding of experiential dimensions as part of lived religion.

Thérèse Britton

Stockholm university/Global college, Stockholm, Sweden

**Abstract Title.**

Opportunities and barriers for students to understand lived religion

**Keywords**

religious education, lived religion, students understanding, teaching design, didactic tools

**Presentation**

Paper presentation

**As part of the recently implemented Subject Renewal of the Norwegian curriculum, 'Democracy and Citizenship' has been introduced as an interdisciplinary topic. As a result, the students are to be made capable of "participating in democratic processes" and meet challenges "according to democratic principles". Building on John Dewey's understanding of education for democracy, this paper therefore focuses on situations where students in the 1<sup>st</sup> grade are given the opportunity to practice critical thinking about problematic situations together. Accordingly, the aim of this presentation is to look at some possibilities and limitations as to how teachers can support and facilitate such situations in a 1<sup>st</sup> grade context. The paper builds on video-data from two lessons in a 1<sup>st</sup> grade classroom, drawing on analyses of conversations between students and between students and teacher in these lessons. The preliminary results from the first lesson indicated that some students seemed to struggle with situations where they were given the possibility to think together. These results prompted a closely following intervention in collaboration with the teacher. In this intervention, we attempted to design an environment more conducive to thinking critically together. We approached this by designing a lesson with a preliminary meta-conversation about thinking together, followed by an attempt at facilitating a situation where such thinking could occur. The lesson was concluded by student self-evaluations. In this presentation, I will present the results from both lessons. This will be done with an eye to the limitations that appeared in the first lesson and whether the intervention created new possibilities for thinking critically together.**

Andreas Reichelt Lind  
OsloMet, Oslo, Norway

**Abstract Title.**

Thinking Critically and Democratically in a 1st grade classroom

**Keywords**

interdisciplinary topics, critical thinking, education for democracy, the subject renewal, John Dewey

**Presentation**

Paper presentation

**This paper aims to tackle the intertwined relationship between language and culture in the context of teaching Norwegian as a foreign language. By including a mix of Norwegian authentic resources (newspapers, videos, songs, etc.) in the teaching process, BA students are provided with the opportunity to enhance their linguistic, sociolinguistic and pragmatic competence. In addition, they receive meaningful exposure to different registers and types of discourse that would further consolidate their understanding of the Norwegian cultural mindset. In order to become proficient communicators in various communicative and multicultural contexts, BA students who study Norwegian need to become mediators across cultures. A survey research comprising closed-ended and open-ended questions was conducted by using a questionnaire as the main instrument for collecting data. The respondents were BA students enrolled at the Faculty of Letters of Babeş-Bolyai University in Cluj-Napoca who have studied Norwegian for one or two years (A1-A2 or B1-B2 level). Aiming to enhance the students' 21st century skills, the use of authentic resources in teaching Norwegian becomes of paramount importance because it offers new directions towards developing students' multimodal literacy, multicultural literacy and linguistic competence. Furthermore, authentic resources enhance the development of both receptive and productive skills. Considering the direct implications of the COVID-19 pandemic upon teaching practices, developing efficient intercultural competencies matters even more. Moreover, the necessity to adapt the teaching resources to the online setting becomes salient in today's context. A creative blend between the authentic resources and technology comes to support the teaching process of Norwegian as a foreign language at university level.**

Ioana-Andreea Muresan, Raluca Pop-Petruş  
Babeş-Bolyai University, Cluj-Napoca, Romania

**Abstract Title.**

Culture Matters: Teaching Norwegian as a Foreign Language at BA Level by Incorporating Authentic Resources

**Keywords**

Norwegian culture, foreign language learning, multicultural literacy, sociolinguistic competence, multimodality

**Presentation**

Paper presentation

**Exam writing as social action: Modelling exam writing in context** The background for this paper is the fact that research on exam writing tends to pay little attention to the specific cultural, institutional and situational context of the examination. Due to recent introduction of high stakes testing at the final year of Danish lower secondary school, contextual factors for exam writing have changed substantially exposing a need for examination-related literacy for students who are facing the increased importance of the exams. In my PhD thesis which is an explorative study of the Danish school-leaving exam in written composition, I try to illuminate exam writing as a rhetorical action by exploring the writing prompt, student papers and raters' evaluation from a sociocultural perspective. The condensed findings from these three substudies are melded into a proposal for the modelling of exam writing as a literacy (or semioc) event in context. The paper presentation will focus on this model(ing) of exam writing as a (series of) literacy event(s), reflecting on and discussing the "nature" and function of writing in various examination contexts. Fundamentally, exam writing is seen as a social act and, thus, a distinct genre in neo rhetoric terms. The model draws on previous models of writing in context and combines the theoretical underpinnings of my PhD thesis with the empirical findings. In addition to offering a conceptual and theoretical perspective on exam writing it can be used as a tool for analysing student texts as answers to the writing prompt in anticipation of the raters' evaluation.

Solveig Troelsen

VIA University College, Aarhus, Denmark

**Abstract Title.**

Exam writing as social action: Modelling exam writing in context

**Keywords**

writing research, literacy model, student writing, Danish L1, examination context

**Presentation**

Paper presentation

Literacy research has brought to our attention that literacy skills are only to some degree generic and that teaching disciplinary literacies in school is often associated with uncertainty and lack of explicitness (Berge et al, 2019, p. 7; Shanahan & Shanahan, 2012; Aasen et al 2012). In the project “Literacy in teacher education. Presenting and re-presenting the world through literacy events” we address these challenges by studying preservice teachers’s planning, implementation and evaluation of literacy events during the practicum part of their education. The project involves the four school subjects Norwegian, Mathematics, English and Christian and Other Religious Training (CREE) as well as all stages of the Norwegian primary school (grade 1–10). According to Barton the literacy event is “all sorts of occasions in everyday life where the written word has a role” (Barton, 2007, p. 35). In order to develop a methodological approach in a project aiming at clarifying and comparing disciplinary literacy practices, a further operationalization of the concept of literacy event is needed, and in this paper some cardinal points in our research design will be presented. References: Barton, D. (2007). *Literacy. An Introduction to the Ecology of Written Language*. Malden, Oxford, Victoria: Blackwell. Berge, K. L, Skar, G. B, Matre, S. Solheim, R. Evensen, L. S., Otnes, H. & Thygesen, R. (2019). Introducing teachers to new semiotic tools for writing instruction and writing assessment: consequences for students’ writing proficiency. *Assessment in Education. Principles, Policy & Practice* 26(1), 6– 25. <https://doi.org/10.1080/0929594X.2017.1330251> Shanahan, T. & C. Shanahan. (2012). What Is Disciplinary Literacy and Why Does It Matter? *Topics in Language Disorders* 32(1), 7–18. Aasen, P., Møller, J. Rye, E. Ottesen, E., Prøitz, T. S. & Hertzberg, F. (2012). *Kunnskapsløftet som styringsreform - et løft eller et løfte?* NIFU/Institutt for lærerutdanning og skoleforskning, Universitet i Oslo: Oslo.

Kjersti Breivega

Western University of Applied Sciences, Bergen, Norway

#### **Abstract Title.**

Disciplinary literacy studied through literacy events in the classroom

#### **Keywords**

disciplinary literacy, literacy event, cross disciplinary research

#### **Presentation**

Paper presentation



## Learning calculus through inquiry, collaboration and creative reasoning.

**Keywords:** *Interthinking, creative reasoning, collaboration, mathematics.* Calculus is the first course that students meet at the continuing education program for mathematics teachers at our university. The course has been given as a traditional calculus course, and it is our impression that many students primarily obtain an instrumental understanding of mathematical properties. Research suggest that inquiry (Artigue & Blomhøj, 2013) and social interactions (Alrø & Skovsmose, 2004; Mercer, 2004) have potential for in-depth learning, which comprises creativity, reasoning, critical reflection and metacognition. These competences are also in focus in the new curriculum that is being introduced in Norwegian schools. Teachers need to experience mathematical inquiry themselves, before being able to support inquiry processes for their students (Artigue & Blomhøj, 2013). The research presented here is part of a larger project on how subject matter content, teaching approaches and learning processes in calculus are shaped by inquiry, and aims to investigate the students' interthinking (Mercer, 2004) and creative reasoning (Lithner, 2008) in collaborative work. We go further into these ideas, and will, through analysis of videotaped collaborative work (of three groups) on an integral problem, present how socially constructive creative reasoning can contribute to joint knowledge and in-depth learning of integration, and further discuss how this can spur the development of inquiring and critical minds. References: Alrø, H., & Skovsmose, O. (2004). Dialogic learning in collaborative investigation. *Nordic Studies in Mathematics Education*(2), 39-62. Artigue, M., & Blomhøj, M. (2013). Conceptualizing inquiry-based education in mathematics. *ZDM Mathematics Education*, 45, 797-810. doi: <https://doi.org/10.1007/s11858-013-0506-6>Lithner, J. (2008). A Research Framework for Creative and Imitative Reasoning. *Educational studies in mathematics*, 67(3), 255-276. Mercer, N. (2004). Sociocultural discourse analysis: Analysing classroom talk as a social mode of thinking. *Journal of Applied Linguistics*, 1(2), 137-168.

Marte Bråtalien, Margrethe Naalsund, Joakim Skogholt  
Norwegian University of Life Sciences, Ås, Norway

### Abstract Title.

Learning calculus through inquiry, collaboration and creative reasoning

### Keywords

Interthinking, creative reasoning, collaboration, mathematics

### Presentation

Paper presentation

**Oral feedback occurs every day in language arts classrooms but does not necessarily enhance student learning. From a disciplinary literacy point of view, high quality feedback should help students understand the quality of their work and address substantive elements of the subject matter. As feedback is a complex teaching practice that requires high proficiency and experience (Hattie & Timperley, 2007), teacher education must develop innovative ways to ensure that student teachers learn how to provide feedback to support students' disciplinary literacy learning. Following a core practice-inspired campus intervention using video to represent and decompose feedback practices, this study examines four STs' oral feedback practices in language arts during a nine-week field placement in their 7<sup>th</sup> semester, as well as the support provided by their cooperating teachers (CTs) through targeted video-driven mentoring. It relies on video data recorded by STs with a video app (N=449 minutes), screen recordings of the following mentoring conversations in which selected video clips were discussed (N=281 minutes), and data from individual interviews with the STs and their CTs (N=297 minutes). Preliminary findings indicate that STs provided high quality feedback, including substantive suggestions for how to improve student work, when they devoted time to guide students in their writing process during individual seatwork. They report that the use of video reinforced their practice as they could revise and discuss it in detail with their CT and peer. The preliminary analysis of mentoring conversations corroborates this finding, indicating that the CTs supported the STs by taking the student perspective, labeling feedback practices and identifying conflicting interests such as specific versus dialogic feedback. Although limited by the small sample size, these initial findings suggest that STs are capable of providing high quality feedback when devoting time and thoughts to feedback during teaching and when supported by video-driven mentoring and self-reflection.**

Gøril Brataas

Department of Teacher Education and School Research, Oslo, Norway

**Abstract Title.**

Unpacking and Supporting Student Teachers' Oral Feedback Practices in Language Arts

**Keywords**

language arts, feedback, teacher education, disciplinary literacy, mentoring

**Presentation**

Paper presentation

***A democratic society is dependent upon knowledgeable, participant and engaged citizens and schools have a specific assignment to contribute to such a citizenry. This is particularly true in the case of social science education ('samhällskunskap') where teaching is supposed to contribute with knowledge, skills, abilities and attitudes that students can use as members of society. However, a persistent issue is how this knowledge and these skills can and should be depicted, qualified and delimited within the specific curriculum of social science. In contemporary social science education research, we argue, this issue is addressed by a heavy emphasis on specific disciplinary knowledge as more or less the sole source for students' qualification and readiness to connect with and participate in societal affairs. Our paper aims to make a theoretically based argument for a widened role in terms of subjectification where place is made for students' lifeworld. Through an overview of current research in the field, a general discussion about the relationship between education and formation we argue for complementary dimensions rooted in the tradition of didaktik. Such a widening is necessary, we argue, in order to pave the way for a social science education that aims at preparing students for participation in societal affairs. Keywords: Social Science Education, Subjectification, Citizenship education, Bildung/formation, Knowledge***

Johan Sandahl<sup>1</sup>, Maria Olson<sup>2</sup>

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**Abstract Title.**

A Widened Aim and Purpose of Social Science Education: The Role of Subjectification

**Keywords**

Citizenship education, Social Science Education, Bildung, formation, subjectification

**Presentation**

Paper presentation

**This is theoretical contribution; revisiting central concept in history education. The ongoing discussion about what constitutes historical consciousness is intensifying within the growing international community of history-education researchers. What started out as an exploration of how life outside schools affects our historical thinking has become a key concept for structuring formal education. This shift has largely been positive; however, there are reasons for caution. If practical adaption means outlining, classifying, and measuring levels of achieved awareness, it also presents a risk of losing the initial reason for considering the wider influence on our perceptions and orientations. My reflection in this article concerns this paradox and how it can affect a complementary concept, *use of history*. In the backdrop of both ongoing events connected to the BLM (Black Lives Matter) movement and the Anthropocene, I will demonstrate why history education requires a broad understanding of historical consciousness and a readiness to work with public uses of history.**

Kenneth Nordgren

Karlstad university, Karlstad, Sweden

**Abstract Title.**

Reflections on linking historical consciousness to uses of history

**Keywords**

History, use of history; , Historical consciousness; , Anthropocene

**Presentation**

Paper presentation

The Finnish education system has been celebrated as a global success story in the PISA-age. Nevertheless the *Finnish National Curriculum 2016* made a revolutionary turn (Finnish National Board of Education 2016). The new focal point of Phenomenon Based Learning (PhenoBL) within a local curriculum, exemplifies a rethinking of learning, school culture and the role and content of traditional school subjects as well as the role of the teacher, student and pupil (Lonka et al 2018; Lähdemäki 2018; Symeonidis and Swartz 2016) How is this interdisciplinary approach understood and conducted in Finnish schools? What does it imply with regards to the pupil, the teacher and the organization of education? We must assume that inquiry based education crossing the boundaries of traditional subjects moving towards interdisciplinary explorations of phenomena require a shift in pedagogy as students are considered to be active participants who engage collaboratively in social construction of knowledge. PhenoBL also emphasizes holistic real world phenomena and are associated with the buzzword deep learning. Is Finland moving towards transdisciplinary education and deep learning as is the international impression? And how is i.e. Norwegian curricula processes and reforms influenced by the Finnish example? This paper explore the Finnish reasoning of 2016 curricula. The Norwegian elementary school curricula *Fagfornyelsen 2020* and the very recent secondary school White Paper *Fullføringsreformen 2021* seems to be strongly influenced by guiding principles and buzzwords of interdisciplinarity, deep learning and critical thinking parallel to the Finnish vocabulary. We will explore and compare the two curricular reasonings.

Brit Marie Hovland, Linnea Jermstad  
NLA, Oslo, Norway

#### **Abstract Title.**

Curriculum reform in Finland and Norway. Interdisciplinarity, Phenomenon based Learning and Deep Learning

#### **Keywords**

Phenomenon based learning (PhenoBL), Curriculum, Interdisciplinarity, critical and creative thinking, Finnish and Norwegian curriculum

#### **Presentation**

Paper presentation

**Nr 183I denna paperpresentation, baserad på en artikel, är syftet att på teoretisk grund, med nedslag i tre skolämnen, dels argumentera för en vidgad förståelse av skolans och ämnesundervisningens medborgarbildande uppgift, dels visa vad denna kan betyda för ämnesundervisningen. Med inspirerad utgångspunkt i Hannah Arendt (2004, 2013) a) argumenterar vi för vikten av att denna uppgift innefattar både agens- och existensdimensioner, och b) konkretiserar vad de två dimensionerna kan innefatta i skolämnena religionskunskap, psykologi och samhällskunskap (på högstadiet och gymnasiet). Den vidgade förståelsen av ämnesundervisningens medborgarbildande uppgift innebär en inkludering av existensdimensioner på ett sätt som för med sig både möjligheter och utmaningar. Dessa behöver uppmärksammas och hanteras på ämnesspecifika vis. Ett förslag på hur detta kan göras lyfts fram, där utgångspunkt tas i Eamonn Callans (2016) begreppspar 'dignity safe' och 'intellectually unsafe' space. Avslutningsvis lyfts möjliga implikationer för utformandet av en ämnesundervisning som innefattar en vidgad medborgarbildande uppgift. Sammantaget är ambitionen att bidra till ämnesdidaktisk forskning och ämnesundervisningsutveckling med utgångspunkt i frågan om ämnesundervisningens medborgarbildande uppdrag.**

Ann-Sofie Jägerskog, Therese Halvarsson Britton, Maria Olson  
Dept of Humanities and Social sciences education, Stockholm, Sweden

#### **Abstract Title.**

Agens och existens i ämnesundervisningen – medborgarbildning i religionskunskap, psykologi och samhällskunskap

#### **Keywords**

medborgarbildning, agens/existens, religionskunskap, psykologi, samhällskunskap

#### **Presentation**

Paper presentation

**This paper explores transformative inquiry in sustainability education at hand of vision-building. Drawing on a Peircean framework, I discuss different phenomena linked to vision-building and transformative inquiry. I argue that transformative inquiry can be understood as an open, dynamic process of critical and creative inquiry driven by incoherence and vagueness in thinking. Further, I suggest that transformative inquiry is a challenging practice in the classroom and may trigger feelings of loss and confusion. I conclude that transformative inquiry depends on openness to one's own otherness and explore implications for the transformative classroom and further research.**

Annelie Ott

University of Oslo, Oslo, Norway

**Abstract Title.**

Vision-Building and Transformation in Sustainability Education

**Keywords**

sustainability education, transformation, critical and creative thinking, inquiry, imagination

**Presentation**

Paper presentation

**Creativity and innovation are at the top of the skills that every individual should have in the 21st century. The acquisition of these skills can be achieved through well-planned and learner-centered trainings. In this study, it was aimed to evaluate the Creativity and Innovation Education course given at the undergraduate level with the opinions of students. The research is modeled as basic qualitative research. The study group of the research consists of 18 undergraduate students who chose the course. In the research, lecture diaries were used to collect data. In addition, focus group discussions were conducted with the working group. As a result of the research, it was concluded that the course could reach the determined goals and that the learning processes were effective.**

[serkan kelesoglu](#)

Ankara University, Ankara, Turkey

**Abstract Title.**

Evaluation of Creativity and Innovation Course

**Keywords**

creativity, innovation, course, evaluation

**Presentation**

Paper presentation



In this study, a total of 18 in-service teachers participated in one cycle of a learning study (Marton, 2015; Holmqvist, 2011) aiming to study development of academic literacy. The study was guided by variation theory (Marton 2015; Holmqvist, Gustavsson & Wernberg, 2008). The object of learning is academic literacy, a subject of importance for all teachers, as their professional work is supposed to be conducted on scientific based knowledge. The capability to read and understand scientific publications, and to judge the scientific value of different sources used by teachers, are crucial for the quality of teachers' professional work. The study was designed following the steps of a learning study. This means collaborative discussions among the teachers, in this case the researchers who are the authors of this abstract, testing the participants' knowledge before the teaching activity, by designing and implementing instruction offer the participants to discern the critical aspects of academic literacy to gain deeper knowledge, analysis of post-tests to describe the learning outcome, and to present the results. The lesson was focusing on the structure of, and differences between, scientific and popular scientific texts. Two texts were used presenting the same study and by the same author. By that, the in-service teachers were offered to see the same topics differently described based on the two different genre's requirements. The results show how the participants in the pre-test focuses on the texts' similarities, with an unawareness of genre differences. In the post-test, the differences in genre is described. A limitation of the study is that the two texts used in pre and post-tests are focusing slightly different topics, which is discerned and focused by the participants - an aspect not critical for developing academic literacy at a general level.

Mona Holmqvist, Balli Lelinge, Jöran Petersson, Christina Svensson, Johanna Öhrn  
Malmö University, Malmö, Sweden

**Abstract Title.**

Teachers' Academic literacy knowledge

**Keywords**

Academic literacy, in-service education, learning study, variation theory

**Presentation**

Paper presentation

Science teachers have trouble evaluating their teaching and students' learning. It has most recently been established with two reports in Denmark from 2018 and -19, which show the extent of the need and also narrow down which elements of the evaluation process teachers have particular difficulty with (Rambøll and Copenhagen University College, 2019; Rambøll, 2018). Teachers are expected to continuously evaluate students' learning throughout the school process from general science in the lower grades to science subjects in the upper grades, concluding with the joint practical / oral test for the three science subjects in 9th grade. The evaluation must take place through an assessment of the students' scientific competence, including the 4 sub-competences research competence, modeling competence, perspective competence and communication competence. According to the reports, this is not happening to a sufficient extent. With the introduction of competence goals in the Act of Folkeskolen in 2014, the primary and lower secondary school subjects were classified under a joint coordinated effort between the Ministry of Research and Education, the Ministry of Children and Teaching to adapt the national goals to other OECD countries' goal categories (Elmose, 2018). The departmental explanation and definition of the new teaching and learning goals in curricula and guides were nevertheless of dubious value when teachers had to translate the competence concept into teaching and learning goals that originated from the concept of Dannelse. (ibid.). In the autumn of 2019, revised curricula and guidelines for the natural sciences and other subjects were published, and it is the intention of this paper to examine whether the revision has led to clearer and more operational goal formulations. Furthermore it is the intention to discuss the compatibility of the two concepts of Competence and Dannelse in science education.

Steffen Elmose

University College of Northern Denmark, Aalborg, Denmark

#### **Abstract Title.**

Competence and/or "Dannelse" in science education - are the two goals compatible?

#### **Keywords**

Literacy / Dannelse, Science competence, Evaluation, OECD influence, Action competence

#### **Presentation**

Paper presentation

**Demokrati er eit omstridd omgrep, med ulikt meiningsinnhald. Ulike demokratiidear inneber ulike forståingar av kva kritisk deltaking i politikk og samfunnsliv skal vera. Demokratisynet varierer med teoretisk grunnsyn, og det kan variera med kva for samfunnsinstitusjon det er tale om. Spenninga mellom ulike syn på demokrati har også nådd samfunnsfagdidaktikken, og ikkje minst har det vore stor oppslutnad om eit demokratisyn som vektlegg direkte deltaking og samarbeid i elevane si verd. Dette synet har vore utfordra, av idear om global utdanning så vel som av demokratiidear som vektlegg dei politiske institusjonane. Dei studiane vi har av kva for demokratisyn skulefaget er kjenneteikna av tyder på eit fokus på dei politiske institusjonane og det representative demokratiet. Den nye læreplanen kan representera ei endring og fornying av denne tradisjonen, med større rom for andre demokratiforståingar. Berre det at demokrati no er eit av kjerneelementa er i seg sjølv ei endring, spørsmålet er kva for demokrati det er tale om. Dette kapitlet vil skissera ulike tilnærmingar til demokrati og analysera om fagfornyninga representerer endringar i demokratiforståinga i skulen sitt demokratiske oppsedingsmandat.**

Kjetil Børhaug

Universitetet i Bergen, Bergen, Norway

**Abstract Title.**

Demokratisynet i fagfornyninga

**Keywords**

demokratisk danning, læreplanreform, samfunnskunnskap

**Presentation**

Paper presentation

The Norwegian concrete poems can always be a useful and endless source of inspiration for teachers in designing their literature courses and seminars. This paper presents several examples of Norwegian concrete poems written by Jan Erik Vold, approached from a theoretical and a practical perspective, including inductive and deductive teaching methods. The diversity of these concrete poems which include grammatical, typographical, visual, and readymade poems, even nursery rhymes, can increase the process of creativity among students, by encouraging them to design their own concrete poems based, for instance, on the theoretical approaches and on the previous and various examples they have received during several courses in Norwegian literature. Additionally, besides the above-mentioned categories of concrete poems written by Vold, the students are also introduced to three different manifestoes: the Noigandres Group, Eugen Gomringer, the Swedish Manifesto, and other types of concrete poems entitled 'constellations' and 'ideograms'. Thus, the students are able to contextualise the concept of concrete poetry and to have a broader perspective regarding the movement of this literary concept, existing all over the world. With respect to Vold's typographical poems, the most representative volumes of poetry in this sense are: *mellom speil og speil* (*Between Mirror and Mirror*, 1965), *blikket* (*The Gaze*, 1966) and *kykelipi* published in 1969. Therefore, another two activities that can enrich the creativity of the students during the literature classes, are, on the one hand, to be able to make the connection between the shape and the content of the poems, by making in-depth literary analyses and on the other hand, to translate them into a foreign language, by preserving their forms. All in all, these tasks, including the shaping of new visual poems, interpreting and finally translating them, are the contributing factors in the consolidation of the individual creative process.

RALUCA-DANIELA DUINEA

Babeş-Bolyai University, Cluj-Napoca, Romania

#### **Abstract Title.**

The Creative Use of Jan Erik Vold's Concrete Poems in Teaching Literature in Higher Education

#### **Keywords**

Norwegian concrete poems , inspiration, Jan Erik Vold , teaching literature , creative process

#### **Presentation**

Paper presentation

**Ämnena historia, religionskunskap och samhällskunskap är starkt relaterade till den svenska läroplanens demokratiska värdegrunds- och fostransuppdrag, vilket kan sägas ha som yttersta mål att fostra självständigt tänkande kritiskt reflekterande, etiskt medvetna medborgare i ett samhälle präglad av mångfald. I ämnenas uppdrag ingår därmed att bidra till en utveckling av elevens förståelse av såväl egen som andras identitet. Mot bakgrund av detta uppdrag är syftet med vår studie att undersöka elevers meningsskapande och identitetsformerande processer återspeglade i elevernas berättelser, med fokus på elevernas självförståelse och omvärldsförståelse i relation till de narrativ som de mött i undervisningsmomentens innehåll. Vi har observerat ämnesintegrerad SO-undervisning i en gymnasieklass på ett naturbruksgymnasium under ett år och återkommande intervjuat deltagande elever, både i grupp och enskilt. Studiens data analyseras med hjälp av en socio-narratologisk teoriansats (Frank 2010), vilken innebär att berättelser studeras som *aktörer* utifrån vad de *gör*; hur berättelser skapar mening, tolkningsramar och identiteter, sätter människor i rörelse, samt innesluter eller utesluter individer och grupper från sociala, religiösa, kulturella, nationella och lokala gemenskaper. Den narratologiska analysen struktureras utifrån de didaktiska frågorna, vad, hur, vem och varför. Utifrån detta presenterar vi våra preliminära resultat. Utifrån vad-frågan synliggörs elevernas meningsskapande processer genom deras berättelser i relation till de narrativ som de möter i undervisningens innehåll. I förlängningen av detta reses frågor om vad ämnesintegreringen gör med de ingående ämnena, samt hur kritiskt tänkande möjliggörs eller försvåras. Utifrån Hur-frågan belyses hur undervisningens upplägg påverkar elevernas meningsskapande processer gällande såväl ämnesinnehåll som självförståelse och omvärldsförståelse i elevernas berättelser. Vem-frågan fokuserar hur spänningar i elevernas självförståelse och omvärldsförståelse kommer till uttryck i elevernas berättelser om undervisningens innehåll och former. Varför-frågan slutligen belyser elevernas berättelser om deras relation till kunskap och lärande, relaterat till teman som intressen och motivation.**

Maria Deldén, Gull Törnégren  
Dalarna University, Falun, Sweden

#### **Abstract Title.**

Yrkesgymnasieelevers meningsskapande och identitetsformerande processer i ämnesintegrerad samhällsorienterande undervisning

#### **Keywords**

elevberättelser, identitet, meningsskapande, ämnesintegrering samhällsorienterande ämnen, kritiskt tänkande

#### **Presentation**

Paper presentation

Teaching and learning activities in language subjects traditionally draw on a broad range of texts featuring combinations of multiple semiotic modes such as writing, speech, images and music. Students both study and produce multimodal texts as part of their curricular work. Nevertheless, research suggests a tendency for assessment to focus primarily on aspects of language (speech and writing), also where multimodal texts are concerned, and issues concerned with the assessment of multimodal aspects of students' text production have recently attracted increased scholarly attention. This paper reports from a case study constituting part of the process of developing a basic framework for the assessment of texts combining images and writing in the subject of English based on critical multimodal literacy (Kress & van Leeuwen, 2006; Bezemer & Kress, 2016) and image-writing relations (Martinec & Salway, 2005). The case study involved a group of upper secondary students of English who were tasked with producing argumentative posters combining images and writing. The posters were subsequently subjected to two rounds of assessment of their communicative qualities, one by peers and one by the teacher and researcher in collaboration. A preliminary assessment grid was provided for the purpose, which would be refined based on points of focus taken in the assessment rounds. Findings showed the two rounds of assessment to be complementary in focus and feedback: whereas the peer assessment reflected generation-specific preferences and issues of identification, the teacher-researcher assessment focused more on aspects of coherence in the image-writing relations. This resulted in a fuller appraisal of the communicative qualities of the multimodal texts than would be possible through a traditional single-handed assessment by the teacher.

Sigrid Ørevik

University of Bergen, Bergen, Norway

**Abstract Title.**

Assessing students' multimodal texts in the subject of English: meaning-making in argumentative posters

**Keywords**

Multimodal literacy, Assessment, English as a second language

**Presentation**

Paper presentation

**In the world today, there are a number of democracies where politics is unpredictable and political initiatives are based on emotions rather than policy. Trust and confidence in society have been affected and the foundations of democracy undermined. In a polarized society, critical thinking on behalf of the citizen is essential and therefore needs to be taught in school. In school, students sharpen their critical thinking through engagement with controversial issues. They learn to look at the world from different perspectives, as well as to critically examine and evaluate these perspectives. Controversial issues are known to be difficult and complex to teach and yet we know very little about how they are dealt with in class. In the Swedish school system, one of the main arenas for controversial issues is social studies. This study, which forms part of my dissertation, examines how societal, political and controversial issues are addressed in the teaching of social studies at upper secondary school level (ages 16-19). Through addressing the didactic questions *why*, *what* and *how*, the study looks at didactic challenges that teachers face. The study followed seven student teachers during their final teaching rounds. The student teachers were given a case, which included a didactic model based on German subject didactics. From this case, they planned, carried out and evaluated their lessons. In my presentation, I intend to talk about this didactic model. I will also share some of my tentative results. The presentation will be in Swedish.**

Victoria Williamsson

Institutionen för samhälls- och kulturvetenskap, Karlstad, Sweden

**Abstract Title.**

Student teachers teaching about controversial issues in social studies at upper secondary school

**Keywords**

controversial issues, social studies, citizenship education, subject didactic model

**Presentation**

Paper presentation



The main aim of this paper is to present the development of criticality in Swedish SFL students at undergraduate level when they are discussing short stories in Spanish within focal groups. Moreover, there are two specific aims of this study. The first one is to study what aspects of criticality are developed and at what levels this takes place. The second one is to observe how these changes of perspective occur, i.e. what elements in the literary texts and/or in the interaction within the focal groups result in changes of perspective in the SFL students at a group level. The empirical material was collected in two phases (pseudo-longitudinal study). The focal group discussions were that were tape-recorded, transcribed and analyzed. In order to categorize the different levels and aspects of criticality and to observe how the students' criticality develop within the focal discussion groups, a theoretical and practical framework has been elaborated and tested on the empirical material. The study shows that there is a development not only of the Swedish SFL students' criticality within the focal groups, but also a development of their capacity to communicate in Spanish. In general, the results of the present study show that there is a development of all aspects of criticality and at all levels in the focal groups during the first semester of SFL studies at undergraduate level. However, the results vary considerably, which means that SFL students within the focal groups have reached an advanced level of criticality when it comes to certain aspects whereas they are at a basic level of criticality as regards other aspects of criticality. Furthermore, the study demonstrates that the exchange of ideas/new perspectives is mobilized within the focal groups.

Emma Magnusson

Linnaeus University, Växjö, Sweden

#### **Abstract Title.**

"Yes, I've got new ideas". Literature reading, group interaction and criticality in Swedish SFL students at university level.

#### **Keywords**

criticality, focal group interaction, Swedish SFL students, changes of perspective, literature reading

#### **Presentation**

Paper presentation

## Acceptance type: Poster presentation

6

The review of assessment research by Black and Wiliam (1998) initiated a changed approach regarding teachers' classroom practice. They defined formative assessment as "... encompassing all those activities undertaken by teachers, and/or by their students, which provide information to be used as feedback to modify the teaching and learning activities in which they are engaged" (Black & Wiliam, 1998, s. 7-8). This wide definition includes both teachers' and their students' activities, while as an example, the Swedish National Agency for Education instead confines formative assessment to the teachers' work during the actual teaching process in order to find out where the student is in his learning, and to adapt the teaching accordingly (Skolverket, 2013). This pinpoints that we should distinguish between *reflexive formative assessment*, aiming to modify oneself, be it a student to himself or a teacher to herself and *transitive formative assessment*, aiming to modify someone else, be it from teacher to student or student to another student. Hirsh and Lindberg (2015) discussed this distinction though they did not coin a term for it as Westlund (2020) did. References Black, P., & Wiliam, D. (1998). *Assessment and classroom learning. Assessment in Education: principles, policy & practice*, 5(1), 7-74. Lindberg, V., & Hirsh, Å. (2015). *Formativ bedömning på 2000-talet: En översikt av svensk och internationell forskning. In Forskning och skola i samverkan - Kartläggningar av forskningsresultat med relevans för praktiskt arbete i skolväsendet* (pp. 105-109). Stockholm: Vetenskapsrådet. Skolverket. (2013). *Forskning för klassrummet: vetenskaplig grund och beprövad erfarenhet i praktiken*. Stockholm: Fritzes. Westlund, A. (2020). *Formativ bedömning i ett lärarperspektiv - framträdande aspekter i undervisning och vad som behövs för implementering*. (Master thesis of education). Malmö University.

Jöran Petersson<sup>1</sup>, Andreas Westlund<sup>2</sup>

<sup>1</sup>Malmö University, Malmö, Sweden. <sup>2</sup>Malmö kommun, Malmö, Sweden

### Abstract Title.

Resolve possible confusion by distinguishing between reflexive and transitive formative assessment

### Keywords

Classroom practice, formative assessment

### Presentation

Poster presentation

**Background**The role of Education about Religions and Worldviews (ERW) in the societal sphere, and discussion about the most suitable ERW model in the Finnish educational system and in the other Northern Europe countries have been topics of debate for several years now (CoRe, 2018; Skeie, 2014; Ubani et al. 2019; Niin&Näin, 2013). In Finland, the current model of ERW separates pupils according to their nominal membership of a religious group. There are some pioneered integrated ERW models, however, there is a lack of research-based knowledge about the consequences of them. Previous studies about integrated ERW in Finnish context shows, that pupils' perceptions about the model are mainly positive (Åhs 2020).

**Aims**This study aims to understand, do upper secondary school pupils' views about religions and worldviews change if they attend to partly integrated ERW instead of attending separated groups. Evangelical Lutheran RE and Ethics education were taught partly integrated way from Autumn 2016 to Spring 2018, and this longitudinal study follows the students for three semesters.

**Method**The method of this study was action research when the first data was gathered before starting the intervention from seventh grade pupils (N=34), and comparable data at the end of the experiment when they were in ninth grade (N=31). The data was gathered via questionnaires, and pupils were asked to evaluate their opinions on the Likert scale (1= disagree, 5=agree).

**Results**Results show, that pupils' attitudes towards religions, worldviews, and ERW changed during the partly integrated ERW. For instance, pupils' perceptions changed about ERW's voluntary, and the way ERW should be organized. However, some views did not change, for example the meaning of religions in pupils' lives stayed almost the same. This study gives important information when developing subject education about religions and worldviews in the future.

Tuuli Lipiäinen

University of Helsinki, Helsinki, Finland

#### **Abstract Title.**

Partly Integrated Worldview Education from Pupils' Perspectives – Longitudinal Study on Finnish Upper Comprehensive School

#### **Keywords**

worldview education, religions and worldviews, action research, religious and worldview education

#### **Presentation**

Poster presentation

**The purpose of this poster is to summarize outcomes of a three-year research-based curriculum development project of teacher education called “21<sup>st</sup> century skills, multiple literacies and development of RE teacher education” (2018-2021). The multi-professional collaborative project has taken place at the University of Eastern Finland and University of Helsinki. The project has been funded by Finnish Ministry of Education and Culture. In our project we have used both the P21 and ACTS21 frameworks for evaluating new learning skills in the contexts of RE and teacher education. The project has obtained data from pre-service and in-service teachers, principals, faculty staff and curriculum analysis. The project has produced empirical results and several publications on teacher development and skill requirements in light of the “new transformable learning skills”, along with and recommendations, models and courses for teacher education, especially RE teacher education. In our poster we wish to reflectively summarize the empirical results of the project and show the implications they have had during the course of the project but also the implications they have for future development of teacher education.**

Martin Ubani<sup>1</sup>, Arto Kallioniemi<sup>2</sup>, Kaisa Viinikka<sup>1</sup>, Tuuli Lipiäinen<sup>2</sup>

<sup>1</sup>University of Eastern Finland, Joensuu, Finland. <sup>2</sup>University of Helsinki, Helsinki, Finland

**Abstract Title.**

21st century skills, religious education and research-based development of teacher education. Project results, outcomes and implications.

**Keywords**

religious education, teacher education, new learning skills, 21st century skills

**Presentation**

Poster presentation

In Sweden, all students in years 6 and 9 (ages 12/13 and 15/16) take a national test in English as a second language (L2), in which oral proficiency, written proficiency and receptive skills are tested. It is a high-stakes test assessed by students' own teachers, where the Swedish Agency for Education provide teachers with guidelines and criteria in focus for assessment. Despite the fact that assessment guidelines are available, some teachers create and use their own scoring rubric when operationalizing assessment of the national test in L2 English oral proficiency. The aim of the study is to gain new knowledge about what role teachers' self-generated scoring rubrics of L2 oral proficiency play in the assessment situation. Data consist of interviews ( $N= 13$ ) with teachers of English that all act as raters of the speaking part of the national test in L2 English (grade 6 and/or 9). Research questions focus how teachers use their scoring rubric for note-taking in the assessment situation, what aspects of L2 English oral proficiency teachers note down, in what way they draw upon their notes when coming to a decision about the grade, and reasons behind the creation and use of a scoring rubric. Interviews were recorded and transcribed. Method of analysis of data is qualitative content analysis. Preliminary results indicate that teachers' scoring rubrics create an overview of students' attainment of criteria. When coming to a decision about individual students' grades, a majority of the interviewed teachers express that the scoring rubric is used as a mnemonic device in a "negotiation" of strengths and weaknesses shown by students in relation to criteria listed. Results also indicate that scoring rubrics facilitate note-taking in situ, as teachers "tick off boxes", and thereby concentrate on students' production of speech instead of writing extended notes.

Liliann Byman Frisé  
Karlstad University, Karlstad, Sweden

#### **Abstract Title.**

Documenting oral proficiency in English as a second language: Teachers' implementation of self-made scoring rubrics in a high-stakes national test

#### **Keywords**

teacher-generated scoring rubrics, national tests, assessment, English as a second language, oral proficiency

#### **Presentation**

Poster presentation

## Acceptance type: Symposium presentation

16

**Abstract for the NOFA8 - The 8th Nordic Conference on Subject Education May 18- 20, 2021 By Yvonne Margaretha Wang** In this paper I like to start with an analysis of the Norwegian RE curriculum in light of Martha Shaw's suggestion to us religion and worldview literacy as an educational model (Shaw 2020). Shaw's suggestion is based on Adam Dinham's understanding of religious literacy in terms of; Category, disposition, knowledge and skills (Dinham 2016). In addition, I like to bring in the didactic RE discussions from the Norwegian context these last few years (Lippe og Undheim 2017, Skeie 2020). The intention behind this paper is to highlight the importance of didactic competence in teacher education in relation to the RE subject and in order for them to engage further in educational research and discussions about the Norwegian RE curriculum. **Keyword: religious literacy, religion and worldview literacy, curriculum, didactic, RE, teacher education**

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Yvonne Margaretha Wang

Western Norway University of Applied Sciences, Bergen, Norway

### **Abstract Title.**

Exploring religion and worldview literacy as an educational model for the Norwegian RE-curriculum - in light of contemporary didactic discussions and its implication for RE and teacher education.

### **Keywords**

religion and worldview literacy, curriculum, didactic, RE, teacher education

### **Presentation**

Paper presentation

**How can focusing on culture and intercultural competence help students develop critical thinking skills? In a globalized world, where cross-cultural understanding plays a crucial role in all scopes of life, language teachers are expected to support students in this process. Culture - and in later years to some extent, intercultural competence - has long been part of language instruction alongside vocabulary or grammar. However, when the latter are considered pillars of language learning and teaching, culture and intercultural competence are often overshadowed by the focus on linguistic skills (Heimark, 2013; Vold, 2014). Only a small amount of research concentrates on how culture and intercultural competence within the foreign language and English school subjects are taught in Norwegian classrooms, and even fewer studies have compared across the two subjects. This paper presents findings from the LISE-project, where a team of researchers has filmed naturally occurring instruction over time: four to six lessons have been recorded in language subjects over two school years at seven lower secondary schools in Norway. This presentation will present reflections on how critical thinking is taught as part of culture and intercultural competence based on video-observations of selected English and French lessons in 9th and 10th grades collected by the researchers between 2015 and 2017. Given that there are variations between the English and foreign language curricula and that the general guidelines in the two subjects concerning intercultural competence are vague, this paper will explore the possible impact of these variations and imprecisions on actual teaching situations within and across both school subjects. To what extent are students encouraged to move beyond factual presentations in order to critically reflect upon their own and others' cultures? Studying these phenomena is crucial in order to develop critical thinking in 21st-century language classrooms.**

Julie Casoli Uvsløkk

Universitetet i Oslo, Oslo, Norway

**Abstract Title.**

Culture, Intercultural Competence and Critical Thinking in Lower Secondary English and French Classrooms in Norway

**Keywords**

critical thinking, intercultural competence, English, French

**Presentation**

Symposium presentation

**How can it be studied whether education *in* oracy in L1 is taking place? In this paper, we present the “Triangle of Oracy”. The triangle is the result of a theoretical study and a proposal for a generic model, which shows different levels of oral texts. The triangle can be used as an analytical tool to visualize the different perspectives of which levels of the oral text are made the subject of teaching. Theoretically, the study is based on a Nordic tradition of pedagogy of oracy, which particularly relies on eg. Dysthe (2002) and Høegh (2018), with additional reliance on more recent, Anglo-Saxon research in “dialogic teaching” (eg. Mercer & Littleton 2007). The result of the study is operationalized in the “Triangle of Oracy”, which is drawn up with inspiration from Jers (2010) and Hoel (2001). The triangle adds meta-language to oral communication and possibilities for students and teachers to explore the oral language. Listening is an integrated aspect of oracy (Høegh, 2018) and is also integrated into the triangle. The overall purpose of this study is to contribute to the development of an explicit pedagogy of oracy in L1. Examples are given of the use of the “Triangle of Orality” as an analytical perspective in studies of learning resources for L1 (Skov & Carlsen, 2020). Methodically, text-analytical document-studies (Lynggaard, 2010) of the intended design of the learning resources have been used. The learning resources have been selected based on criteria of relevance as well as representation, as these are the four highest-ranking and most oft-used learning resources in Denmark (Bundsgaard et al., 2017). With examples from classroom observations of L1-teaching, we will further discuss whether the Triangle can be used as an analytical perspective of teaching observations and whether the Triangle can be a part of the oral didactics of the teacher.**

Dorthe Carlsen, Iene Illum Skov  
UC SYD, Haderslev, Denmark

#### **Abstract Title.**

Triangle of Oracy – a receptive and productive perspective at oracy in L1

#### **Keywords**

Oracy, L1, mother tongue didactic, oral-didactic

#### **Presentation**

Symposium presentation



**Discussions of “standards of taste” and “literary quality” have since the middle of the 18<sup>th</sup> century been part and parcel of both public and academic debates on literature. For several reasons, judgments of taste have not been important to literature didactics: the assessment of aesthetic value takes knowledge, experience and the ability to perform complex comparative operations. Thus, the incorporation of “the book report” in literature education tends to reduce judgments of taste to banal appreciation, allowing for students to short-circuit the argument by taking refuge in seeing aesthetic judgment as a “purely subjective” practice. Teachers attempting to conduct discussions of literary quality and value judgments, report that not only does it seem difficult for students to articulate value judgments, but such discussions also create conflicts. This is not an issue restricted to educational situations: Taste conflicts are more and more frequently found in public discussions, suggesting this is part of a bigger picture regarding the public assessment of cultural value in rapidly changing public spheres. Focussing on educational situations it is necessary to analyse why discussions of literary quality in particular are sources of conflict: Is the gap between two of the main competing traditions for reading in literature education today (reader experience-based versus literacy-based) to blame? Or is the idea of challenging someone else’s taste preferences a socio-cultural taboo inhabiting the classroom? This presentation argues, through readings of existing literature on literature didactics and discussions of case studies, that book reviews and the practicing of aesthetic judgment should not be considered as outdated relics, but rather be seen as a useful genre for practicing not only the students’ ability to paraphrase and analyse, but also the ability to articulate value judgments. Thus, taste conflicts in educational situations should primarily be treated as potent pedagogical resources.**

Eirik Vassenden

Universitetet i Bergen, Bergen, Norway

#### **Abstract Title.**

Book Reviews and Literary Quality: Judgments of Taste as a Challenge to Literature Didactics For the proposed symposium “The book review in literary and language education”

#### **Keywords**

Book reviews, Taste conflicts, Judgments of taste

#### **Presentation**

Symposium presentation

Historically, critical evaluation and aesthetic judgment have been compartmentalized from literary education and didactics, instead focusing on literary analysis, interpretation, and literary and cultural history. Literary education's evaluative work has instead been carried out in silence: firstly, in the selection and organizing of curricula, i.e., in negotiations over canon formation, secondly, in the private experience of the reader. While the canon's undisputed status has come under scholarly critique in preceding decades, its position in education is still a hotly debated topic. However, the evaluative act itself and its primary textual genre, the book review, have been included and utilized in literary education only to a minimal extent. This situation is changing slightly in the Norwegian context, which has a thriving research community working with the history and the practice of book reviewing. We also see several initiatives to use the book review as a resource in education. This symposium aims to present and discuss approaches to literary evaluation that will demonstrate how it is valid and relevant for both literary and language education on many levels. Eirik Vassenden will examine literary evaluation as a didactic challenge and, among other things, how competing didactic literary orientations in the Norwegian subject, such as approaches directed towards aesthetic experience and literacy-oriented approaches, can handle the evaluative act. Troels Posselt will present the project *Criticism in school*, where a central issue has been developing critical reading as a method. Hilde Dybvik will discuss literary evaluation in the kindergarten setting and the education of kindergarten teachers. Finally, Paolo Nitti and Micaela Grosso will present findings from a teaching experiment, where the review genre was used to develop textual competence in the teaching of Italian as a second language. Kristoffer Jul-Larsen will organize, present, and moderate the symposium.

Hilde Dybvik<sup>1</sup>, Paolo Nitti<sup>2</sup>, Micaela Grosso<sup>3</sup>, Troels Posselt<sup>4</sup>, Eirik Vassenden<sup>5</sup>, [Kristoffer Jul-Larsen](#)<sup>6</sup>  
<sup>1</sup>OsloMet, Oslo, Norway. <sup>2</sup>Università degli Studi dell'Insubria, Varese, Italy. <sup>3</sup>eCampus University, Novedrate, Italy. <sup>4</sup>Association Read!, Oslo, Norway. <sup>5</sup>University of Bergen, Bergen, Norway. <sup>6</sup>Western Norway University of Applied Sciences, Bergen, Norway

#### **Abstract Title.**

The book review in literary and language education

#### **Keywords**

the book review, literature, literary aesthetics, language, textual competence

#### **Presentation**

Symposium presentation

**Concepts of quality in social science teaching - interpreting PLATO concepts and developing criteria for assessing quality in social science teaching in the Nordic countries, with examples from QUINT. How can we understand quality in social science teaching? In the QUISST project we are working within the framework of the QUINT project, which again draws on the LISA project (Klette & Blikstad-Balas, 2018). The LISA project is using the PLATO-framework for coding video recordings of teaching, and therefore this is central to the QUISST project. PLATO is developed by American researchers as a coding manual for video recordings of Language Arts and it has 12 elements designed to capture aspects of quality in Language Arts teaching. In this presentation we will a) discuss the interpretation of the PLATO elements from Language Arts in the US to social science teaching in a Scandinavian/Danish context. For instance, the element of “Intellectual challenge” requires the teacher to initiate “high level analytic and inferential thinking”, but what does that mean in social science teaching practice? This will be discussed theoretical and with examples from the study. b) discuss the concepts of quality in social science teaching in light of the goal, form and content of the teaching. Furthermore we will discuss quality as student and teacher transformations between four types of social science, type one drawing on life world knowledge, type two drawing on student produced social science knowledge, type three drawing on professional knowledge on societal practices and type four drawing on social science knowledge (Christensen & Christensen, 2015) . Christensen, A. S., & Christensen, T. S. (2015). Fagopfattelser i samfundsfag - analytiske modeller. In T. S. Christensen (Ed.), *Fagdidaktik i samfundsfag*. Frederiksberg: Frydenlund. Klette, K., & Blikstad-Balas, M. (2018). Observation manuals as lenses to classroom teaching: Pitfalls and possibilities. *European Educational Research Journal*, 17(1), 129-146. doi:10.1177/1474904117703228**

Anders Stig Christensen<sup>1</sup>, Torben Spanget Christensen<sup>2</sup>, Jonas Henau Teglbjerg<sup>2</sup>

<sup>1</sup>UCL, Odense, Denmark. <sup>2</sup>SDU University of Southern Denmark, Odense, Denmark

#### **Abstract Title.**

Concepts of quality in social science teaching - interpreting PLATO concepts and developing criteria for assessing quality in social science teaching in the Nordic countries, taking examples from QUINT.

#### **Keywords**

Social science education, social science literacy, comparative education, quality, mixed methods

#### **Presentation**

Paper presentation

In Norwegian language arts, rhetoric gives an important contribution to the development of students' critical literacy. According to Fleming (1998), a contemporary rhetorical education consists of three elements: art, practice and inquiry. Art is a theoretical framework and a metalanguage describing how texts are both shaped by and may affect the rhetorical context. Practice is the application and exercise of the art in speaking and writing in specific communicative situations. Inquiry is the application of the art in analysis and interpretation of the relationship between text and context. The three elements of rhetorical education form an integral whole. The production and reception of text is given equal weight, and the rhetorical theory gives students a critical meta-perspective on both. This distinguishes rhetoric from much of the didactical literature on critical literacy, which places the main emphasis on critical reading (Blikstad-Balas, 2016; Luke, 2012; Veum & Skovholt, 2020). Rhetorical art, practice and inquiry are all present in the curriculum for Norwegian language arts, both in the core element "Critical approach to text" and in the competence aims. An analysis of classroom videos from the LISE project shows how these three elements may be integrated in the teaching of rhetoric. In one 9<sup>th</sup> grade classroom, the teacher first introduces the students to basic rhetorical theory and concepts describing how speakers may convince their audiences (art). The teacher then shows video clips of famous historical speeches, and in whole-class and group discussions, the students use rhetorical metalanguage to discuss the relationship between the speech and the communicative situation (inquiry). Finally, the students write their own speech, drawing on their understanding of rhetorical theory (practice).

Jonas Bakken

University of Oslo, Oslo, Norway

**Abstract Title.**

Critical literacy in Norwegian language arts classrooms

**Keywords**

Rhetoric, Norwegian language arts, Critical literacy

**Presentation**

Symposium presentation

The National Guidelines for Kindergarten Teacher Education (Ministry of Education and Research, 2018) state that kindergarten teacher-students after completing their education must be able to “critically reflect on the work with text in the kindergarten”, and be able to participate “critically in contemporary discussions related to text in kindergarten” (p. 15, my translation). Thus, the wording emphasizes a critical approach to ensure quality in the kindergarten’s work, including children’s literature. Therefore, kindergarten teachers must make quality assessments of the texts they use. Quality is not easily defined but depends on many factors, including context: For the student, the context is the kindergarten, situated in a complicated relationship between children’s play and participation, and expectations of structured learning activities (Greve, 2015). The Nordic kindergarten tradition emphasizes the intrinsic value of childhood. Simultaneously, children’s language development is highlighted as one of the kindergarten’s most essential areas of responsibility, as in the Framework Plan for Kindergartens (KD, 2017). It is well known that reading activities promote children’s vocabulary (Broström, de López & Løntoft, 2013; Hoel, Oxboruogh & Wagner, 2011). This tension may have supported an instrumental approach to literature in kindergarten, where children’s literature and reading aloud are primarily justified by being useful tools for strengthening children’s language development (Dybvik, 2016). Professional educations are heterotelic; that is, they serve a purpose other than themselves. On the one hand, the students’ professionalism and interest in children’s literature should be developed. On the other hand, one must look beyond the learning of higher education and into the demands of professional work in kindergarten. How can a critical approach to literature in kindergarten teachers’ education counteract the notion that the most crucial criterion for evaluating children’s literature is potential learning outcomes? Moreover, why is this question important?

Hilde Dybvik

OsloMet, Oslo, Norway

**Abstract Title.**

Children’s literature and the book review in kindergarten and early childhood education

**Keywords**

Children’s literature, Early Childhood Education, children’s book review, kindergarten, quality

**Presentation**

Symposium presentation

Despite calls for research (Löftöm & Grammes, 2020; Hahn, 2016), there are few observational studies about teaching practices in social studies classrooms across contexts. This presentation reports from analyses of classroom observation from natural occurring teaching across social studies classrooms in Norway (N=8 classrooms and 32 lessons). It is a part of the overarching Quality in Nordic Teaching (QUINT) project and the sub-project Quality in Social Science Teaching (QUISST), and LISA Nordic study (see Klette & Blikstad-Balas, 2018), investigating and comparing teaching practices across the Nordic countries. In order to address teaching practices in social studies classes, we have applied different observational approaches, e.g. observational manuals and thematic analysis. In this presentation we will discuss different observational approaches designed to capture disciplinary dimensions of social studies teaching. We will also illustrate how different analyses capture different dimensions of social studies teaching and learning (Christensen & Christensen, 2015), e.g. discourse practices, how the teaching relates to students' experiences and lifeworld, and the disciplinary complexity and rigorousness of the teaching. Thus, we argue that combining methods og analysis might be a valuable approach for exploring what is going on in social studies classrooms.

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Peter N. Aashamar, [Nora E. H. Mathé](#)  
University of Oslo, Oslo, Norway

#### **Abstract Title.**

Analysing Teaching Practices in Norwegian Lower Secondary Social Studies Classrooms

#### **Keywords**

social studies education, teaching practices, classroom observation

#### **Presentation**

Symposium presentation

**Critical literacy is about enabling students to take a critical stance towards the texts (in the broadest sense of the term) they meet in and out of school, thus allowing them to apprehend how the texts by means of their discursive structures are carriers of specific interests, values and power relations. Thus, critical literacy empowers students by supporting independent thinking and countering subjugation and alienation vis-à-vis dominant discourses (Blikstad-Balas, 2016; Janks, 2013; Luke, 2014). In a critical literacy perspective, science represents a special case compared to most other school subjects. Indisputably, textual representations in science are infused with ideological discourses, but as several scholars have pointed out, students' alienation and lack of empowerment in science primarily stems from the language of science being depersonalized, highly technical and characterized by an authoritarian approach to knowledge and facts (Bremholm, 2014; Lemke, 1990, Lyons, 2006). Lemke has termed this excluding aspect of the language of science as 'the mystique of science' (Lemke, 1990, s. 129). A key objective of critical literacy in science is therefore to empower the students by overcoming 'the mystique of science'. This implies allowing the students to experience and realize how scientific knowledge and facts result from human agency and productive processes. In Denmark, science has been part of the curriculum for the primary grades since 1993. However, not much attention has been paid to what a critical literacy approach could look like in early science teaching. In this presentation, I propose to address this question using preliminary results from a small intervention study in two Danish second grade science classes. This study combines an inquiry-based instructional approach with the students writing science texts about their inquiries using a digital book creator. This presentation will be a part of the proposed symposium '*Critical literacy from a disciplinary perspective*'.**

Jesper Bremholm

National Centre for Reading, Copenhagen, Denmark

#### **Abstract Title.**

Critical literacy in early grades science teaching: What could it look like?

#### **Keywords**

Science teaching, Primary grades, Critical literacy, Writing, Inquiry-based instruction

#### **Presentation**

Symposium presentation

Since 2005 Foreningen !les, a non-profit organization funded by the Norwegian Ministry of Culture and Equality and the Ministry of Education and Research, has been developing critical reading as a method in school in collaboration with professional critics and teachers. The method has been developed through having students award literature prizes at different school levels. The evaluation process challenge children and young people to discuss and take a stand on literary works and offer the students an authentic platform where their views become visible and make a difference. Professional critics and teachers facilitate the process, but the relevant criteria are established by the students to reflect their own views and values. The works are new, and the students perform their evaluative act at an early stage of the canonization process. Relevant criteria are therefore essential when justifying their reasons for selecting a winner. The book review is an integral element of the critical method since it highlights central elements of the critic's toolbox and the evaluative act. However, feedback has made it clear that the critical method has an important role to play in classroom discussions as well. By establishing authentic situations where the views and values of students are relevant and important, the critical method also contributes to oral discussions in which young readers are offered the opportunity to train their critical skills and to discuss conflicting views through exploratory talk. Although still in progress, feedback from participating classes indicates that critical reading as a method in school is relevant as a resource in education because it incorporates critical evaluation, makes students familiar with central tools of criticism, train their critical reading skills and increase the students' engagement in reading and literature.

Troels Posselt

Foreningen !les, Oslo, Norway

**Abstract Title.**

Criticism in school - developing critical reading as a method in school

**Keywords**

critical thinking, critical reading, critical evaluation, book review

**Presentation**

Symposium presentation



**The development of students' critical thinking needs increased attention in all school subjects. The identification of relevant teaching methods, and allocation of teaching time, are challenging questions. Based on experiences from the ARGUMENT-project involving science and mathematics teachers at three lower secondary schools, this paper argues for a renewed epistemology in subject didactics, enabling integration of critical thinking in the everyday teaching of e.g. science. Our argument involves two claims. First, we claim that deep learning involves the kinds of practices characteristic of critical thinking. Second, we claim that empirical data can support the possibility of including such practices in dialogic teaching associated with deep learning. To substantiate the first claim, conceptions of learning focusing on inquiry and dialogue will be discussed and compared with different conceptions of critical thinking. The discussion will argue that the development of deep conceptual understanding will, ideally, include epistemological practices like critical inspection and evaluation of observations and information encountered during the learning process. The discussion will draw upon conceptions of critical thinking from pragmatic, cognitive, and philosophical perspectives along with conceptions focusing on individual and collective inquiry into positions and arguments. To substantiate the theory-based arguments, empirical data from science classrooms will be analysed from the two perspectives discussed above: conceptions of learning and of critical thinking. These analyses will include four different classroom situations, involving a whole class discussion, a group discussion, a practical inquiry situation, and a teacher supervising a group of students. The analysis of the dialogue involved in these four situations suggests that central characteristics of critical thinking are practiced during dialogic processes consistent with deep learning. Possible challenges for implementation related to teachers' different conceptions of teaching and of their teaching subject will be discussed.**

Stein Dankert Kolstø

University of Bergen, Bergen, Norway

**Abstract Title.**

Integrating critical thinking and learning in science – a renewed epistemology

**Keywords**

critical thinking, learning, inquiry, dialog, science

**Presentation**

Symposium presentation

The current study is part of a larger NRC research project (ARGUMENT) aimed at fostering critical thinking in students. It followed a 9<sup>th</sup>-grade class during a week-long multidisciplinary project on good nutrition. The research looked at the quality of students' arguments and critical thinking in a debate focusing on the climate impact of food production and consumption on the fourth day of the project. The students had prepared arguments for different roles (i.e. climate activist, farmer, and food industry) before the debate in groups, and representatives from each group discussed for about fifty minutes. A video recording of the debate was transcribed for analysis. We used Toulmin's argument pattern to analyse the quality of the arguments put forward during the debate. As a second theoretical lens, we used Facione's critical thinking framework to characterise how students responded to arguments from other groups. The analysis of the debate showed that the students used mainly rudimentary arguments. The claims were rarely substantiated by relevant data or an explanation of underlying grounds. There was little critical discussion between the participating roles. Critique included mostly counterclaims, the selective use of data, logical fallacies in others' arguments, and the credibility of references. The results suggest that such a debate has limited value for teaching students how to build strong arguments and how to critically evaluate them. Critical responses appeared to aim mostly at weakening the position of one of the counterparts, but not to better understand the controversies. Contributing factors seem to be a lack of knowledge about the issues at hand, the need to respond immediately, and a focus on convincing others of one's own opinion or winning over the other side. We further discuss how a debate earlier in the project could benefit students' critical thinking.

Matthias Stadler<sup>1</sup>, Roald A. Renså<sup>2</sup>

<sup>1</sup>University of Bergen, Bergen, Norway. <sup>2</sup>Årstad videregående skole, Bergen, Norway

#### **Abstract Title.**

AFFORDANCES OF A SIMULATED DEBATE ON SUSTAINABILITY OF FOOD PRODUCTION FOR TEACHING CRITICAL THINKING IN SCIENCE

#### **Keywords**

critical thinking, science, learning opportunities, debate, argument

#### **Presentation**

Symposium presentation

Individuals and democracies are under increasing demand to reasonably evaluate a constant stream of information, to discern truth from fake news, and to decide what to believe or do. There is an increased curricular focus on critical thinking. With this comes a need to assess the current situation, and to identify which aspects of critical thinking students struggle with. In this exploratory study we first present critical thinking test results from 1391 lower secondary students from six schools in Bergen, Norway. The study is a part of project ARGUMENT. On average, students scored significantly lower on section II, observation and credibility ( $M = .4885$ ,  $SE = .0042$ ), compared to the complete test ( $M = .5189$ ,  $SE = .0038$ ),  $t(1352) = -11.35$ ,  $p < .001$ ,  $d = 0.31$ . Further, compared to their average scores on section II, students scored significantly lower on items that required them to discern between observation and inference ( $M = .1530$ ,  $SE = .0053$ ),  $t(1352) = -53.37$ ,  $p < .001$ ,  $d = 1.45$ ; to recognize a conflict of interest ( $M = .2775$ ,  $SE = .0095$ ),  $t(1352) = -23.48$ ,  $p < .001$ ,  $d = 0.64$ ; and to recognize that one proposed method of observation was better than another ( $M = .4241$ ,  $SE = .0071$ ),  $t(1352) = -12.75$ ,  $p < .001$ ,  $d = 0.35$ . We administered a modified test to 284 students from the same population. This test prompted students to give reasons for their answers to these difficult items from section II. Analyses of the reasons revealed that for most of these items, most students who answered correctly did not give the correct reasons. Further, a thematic analysis of the reasons gave insight into the thinking associated with incorrect answers. Lastly, we suggest ways to improve critical thinking by focusing on the aspects that students struggled with.

Vegard Havre Paulsen, Stein Dankert Kolstø  
University of Bergen, Bergen, Norway

#### **Abstract Title.**

Challenging aspects of critical thinking: some results from a test of lower secondary science students

#### **Keywords**

critical thinking, test, cornell critical thinking test, mixed methods research, observation versus inference

#### **Presentation**

Symposium presentation

In 2014, the Danish primary school system faced grand and basic reform changes regarding the introduction of competence thinking in all school subjects. As a result, current curricular documents now describe history and social science education through six separate competence areas containing goals for student skills and knowledge developments. The different competence areas reflect the disciplinary origins of the two school subjects and therefore what can be determined as cultural practices of norms for how knowledge is created and communicated as *meaning* (Shanahan/Shanahan, 2014, p. 636). Concepts and vocabulary related to the competence areas indicate this, and the curricula documents of both school subjects explicitly formulate the importance of concept learning for students' competence development (Ministry of Children and Education, 2019). The purpose of history and social science teaching is thus to develop students' disciplinary literacy through working with the subjects' specialized ways of reading, understanding and thinking (Shanahan/Shanahan, 2012. Shanahan/Shanahan, 2014). Based on a communication theoretical analysis - i.e. a subject-oriented didactic approach to the area as a 'rhetorical practice area' (Krogh, 2011. Krogh et al. 2016) - the presentation focuses on *how* curricular documents for history and social science education discursively highlight and interpret different disciplinary concepts *and* encourage teachers to implement these concepts in their teaching. The presentation focuses on how to determine specialized ways of understanding and thinking in history and social science education - and discuss potential implications for teaching the subjects in practice. The presentation represents initial studies of disciplinary literacy in Danish history and social science education. The presentation will take part of the COURSE symposium (arranged by Lise Kvande, NTNU)

Heidi Eskelund Knudsen, Anders Stig Christensen  
UCL Denmark, Odense, Denmark

#### **Abstract Title.**

Grounds for literacy in Danish history and social science education? Interpretations of disciplinary concepts in curricular documents (Faghæfter)

#### **Keywords**

History and social science education, disciplinary literacy, concept learning, curricular studies, COURSE

#### **Presentation**

Paper presentation

Critical thinking is a crucial component of the Norwegian Subject curriculum (Utdanningsdirektoratet, 2020), and this paper will focus on the potential contribution of the Foreign Language subjects to the development of this capacity, specifically through a focus on plurilingualism and intercultural competence, and how the use of films as a learning resource can contribute to this. As stated by the subject curriculum, the development of critical thinking presupposes both established knowledge as well as explorative and creative thinking, and it must make room for uncertainty and unpredictability (ibid.). The Foreign Language subjects are in a privileged position to explore these aspects of critical thinking, as they (ideally) continuously engage with plurilingualism and intercultural competence, where the students' knowledge about themselves and the world are constantly being challenged and give room for new insights and knowledge (Liddicoat & Scarino, 2013). Based on previous research (Skalle et al., 2015), we argue that aesthetic documents, such as cinema, that represent and problematize the experience of intercultural encounters and plurilingualism, are useful resources for developing intercultural competence, and by extension for developing critical thinking. In this paper, we present a study of the film *Un prophète* (Audiard, 2009) based on Kartevold (2020), and show how the film can be used to engage with critical thinking.

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Anje Müller Gjesdal

Østfold University College, Halden, Norway

#### **Abstract Title.**

Thinking Critically through Cinema. Developing Critical Thinking through the Foreign Languages' Focus on Plurilingualism and Intercultural Competence.

#### **Keywords**

French, intercultural competence, plurilingualism, critical thinking, film

#### **Presentation**

Symposium presentation

The presentation explores the negotiation of values that can appear in a classroom when discussing existential questions in Religious Education (RE). The purpose of Norwegian public school is on the one hand to promote good, fundamental values, as mutual respect, tolerance and democratic participation among the pupils. On the other hand, the pupils are to gain knowledge according to the competence aim in every school subject. In RE the latter includes for example knowledge about values, such as Human Rights and human worth (UDIR 2019). The diversity in the Norwegian society, also when it comes to values, have increased rapidly in the last decades. Public schools are a unique space for learning to live with and in this diversity. Through a community of disagreement (Iversen 2014) it is possible to agree upon some common, fundamental values. Additionally, one can come to an understanding of living with disagreement when it comes to personal values, beyond these fundamental values. Fredwall and Lysaker (2020) holds that a value-anchored community of disagreement can form the basis of a productive disagreement, where dialogue and learning will strengthen the ability to live in a value-diverse society. Andresen's research (2020), on the other hand, indicate that teachers do not prioritize teaching about topics that can create debate and discussions. The presentation is based on classroom observations in upper primary level in RE. The theoretical framework is inspired by Biesta's concepts of qualification, socialisation, and subjectification. Based on the analysis of the empirical material, the paper will reflect on two topics. First, value-negotiation occur in what is said and done, and additionally, in what is *not* said and done. Secondly, it explores how existential questions can be a common ground for pupils when developing values and skills of mutual respect and tolerance.

Anne Brit Lauvsnes

Western Norway University of Applied Sciences, Sogndal, Norway

#### **Abstract Title.**

Negotiating values in the classroom: Existential questions in Religious Education (RE)

#### **Keywords**

Religious Education, Existential Questions, Value negotiation, Communities of disagreement, Subjectification

#### **Presentation**

Symposium presentation

**Critical literacy has gained prominence as “a way to involve students as critics of themselves, texts, and the world as they read closely” (Catterson & Pearson, 2017, p. 458), but questions remain regarding its application in second language (L2) and foreign language (L3) subjects, where language skills are developing. This study investigates the connections between language proficiency levels and opportunities for critical literacy within and across language lessons in L2 English and L3 French lessons in Norway. Adolescents in Norway are among the most proficient L2 English users in Europe (Education First, 2020). In L3 French, their language skills are just beginning to develop, and their limited understanding of the language is likely to affect their ability to engage in cognitively demanding critical literacy tasks. This paper is based on classroom videos from the LISE project across two school years (9<sup>th</sup> and 10<sup>th</sup> grade). The analysis of 45 French lessons and 60 English lessons shows clear differences between opportunities for critical literacy in the two language subjects. While students in some English lessons are given the opportunities to use critical literacy, there are very few opportunities to do so in French lessons. When English teachers involved students as critics, they read authentic sources, cited details as evidence of their understanding, and related their opinion of characters and topics to real world issues. In French students worked with basic understanding and were not invited to take a critical approach to the texts that they read. Our comparative analysis indicates that the development of critical literacy is closely connected to students’ language skills. We argue that if critical literacy is to be developed across languages in lower secondary school, teachers need to consciously design opportunities that build on students’ individual language skills.**

Lisbeth M. Brevik, Eva Thue Vold  
University of Oslo, Oslo, Norway

**Abstract Title.**

Comparing critical literacy across French and English lessons in lower secondary school

**Keywords**

Critical literacy, English, French

**Presentation**

Symposium presentation

*The focus of this paper is to investigate discourse as an instructional tool in Icelandic social science classes using comparative video data from lower secondary classrooms. Over the last decades several large-scale classroom studies have aimed to identify how instructional quality promotes better student outcomes using observational data. (Kane et al., 2013). Instructional quality can be described as “..those features of teachers’ instructional practices well known to be positively related to student outcomes, both cognitive and affective ones” (Nilsen, Gustafsson & Blömeke, 2016, p. 5). Reviews of teaching quality research (ibid) highlight 4 integral dimensions of high-quality teaching practices: 1) Discourse features, 2) Cognitive activation, 3) Instructional clarity and 4) Supportive climate. The key ambition of social science education is to prepare young people for responsible participation in an increasingly complex democratic society. The skills needed to reach those goals, emphasized by policy makers and experts, are rooted in critical thinking skills and attitudes. Such as actively listening and engaging with others point of view, as well as one’s own, in a manner based on knowledge and mutual respect (Christensen, 2013; Mathé & Elstad, 2020). Achieving this requires specific instructional support from knowledgeable teachers. Drawing on classroom video data, this study investigates how the sampled Icelandic social science teachers support these learning goals. The data is a part of a larger QUINT database, gathered from all five Nordic countries and thus making cross country comparison feasible. Additional data includes teacher interviews and student questionnaires. The data is gathered from 10 Icelandic lower secondary social science classrooms, four lessons from each classroom (n=40) and coded using the PLATO observational protocol (Grossman et al, 2015; K-12 Education, 2010). The analysis will focus on the development of higher order thinking skills and classroom discussion, captured by the PLATO elements ‘Intellectual Challenge’ and ‘Classroom Discourse’.*

Valgarður Reynisson

UNAK, Akureyri, Iceland. QUISST, QUINT, Norway

**Abstract Title.**

Discourse and higher order thinking in Icelandic social science classrooms

**Keywords**

Teaching Quality, Instruction, Intellectual Challenge, Classroom Discourse, Video Observation

**Presentation**

Paper presentation



One of the novelties of the Foreign Languages subject curriculum of 2020 in Norway, is the establishment of four core-elements, one of which is intercultural competence. Furthermore, the new instructions for evaluation state that the final mark awarded for classwork, both at level I and II, should be grounded on the student's communicative *and intercultural competence*. As the new curriculum is implemented, it is therefore highly important both to define what intercultural competence is, and thereafter to ensure its evaluation through concrete achievements. Much has been written about culture and intercultural competence in different academic fields over the years. In the Norwegian context of Foreign Language (FL) education one publication can be said to have had a special impact: The chapter on intercultural competence in the anthology on Foreign Language Didactics (*Fremmedspråksdidaktikk*), first published in 2014. The textbook is the only Norwegian one of its kind and is widely used in FL teacher education throughout Norway. This presentation is based on a close reading of the 2014, 2018 and 2020 editions of the chapter on intercultural competence. I will analyze how the concept is defined, and how it has evolved and changed throughout this period of six years. I will also discuss how changes in the understanding of intercultural competence have consequences for classroom practice. Finally, I will address some current challenges when working with intercultural competence in the FL classroom.

Inger Olsbu

Universitetet i Agder, Kristiansand, Norway

**Abstract Title.**

Intercultural competence in Foreign Language Didactics (2014 -2020)

**Keywords**

Intercultural Competence, Foreign Language Education, The Norwegian Subject Renewal, LK20, Didactics

**Presentation**

Symposium presentation

The research project *Testing approaches to reading - construction of reading comprehension in disciplinary reading practices* aims to illuminate how different approaches to reading in the school subject of social science create different conditions for students' disciplinary literacy development. In the present study we are interested in exploring and describing how reading approaches are used in order for students to develop critical literacy through concepts that are used to critically review discourses in society. Based on empirical material from three classes in grade 5 and three classes in grade 8 (video- and audio recordings, field notes, texts), the research question in focus is *What second order thinking concepts do students encounter while using texts in social science?* The study is placed within the field of Disciplinary literacy (Shanahan & Shanahan, 2012), where differences between disciplines regarding purposes and traditions of communication are focused. Previous studies have for example described that expectations on students' reading within the social science subject are implicitly expressed in the Swedish curriculum (Lind, 2019) and that students' understanding of concepts is crucial (e.g. Ekendahl et al. 2015). In order to go beyond first order concepts (that constitute the substantial knowledge of the subject), we are in this study analyzing constructions of second order thinking concepts relevant for critical literacy as formulated by Sandahl (2015): causality, evidence and inference, abstraction, comparison and contrast, perspective taking and the evaluative dimension. Preliminary results show that classroom text activities create opportunities for students to encounter all types of these second order thinking concepts. However, some of these occurrences can be seen as initial steps towards using more elaborated second order thinking concepts. During the presentation we will present continua towards more elaborated disciplinary literacy through examples from classroom activities and in light of different ways of working with text.

Jenny W. Folkeryd<sup>1</sup>, Åsa af Geijerstam<sup>1</sup>, Pia Visén<sup>2</sup>, Yvonne Hallesson<sup>3</sup>

<sup>1</sup>Department of Education, Uppsala University, Uppsala, Sweden. <sup>2</sup>Department of Language Education, Stockholm University, Stockholm, Sweden. <sup>3</sup>Department of Scandinavian Languages, Uppsala University, Uppsala, Sweden

#### **Abstract Title.**

Emergent critical literacy in Social Science

#### **Keywords**

reading, critical literacy, social science, second order thinking concepts, text activities

#### **Presentation**

Symposium presentation

**Critical literacy encompasses an independent and exploratory attitude towards statements about the world and the ability to understand, identify and describe the premises behind such statements (Luke, 2014; Veum & Skovholt, 2020). Important to this form of literacy is critical thinking, which is relevant in the Nordic countries today because of the world situation and the pervasive digitisation of societies; yet there are also other driving forces that have put critical reading and thinking on the agenda in the Nordic school systems lately. Critical literacy affects all school disciplines and cannot be reduced to generic competencies. Indeed, there is a need for a disciplinary perspective on critical literacy. Here, literacy can be defined as domain-specific familiarity with the use of language as a meaning-making resource (Bremholm, 2013), and in language subjects, critical reading and writing are central. In other disciplines, literacy is less related to writing, but text in the broadest sense will play a role in, for example, political literacy, art literacy, the critical analysis of history or critical investigations in issues of a social, technological or scientific nature. This double symposium will shed light on subject-specific literacy and consist of two parts: Part 1 Disciplinary critical reading practices Introduction**

**Frønesa) Emergent critical literacy in Social Science Folkeryd, af Geijerstam, Visén & Hallessonb) Critical literacy in early grades science teaching: What could it look like?**

**Bremholm c) Can critical reading be measured? Proposal for a theoretical Framework for Assessment**

**Weyergang Commentary Frønes Part 2 Critical literacy in language disciplines Introduction**

**Frønes The LISE project: Knowledge on instruction through video studies**

**Brevik d) Critical literacy in Norwegian language arts classrooms Bakken e) Culture, Intercultural Competence and Critical Thinking in Lower Secondary English and French Classrooms in Norway**

**Uvsløkk f) Comparing critical literacy across French and English lessons in lower secondary school**

**Vold & Brevik Commentary**

**Folkeryd Discussion**

Tove Stjern Frønes

University of Oslo, OSLO, Norway

### **Abstract Title.**

Critical literacy from a disciplinary perspective

### **Keywords**

Critical literacy, Social sciences , Science education, Reading assessment, Language disciplines

### **Presentation**

Symposium presentation

**The ability to read critically is a prerequisite for participating in diverse text practices. Critical thinking and reading are essential to participation in our knowledge-based society and are commonly considered to be key competencies in the 21st century. Critical reading is also emphasised in the revision of the Norwegian curriculum. If we want to ensure that students develop functional skills and achieve improved outcomes, we need tools that provide information on what students can and cannot do. In most countries, standardized tests are used to measure reading comprehension. However, there are disagreements about whether it is possible to measure advanced cognitive skills as critical reading. Test development is about making complex and large concepts measurable. The overall goal of this study is to develop a theoretical framework for measuring critical reading in reading assessments. The study is initiated by a description of critical reading in the Norwegian curriculum. Furthermore, the descriptions are linked to relevant theories and research fields. Critical reading can be conceptualized based on theoretical models of reading, text and discourse, and also reading and writing didactics. The study explores 'critical reading' from the theoretical perspectives of critical literacy, critical discourse analysis and theories of reading multiple texts, among others. The theoretical review generates a framework with different categories of critical reading. Texts and items from the Norwegian National Assessment of reading literacy skills are used as examples of how the categories can be operationalized in reading tests. This presentation will be a part of the proposed symposium 'Critical literacy from a disciplinary perspective'.**

Cecilie Weyergang

University of Oslo, Oslo, Norway

**Abstract Title.**

Can critical reading be measured? Proposal for a theoretical Framework for Assessment

**Keywords**

Reading assessment, Reading comprehension, Multiple text comprehension, Critical discourse analysis, Test development

**Presentation**

Symposium presentation

**Innlegg til symposium: «Verdiforhandlinger i samtidskulturen», NOFA 2021 Lesing av skjønnlitteratur som demokratisk danning Åse Høyvoll Kallestad Som demokratiske borgere trenger vi å lese skjønnlitteratur, hevder filosofen Marta Nussbaum. Hun mener at skjønnlitteraturen gir en unik mulighet til å sette seg inn i andre menneskers livssituasjoner og livsvilkår gjennom utviklingen av det hun kaller en «narrativ forestillingsevne». Skjønnlitteraturens estetiske formidling skaper denne evnen, som gjør leseren bedre i stand til å ta andres perspektiv. I den litterære verden tar vi del i livet til mennesker som vi ellers aldri hadde møtt, påpeker Nussbaum, og vi blir kjent med personer som vi i virkeligheten aldri hadde ønsket å møte. Dette gjør oss i stand til å ta valg - ikke bare på vegne av oss selv - men også i medlidenhet eller empati med personer eller grupper i samfunnet vi ikke tilhører eller identifiserer oss med. I en didaktisk kontekst, og i mitt bidrag, tar jeg utgangspunkt i Nussbaums filosofiske refleksjoner om skjønnlitteraturens muligheter for demokratisk danning. Ved hjelp av skjønnlitterære eksempler og basert på teori om dialogisk litteraturundervisning, vil jeg belyse hvordan lesing av skjønnlitteratur i skolen kan være ledd i skolens overordnede målsetting om opplæring i og utvikling av elevene demokratiske ferdigheter. Særlig vil jeg ta utgangspunkt i Louise Rosenblatts transaksjonsteori, som tar for seg det gjensidige forholdet mellom leser og tekst, og Hans Skjervheims teori om dialektisk undervisning, der han fokuserer på et likeverdig forhold mellom subjekter i den didaktiske situasjonen. Jeg vil drøfte hvordan tekstens etiske problemstillinger, formidlet gjennom skjønnlitteraturens estetiske form, kan føre til verdiforhandlinger i klasserommet, som i sin natur er demokratiske og som utvikler demokratisk kompetanse.**

Åse Kallestad

Høgskulen på Vestlandet, Bergen, Norway

**Abstract Title.**

Lesing av skjønnlitteratur som demokratisk danning

**Keywords**

skjønnlitteratur, demokratisk danning, utdanning, didaktikk, dialog

**Presentation**

Symposium presentation

**A central aim of the research project is to develop principles for critical thinking for use in the classroom. This implies a dilemma; on the one hand, we seek to develop ways that teachers can promote a certain way of thinking in their classroom, while on the other hand, this way of thinking is by its very essence understood as free and independent thinking on the part of the students. This “pedagogical dilemma” - how can students be brought up to be free thinkers - cannot be resolved; it is an inherent part of teaching. However, in order to be able to talk about teaching that aims to bring about critical thinking, the dilemma must be handled and negotiated by the teachers. On a theoretical level, there is a long tradition of thinking within the tradition of Bildung centred Didaktik (Hopmann, 2010; Klafki, 2011), that has sought to deal with these questions. Klafki sees Bildung as the free unfolding of the individual within a democratic society that can take place in school as students “open themselves” to educational content in such a way that the content “opens up to them”. Understood in this way, the task of the teacher is to facilitate a productive meeting between the student and the content in such a way that Bildung can take place. Thus Bildung centered Didaktik and the development of critical thinking can be connected (Ryen, 2019; 2020). In this paper, we discuss how we can go from giving a theoretical account of this connection, towards developing empirical indicators that in turn can be used to develop a deeper understanding of how the meeting between different types of content (news and children’s literature) and the student can be facilitated in primary school classrooms in the subjects of science, social studies, Norwegian and English.**

Erik Ryen<sup>1</sup>, Kirsti Jegstad<sup>2</sup>

<sup>1</sup>OsloMet, Oslo, Norway. <sup>2</sup>Oslomet, Oslo, Norway

#### **Abstract Title.**

Developing a theoretical framework and empirical indicators for developing and researching critical thinking in science, social science and language didactics.

#### **Keywords**

critical thinking, Didaktik, Bildung

#### **Presentation**

Symposium presentation

**This intervention study investigates and qualifies students` use of exploratory and critical dialogues when reading digital and multimodal texts in lower secondary school. I investigate how students engage in group dialogues developing skills for critical communication and validating texts on websites through interthinking (Littleton & Mercer, 2013).The study has its main theoretical foundation in a sociocultural understanding (Vygotsky, 1986, Bakhtin, 1986, Littleton & Mercer, 2013, Maine, 2015, Wegerif, 2013; 2016, Mercer, Wegerif & Major, 2020). Learning and understanding does not happen individually but is developed through dialogues in social contexts. There are two assumptions in this paper presentation: 1) that students can acquire critical communication skills by using the language to look exploratory on their own group dialogues. 2) that students need a meta-language for learning and reflection through exploratory and critical dialogue. The question in focus here is: How can we qualify the student`s dialogue by facilitating an exploratory and critical validation of it by students? Through a new teaching material addressing exploratory and critical dialogues, I`m exploring the students use of information seeking, exploratory and critical dialogues. I`ve been analyzing 24 dialogues recorded with videos. I have done controlled encodings and data-driven categorizing my research data. In some of the dialogues I can see that when students use hypotheses, comparisons and involve general knowledge, it extends their meta reflections and their use of dialogic spaces in different ways. I have, in the student`s dialogues, found different types of critical dialogues: exploratory, critically debatable, critically associative and creative dialogues. Those types of critical dialogues seem to give the students different opportunities on ways of responding to each other`s utterances and where they in different ways are putting talk to interthink with each other.**

[Eva Dam Christensen](#)

University of Southern Denmark, Odense, Denmark

#### **Abstract Title.**

Exploratory and Critical Dialogues as Learning and Reflection Tools.

#### **Keywords**

critical dialogue, exploratory dialogue, interthinking , dialogic space, association chains

#### **Presentation**

Symposium presentation



**Economics is a social science content taught in compulsory school in all Nordic countries. Also, to know economics well is an important part of coping with everyday life since economics affect us in many different ways both privately and publicly (Jappelli, 2010; Miller & VanFossen, 2008). Yet, within Nordic social science didactic research, economics has not received a lot of attention. This is especially true for research on what characterizes the teaching of economics inside social science classrooms. Using the protocol for language arts teaching observation (PLATO) (Bell et al., 2019; Grossman et al., 2013) to study the quality of teaching economics in Swedish social science classrooms, eight teachers economic teaching in four different schools have been observed to get an overview of to what extent important components for high quality teaching are present in the classrooms. Additionally, further qualitative analysis pinpoints in what way the teachers represent the content taught in terms of basic concepts, model concepts and threshold concepts (Davies & Mangan, 2008; Meyer & Land, 2003) on the one hand and in what way this representation shifts between everyday knowledge and disciplinary knowledge (Maton, 2013). Through this analysis of the observed teaching the aim is to capture the quality of the representation of the economic content taught for students to build their knowledge on to be able to cope with everyday economic life. Some preliminary findings based on this analysis will be presented.**

Martin Kristiansson, Michael Walkert, Niklas Jakobsson, Niclas Modig  
Karlstad university, Karlstad, Sweden

**Abstract Title.**

Quality of economics teaching in Swedish social science classrooms

**Keywords**

quality teaching, economics, social science, content representation

**Presentation**

Symposium presentation

The purpose of this paper is to present postcolonial theory (see, for example, Said, 1979, Spivak, 1988, Chakrabarty, 2008) as the theoretical foundation of my PhD-thesis. In this paper, I ask how this theoretical lens challenges social studies didactics and what contributions the theories can make to the field of citizenship education. In my PhD-project, I examine structures of identification in social studies education and particularly ask what narratives and imaginaries were constructed about Norwegianity and Westernity in social studies education at a public lower secondary school in one of the larger cities in Western Norway. The thesis builds on a microethnography where data for the project was established through observation of the social studies subject in three ninth-grade classes and through interviews with 36 pupils concerning their reflections on, and experience of, the social studies subject. Postcolonial theory, which amongst others is represented by Said (1979) and scholars of the Subaltern-studies (Spivak, 1988, Chakrabarty, 2008), draws attention to how practices of representation reproduce a logic of subordination that endures even after former colonies gained independence. In the last decade, we have seen an increase in the debate concerning the role of the Nordic countries in colonialism (Loftsdóttir and Jensen, 2012). Research showing the Nordic countries' participation in colonial practices and processes of globalization (Eidsvik, 2012; Mikander, 2016) underlines the Nordic countries' colonial complicity (Keskinen et al., 2009). This challenges the ideas of Nordic exceptionalism and eurocentrism, hegemonic notions which influence social studies education (Jore, 2018, 2019), and ideas of othering (Spivak, 1988) and stereotypical representations of us and them (Jore, forthcoming). In response to this critical thinking and awareness of power relations is of uttermost importance. What kind of didactical approaches can help us challenge hegemonic notions and denaturalize stereotypical representations of "us" and "them"?

Mari Kristine Jore

Høgskulen på Vestlandet, Bergen, Norway

#### **Abstract Title.**

Postcolonial theory as an outset for critical thinking in social studies education

#### **Keywords**

Social studies education, Postcolonial theory, Critical thinking

#### **Presentation**

Symposium presentation

**This study views whole-class dialogue as a context that can foster critical thinking if the students are encouraged to come up with own ideas and engage critically and constructively with each other's claims and suggestions (Mercer and Wegerif, 1999). However, the way whole-class dialogues are carried out in practice might not meet this ideal. The dialogues analyzed are taken from the first lessons in two lower secondary classes conducting teaching programs developed in the NRC-project ARGUMENT. The aim of this project is to make students inquire into and use authentic data to argue and critically evaluate claims about a controversial topic. In this first part the students were supposed discuss preconceptions related to different ideas about topic, and further suggest ways to investigate different problems, first in groups and then in whole class. We wanted to answer the following question: *What characterize different teachers' discursive moves and corresponding student responses in classroom dialogues aimed to promote students' critical thinking?* Transcribed video-recordings from the whole-class dialogue were analyzed by using a framework that describe *teachers' discursive moves* and *teacher questioning approaches*. Analysis of student responses were further used to examine different features of the dialogues based on a framework for *dialogue types that scaffold IBL*. Preliminary analysis of the whole-class dialogues indicates that the teachers' discursive moves shift between *dialogic, authoritative* and *hybrid approaches*. The students' responses express according to the analysis a shift between *no response, uncertainty, withdrawal, own suggestions, and reflective thinking*. The characterizations are used to discuss how the teachers' shifting and hybrid approaches hamper or stimulate students to formulate claims and further explore and evaluate own and other suggestions. We discuss further how this characterization can be used to find better ways to frame whole class dialogue that foster students' inquiry practices and critical thinking.**

Idar Mestad<sup>1</sup>, Jørgen Stange Larsen<sup>2,1</sup>

<sup>1</sup>Western Norway University of Applied Sciences, Bergen, Norway. <sup>2</sup>Fjellsdalen Skole, Bergen, Norway

#### **Abstract Title.**

Characterizing teachers' discursive moves and students' responses in science related classroom dialogues aimed to promote students' critical thinking

#### **Keywords**

Critical thinking, Dialogue, Inquiry, Literacy, Science

#### **Presentation**

Symposium presentation

**In this presentation, I report from my doctoral study exploring the coloniality of Norwegian citizenship education. The methodology in the study is Colonial discourse analysis, focusing on relations between knowledge production and power, and identifying hegemonic, ahistorical, and Eurocentric institutionalized discursive structures. To do this, I apply a combination of methods allowing me to explore discourses from different modalities of discursive practice, hereunder textbooks, classroom conversations, and students' and teachers' meaning-making. The first modality is accessed through critical discourse analysis of textbooks, and the other modalities are approached through ethnography, including participant observation of classroom interactions and conversations, semi-structured interviews with students and teachers, and teaching interventions. The analytical emphasis on coloniality engages analyses of how historical colonialism installed enduring epistemological and material structures that continue to inform our current ways of thinking and being. Coloniality encompass a system where the white majority represents the invisible norm, acting as the bearer of the alleged universal rationality. The significance of coloniality for citizenship education is related both to locating the possible limitations posed by colonial frameworks of knowledge to the potential for fostering critical thinking, and the reproduction of racialization and othering through educational discourses. In the presentation, I will present implications from the study towards an antiracist, decolonizing, and critical citizenship education practice, and discuss challenges and opportunities posed by a decolonizing approach to citizenship education in the Norwegian context.**

Kristin Gregers Eriksen

University of South-Eastern Norway, Drammen, Norway

**Abstract Title.**

Toward a decolonial citizenship education

**Keywords**

Coloniality, Citizenship education, Critical thinking, Whiteness, Classroom studies

**Presentation**

Symposium presentation

**This qualitative study examines how vocational students in Norwegian upper secondary school perceive English as a school subject, with the main aim of presenting their views of engaging and disengaging classroom practices. Academic subjects, like L2 English, have been seen as detrimental to the school experience of vocational students, either by being too theoretical (Dæhlen, 2017), or by hampering students' perceptions of relevance and meaning in school (Dahlback et al., 2011; Hiim, 2013). Mercer and Dörnyei (2020) propose that to increase students' engagement for learning, they must be given meaningful opportunities to shape the way they learn. This study is one such contribution, as a mouthpiece for vocational students' experiences with the English subject. To access vocational students' views of engaging and disengaging practices, the study compares their experience with English in lower- and upper secondary school. It relies on group interviews with 50 vocational students from 10 classrooms in year 11 and 12 in 10 different schools. The study identifies two main threats to vocational students' engagement in the English subject: lack of perceived relevance and repetition across school years. It is a clear trend for the students to describe lower secondary English as based on irrelevant and repetitive content, while upper secondary offers more variation. Predictably, the students prefer lessons that are framed as relevant to their lives, including their future careers. Furthermore, they want English lessons to be based on student-active learning forms, preferably organised as groupwork. The students are adamant that they will need English for work and express an interest in being able to perform their regular work tasks in English. Lessons with a vocational orientation thus emerge as promising in these classrooms, being (ideally) neither irrelevant nor repetitive.**

Kaja Granum Skarpaas  
University of Oslo, Oslo, Norway

**Abstract Title.**

Vocational students and the English school subject – engaging and disengaging classroom practices

**Keywords**

L2 English teaching, vocational students, engagement

**Presentation**

Symposium presentation

The development of intercultural competence (IC) is a crucial part of foreign language (FL) teaching, yet it remains under-explored in teaching materials and teacher education. The notion of IC, and its application in the classroom and teaching materials, also run the risk of reproducing power structures and cultural stereotypes and therefore need to be approached critically (Gorski 2008). We argue that the monocultural focus of FL should be questioned, to allow more space for transnational perspectives and the intercultural encounters potentially (and preferably) taking place in the FL classroom. Moreover, we argue that literary texts are an interesting tool for working with IC, as they may act both as a mirror, allowing for the reflection of students' own life-worlds, as well as a window into the life-worlds of others (Glazier and Seo 2005, 688). In this paper, we provide an exploratory analysis of a selection of three literary texts on exile and migration in the foreign languages French, Italian, and Spanish, to show how they can be used for this purpose, and how they may be integrated into a more critical approach to intercultural education. Literary texts on migration and exile are part of multicultural literature. This kind of literature may, in our opinion, help students to identify with their own cultures, expose them to other cultures, and open the dialogue on issues regarding diversity, thus act as catalysts for developing the ability of critical thinking. Moreover, we argue that such texts provide a more realistic representation of the language areas in question, as these are characterized by porous borders due to migration, globalization as well as their colonial pasts.

Liv Eide<sup>1</sup>, Camilla Skalle<sup>1</sup>, Anje Müller Gjesdal<sup>2</sup>

<sup>1</sup>University of Bergen, Bergen, Norway. <sup>2</sup>Østfold University College, Halden, Norway

#### **Abstract Title.**

Migration Narratives as Catalyst for Critical Thinking

#### **Keywords**

critical thinking, intercultural competence, foreign languages, literary texts, migration

#### **Presentation**

Symposium presentation

Det er en økende erkjennelse at vestlige militære intervensjoner i Midtøsten og Nord-Afrika de siste 30 årene har vært mislykket og har skapt vedvarende ustabilitet. Det er i liten grad forsket på hvordan disse konfliktene blir framstilt i grunnskolens lærebøker. Dette prosjektet skal foreta en komparativ undersøkelse av lærebøkene for ungdomstrinnet i Danmark, Norge og Sverige. Prosjektet skal undersøke hvordan disse konfliktene framstilles og hvilke sentrale begreper som brukes for at elevene skal kunne forstå konfliktene. I Golfkrigen (1990-91) deltok Danmark, Norge og Sverige i koalisjonen som med FN-mandat tvang Irak ut av Kuwait. I krigen i Afghanistan fra høsten 2001 deltok Danmark og Norge i den USA-ledete Operation Enduring Freedom. Mens alle tre landa deltok i den FN-initierte ISAF-styrken. I angrepet på Irak i 2003, som manglet mandat fra FN, deltok bare Danmark. I krigen i Libya i 2011 deltok alle tre i intervensjonen som i utgangspunktet hadde FN-mandat. De danske og norske skvadronene var blant de som bombet mest, mens de svenske flyene bidro med rekognosering. Vi vil foreta en innholdsanalyse av lærebøkernes omtale av de fire konfliktene, inkludert de skandinaviske landas eventuelle deltakelse. Samtidig vil vi analysere hvilke sentrale begreper som benyttes, samt drøfte hvilke begreper som bør inngå for at elevene skal få en forståelse for ikke minst de folkerettslige sidene ved konfliktene. Ett spørsmål er om det er forskjeller i framstillingen av konfliktene i lærebøkene etter hvilken stilling de ulike landa inntok til konfliktene. Tekstanalyse av bøkene med sin argumentasjon og retoriske virkemidler være en tilnærming. En annen vil være å undersøke om bøkene anlegger realistiske eller idealistisk perspektiver i omtalen av statenes atferd i konfliktene. Samtidig må vi ta i betraktning de nasjonale kontekstene og virkelighetsoppfatningene av krigene som dominerte da bøkene ble skrevet.

Per Overrein<sup>1</sup>, Leif Sletvold<sup>2</sup>

<sup>1</sup>NTNU, Trondheim, Norway. <sup>2</sup>USN, Drammen, Norway

#### **Abstract Title.**

Vestlige intervensjoner i Midøsten og Nord-Afrika - En komparativ begreps- og innholdsanalyse av danske, norske og svenske lærebøker

#### **Keywords**

Lærebokanalyse, Begrepslæring, Intervensjon, Folkerett, FN-mandat

#### **Presentation**

Paper presentation

**New technologies in informal contexts out of school have considerable implications for language learning and teaching. In this presentation, we argue for the wealth of learning opportunities provided by connecting informal and formal English use and thereby engaging students in their learning. While studies have demonstrated positive relations between learners' informal English use out of school and English proficiency (Sletten et al 2015; Sykes 2018), less is known about how English teachers connect students' informal English use with more formal use of English in the classroom (Reinhardt and Thorne 2020; Sauro et al. 2020). As part of the research project Vocational and General students' EE Use of English in and out of school (VOGUE), this study investigates the significance of such connections by examining language practices and student engagement in two vocational English classes in Norway (16-17 years) taught by the same teacher, where vocational students were learning English during a technology-based project. Data are drawn from three weeks of fieldwork and include observation data collected in school (video and screen recordings, student texts and teacher interview) as well as data collected outside of school (student language logs and screen recordings at home). Including data across contexts provided a unique analytical opportunity to compare information about how students actually used English in the informal context outside of school, and compare this with their English use in the more formal classroom context. We found that informal and formal language use was connected in two ways: (1) the teacher created affinity spaces in the L2 English classroom that were modelled on affinity spaces out of school in order to create student engagement; and (2) in these affinity spaces, students drew extensively on their informal English use. Implications include the importance of understanding students' informal language use to rethink their teaching practices.**

Lisbeth M Brevik, [Thea Holm](#)  
University of Oslo, Oslo, Norway

#### **Abstract Title.**

Rethinking English instruction. Engaging vocational students in programming in the English subject.

#### **Keywords**

Gaming-based instruction, English, student engagement, affinity space

#### **Presentation**

Symposium presentation



The overall aim of my PhD-study is to explore lower secondary students' and teachers' interpretations of colonial imperialism in Africa. One challenge in interpretative processes in history education is presentism, that is interpreting historical agents and events merely from a contemporary perspective, instead of seeking to understand past agents and events as part of the context in which they lived and occurred. The aim of this paper is to discuss one finding in my study; how the present and past are intertwined in students' interpretations. The project is an action research project. An intervention was tried out and data collected in four 9<sup>th</sup> grade classrooms in cooperation with five teachers in 2019. The teachers and I created a lesson plan in order to enhance contextualisation, perspective taking, and an affective connection, in line with Endacott and Brooks' (2013) conceptualisation of 'historical empathy'. The collected data includes participant observation, students' written work, and sound recordings from students' group work and meetings between teachers and the researcher. The data will be analysed through the lens of 'history education and colonialism' and 'historical empathy'. In the paper, I will present and discuss three preliminary and interrelated aspects of this finding: Participants' moral judgment of colonial imperialism in Africa and how this challenges and/or encourages historical contextualisation. Which ideas from the present that inform students' interpretations of colonial imperialism. Participants' historical questions as a starting point for learning about this topic. I will also include some reflections on possible implications for history teaching and learning about colonial imperialism. Key words: colonial imperialism, historical empathy, presentism, contextualisation, historical judgment Reference: Endacott, J.L. & Brooks, S. (2013). An Updated Theoretical and Practical Model for Promoting Historical Empathy. *Social Studies Research and Practice*, 8(1), 18.

Helga Bjørke Harnes

NLA University College, Bergen, Norway

#### **Abstract Title.**

The present in the past: Lower secondary students' contemporary gaze at colonial history.

#### **Keywords**

colonial imperialism, historical empathy, presentism, contextualisation, historical judgment

#### **Presentation**

Symposium presentation

**KriT (Critical thinking in primary education) is an interdisciplinary research project funded by the Research Council of Norway (NFR) aiming at developing educational models for critical thinking in primary education using children's literature and news. As a part of the project, we will investigate the characteristics of conversations that promote critical thinking. We will also develop indicators for critical thinking from grade one to seven and strengthen the students' competences in verbal and visual argumentation. Finally, we will investigate how the teacher can facilitate critical thinking for multi-lingual students. The method used in the project is design-based research, which implies that the research will include several cycles. Each cycle consists of (1) development of educational principles for critical thinking, (2) development of teaching resources, (3) testing and adjustment of the teaching resources together with data collection, and (4) data analysis. Research and experience from one cycle will contribute in further developing the educational principles and teaching resources. In this symposium, we will present and discuss how teachers can facilitate critical thinking through different didactical perspectives. The first paper presents the theoretical framework, founded in Klafki's critical constructive didactic. The second paper will discuss children's literature and the literacy discourse as a starting point of critical thinking. The third paper will address the role of teacher questions to enhance critical thinking working with news articles. The fourth paper addresses working with critical thinking and eco-citizenship through cross-curricular work about bumblebees. The symposium will be concluded with a discussion around both what can enable critical thinking and how teachers can work to enhance critical thinking in the classroom.**

Kirsti Marie Jægstad, Emilia Andersson-Bakken, Tuva Bjørkvold, Margareth Sandvik  
OsloMet - Oslo Metropolitan University, Oslo, Norway

**Abstract Title.**

Enhancing critical thinking in primary education through children's literature and news

**Keywords**

Critical thinking, Primary education, Literature, News

**Presentation**

Symposium presentation

Student engagement is key to developing critical literacy, particularly in secondary school students (Gee, 2017). Indeed, the school has a dual role in developing both critical literacy *and* student engagement. On the one hand, it is essential to provide opportunities in school for students to critically examine a range of texts, with multiple - and preferably contrasting - worldviews (Blikstad-Balas, 2016). On the other hand, developing critical literacy does not automatically involve student engagement. Mercer and Dörnyei (2020) proposed that in order to increase students' engagement for learning, they must be given meaningful opportunities to shape the way they learn. In this symposium, we will present examples from the VOGUE project at the University of Oslo, where students of English are given a voice to express their perspectives on engagement for learning. Examples include students' self-reports of what they find to be relevant and engaging in the English subject. In addition, classroom observations provide examples of how teachers engage students in digital programming and online gaming in English lessons, and the potential of such activities to juxtapose engagement *and* critical literacy. This symposium will shed light on the importance of engagement in critical literacy: Introduction Lisbeth M Brevik Vocational students and the English school subject- engaging and disengaging classroom practices Kaja Skarpaas Gaming-based engagement during English lessons in lower secondary school Shilan Ahmadian Rethinking English instruction. Engaging vocational students in programming in the English subject Thea Holm Commentary/discussion Åsta Haukås

Lisbeth Brevik, Kaja Skarpaas, Shilan Ahmadian, Thea Holm  
University of Oslo, Oslo, Norway

#### **Abstract Title.**

Critical literacy and student engagement in the English subject

#### **Keywords**

English subject, critical literacy, engagement, gaming-based learning

#### **Presentation**

Symposium presentation

The school subject social studies is often put in the vanguard of educating well-informed citizens who can operate in society and economic life. But also other school subjects can be considered to contribute to this aim. In the national curricula the tasks of educating citizens are distributed and auctioned out to school subjects. An interesting process takes place when a new school subject is created, or an existing one is split, like when history and social studies in Finland in the latter half of the 20th century were developed as a dual-subject but in the 2000's were split into two. How has the division of labor between these two subjects evolved in civic education and in developing student's civic literacy or critical thinking in civic matters? What demarcations within the old dual-subject and between the two new subjects can be perceived in this respect? How does the profile of social studies develop against the relief of history in this time period? The paper seeks answers to these questions by analysing the national core curricula in Finland and, as a mirror of curricular stipulations, exam questions in history and social studies in the matriculation examinations, from the 1960's to the present. The aim is to better understand the development of social studies as a struggle on which subject has the prerogative to develop what aspects of student's civic literacy and critical thinking. This aspect of struggle may have been only symbolic earlier but it has more recently become a potentially more concrete issue, because of subjects competing for resources and comparing their exchange value in students' eyes.

Jan Löfström<sup>1</sup>, Tom Gullberg<sup>2</sup>

<sup>1</sup>University of Turku, Åbo, Finland. <sup>2</sup>Åbo akademi, Vasa, Finland

#### **Abstract Title.**

Collaboration and competition: civic literacy in the aims of social studies and history teaching in Finland, the 1960's to the present

#### **Keywords**

social studies, history, civic literacy, critical thinking

#### **Presentation**

Symposium presentation

The paper presented here aims at relating two studies with each other, both with a comparative approach on formal social studies curricula in Norway and Sweden. One of the studies address the history subject and the second address the school subject social sciences. These two subjects are interesting compare, since they differ regarding their field(s) of knowledge production (Bernstein 2000) that they draw on as the history subject is rooted mainly in one academic discipline while the social science subject can be related to several academic disciplines. The inclusion of different types of knowledge in curricula is an issue that is discussed (a) on general level (Young & Lambert, 2014) and (b) in relation to specific school subjects (Yates and Milar 2016, Rosenlund 2019). The discussions address two different aspects of knowledge types, first there is one discussion about the difference between everyday knowledge and disciplinary knowledge and second, the difference between different types of academic knowledge. In the studies presented here the framework suggested by Andersson (2001) is used, and complemented with additional frameworks and concepts (Blennow 2019, Keegan 2020), to identify knowledge types related to both of these aspects in curricula documents and discuss the similarities and differences between the two national educational contexts. The paper will also shed light on the similarities and differences between history and social science curricula.

David Rosenlund, Janna Lundberg  
Malmö University, Malmö, Sweden

#### **Abstract Title.**

What kinds of knowledge is made available for the young generation of Nordic citizens? Two comparative studies between Norwegian and Swedish curricula in History and social science.

#### **Keywords**

social studies, curriculum, knowledge types, active citizenship, history

#### **Presentation**

Paper presentation

**KriT is an innovative research project funded by the Research Council of Norway (NFR) aiming at analyzing how and when critical thinking is seen in classrooms. Critical thinking is understood as the ability to think deeply and in a flexible way (Alexander, 2014) and thus relates to deeper learning where the process and openness of the learning tasks are as important as the outcome itself (Fullan & Langworthy, 2014). This paper describes a design-based research project with a local school in the Oslo area and the data consists of observations, videos and pupil texts. The project itself is cross-curricular including science, Norwegian and arts and crafts where the overarching aim is to establish opportunities for critical thinking in a school context. Moreover, the aim is to generate a place, a possibility to investigate young pupils' interaction with a picturebook about bumblebees and to answer the following question: when and where does critical thinking emerge. Using the two unique modes (Kress, 1997; 2003) as diverse points of departures is essential; the verbal mode in a text about life of bumblebees, and the visual text. Furthermore, exploring how multiple representations of ideas of biodiversity, pollination and sustainable development is embedded in science teaching to deepen pupils' inherent understanding of the life of bumblebees (Prain & Waldrip, 2006; Scott, Mortimer, & Ametller, 2011). Such work may possibly result in making bumblebee housing at the school area. The authenticity (Sinnes & Straume, 2017) of this cross-curricular work may conceive a sense of eco-citizenship (Massey & Bradford, 2011) and empowerment in the young learner. As a response this classroom work, pupils create their own factual or fictional picturebooks. Expected results are traces of critical thinking in the conversation about the life of bumblebees, biodiversity and sustainable development as well as an enacted eco-citizenship seen in pupils' texts and reflections.**

Inger Kristine Jensen, Hilde Tørnby, Charlotte Aksland  
OsloMet, Oslo, Norway

**Abstract Title.**

Cross-curricular work about bumblebees to foster critical thinking and enacting eco-citizenship

**Keywords**

Critical thinking, Sustainability literacy, Cross-curricular, Picturebooks, Primary school

**Presentation**

Symposium presentation

**NOFA8Shilan Ahmadian Title: Gaming-based engagement during English lessons in lower secondary school** Abstract Gee (2007) states that using a video game is valuable for engagement in learning, which in turn leads to learning when you master a domain associated with the video game. The present study argues that engagement in video games has the potential to develop critical literacy in lower secondary students. It presents data from lower secondary school (8<sup>th</sup> grade), where gaming-based activities were used to create engagement and develop students' ability to critically evaluate the potential of the game for learning in the English subject. The study draws on multiple data sources collected during a two-week gaming-based project about Native Americans in two English classes. In the observed lessons, one class read a book about Native Americans before playing the game *This Land is My Land*, whilst the other group played the game before reading the book. Data include (a) classroom videos, (b) students' screen recordings from playing the game, (c) students' written reflections after playing the game, (d) teachers' screen recordings during feedback conversations with the students, and (e) teacher surveys concerning the gaming-based project. Findings indicate that students to a certain extent developed a critical stance to the game. A main finding concern their experiences of being engaged in the game, with differences indicating more engagement among the students who read before playing the game, compared to those who played the game before reading the book. Another main finding concern gender differences, in that several girls expressed concerns about the lack of female characters in the game, while the majority of the boys did not mention the gender of the (male) characters at all and instead expressed their opinions about technical aspects of the game.

Shilan Ahmadian

University of Oslo, Department of Teacher Education and School Research, Oslo, Norway

**Abstract Title.**

Gaming-based engagement during English lessons in lower secondary school

**Keywords**

Gaming-based instruction, student engagement, English

**Presentation**

Symposium presentation

**Critical thinking is an important perspective in the new curriculum in Norway which was implemented August 2020. In order to develop critical thinking in the classroom, a more profound understanding of pupil's ability to think critically as well as teachers' choice of questions are examined. How teachers respond to pupil responses is a key element in developing pupils' metacognitive and critical thinking. Previous research shows the importance of teachers' questions as a way of opening their perspectives and looking at their current perception in new ways, to broaden their horizons. This paper builds on video data and recorded interviews with the teachers from the first cycle of the KriT-project. We draw on analyses of conversations about local news in two 6<sup>th</sup> grade classrooms in Norway, and how the teachers reflect upon their choices in retrospect. Our focus is on the teachers' questions related to the topics, furthermore, an investigation into which questions were asked and how they promote critical thinking about sustainability, is undertaken. Our preliminary results indicate that the teachers in the first cycle are concerned with bringing out different perspectives. However, teachers rarely build on pupil responses or ask for justifications or elaborations. In future seminars, ideas on how to cater for a more open and reflective classroom talk to facilitate pupils' critical thinking will be discussed. In this paper, a discussion on how teachers can work to assist pupils in developing critical thinking is at the core.**

Marthe Berg Andresen Reffhaug, Emilia Andersson-Bakken, Kirsti Marie Jegstad  
OsloMet, Oslo, Norway

**Abstract Title.**

Enhancing Critical Thinking through Teacher Questions

**Keywords**

critical thinking, teacher questions, uptake, news , sustainability

**Presentation**

Symposium presentation



**Critical thinking is understood as the ability to think deeply and in a flexible way and thus relates to deeper learning where the process and openness of the learning tasks are as important as the outcome itself. This paper builds on videodata and examines how critical thinking is seen in a fourth-grade classroom where Jon Klassen's book *We found a hat* (2016) framed the literary discourse. The lesson design was structured to give opportunities for reflection and deep thinking. Leading into the literary text, the teacher used an artifact to create expectation and focus, moreover, bridging the world of the classroom with that of the book. *We found a hat* narrates the story of two turtles who find a hat in the desert. Not knowing what to do, since both turtles would like the hat, a conversation takes place. In the classroom pauses for reflection initiated by open questions were scaffolded by the teacher throughout the reading sequence. Ideas of how to solve the practical problems of there being only one hat and two turtles surfaced in the classroom conversation - "They can cut the hat into smaller pieces and make two hats" or "they can use the hat every other day". Later the ethical perspective of not stealing the hat was given thought and words. Thus, critical thinking is observed in three perspectives; a profound understanding of the ethical summoning the two turtles experience, suggestions for solutions to the ethical summoning and connecting it to students' own life experience.**

Ingvill Krogstad Svanes, Hilde Tørnby, Sissil Lea Heggernes, Emilia Andersson-Bakken  
Oslo Metropolitan University, Oslo, Norway

**Abstract Title.**

Creating a space for critical thinking through literary dialogues

**Keywords**

critical thinking , literary dialogues, picture books, classroom conversation

**Presentation**

Symposium presentation

**How do values transform when history culture change? In addition, is it possible to discern such a development in an ongoing classroom student-teacher discourse? In this presentation, I try to address these questions through two intertwined issues: first as a theoretical concept interpretation and then as a presentation of some empirical findings. The observed classroom data was collected the years around 2010, which I argue, could be seen as a somehow unnoticed turning point in a national history culture development, at least in Sweden. The theoretical part of the presentation consists of an analysis of “third order” concepts in regard to history didactics and with some comparisons with social science didactics. In history education third order concepts has been perceived as distinctive both from “first order” concepts (like Renaissance, 9<sup>th</sup> of April or Boston Tea Party) and from “second order” concepts (like cause & consequence, historical evidence or similarity & differences), but there are still some uncertainties regarding in what way. While second order concepts are rather well known in research on history teaching, there are few enquiries on the value loaded third order concepts (like “historical hatred”, “historical identity” or “historical proudness”). Third order concepts correspond furthermore with value aspects in first order concepts like “revolution” or “democracy”. Of these reasons, I claim third order concepts to be an important issue to explore in speech-acts in schools. The empirical data consists of a bulk of utterances on history lessons, but in addition also findings in interviews with teachers and students.**

Hans Olofsson

Karlstad University, Karlstad, Sweden

**Abstract Title.**

Third order concepts in history classroom interaction

**Keywords**

history education , disciplinary literacy, concept learning

**Presentation**

Symposium presentation

Det finst svært lite forskning om samfunnsfag på dei yngste årstrinna i barneskulen. Det finst difor lite forskingsbasert kunnskap om korleis omgrepslæring går føre seg på dette nivået og kva plass det har i undervisninga. Elevane si forståing for grunnleggjande fagomgrep er viktig ikkje berre fordi det gir kunnskap om faglege emne, men også fordi dei legg grunnlaget for vidare læring og refleksjon over fagleg innhald. Kunnskap om omgrepslæring tidleg i barneskulen er difor viktig for å forstå vidare fagleg utvikling og progresjon i faget. Presentasjonen vil ta utgangspunkt i følgjande problemstilling: Kva plass har omgrepslæring i samfunnsfag i småskulen og kva slags forståing av fagomgrep gir elevane uttrykk for? Undersøkinga er basert på intervju med 31 lærarar som underviser i samfunnsfag på småtrinnet (1- 4. klasse). Lærarane har blitt spurt om i kor stor grad dei legg vekt på omgrepslæring, kva slags omgrep dei ser på som særleg sentrale, kva metodar som vert brukt i arbeid med omgrepslæring og om korleis dei opplever elevane si forståing av faglege omgrep. Undersøkinga viser at eit stort fleirtal av lærarane er opptekne av omgrepslæring og meiner det må ha ein sentral plass i faget, også på dei yngste årstrinna. Det er likevel store skilnader på omgrepslæringa sin plass i undervisninga. For mange lærarar handlar undervisninga meir om å læra kva einskildord tyder enn om å bruka fagomgrep for å oppnå fagleg forståing og samanheng. Det er også stor variasjon i lærarane si oppfatning av elvar si forståing av omgrepa. Resultata av undersøkinga vil bli diskutert i lys av ulike teoretiske perspektiv på omgrepslæring.

Yngve Skjæveland

Norwegian University of Science and Technology, Trondheim, Norway

#### **Abstract Title.**

Omgrepslæring i samfunnsfag i småskulen.

#### **Keywords**

Conceptual learning, Social studies, Primary school

#### **Presentation**

Paper presentation

Grunnloven inneholder de grunnleggende reglene for statsformen, det politiske systemet og regulerer mange av de viktigste måtene det politiske systemet fungerer på. Felles for reglene, prinsippene og funksjonene er at de er abstrakte begreper. I demokratiopplæringen skilles det gjerne mellom opplæring *om*, *for* og *gjennom* demokrati. Opplæring om demokrati dominerer i skolens samfunnsfag, med tradisjonell tilegnelse av kunnskapsstoff. Opplæring for demokrati handler gjerne om verdier. Det vanskeligste å lykkes med i opplæringen er ofte opplæring gjennom demokrati. En vanlig fremgangsmåte for å forstå begrepene er å overføre dem til praksis i en skole- eller klassekontekst. Det forutsettes så at elevene overfører forståelsesformene tilbake fra skolekonteksten til det demokratiske systemet. Denne forutsetningen er problematisk. Grunnloven inneholder en rekke abstrakte begreper i form av prinsipper og funksjonsmåter som samlet produserer sentrale deler av det politiske systemet, men også omgangsformer og tenkemåter. Ytringsfrihet er et slikt prinsipp, omgangsform og tenkemåte. Det kjennetegnes også av å være forut for demokrati, ikke et produkt av demokrati. I dette prinsippets begrunnelser kan sentrale demokratiproduserende prosesser på samfunnsmessig og individuelt nivå identifiseres. Hensikten i dette innlegget er å forsvare påstanden at det er gjennom arbeidsformer som emulerer Grunnlovens begrunnelse for begrepet ytringsfrihet at samfunnsfagets ekte og opplyste vei til demokratiproduserende kritisk tenkning skal finnes. Vi skal på sporet av «sannhetsmaskinen».

Jakob Maliks  
NTNU, Trondheim, Norway

#### **Abstract Title.**

Begrepslæring gjennom Grunnloven. Ytringsfrihet som arbeidsform for kritisk tenkning i grunnskolens samfunnsfag

#### **Keywords**

kritisk tenkning, ytringsfrihet, begrepslæring, samfunnsfag

#### **Presentation**

Paper presentation

The perception that modern schooling and curricula is designed to fabricate future citizens has become a truism in educational research and curriculum studies (Kim, 2018; Popkewitch, 2004). In 1900 Sadler wrote: “A national system of education is a living thing, the outcome of forgotten struggles and difficulties and “of battles long ago”” (Sadler, 1902). Thus history, geography and social studies had become essential subjects in the secular elementary school enabling next generation to participate in society as citizens. The perception of a modern national school fabricating future citizens has nevertheless left the concept of “citizen” as a floating signifier (Tröhler 2016). In this session we ask; Who was and is the Nordic Citizen as deduced from the syllabi and curricula of social studies designed to fabricate them. What civic literacies are expressed in respectively Finland, Sweden and Norway from the very beginning of “the long 19<sup>th</sup> century” until today? We aim at pinpointing some preliminary similarities and differences between the different Nordic concepts of “citizenship” using the elementary school subject of social studies as a lens. Empirical analysis’ of the subjects’ content and scope at different time and space illuminates some point of reference when it comes to social studies’ citizenship education in different contexts and societies. The lenses are zooming in the conscious act of educating critical citizens from within the classrooms in which citizens are “fabricated”: What can the curriculums, textbooks, learning materials and exams tell us about the societal expectations towards what the future generation need to know to fulfill the requirements of being a good citizen?The session thus illuminates the Nordic citizen concept in light of critical thinking, by analysing the content of the primary school subject of social studies (samfunnsfagene, SO-ämnen, samhällslära) in different countries and at different times.

Brit Marie Hovland

NLA Høgskolen, Oslo, Norway

#### **Abstract Title.**

Session/Symposium Who is the critical Nordic citizen? Yesterday – today – tomorrow Social studies as national lenses to critical citizenship and civic literacies. Finland, Sweden and Norway

#### **Keywords**

social studies, Citizen, civic literacies, citizenship education, Critical thinking

#### **Presentation**

Symposium presentation

The paper aims to circle in the early Norwegian citizen by analysing the content of history textbooks from the period history was established as a school subject and give a preliminary Nordic comparison. Through the questions of when, where and how to be a national citizen, we develop a hypothesis that a specific map in the early history textbooks (WHEN) “the Phantom Limb Map” (Jensen 1894, first edition 1885) mapped (WHERE) a dominating historical narrative through stories of the lost land and border battles against the Swedes. A national key symbol exemplifying Sadlers statement from 1900: “A national system of education is a living thing, the outcome of forgotten struggles and difficulties and “of battles long ago””. The map was a political argument in the contemporary union struggle, as history served in nation building processes all over Europe (Hovland 2013, 2016; Thröler, 2016).The hypothesis is that this map also illustrated the section of civics in the textbooks, and we might presume, the education. What characterized the civics section, growing from 2-3 to 20 pages in a decade? And how do the civics section relate to the historical narrative and its mapping? The analysis of the civics section of the history textbook relates to the question HOW to be a citizen.Modern schooling is perceived to fabricate future citizens and school literacies hence bridges the past and the future through the pupil as the future Citizen. Kosellecks “space of experience” and “horizon of expectation” sheds light to how such literacies bridge the gap.Do the “Phantom Limb map” have any similar depictions in neighbouring countries?And how is this map compared to todays citizenship education and contemporary curricula reform and white paper 2020 and 2021.

[Brit Marie Hovland](#)  
NLA Oslo, Oslo, Norway

#### **Abstract Title.**

Mapping the nation and the citizen. When, Where and How: the Norwegian example and Nordic parallels

#### **Keywords**

social studies, history, citizenship education, civic literacies, mapping historiography

#### **Presentation**

Paper presentation

**This study presents relevant issues related to the use of films in FL teaching, focusing primarily on suitable approaches (e.g. the humanistic-affective and the intercultural approach) to effective use of videos as well as its benefits and problems. The incorporation of audio-visual material in the FL classroom has grown rapidly not only because of the increasing emphasis on communicative techniques within FL practices, but even because of the growing awareness of the medium's benefits when it comes to learning. Films have the advantage of making the target language more real to students, they may increase students' motivation, thus the use of films may accelerate the learning process: The combination of visual and verbal clues in films contextualizes the target language; the authentic language used in movies offers a more realistic approach to acquire the language in question; nonverbal communication (like hand gestures or facial expressions) lets students realize how those movements partakes and enhance communication. My fieldwork has shown that the use of video materials enhances learners' attention by increasing their motivation, and after having highlighted the humanistic-affective and the intercultural approach as two approaches that might assist teachers and language learners in effectively using film in the classroom, this presentation will focus on some practical techniques for the application of video materials in the FL classroom.**

Elena Perghem

St. Paul gymnas, Bergen, Norway

**Abstract Title.**

Humanistic-affective and intercultural approach to the use of films in the FL classroom

**Keywords**

Video, Motivation, Foreign Language Teaching, Affective-Humanistic Approach, Intercultural Approach

**Presentation**

Symposium presentation

**Curricula in the Nordic countries demand that teaching/learning in social studies must include a progression in the students' understanding of core disciplinary concepts. This session (part 1 of 2) aims at discussing insights from research in contemporary classroom practices, textbooks, curricula, and the theoretical bases of possibilities as well as obstacles in teaching disciplinary concepts in social studies. Some studies indicate that concept learning in general is poorly conducted in teachers' planning and practice in social studies. It is also almost absent from teacher education. At the best, teachers have some focus on disciplinary concepts but this seems to be motivated by their aims of broadening the students' vocabulary more than promoting their competence in social studies. (History is partly an exception.) Thus, one of our hypotheses is that there is a gap between curricula aims and teacher education/classroom practices. Furthermore, we miss studies that try to discern concepts and conceptual understanding from a more theoretical perspective in social science teaching, especially in primary and lower secondary school settings. This session will discuss the following questions: What do we know about current research on concept learning in social studies? What challenges does this research imply for fulfilling the curricular aims for concept learning? How, and to what extent, may we discuss differences between social sciences' and humanities' to concept analysis, and in what ways could this influence on classroom practices? The COURSE project is in an initial phase and questions about both data, theories and analysis will be discussed. Some empirical data is collected so far and will be presented in the session. Organizer: Lise Kvande Presenting papers: Lise Kvande Hans Olofsson Jakob Maliks Discussant: To be announced**

Lise Kvande<sup>1</sup>, Hans Olofsson<sup>2</sup>, Jakob Maliks<sup>3</sup>

<sup>1</sup>NTNU, dept of teacher education, Trondheim, Norway. <sup>2</sup>Karlstads universitet, Centrum for de samfunnsvetenskapliga ämnernas didaktikD, Karlstad, Sweden. <sup>3</sup>NTNU, Institutt for lærerutdanning, Trondheim, Norway

**Abstract Title.**

CONCEPT LEARNING AND REASONING IN SOCIAL STUDIES EDUCATION (COURSE) part I

**Keywords**

social studies, disciplinary literacy, concept learning

**Presentation**

Symposium presentation



**Curricula in the Nordic countries demand that teaching/learning in social studies must include a progression in the students' understanding of core disciplinary concepts. This session (part 2 of 2) aims at discussing insights from research in contemporary classroom practices, textbooks, curricula, and the theoretical bases of possibilities as well as obstacles in teaching disciplinary concepts in social studies. Some studies from Norway indicate that concept learning in general is poorly conducted in teachers' planning and practice in social studies. It is also almost absent from teacher education. At the best, teachers have some focus on disciplinary concepts but this seems to be motivated by their aims to broadening the students' vocabulary more than promoting their competence in social studies. (History is partly an exception.) Thus, one of our hypotheses is that there is a gap between curricula aims and teacher education/classroom practices. Topics in this session include, but are not limited to: Progress in concept learning and its potential for educating young students Comparative, transnational studies as a means to contextualize "common" concepts Relationships between formal and ideal aims of the curricula and teaching resources for teachers and students. The COURSE project is in an initial phase and questions about both data, theories and analysis will be discussed. Some empirical data is collected so far and will be presented in the session. Organizer: Lise Kvande Presenting papers: Yngve Skjæveland Heidi Eskelund Knudsen and Anders Stig Christensen Per Overrein and Leif Sletvold Discussant: Patrik Johansson, Stockholm university**

Yngve Skjæveland<sup>1</sup>, Heidi E. Knudsen<sup>2</sup>, Anders Stig Christensen<sup>3</sup>, Per Overrein<sup>1</sup>, Leif Sletvold<sup>4</sup>  
<sup>1</sup>NTNU, Institutt for lærerutdanning, Trondheim, Norway. <sup>2</sup>University College Lillebælt, Odense, Denmark. <sup>3</sup>University college Lillebælt, Odense, Denmark. <sup>4</sup>Universitetet i Sørøst-Norge, Drammen, Norway

#### **Abstract Title.**

CONCEPT LEARNING AND REASONING IN SOCIAL STUDIES EDUCATION (COURSE) part II

#### **Keywords**

social studies, disciplinary literacy, concept learning

#### **Presentation**

Symposium presentation

Dei fleste samfunnsfaglærarar har fått spørsmål frå elevar om kva eit særskilt omgrep betyr. Det er relativt lite forskning på kva lærarane gjer for å auke kunnskapen og forståinga av samfunnsfaglege omgrep gjennom praksis. Forsking kan tyde på at lærarar underviser ved å gi korte, konsise definisjonar som elevane kan bruke ved neste prøve/eksamen. Fokus på- og læring av samfunnsfaglege omgrep er viktig for både a) oppfylle læreplanane sine mål om auka fokus på læring av fagomgrep, og b) forståing av og refleksjonar kring sentrale omgrep i dagens offentlege debatt trengst for å kunne bidra til elevane sine evner til å opparbeide kritisk tenking. Vektlegginga av *generell* literacy har dei siste åra blitt utfordra av forskarar som arbeider med *fagleg* literacy. omgrep er avgjerande for å kunne meistre eit fag i skolen, sjå t.d. LK-20 i Noreg. Omgrepsforståing og -bruk kan seiast å ikkje berre vere eit element, men sjølve grunnlaget elevar kan utvikle fagleg forståing på både når det gjeld *innhaldet* i faget, og kva som gjer det einkilde faget til ein eigen måte å forstå/tolke verda på. Dette er å forstå som ein del av det utvida tekstomgrepet; det handlar om å kunne bruke språk og omgrep på ein fagleg kvalifisert måte. Eit spørsmål blir derfor kva samfunnsfagleg literacy handlar om, og korleis det kan utviklast som eit teoretisk grunnlag så vel som eit praktisk utgangspunkt for læring i skolen. Samfunnsfaget er tufta på vitskapstradisjonane i samfunnsvitskap og humaniora. Dei to felta har ulike inngangar til omgrepsanalyse. Der samfunnsvitskapen ser etter det universelle, nomotetiske ved omgrepsanalyse, ser humaniora dette som eit spesifikt, idiografisk område for utforsking. Dette borgar for fleire aktuelle læringsstrategiar. Kan vi derfor snakke om, vurdere og utvikle ulike måtar å drive omgrepslæring på i samfunnsfaget?

Lise Kvande

NTNU, Institutt for lærarutdanning, Trondheim, Norway

#### **Abstract Title.**

Omgrepslæring og fagleg literacy. Ulike utmaningar i samfunnsfaget

#### **Keywords**

social studies education, disciplinary literacy, concept learning

#### **Presentation**

Paper presentation

This article investigates why listening is an important learning strategy and how listening can qualify students' academic learning and participation opportunities in L1. Listening is an integral part of oracy and plays a role in most teaching. Good listening comprehension is thus necessary for active participation in oral situations in L1. It is empirically underexposed what listening competence means for students' participation and academic learning, and listening as an integral part of the school and L1 is *didactic-non-existent* (Adelmann, 2012). This leads to the following RQ: *Why should listening have didactic attention in teaching, and how can listening qualify students' academic learning in L1?* The assumption is that the development of students listening strategies will strengthen their participation and academic learning (Høegh 2020). Research indicates that students with poor reading comprehension often also have weak listening comprehension and that focusing on development of listening competence can have a positive impact on students' reading competence. The study is based on "oracy" and "dialogic teaching" research (Mercer & Littleton 2007) and more specifically "oracy and listening" (Adelmann, 2009) and is a qualitative, exploratory study based on ethnographic methods (video observations and video stimulated record protocols) which with an exploratory approach investigates the concepts of listening, listening competence, listening comprehension and listening strategies. The objects of analysis are oral texts and is characterized as a fluid, unstable and ambiguous phenomenon that includes language, body, facial expressions and context. Orality is defined as "a communicative unit, where bodies, facial expressions and gestures belong, and meaning arises situationally (Høegh, 2018: 31). The Nexus analysis (Scollon, 2001) is used as an analysis framework in order to capture the invisible and ambiguous. The purpose is to contribute to the development of literacy in L1 and to qualify practice by developing strategies for oral didactics.

[Lene illum Skov](#)

UC SYD / SDU, Haderslev, Denmark

#### **Abstract Title.**

Dialogue and Listening

#### **Keywords**

Literacy, Dialogue, Listening, Listening comprehension, Listening competence

#### **Presentation**

Symposium presentation

**Within L1/Language arts teaching multimodality is now a well-established prescribed knowledge domain in all current Nordic L1 curricula (Elf, Gilje, Olin-Scheller, & Slotte, 2018). This curricular development reflects a decade-long theoretical and empirical exploration of the potentials and necessities of teaching and learning multimodal meaning-making, as demonstrated internationally and in the Nordic region (e.g. Bezemer & Kress, 2016; Burgess, 2016; Christensen, 2015; Kress, 2010; Løvland, 2010). However, several questions remain to be answered when it comes to the *realisation* of multimodal teaching and learning in classroom practice. In this paper, we focus on the relation between multimodality and aesthetic texts (Tønnessen & Forsgren, 2018). Drawing on video-based case studies of the KiDM project, we highlight two inter-related perspectives for multimodal inquiries of aesthetic texts in classrooms: 1) the inquiry of literary texts *as* multimodal texts; 2) students and teachers' *interactional* multimodal meaning-making in the classroom as they make inquiries about the multimodal text. In continuation, the research question asks: How is multimodal teaching of literature and other aesthetic texts didacticized and realised for lower-secondary L1 education? Focusing on empirical data from a L1 classroom teaching the Danish short film *Søn* (Kiørboe, 2014), we analyse how the teacher uses the learning resources to teach students about the movie as multimodal aesthetic text. Furthermore, we demonstrate how interactional meaning-making, such as gestures and spontaneous bodily expressions, is taking place. In the interaction between students, teachers, and the learning resource, we find that students respond not only analytically and verbally, but also multimodally and emotionally to the multimodal text. For discussion, we argue that the interactional aspect of multimodal meaning-making when teaching literature and other aesthetic texts should attain more interest and acknowledgement amongst scholars, teachers, and teacher educators recommending that teachers experiment with investigations of multimodal inquiries in collaboration with colleagues.**

Nikolaj Elf, Vibeke Christensen  
SDU, Odense, Denmark

**Abstract Title.**

Multimodal inquiries of literature and other aesthetic texts in the L1 classroom

**Keywords**

L1, Multimodal interaction, Literature teaching

**Presentation**

Symposium presentation

**Introduction**The symposium presents and discusses quality literature education from an inquiry-based perspective. The presentations report qualitative analyses and findings from the completed large-scale research and development project *Improving the Quality of Danish and Mathematics in Danish Lower-Secondary Education* (Hansen et al. 2019).The purpose of the Language arts/L1 part of the project was to improve the quality of literature teaching. A multiple intervention research program was designed, which established an initial program theory based on a bricolage of theories including phenomenological, socio-cultural and social semiotic approaches (Hansen et al., 2019). Based on a systematic review of 216 studies (Elf & Hansen, 2017) and an examination of existing practice, a program theory promoting a task-based teaching approach, which scaffolds a rhythmic transaction and balance between the aesthetically experiential and the analytically reflective dimensions was formulated. The program theory was converted into eight pedagogical principles and seven interpretation strategies, which were operationalized in teaching material.A mixed methods design was applied including quantitative and qualitative studies. Focusing on qualitative work, literature teaching in four 8th grade classes (students approximately 14 years old) was observed and video recorded by two researchers in each class six to nine days during the fall 2018. The teacher and two student focus groups in each class were interviewed. Observations and interviews made it possible to investigate how teaching with the materials led to the realisation of inquiry-oriented teaching of literature and other aesthetic texts. In the three papers, we will present aspects of qualitative classroom studies and interviews. The cases demonstrate 1) in-depth explorations of shifts in dialogic forms forced by the KiDM-learning material; 2) shifts in students' roles into student-centered inquiry and aesthetic-analytical text-comprehension; and 3) multimodal inquiries of literature and other aesthetic texts that emphasize interaction between students, the teacher and the learning resource.

Nikolaj Elf, Tina Høegh, Vibeke Christensen  
University of Southern Denmark, Odense, Denmark

**Abstract Title.**

Quality Literature Education: An Inquiry-Based Approach to Literature Education in Language arts teaching

**Keywords**

literacy, literature education, inquiry-based learning

**Presentation**

Symposium presentation

**Classroom dialogue is a dominant activity in literature teaching and in the KiDM materials in particular. The inquiry-based approach means investigating literature and other aesthetic texts without knowing in detail in advance where to end. In general, a common structure in classroom dialogues is Initiation, Response and Evaluation/Feedback (IRE) with the teacher as initiator and evaluator (Høegh, 2018). However, maintaining the ambiguity in the understanding of the literature for the students seems difficult within the structure of the IRE-dialogue and calls for development and further investigation of the practice of classroom dialogue in an inquiry-based approach to literature education. In this presentation we investigate a teacher's opportunities in balancing the dialogue in class between teacher-led and student-led investigation, between Authoritative and Dialogic Discourse (Scott et. al., 2006) The presentation draws on Bakhtin's theories of heteroglossia and polyphony (Andersen 2017; Bakhtin 2003) in discourse and in literature, and we found Reznitskaya og Wilkinson's (Wilkinson et al. 2017) principles for shaping an *Inquiry Dialogue* helpful for description of the teacher's possibilities in conducting dialogic classroom conversations. In a dialogic approach the understanding of feedback, described with the terminology of Hattie and Timperley (2007), needs to change. The results show a teacher acknowledging the necessity to give up the IRE-structure in the classroom dialogue and yet fighting to avoid giving feedback to the interpretations presented by the students. The dialogic approach calls for new roles for both the teacher and the students. For discussion, we argue that the teacher must rely on the students' contributions to the dialogue and ask questions instead of assessing the students' contributions.**

Vibeke Christensen, Tina Høegh  
University of Southern Denmark, Odense, Denmark

**Abstract Title.**

Classroom dialogue and feedback

**Keywords**

literature education, inquiry-based learning, inquiry dialogue, classroom dialogue

**Presentation**

Symposium presentation

The case presented in this paper is an in-depth analysis of an inquiry dialogue (Wilkinson et al. 2017) among four students in grade 8 while they were exploring and interpreting the first part of a short story, a task in the KiDM-learning material. Our goal is to describe and discuss the different kinds of development and improvement in understanding and realisation of an aesthetic text that four students show during their group-dialogue and during their reflections in a later interview about their learning over a longer period. The case is conducted through the qualitative studies of the mixed-method KiDM-design 2016-18, i.e. observation and interviews. Empirical studies analysed here are a description of development from East School at two levels. A) Micro level: Video observation (visit 1, Module 1, students working with a short story "Learning apprenticeship" (Kim Fupz Aakeson (2007))); and group work focusing on oral interpretation with the purpose of preparing a short performance for the class. B) Meso level: Interviews: East School focus group 2 at Visit 1 (24 Sept 2018) and Visit 2 (16 Nov 2018). We attempt to capture the students' development through a timescales analysis (Lemke, 2000) at micro and meso-level applying three cycles of analysis: 1) Textmaking as transcription policy at the micro-analytical level (Høegh, 2017a and b), 2) intersubjective validation among the students across months (Sept.-Nov.) at the meso-level; and 3) analyses of practice architectures in education (Kemmis et al. 2014). Our findings are that well-established arrangements of student engagement are reconfigured through the inquiry group dialogue and the broader design of the KiDM material. We see four very different students all gain from this group task: self-confidence, aesthetic-analytical text comprehension, acknowledgement of their peers' recognitions and mastering, mastery of strategies and personal development and impact on identity level.

Tina Høegh, Nikolaj Elf  
University of Southern Denmark, Odense, Denmark

#### **Abstract Title.**

Inquiry Group-Dialogue around Literature Readings – oracy in the secondary classroom

#### **Keywords**

Inquiry Dialogue, development, oral interpretation

#### **Presentation**

Symposium presentation

In education, oracy is often understood as the student's competence to give a speech or an oral presentation of subject matters for the peers in class (Svenkerud et al. 2012). And of course, it is - but oracy in education is much more than that. Oracy and dialogue in class *are* the whole culture in which teaching and learning are shaped (Høegh 2018; 2020). Thus, the awareness for how this oral culture is managed and how time for talk, dialogue and thinking are distributed in class are decisive, and not least: it is important who controls the paths for thinking and reflection. The increasing interest in dialogic pedagogy in general points to a new aera where school practice and research in combination develop pedagogical sensibility for oracy in the classroom and give teachers and students opportunities to participate in very different forms of dialogues and talk. The symposium Oracy and Dialogue will show a wide range of research within the field by presenting five scopes of oracy and dialogue: 1) students' expectations of criteria to oral exams and students' conception of how to prepare for oral exams (upper secondary school); 2) students' exploratory group dialogue and how students form their awareness of "how to use dialogue to learn and to think together" (lower and upper secondary; 3) listening and development of listening as a differentiated competence to gain learning individually and participation in the classroom discourse (primary); 4) experimentation and jointly shaping of performances and oral presentations as development of student-centred discourse of subject specific language; and 5) theoretical development of an analytical tool, the Triangle of Oracy, to analyse oral texts. The perspective of oracy in this symposium is *subject specific oracy* for all school subjects. We will start with an introduction to the field and make room for discussions

Tina Høegh<sup>1</sup>, Julie Marie Isager<sup>1</sup>, Eva Dam Christensen<sup>1</sup>, Lene Illum Skov<sup>1</sup>, Dorthe Carlsen<sup>2</sup>

<sup>1</sup>University of Southern Denmark, Odense, Denmark. <sup>2</sup>University College South, Haderslev, Denmark

#### **Abstract Title.**

Symposium *Oracy and Dialogue*

#### **Keywords**

oral exam, group dialogue, listening, subject specific performance, triangle of oracy

#### **Presentation**

Symposium presentation



Oral presentations in school are like all performing arts a bodily event. The delivery is happening here and now, and the performer needs to rely on the preparation and training before delivery. Oral presentations in school are also subject specific language (Shanahan and Shanahan 2008), which entails that oral presentations in for example Biology is a specialised matter and requires knowledge, language and multimodal visualization different from History. The teacher's supervision of the student while preparing an oral presentation is important but needs to be supplemented by student-motivated inquiry among the students themselves in their qualification of subject specific oracy. *Interactive response, IR* (Høegh 2018) is based on Douglas Barnes' (1992) important distinction between *presentational* and *exploratory* talk in class, and IR is highly exploratory and experimental. In an IR-sequence in the classroom, a specific performance in question is observed by the peers for the sake of qualifying it. Afterwards suggestions from the peers are tried out in body and voice, modelling their ideas. In this space of inter-activeness, the ideal is that language is still in process, incomplete and maybe half sentences for the class community to discuss further: *how to* get the subject specific language right. This is the space for *new takes* (try outs). The class collects experiences as a joint knowledge-bank upon criteria for good presentations given by the teacher at first, but qualified and examined bodily by the students themselves. The proposal of IR to qualify subject specific oracy is made upon classroom observations and interventions in lower and upper secondary education and theoretically upon literacy studies in a broad sense: subject specific reading and writing as mentioned; classroom discourse (Dysthe 1996; Alexander 2010); the idea of *writing conferences* (Hetmar 2000); performance studies (Conquergood 2013; Fine 1994), and elementary rhetoric (Burns 1994; Rydstedt 1993).

Tina Høegh

University of Southern Denmark, Odense, Denmark

#### **Abstract Title.**

*Interactive response - experimental dialogue to qualify oral performance.* Paper presentation in Symposium Oracy and Dialogue

#### **Keywords**

oral presentation, exploratorium, subject specific oracy, literacy

#### **Presentation**

Symposium presentation

The review represents a multi-faceted textual genre (Corno 2002), whose analysis is certainly complex due to the multiplicity of aspects to which it can be applied (Fasolo, Nitti 2017). It is possible, in fact, to review a book or scientific work, employing a variety of formal and specialized languages, but it is also feasible and very common to review a restaurant, a service, a tourist package, etc. Since the review applies to different aspects of human experience, it holds a high educational value with regards to Italian language teaching (Lo Duca 2013). We propose to discuss some data on the use of the reviews referring to various aspects of human activity, to teach Italian L2 at different levels, examining some courses, the first aimed at university students (level C1) of the Libera Università di Bolzano and the others (“Scrivere in Italiano L2” - level B2 - and the “Lingua italiana” - level A2), held at the Centro Interculturale della Città di Torino. The students took part in several experimental groups (Nitti 2018a) to which the review was proposed as an educational format (Porcelli 1990) to develop textual competence (Palermo 2013), in order to confirm the results of a previous research (held at IULM in 2020). The achievements of these groups were compared with those of three control groups which during the previous year did not work with the same format. The results of the end-of-course tests for the experimental groups, demonstrate again the effectiveness of the didactic format and its validity with respect to the different phases of interlingual development. Finally, the satisfaction questionnaires highlight how the review is a highly motivating textual tool, since it is applicable to the life contexts of the learners, both in daily and academic-professional contexts.

Paolo Nitti

Università degli Studi dell'Insubria, Varese, Italy

#### **Abstract Title.**

Textual competence development in Italian as a second language

#### **Keywords**

Text Linguistics, Language Education, Italian Language, Language Teaching, Reviews

#### **Presentation**

Paper presentation

The paper discusses the conceptualization of practical and aesthetic subjects as knowledge field in school and teacher education. These subjects are Physical Education, Arts and Crafts, Food and Health and Music. We investigate historical conceptualization and explicit as well as more implicit key moments that are typically overlooked and that may have been important to the development of the subject group in school and teacher education. We have searched in texts and used the service NB N-gram from the National Library, which makes it possible to search for occurrence of specific words and word frequencies, to obtain a historical picture of the occurrence of different concepts in steering documents. Further, we have developed a timeline to delineate educational policy events that may have influenced how the subjects and subject group are conceptualised. Individual interviews gave us knowledge of important professional and historical key moments for the subjects in school and teacher education. Different conceptualisations may be related to constantly ongoing discussions regarding the practical and aesthetic school subjects as a subject group and individual subjects in school and in teacher education, and the interaction this entails. The study contributes with research that can be useful in future education. There is a need for further discussions on the subject group and the individual subjects' distinctive character, and about operationalisations of the subjects in school and teacher education.

Jorunn Spord Borgen<sup>1</sup>, Bjørg Oddrun Hallås<sup>2</sup>, Eli Heldaas Seland<sup>2</sup>, Eli Kristin Aadland<sup>2</sup>, Njål Vindenes<sup>3</sup>  
<sup>1</sup>University of South-Eastern Norway, Kongsberg, Norway. <sup>2</sup>Western Norway University of Applied Sciences, Bergen, Norway. <sup>3</sup>Westrn Norway University of Applied Sciences, Bergen, Norway

**Abstract Title.**

The practical and aesthetic subjects in school and teacher education - historical conceptualization.

**Keywords**

practical aesthetic , school subjects, conceptualization, school, teacher education

**Presentation**

Symposium presentation

The purpose of this study was to investigate if, and in what ways, physical education can be characterised as “a mile wide and an inch deep”. The article is thus positioned within the current educational discourse in Norway concerning deep learning and concentration on core elements in all school subjects. Based on a mixed method study with a survey of students in secondary school and focus group interviews with physical education teachers, we show that the subject seems to be characterised by a limited selection of activities and traditional teaching methods. At the same time, we see that teachers and students both perceive social and emotional competencies as central to the subject. Seen in light of both national and international research, our study suggests that the teaching of physical education is similar to what Sawyer (2014) calls instructionism: teacher-led transmission of knowledge and skills. However, there are reasons to discuss what deep learning actually means in physical education and whether it is correct to connect depth to the selection of activities used in the subject or not. Reference: Standal, Øyvind F., Mordal Moen, K., & Westlie, K. (2020). «Ei mil vid og ein tomme djup»? - ei undersøking av innhald og undervisning i kroppsøving på ungdomstrinnet i Noreg. *Journal for Research in Arts and Sports Education*, 4(1). <https://doi.org/10.23865/jased.v4.1749>

Øyvind Førland Standal<sup>1,2</sup>, Kjersti Mordal Moen<sup>2</sup>, Knut Westlie<sup>2</sup>

<sup>1</sup>OlsoMet, Olso, Norway. <sup>2</sup>Inland Norway University of Applied Sciences, Elverum, Norway

#### **Abstract Title.**

“A mile wide and an inch deep”: Research of content and teaching in physical education in upper secondary schools in Norway.

#### **Keywords**

physical education, deep learning, mixed method, pedagogy

#### **Presentation**

Symposium presentation

**This paper explores the relationship between physical education as a school subject, and physical activity health initiatives in schools. Drawing on curriculum theory and discourse theory, we study policy documents related to physical education and school-based physical activity initiatives. We explore the boundaries of knowledge between physical education and physical activity that can be identified in two Norwegian policy documents. We are particularly interested in these documents as ‘texts’ in both the narrow sense, studying statements, words and phrases, and in the broader sense, examining how discourses produce specific understandings, subjectivities and social relations related to physical education and physical activity in school. These analyses and readings lay the foundation for closing discussions and outline of how boundary maintenance and tools for negotiation between physical education and physical activity can be productive for the development of physical education in the future. Keywords: physical education, physical activity, curriculum, health, education. Reference: Borgen, J. S., Hallås, B. O., Løndal, K., Moen, K. M. & Gjørme, E. G. (2020) Problems created by the (un)clear boundaries between physical education and physical activity health initiatives in schools, *Sport, Education and Society*, DOI: 10.1080/13573322.2020.1722090**

Jorun Spord Borgen<sup>1</sup>, Bjørg Oddrun Hallås<sup>2</sup>, Knut Løndal<sup>3</sup>, Kjersti Mordal Moen<sup>4</sup>, Egil Galaaen Gjørme<sup>5</sup>  
<sup>1</sup>University of South-Eastern Norway, Notodden, Norway. <sup>2</sup>Western Norway University of Applied Sciences, Bergen, Norway. <sup>3</sup>Oslo Metropolitan University, Oslo, Norway. <sup>4</sup>Inland Norway University of Applied Sciences, Elverum, Norway. <sup>5</sup>NTNU, Trondheim, Norway

#### **Abstract Title.**

Problems created by the (un)clear boundaries between physical education and physical activity health initiatives in schools

#### **Keywords**

physical education, physical activity, curriculum, health, education

#### **Presentation**

Symposium presentation

## **The formation and central aspects of teaching and learning of Physical Education in a time of reforms**

**Abstract for symposium** Subject matter content, teaching approaches and learning processes come under pressure, and lead to discussion in new curriculum reforms. This has been particularly relevant in the context of the Norwegian curriculum renewal reform in school subjects (LK20). In this symposium we investigate the formation of physical education in policy documents, possible teacher approaches and empirical practices in school. Physical education as a school subject has traditionally been tied to narratives about how to form an efficient, healthy, and productive society through bodily and moral regulation of its citizens (Augestad, 2003, Ilha, 2017). The symposium papers examine the past and discuss how particular social values and ideologies today enable future development. The studies presented in this symposium are examining the formation of physical education in steering documents and the new subject curriculum as 'texts' in both the narrow and the broader sense, how language is used, and how discourses produce specific understandings, subjectivities and social relations related to physical education in school. The papers in the symposium represent several approaches to subject formation (Krüger, 2018). At institutional level, as consequences of institutional structures, on expression level as studies of texts, forms of expression, ways of acting, and at the level of detail with emphasis on how details matter, in texts, in reading, in teaching contexts, in conversation with children and young people. In the symposium, the authors discuss how teachers can read and operationalise the physical education subject curriculum and possible room for creativity and critical thinking in efforts of renewal of a school subject.

Jorunn Spord Borgen<sup>1,2</sup>, Gunn Helene Engelsrud<sup>3</sup>, Bjørg Oddrun Hallås<sup>2</sup>, Knut Løndal<sup>4</sup>, Kjersti Mordal Moen<sup>5</sup>, Øyvind Standal<sup>6</sup>, Eli Heldaas Seland<sup>2</sup>, Eli Kristin Aadland<sup>2</sup>, Knut Westlie<sup>5</sup>, Egil Galaaen Gjølme<sup>7</sup>, Njål Vindenes<sup>2</sup>

<sup>1</sup>University of South-Eastern Norway, Kongsberg, Norway. <sup>2</sup>Western Norway University of Applied Sciences, Bergen, Norway. <sup>3</sup>Western Norway University of Applied Sciences, Sogndal, Norway. <sup>4</sup>Oslo Metropolitan University, Oslo, Norway. <sup>5</sup>Inland Norway University of Applied Sciences, Elverum, Norway. <sup>6</sup>Oslo Metropolitan University, Oslo, Norway. <sup>7</sup>Norwegian University of Science and Technology, Trondheim, Norway

### **Abstract Title.**

The formation and central aspects of teaching and learning of Physical Education in a time of reforms.

### **Keywords**

school subject formation, curriculum reform, conceptualisation, teaching practices, physical education

### **Presentation**

Symposium presentation



## Acceptance type: Workshop presentation

79

**Detta rundabordssamtal i workshopform kommer att med utgångspunkt i den nordiska SO-ämnesdidaktiska tidskriften Nordidacticas 10 års jubileum diskutera tidskrifters roll i utvecklingen av den vetenskapliga infrastrukturen för ämnesdidaktiken. Tidskrifter har flera roller att spela. De kan driva inomdisciplinär utveckling, eller bidra till kunskaps-cirkulation mellan olika arenor och kunskapsfält. Tidskrifter har också fått en allt viktigare roll för doktorander i deras avhandlingsarbete, men också som centralt inslag för meritering och projektrapportering för seniora forskare. Nordidactica har etablerats som ett nordiskt samarbetsprojekt och en nordisk publiceringsarena för de samhällsorienterande ämnena, vilka specifika utmaningar och möjligheter har detta inneburit? I denna workshop kommer ett antal inbjudna forskare, doktorander och redaktörer resonera om deras erfarenheter av vetenskaplig publicering och hur de ser på tidskrifters roll i allmänhet och Nordidacticas roll och utveckling i synnerhet.**

Johan Samuelsson<sup>1</sup>, Torben Spanget Christensen<sup>2</sup>

<sup>1</sup>Karlstads universitet, Karlstad, Sweden. <sup>2</sup>Syddansk universitet, Odense, Denmark

### **Abstract Title.**

Fagdidaktiske tidskrifter och vetenskaplig publicering – ett samtal om erfarenheter av 10 år med Nordidactica på den nordiska samfundsfag didaktiska arenan

### **Keywords**

Samhällsorienterande ämnen, Ämnesdidaktiska tidskrifter, Vetenskaplig publicering

### **Presentation**

Workshop presentation



**De nordiska länderna delar många förutsättningar i sin historia, kultur och samhällsutveckling. Den nordiska kulturella gemenskapen och de nordiska välfärdssamhällena har format en kontext för många gemensamma utbildningshistoriska avtryck eller utvecklingstrender i våra skolsystem. Ur ett ämnesdidaktiskt perspektiv ställer vi i denna workshop frågan vad som kännetecknar de samhällsorienterande skolämnena i ett nordisk komparativt perspektiv. Med utgångspunkt i tidsbilder från en konferens om nordiskt samfundsfag i Oslo 1959, och tidskriften Nordidacticas tio år som nordisk arena för de samhällsorienterade ämnena diskuteras bland annat om det finns särskilda nordiska ämnesdidaktiska samfundsfag traditioner och om och hur de är under förändring. Hur möts utmaningar kring t.ex. kreativitet, literacitet och kritiskt tänkande i ämnena?**

Gabriel Bladh<sup>1</sup>, Roar Madsen<sup>2</sup>, Jan Lofström<sup>3</sup>

<sup>1</sup>Karlstads universitet, Karlstad, Sweden. <sup>2</sup>NTNU, Trondheim, Trondheim, Norway. <sup>3</sup>Turun Yliopisto, Turku, Finland

#### **Abstract Title.**

Samfundsfag i Norden – återblickar, inblickar och utblickar på ett ämnesdidaktiskt fält

#### **Keywords**

Samhällsorienterande ämnen, samfundsfag, ämnesdidaktik, nordisk komparation

#### **Presentation**

Workshop presentation

**Background and methods**The authors have tried out the concept “exemplary education” in a jointly taught 60 ETC teacher education course for several years. Exemplary education means that students try out practical examples both at campus and in practice, followed by discussions, thus exploring didactic models, learning theories and educational principles. Exemplary education parallels work life, providing complex, comprising elements from the whole range of subjects in teacher education - subject, subject didactics, pedagogical and ethical. **Motives** There are several reasons for exemplary education in teacher training. Firstly, teachers tend to teach as they have been taught. It seems sensible to provide teacher students with a broad range of theoretical and practical approaches to prepare them for teaching in various contexts and many sorts of situations. Secondly, student active learning is an ideal and a demand in the current curriculum for primary and secondary education in Norway. To be able to meet this requirement, future teachers need to learn how to teach in ways that promote student active learning. The term exemplary refers both to “instances” of something and to “(role) models”. More than a matter of teaching techniques, exemplary education provides opportunities to explore and experience how different ways of teaching work. Thirdly, teacher education is at the same time a scholarly and a practical education, and as such should prepare students for the job they qualify for. Exemplary education includes practical exercises as well as time for reflective and explorative discussions, and so stimulates students’ professional development and maturation. **Outcome** Exemplary teacher education appears as integrated and holistic. In their evaluations, Students express high satisfaction with the exemplary education model. Student work (essays, practical training, exams) are analyzed, and the average student demonstrates here a high ability to combine and reflect upon different aspects of their education.

Kjersti Lea, Jorun Nyléhn  
University of Bergen, Bergen, Norway

#### **Abstract Title.**

Exemplary science teacher education

#### **Keywords**

science education, teacher education, exemplary teaching and learning, , all aspects of the conference theme; creativity, literacy and critical thinking in subject education apply, as teacher education should include all of these.

#### **Presentation**

Workshop presentation

