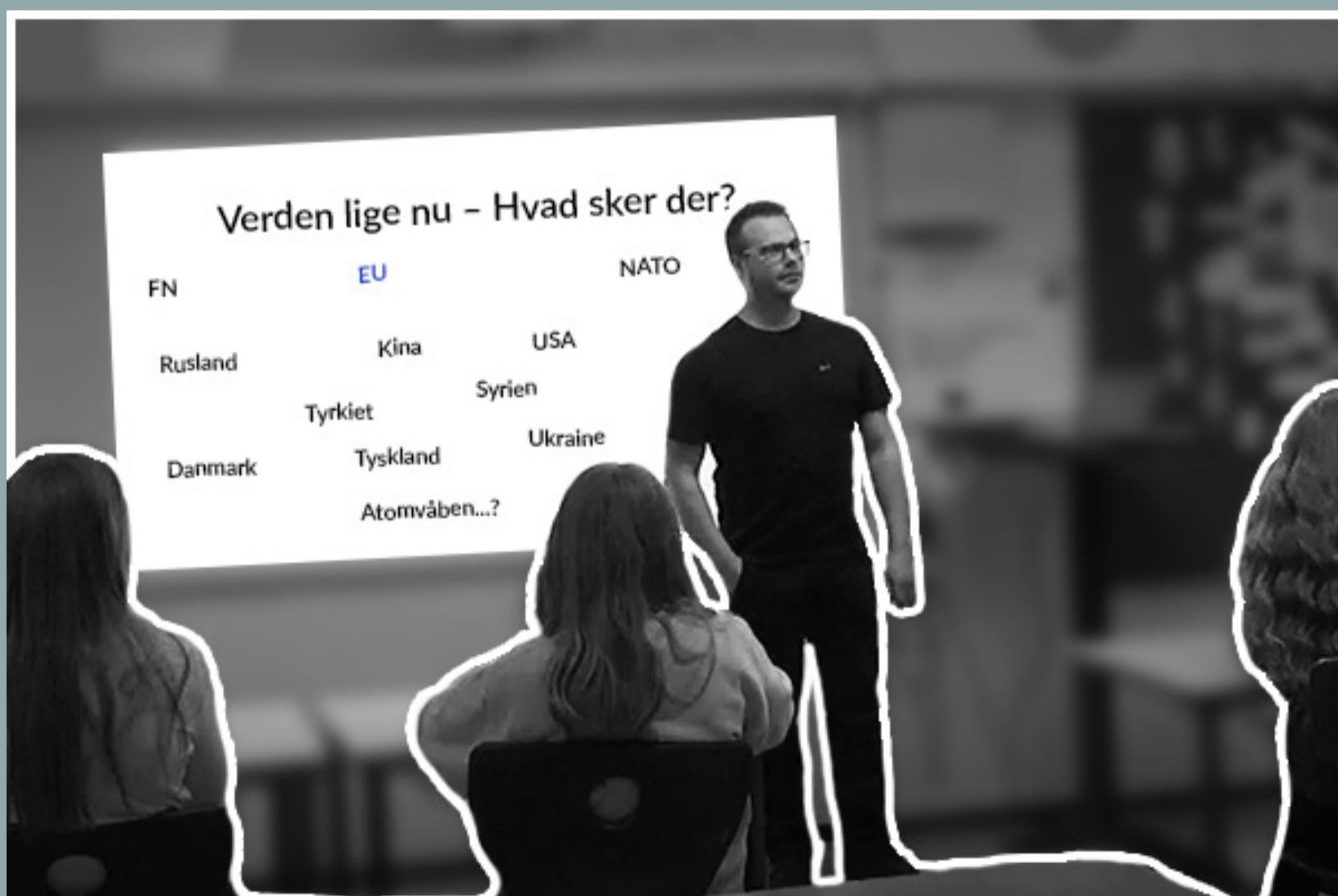


NOKSA 2024

Book of abstracts

UCL University College in Odense, Denmark, April 11th-12th



NOKSA2024 – Nordic Conference in Social Science Education

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1 Exploring Dimensions of Objectivity and Subjectivity in The Formal Curriculum of Social Studies in Swedish Compulsory School

By Fredrik Tilhon-Lindén, Göteborg

Abstract

This doctoral research project uses the Social Philosophy of John R. Searle (1995, 1997) to explore the ontology and epistemology of the Social Studies syllabus of Swedish compulsory school. In the Swedish public discourse about education, there is a well-established, albeit questionable, view of Swedish education as dominated by a relativistic epistemology (Henrekson & Wennström, 2019; Wikforss, 2020 among others). This perspective becomes particularly intriguing when examining the Social Studies subject, which delves into the boundaries between facts and opinions, reality and vision and the objective and the subjective. Given Searle's view that all social institutions are mind-dependent, i.e. ontologically subjective, does the current Social studies syllabus (Swedish National Agency for Education, 2022) prescribe learning of epistemically objective knowledge or does it adopt an 'Anything Goes' approach? The preliminary findings of this research project reveal a predominant presence of epistemically objective propositions in the syllabus, with a noticeable absence of epistemically subjective ones. In other words; all propositional knowledge (Ryle, 1949) that should be taught according to the syllabus is either true or false in relation to facts in the world – and not in relation to value systems (opinions, feelings, attitudes etc). While challenging the perception of Swedish education as epistemically relativistic, the results evoke the timeless question of whether education should aim to impart specific values onto students or not. This research project utilizes the findings of a Searlean philosophical analysis to address various perspectives on normativity in Social Studies education, as explored by scholars such as Christensen och Grammes (2020), Gustavsson (2014), Reinhardt (2016) and Sandahl (2018).

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2 Citizenship education in Scandinavia and in Latin America

By Virginia Beramendi, Uppsala

Abstract

The goal of this project is to contribute to a deeper understanding of the relationship between citizenship education in the social sciences as defined by national curriculum frameworks and contextual traditions of instruction, students' knowledge of citizenship, democracy, and societal issues, and their willingness to participate in politics in the future. The 2016 and 2022 International Civic and Citizenship Education Surveys (ICCS) show that Scandinavian students have very good knowledge of issues pertaining to citizenship and democracy, but also that they have low intentions to engage in active politics in the future. There is a notable contrast with the Latin American students that participate in the study, which have lower knowledge levels but stronger participation intentions. This could be problematic for both Scandinavian and Latin American democracies, which depend essentially on the ongoing development of informed and active citizens. It is thus crucial to find answers to the following questions in the teaching context: (i) how the current variations in knowledge and participation intentions may be interpreted; (ii) what these variations can reveal about our understanding of citizenship education and its relationship to various national contexts; and (iii) what the possibilities and limits of benchmarking and measuring civic knowledge and attitudes through large-scale assessments of citizenship education may be and what potential implications may this have for contextual divergence and political self-determination in policy-making, teaching and learning. To answer these research questions, I draw on theoretical frameworks that focus on democracy education and good citizenship (Biesta 2009, 2011; Westheimer & Kahne 2004;); on what constitutes subject-matter knowledge (Deng and Luke 2008; Olson 2020) and on political education (Ekman & Amnå 2012). For the analysis, I use both quantitative and qualitative methods. The presentation is based on preliminary results of the first paper of my PhD thesis.

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3 Using Structured Academic Controversy to discuss burnings of religious texts as a political issue in the Swedish högstadiet

By Evgenia Efimova, Uppsala

Abstract

Democracy relies on citizens' ability and willingness to actively and meaningfully participate in politics - to passionately advocate for political causes while being able to listen to and engage with people from 'the other side'. It is easy to acknowledge that both active engagement and reasoning are valid educational goals, but it is more complicated to reconcile them in practice. This problem becomes even more important in the face of increasing polarization.

Burnings of the Quran are an example of current political issues that evoke emotions and identities (both social and political) and relate to long-standing ideological divides regarding freedom of speech and interpretations of liberty and equality. It thus has the potential to advance students' civic reasoning and knowledge, as well as contribute to their developing political identities and commitments. However, it also can elicit 'ugly feelings' and far-right rhetoric (Zembylas, 2021), unequal positions between students in the class (Knowles & Clark, 2018), and unhelpful group processes such as the 'spiral of silence' (Noelle-Neumann, 1974).

This presentation will report preliminary findings from an ongoing mixed-methods project in Swedish högstadiet. This project explores the effects of controversial issue discussions using Structured Academic Controversy - SAC (Lo & Adams, 2018) and insights from the agonistic approach in social studies didactics (Tryggvason, 2018). Three different schools were used to try out the learning design and collect data in the form of pre-and post-tests, audio recordings, and observation notes. The presentation of results will focus on the challenges and potentials of using SAC as a discussion strategy in the Swedish context and the key questions to guide teachers' professional judgment when working with current polarized issues in this framework.

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4 Visual literacy in Civics. Teaching impact, system thinking and agency in civic reasoning with diagrams and models

By Ann-Sofie Jägerskog & Malin Tväråna, Stockholm

Abstract

Learning in civics education involves developing an understanding of the complexity and the changeability in many different societal issues and phenomena. One common way of helping students to develop this understanding is to use visual models in teaching, such as flowcharts and different kinds of diagrams. However, teacher experience as well as earlier research indicate that students often find it difficult to understand and interpret such models (Cohn et al. 2001; Ruiz Estrada 2012; Wheat 2007). As much as they have the potential to help students grasp complexity and changeability in societal issues, visual models also risk hindering such development, as models for instance tend to simplify complex relations and phenomena (Davies & Mangan 2013; Wheat 2007).

In this article we elaborate on the development of visual literacy in civics education - what seems to be critical for students to discern in order to be able to read different kinds of visual models and how teaching based on such models can be designed in order for students to deepen their understanding of the issues, relations and phenomena illustrated in the models. We do this based on a research project involving 300 students from primary and lower secondary school as well as upper secondary school.

The project focused on two kinds of models (two flowcharts and two plot diagrams) often used in social studies teaching: a flowchart illustrating the democracy system in Sweden, a flowchart of the socio-economic cycle, a plot diagram illustrating the relationship between different countries' GDP and level of CO₂ emissions and a plot diagram illustrating the relationship between birth rate per woman in different countries and the amount of years girls in these countries attend to school. The results allow for a comparison between the aspects critical to discern in order to understand different kinds of models in relation to different contents. Conclusions include the importance of focusing internal structure, external context and civic agency in each model.

At the NOKSA conference we would like to participate in a paper-response session where a draft to a paper is being discussed.

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5

Meaningful interpretation of sources in social science education

By Jenny Rosengren, Stockholm University

Abstract

School has a very important role when it comes to preparing students for the changing media landscape and the massive flow of information, where fake and false information spreads farther, faster and deeper than accurate information (Vosoughi m.fl., 2018). Having access to information is not enough, students also need to be able to find information that is relevant as well as critically examine, interpret and use the information in order to develop meaningful understanding of society and societal issues.

The Swedish school curricula states that all subjects at all stages shall teach students about working with sources, but social science education has, because of content and tradition, a special role and responsibility when it comes to this. This is especially true when it comes to the critical assessment and evaluation of sources and information. This activity is also often put in the foreground when it comes to education material concerning work with sources (eg. in material from the European Commission, the Swedish National Agency for Education & the Swedish Media Council). Also, a lot of research tends to focus on the critical aspect of working with sources (Axelsson m.fl., 2021; McGrew m.fl., 2018), but working with sources is about more than critically assessing and evaluating. It also includes interpreting and using the sources. We know less about this, especially in relation to social science education. Critical assessment is of course present in these activities but there also has to be a fair amount of trust when students use sources with the purpose of developing meaningful understanding. Therefore, the aim of the study is to understand more about what students do when interpreting and using sources in relation to societal issues.

This research project is based on a subject specific intervention where high school students, as part of their regular education, work in groups with a task concerning working with sources. They use a couple of trustworthy sources to answer a specific societal question. Transcripts of the students' conversations and their written work material are then analyzed and the preliminary results about what students do, when interpreting and using sources, will be presented at the conference.

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6 Boosting teenagers' skills to fact-check misleading photos from the war in Ukraine

By Thomas Nygren & Markus Al-Affifi, Uppsala University

Abstract

The war in Ukraine has underscored the urgency of safeguarding citizens from misinformation. The importance of teaching students how to recognise misinformation and fact-check news like professional fact-checkers is highlighted in research (Ecker et al., 2022; Roozenbeek et al., 2023) and by international organisations such as the EU and UNESCO (Carlsson, 2019; European Commission, 2022).

In this educational design experiment with 192 secondary and upper-secondary school students, we employed a pretest and posttest design to investigate how an intervention aimed to develop students' knowledge and use of digital tools can stimulate their corroboration skills when navigating images from the Ukraine war and out-of-context photos, including images from Gaza. The questionnaire consisted of a mix of test items and self-reported items, explicitly targeting students' knowledge of the start of the war in Ukraine, abilities to identify digital images, self-rated skills, and constructive attitudes towards information and themselves.

This intervention was informed by discussions with teachers about corroborating misinformation through education and previously impactful classroom interventions.

The digital intervention for teachers to use in classrooms consisted of a teacher-led introduction about the war, including an instructional video guide about misinformation, student exercises focusing on lateral reading and reverse image search to corroborate misleading, false, or fabricated content, and a teacher-led discussion of the task answers.

The Wilcoxon paired samples tests were used to determine intervention impact, and a linear regression model was used to assess the association between the use of digital tools, performance scores, and attitudes toward information.

The results indicated that the relatively short intervention significantly impacted students' use of digital tools, knowledge, and skills to navigate images from the Ukraine war and out-of-context photos. Hence, the lesson supported students' use of tools like reverse image search to fact-check visual misinformation, and students with adequate skills became more reflective about their ability to corroborate misinformation. Our presentation will also show potential drawbacks indicated by students' self-reported certainty in their judgments.

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7

Intercultural Competence in the Swedish National Tests for Social Science: Evaluating students' intercultural competency in large-scale assessments

By Markus Al-Afifi, Uppsala University

Abstract

Students' development of intercultural competence (IC) is framed by various IGOs (e.g. UNESCO, 2018; CofE, 2008) and NGOs (e.g. OECD, 2018) as a key component for solving 21st-century challenges. In a Swedish context, the knowledge, skills, and attitudes encompassed by this competence cannot be overstated, as contemporary society faces several issues concerning increasing social segregation and political polarization.

However, how to develop and assess students' IC through education remains highly diffused. Bridging the gap between intercultural competence and education is essential to understanding how educators can enact intercultural teaching and assessment practices.

As a contribution to this interrelating of theory and practice, this paper outlines an ongoing study of how students' intercultural competencies manifest in their answers to the Swedish National Test in social science. In Sweden, the National Tests for social science serve as a pivotal tool for evaluating students' understanding of contemporary societal issues, including migration, social segregation, and political polarization. The primary objective of this study is to identify test items from all National Test cycles for social science in grade 9 from 2013 to 2023 that address topics related to intercultural competence (e.g. migration, ethnicity, and social issues) and analyze students' responses to these questions. A random sample of 100 student responses from each test cycle is reviewed to find ample empirical evidence. Similar study designs have been employed in other school subjects' National Tests (e.g. Arrhenius, 2021) and also within social science concentrating on other student abilities (Andersson & Larsson, 2023). Hence, by examining students' responses in relation to IC, I present unique insights into how different aspects of intercultural competence emerge in students' texts, enriching our understanding of student's intercultural knowledge, skills, and attitudes.

At the conference, I will present the preliminary findings of this investigation, moving beyond the evaluation metrics stipulated in the National Tests assessment framework. Instead, insights gained from the analysis of what aspects of intercultural competence are revealed in Swedish 9th-grade students' National Test answers will be discussed in light of its educational implications and steps for moving forward towards an intercultural education paradigm shift.

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8

Tween Democracy: A qualitative analysis of 9-12-year-olds perspectives on the organization of society

By Julie Ane Ødegaard Borge, NLA University College, & Pia Mikander, University of Helsinki

Abstract

The aim of this study is to provide further insight into children's perspectives on participation, power, and democracy. The research question is: which opportunities and challenges do 9-12-year-olds see for the organization of society? We are particularly interested in their views on the organization of political power, the role of institutions and structures.

The research field on young people's political participation has received growing scholarly attention the last two decades, however children's perspectives is less examined internationally (Van deth 2011, Abendschön, 2017, Berti, 2001). In a Nordic context, this is even more so (Skjæveland, 2020, Utler, 2021). One exception is Lorgen and Ursin (2020) who analyze how fifth graders (9-10-year-olds) and their teachers view children's participation in a parliamentary election for children arranged by Save the Children Norway in 2017. They conclude that there are ways to expand children's position as political actors. Both Norway and Finland highlights democracy and active citizenship education (Solhaug, Borge, Grut, 2020, Löfström, 2019). In this context it is interesting to examine the children's discussions on societal organization as a contribution to better understand how young people understand the political world and their role in it.

In this study we present findings based on two separate, but similar one-day workshops, with a total of seven groups with 4-5 children in each group, developed and conducted in Norway and Finland in 2023. The workshops were conducted on a Saturday in a non-school setting, with free meals, aiming to reach out to children from various backgrounds and school interest.

At the workshops, the children were asked to prepare a new planet for the arrival of Earth's inhabitants, and to develop the necessary rules and laws for the organization of society. In this process they were handed various dilemmas especially developed and adjusted to this age group to help and challenge them to reflect from different perspectives. There were adult facilitators in each of the groups. The data consists of transcribed recordings of the group work (Approx. 10 hours) in addition to the children's drawings of planets and their written material such as laws and answers to dilemmas.

Preliminary findings show that the children consider dictatorship as the efficient way to organize society, but that there should be some electoral participation to avoid dangerous opposition. Thus, everyone can vote for their nice dictator, which could also be a small group. Voting age should be around 18 years, and they relate this to political maturity, knowledge, and conservative views. Some open for the possibility of taking a voting-test or that the parents may decide whether their kids should vote.

The study gives unique empirical insight into children's political subjectification, how they think and reflect around the organization of society and the role of democracy, institutions, and participation.

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9 Conflict from the perspective of young citizens in Vienna

By Lara Kierot, Universität Wien

Abstract

The topic of "conflict" plays a central role in times of multiple crises in democracy. The concept of conflict can be used to negotiate threats and challenges to democracy, such as wars in Ukraine and the Middle East, the climate crisis, civil society conflicts or social inequality. Conflict is an ambivalent term that, in addition to democratic crises and challenges, can ultimately also refer to the political character within democracy as well as the need for criticism of power and ongoing negotiation.

In the planned poster presentation, the topic of NOKSA 2024 will be addressed by means of a research study that examines the topic of "conflict" based on the subjective perceptions of young citizens aged 15 to 26 with diverse educational backgrounds in Vienna. Citizens are understood as members of society regardless of their citizenship. Here, it is analyzed how this topic is understood, assessed and critically negotiated by young citizens and what action strategies they reveal in this regard. Based on this, besides challenges, basic thematic patterns are derived from the perspective of subject-oriented civic education and, finally, empirically substantiated and theoretically reflected educational impulses in the sense of spaces of possibility and learning opportunities for the target group-specific thematization of "conflict" are developed in order to promote the political orientation, judgement and action skills of young citizens on the topic of "conflict". The research design in this study is made up of a multi-stage research process: both empirical studies are analyzed using a content-structuring qualitative content analysis according to Udo Kuckartz (2018). In the first phase of exploration, 40 written open-ended short questionnaires on the topic of conflict were collected from young citizens with different educational backgrounds from Vienna. This allowed a thematic variance spectrum of the subjective ideas of the selected target group to be recorded, thematically explored as a basis for further research and thematically categorized. In the second phase of in-depth research that now follows, in-depth individual case analyses will be carried out using problem-centered interviews (Witzel, 2000) with further young citizens from Vienna from January 2024; here too, the sample should include learners from different learning backgrounds wherever possible.

During the planned poster presentation, the empirical findings to date will be presented and further research steps will ultimately be discussed together, as the aim is to achieve the most process-orientated and constructive course of study possible.

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10 Exploring the different ways of understanding the police among year 1-3 pupils

By Kristoffer Larsson & Klas Andersson, University of Gothenburg

Abstract

A high level of trust among citizens in society's key institutions is at the heart of a well-functioning democracy (Rothstein, 2013). In many of today's democracies however, there are clear threats to this trust, not least in Sweden. The threats to this trust relate to processes of social disintegration of different social groups resulting from, inter alia, residential segregation.

To counteract these problems and promote trust in society's institutions, the school is seen as a decisive actor, which can educate citizens about these institutions and enforce a trust in them (Biesta, 2011). In Sweden, it is prescribed that this education should start as early as the first year of primary school (pupils aged 7-9).

Our study was based on the premise that we know very little about how young people view these institutions and how schools should teach about them. The study focused on Grades 1-3 pupils' understanding of a specific social institution, the police. The research question was:

How do pupils in Grades 1-3 (aged 7-9) in Sweden understand the social institution of the police?

To answer this question, we used a phenomenographic approach (Marton, 2015). To capture as many different understandings of the police as possible we interviewed 37 Grade 1-3 pupils with a variation in gender and school background. To deal with the young age of the pupils, we drew on research on photo interviews. The interviews were therefore based on a conversation around a photo collage with various images of the police. The interviews were transcribed and then analyzed to derive the different understandings of the police.

Among the pupils, we found three different understandings that could be presented in a phenomenographic outcome space. The different understandings were organized

hierarchically, from the most concrete understandings to the most abstract. The most concrete view (A) is about understanding the police based on their attributes, such as what clothes they wear, what vehicles they use. That view is accompanied by a view (B) that understands the police in terms of what they do, for example the work the police do to prevent crime and the work they do to intervene against crime. The most abstract view (C) understands the police as part of the democratic welfare state and focuses on how the police are governed and financed.

Using phenomenography it's further possible to design teaching based on the pupils' different understandings of the police. We suggest that future intervention-based research address this.

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11 Theoretical conceptualizations of social science (samfunnskunnskap) in Nordic didactical research 2019-2023

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Abstract

Social science and social studies (samfunnskunnskap/samhällskunnskap/samhällslära/samfundsfag) are evolving concepts, employed in different ways in the Nordic context both with respect to age level, content, aims and practices (see i.e. Ledman, 2019). Yet common ground can be found in terms of the role, purposes and didactic strategies attributed to the subject in teaching and research.

Recent educational reforms in both teacher education, pre-, primary, and secondary school in the Nordic countries, have both altered the subject and contributed to a traction in didactical research on the subject (Bladh et al., 2023; Børhaug et al., 2022; Löfström, 2019). Whereas the traction entails opportunities for joint knowledge accumulation in the research field of social science / studies didactics, across national contexts, it is also challenged by the continual reconceptualization of the subject(s). Taking on Bladh et al. (2023), we might ask whether there is “sammenheng mellem fagene [here: social science/studies] på tværs af de nordiske lande?», and «om vi meningsfuldt kan tale om denne faggrupp[e] som et sammenhængende forsknings- og praksisfelt?« Worth pointing out is that this tendency is far from exclusive in the Nordic context. It is also reflected internationally (See i.e. Jay, 2022).

Out of the current state of the art, we present an article with a mapping of different conceptualisations of social science / studies as a school subject(s) in the Nordic context. We also identify how contributions to the field of social science/studies didactics are embedded theoretically. The analysis is based on a scoping review of publications in three peer reviewed journals considered central to the field of research: Nordidactica, Acta Didactica Norden and Journal of Social Science Education (2019-2023).

Based on the analysis, we discuss the conditions and grounds for knowledge accumulation and integration of social science / studies didactics as a field of research, as well as implications for continued and future research priorities. The overarching ambition is to contribute with systematized knowledge to the social science/studies didactics field of research in the Nordic context.

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12 Teaching social studies after Ukraine. Social studies didactics and International conflicts

By Harald Borgebund, Høgskolen i Østfold, & Kjetil Børhaug, Universitetet i Bergen

Abstract

Following globalization, a rich literature on global education has developed (Burnouf 2004, Gardner 2000, and Ferguson-Patrick et. al 2018). However, recent developments in international politics prompt us to ask in this whether global education, as it stands today, is suited to give young people a grasp of the international world and how they may relate to it. These developments include growing uncertainty about the American commitment to its European allies and democratic values, the growing tensions with a gradually more aggressive China and above all; the ongoing wars in Gaza and Ukraine and the repercussions these wars have on international relations.

Developments such as these have changed the international scene drastically. They do not necessarily mean that the insights of global education are irrelevant. However, they must be supplemented because they do not provide much guidance about how to help young people understand why the international situation erupts in violent conflict, how to relate to it, and what are the conditions for peaceful cooperation instead of armed conflict. These are crucial questions and topics if social studies at school is to help young people develop a grasp of their contemporary world.

We will first give a brief outline of global education didactics and argue that this literature is of little relevance to explain, understand and relate to current changes in the international situation. Nor is it satisfactory when it comes to examine the conditions for peaceful international cooperation. Further, we will argue that the current situation necessitates that young people are made aware of the basics of international politics and why conflicts arise, of how states relate to the international scene and what the conditions for cooperation are. We will base our discussion on theories of international politics from political science. Finally, we will point out some didactical implications of these theories of international relations, to contribute to broader didactics of international politics.

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13 'A desired school day in 2050' – First-year teacher students' future visions and future thinking skills

By Ilona Södervik, Iina Hyyppä, Heidi Krzywacki & Antti Laherto, Helsinki University

Theoretical framework and the aim of the study

The aim of this study was to explore Finnish first-year teacher students' desired future visions and self-reported futures thinking skills with regard to teacher profession. This is a pilot for the three-year project: 'The Teacher Academy for a Future in Flux' studying and advancing the future thinking skills among pre-service teachers across Europe. The project directs a crucial need for change amid societal and ecological crises, where social science knowledge and education in general serves to create a better future (Lundholm, 2019). Better understanding of the future visions and future thinking skills of pre-service teachers offers insights to the needed changes in teacher education for a more sustainable future (Laherto & Rasa, 2022). Based on the results, various activities for fostering teacher students' futures thinking skills will be developed. The research questions of the pilot were: (1) What kinds of future visions do first-year teacher students present? and (2) How do students perceive their own skills when it comes to futures thinking?

Methods and preliminary results

Altogether, 179 first-year teacher students answered a short essay ('It is the year 2050 and you work as a teacher. Write a short story on your workday in your desired future. You may discuss, for example, working methods and environments, pedagogical solutions, pupils and students, interaction, potential conflicts, and the role of school in society') and multiple-choice questions in Autumn 2023. The data collection was organised as part of an online lecture. The data are analysed both qualitatively, with a data-driven analysis of the essays, and quantitatively. Preliminary results show that teacher students' perceptions of the future vary considerably, and many students found the writing task difficult. More detailed results will be presented at the NOKSA conference.

Discussion

Preliminary results show that imagining futures is challenging for most teacher students, which underlines the importance of developing teacher education programmes to better promote the future thinking skills of teacher students at an early stage. In the context of global societal and ecological crises, the role of education in creating a better future is increasingly important and teacher students play a key role as agents of change in the societies around them (Iliško, 2007). This study explores the future perspectives of teacher students and aims to fill a gap in teacher education research.

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14 Social science teachers' preparedness for sustainability education: A comparative analysis of the Nordic countries

By Magnus Børre Bragdø, University of Agder

Abstract

Teachers play a central role in our current process of sustainable transformation. Following years of curricula revisions to strengthen the presence of sustainability as a theme in education, a timely question is how these revisions are followed through in the classroom, and how prepared teachers feel in undertaking this endeavor. The present study contributes to the understanding of how teachers' environmental and sustainability education (ESE) preparedness may be fostered and investigates this question comparatively between the Nordic countries. While the Nordics share both culture and history, and engage in a wide array of political and administrative cooperation, studies find differences in approaches to sustainability education which may warrant such a comparative study (Breiting & Wickenberg, 2010; Straume, 2016).

Using ICCS survey data of social studies teachers and school administrators from Norway, Sweden, Denmark and Finland (N=1370/1542), and adapting self-efficacy theory (Bandura, 1997) as a framework, multiple regression analysis was conducted to better understand the role of teacher education programs for ESE preparedness. Additionally, the model controlled for four other plausible variables: experience with ESE, perceiving ESE as important in social studies, teacher autonomy and school-wide sustainability practices.

Analysis showed that several variables had an impact on respondents' perceived preparedness, and additionally, that the strength of association differed between countries. The strongest association was found with having completed courses on ESE either pre- or in-service, a result which rang true in all four populations. Other statistically significant, though weaker, associations were found between the dependent variable and experiences with ESE, perceived importance of ESE and teacher autonomy, though these findings varied between samples. School-wide sustainability practices, on the other hand, did not have a statistically significant association with the dependent variable in any sample.

Findings suggest that while preparedness for teaching ESE is a complex concept achieved through a range of factors, teacher education, as one might expect, plays a central role in aiding teachers in implementing sustainability education into their practice. The study confirms previous studies' results (Boeve-de Pauw et al., 2022), and further contributes to the literature on two fronts: by the inclusion of a broader range of independent variables, and by viewing results in light of the differing educational policies between the samples.

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15 Climate change – developing social science teaching for advancing knowledge and action

By Cecilia Lundholm, Stockholm University, Anna Bendz, University of Gothenburg & Caroline Ignell, Stockholm University

Introduction

Climate change is a large-scale collective action dilemma in the context of democratic societies and as such presents challenging problems. As large-scale collective action-problems are unlikely to be solved by voluntary cooperation, coordination by external authorities ('third actor') is necessary (Jagers et al 2019). Such coordination can be governmental policies that affect markets, consumption and production. This requires, and highlights, the importance to increase citizens' knowledge of and support for pro-environmental measures such as taxes and regulations (Davies, 2006).

Theory, method and results

In this project we draw on both policy and educational research. In a meta-study of public support for climate taxes and laws, Bergquist et al (2022) conclude that the most important determinants for support or acceptance are perceptions about the consequences of a policy instrument in terms of effectiveness. In educational research there has been an interest in understanding the role of knowledge for indirect actions (support of policy) and direct actions (willingness to pay) (Kollmuss & Agyeman 2002).

We focus on developing teaching that supports learning of the effectiveness of policies, and design-based approach and comparative interventions are used in collaboration with teachers in social science education year 9. The main intervention draws on conceptual change theory regarding the challenge of understanding phenomena as processes and systems and activities are designed that enhances this kind of understanding by focusing on relations and causes.

Findings show a significant change in main intervention group regarding students' increasing knowledge of how tax lower carbon emissions in cycle 1. In the alternative intervention group, we find a change in the opposite direction. However, we experienced difficulties in keeping the learning objective constant for both intervention as teachers found it challenging to teach about tax. Analyses are being made of support of policies and willingness to pay higher prices in relation to knowledge of policies being effective and given previous research we expect a positive correlation. Cycle 2 was conducted in the fall of 2023, and the learning objective was kept constant and data are currently being analysed.

Discussion

Is it important to highlight the role of social science subjects, and a focus on knowledge of solutions, in climate change education. Given the lack of research with regards to economic, political and legislative aspects in climate change education (Kranz et al., 2022) the project provides insights on how instruction can support student learning in these domains.

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16 Ungas kunskaper och föreställningar om förintelsen. Analyser av elevers och lärarstudenters historiekulturella konstruktioner av förintelsen

By Marianne Sjöland & Ingmarie Danielsson Malmros, Malmö Universitet

Abstract

Projektet syftar till att synliggöra hur historiekulturella faktorer och samtida konflikter influerar kunskaper och föreställningar om förintelsen bland unga som befinner sig i utbildningssammanhang i Sverige, Norge och Danmark.

Tidigare forskning har visat att drygt en fjärdedel av eleverna i årskurs nio i fem svenska årskullar (2014–2017, 2019) får underkänt på en uppgift i det nationella provet i historia, som efterfrågar två orsaker till förintelsen. De elever som inte nådde upp till kraven för godkänt svar angav moraliskt laddade beskrivningar och berättelser om förintelsen och dess offer och förövare. Elever som presterade på godkänd nivå och däröver resonerade i högre grad utifrån historievetenskapliga förklaringar, och därmed i linje med frågans karaktär, men i lägre grad utifrån moraliska och emotiva aspekter.¹

Med utgångspunkt i dessa resultat vill vi i vårt planerade forskningsprojekt undersöka ungas kunskaper och berättelser om förintelsen samt vad som har influerat dessa. Studien bygger på intervjumaterial från svenska, norska och danska gymnasieelever och lärarstudenter. Det teoretiska ramverket utgörs av en historiekulturell ansats med utgångspunkt i genetiska och genealogiska perspektiv,² samt av narrationsteorier som synliggör mönster och sensmoral i elevernas och lärarstudenternas berättelser om förintelsens orsaker.³ Metodologiskt sett är detta en komparativ studie där materialet från de tre nordiska länder relateras till varandra.⁴

I en inledande pilotstudie vill vi undersöka huruvida, och i så fall på vilka sätt, förintelseundervisningen och arbetet med kontroversiella frågor i historieämnet har påverkats av det krig som startade i oktober 2023 mellan Hamas och Israel. I medias rapportering är det tydligt att det, såväl nationellt som internationellt, pågår både en politisk och historiekulturell kamp om folkmordsbegreppet. Vilka avtryck kan detta sätta i undervisning om förintelsen? Denna mindre studie utgår från intervjuer med svenska gymnasielärare, verksamma på olika nivåer i utbildningssystemet. Pilotstudiens resultat syftar till att precisera syfte och frågeställningar i vårt planerade projekt.

17 Utforskning av strukturell rasisme skolen: En kvalitativ studie av minoritetselever erfaringer med rasisme

By Irene Trysnes & Katja Haaversen-Westhassel Skjølberg, University of Agder

Abstract

Rasisme utgjør en kompleks utfordring i dagens samfunn, og det berører spesielt elever med etnisk minoritetsbakgrunn i skolen. Dette paperet tar sikte på å belyse erfaringene til ungdommer som opplever rasisme i møte med skolen.

Forskning indikerer at forskjeller i hudfarge, religion, språk, kultur og verdier kan skape barrierer for aksept, tilhørighet og deltakelse i det norske samfunnet (Friberg & Midtbøen, 2017). En nylig Unicef-rapport (2022) understreker at skolen er den arenaen der en betydelig del av tenåringene med etnisk minoritetsbakgrunn opplever rasisme. Rasisme er et tema det er vanskelig å snakke om og som har alvorlige konsekvenser for menneskers selvbilde, identitetsforståelse og samfunnsdeltakelse. Strukturell rasisme som perspektiv fokuserer på "hvordan rasistiske holdninger er vevet inn i viktige institusjoner i et samfunn eller ikke" (Wieviorka sitert i Bangstad & Døving, 2015, s. 4). Dette får videre betydning for alvorlighetsgraden av rasismen. Strukturell rasisme innebærer systematisk eller strukturell negativ forskjellsbehandling av individer på grunnlag av vilkårlige medfødte eller tilskrevne karakteristika som hudfarge, etnisk og/eller nasjonal opprinnelse eller religiøs tilhørighet (Midtbøen & Rogstad 2012). I skolesammenheng er en viktig side av den strukturelle rasismen knyttet til ideen om "fargeblindhet" i undervisningen (Riese & Harlap, 2021). Dette begrepet innebærer å ignorere og overse betydningen av etnisitet eller rase. I mange tilfeller er idealet om fargeblindhet gjort ut fra "de best intensjoner", men er med på å opprettholde majoritetens posisjoner og maktstrukturer.

Studien baserer seg på dybdeintervjuer med 28 elever fra ulike videregående skoler i Agder. Den inkluderer elever både fra studiespesialiserende og yrkesfaglige retninger for å sikre et mangfoldig perspektiv på erfaringene med rasisme i skolehverdagen. Studien vår viser at elevene har mange og komplekse erfaringer med rasisme. Flere har også erfart en mangelfull håndtering av rasistiske hendelser. Elevene er opptatt av at rasisme bør behandles som et sensitivt tema og at læreren må undervise tematikken med empati og tanke på at elever i klasserommet har vært utsatt for det. Informantene er likevel enige om at dette er et tema som ikke må unngås fordi det er ubehagelige, men det krever en undervisning som utfordrer hvithetsnormen i klasserommet og som tar innover seg at strukturer i skolen er med på å opprettholde maktforskjeller.

18 Forslag til undersøgelse af core-practices. Kan core-practices understøtte lærerstuderendes transfer mellem uddannelse og praksis?

By Mette Damgaard Jørgensen, UCL Erhvervsakademi og Professionshøjskole

Abstract

Nyuddannede lærere er udfordrede på at anvende deres uddannelse i praksis, og både forskere og praktikere efterspørger undervisningsformater på læreruddannelserne, som kan understøtte overgangen fra uddannelse til profession (Jenset og Bliksta-Balas 2021; Uddannelses- og forskningsministeriet 2019). Grossman et al. foreslår at styrke overgangen ved at organisere læreruddannelsen ud fra core-practices; dvs. praksisser som gentages med høj frekvens, og som læreren kan anvende uagtet læreplaner og metodiske tilgange – og som er komplekse nok til at fastholde integriteten og kompleksiteten i undervisningen (Grossman 2018; Cuenca 2021). I forlængelse heraf kan undervisningen i core-practices opdeles i fire faser: introduktion til en kompleks praksis, gennemførelse af praksis med elever, og analyse og refleksion over egen praksis (McDonald et al., 2013).

På læreruddannelsen i UCL arbejdes der på at udvikle og omsætte teorien om core-practices fra en amerikansk kontekst til dansk læreruddannelse, og undersøgelsesdesignet skal afdække om undervisningen i rollespil som core-practice bidrager til at lærerstuderendes overgang fra uddannelse til praksis. Undersøgelsens resultater skal bruges til den fremadrettede planlægning af undervisningen i core-practices i samfundsfag på ny læreruddannelse.

Undersøgelsen foretages i forbindelse med et samarbejde mellem Vejle kommune og UCL, hvor de studerende fra læreruddannelsen i Odense og Jelling skal forberede, gennemføre og evaluere et rollespil om EU på skoler efter at være blevet undervist i temaet som core-practice. Undersøgelsens data indsamles ved hjælp af kvalitative interviews og et kvantitativt survey, der gennemføres før og efter praksissamarbejdet.

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19 Bæredygtighed og kritisk tænkning. Hvorfor sker der ikke noget? Og hvad kan samfundsfag (måske) bidrage med? Der vil blive præsenteret ideer i det fortsatte arbejde med en bæredygtig fremtid i grundskolen.

By Carsten Linding Jakobsen, VIA University College, & Mogens Hansen

Begrundelse

Bæredygtighed, og særligt den klimamæssige dimension, har været på dagsordenen siden 1980'erne og alligevel er verden ikke i en situation, hvor man kan sige at der er sket et reelt skifte i den måde vi tænker samfund og udvikling på. Men der er håb.

Udgangspunktet bør være et øget fokus på strukturelle erkendelser, strukturel problembevidsthed, og at vi ikke "bare" kan overlade løsninger på klimaudfordringer til enkelte initiativer og personlig overbevisning. Vi skal tænke kollektivt og strukturelt. Hvis bæredygtighed i samfundsfaglig forstand skal give mening, er det nødvendigt at se på sammenhængen mellem den enkeltes livsverden og de samfundsstrukturelle forhold. Det er vigtigt, at den enkelte agerer bæredygtigt, men det er mindst lige så vigtigt, at få en forståelse af både mulighederne og de samfundsmæssige udfordringer, der er forbundet med ændringer i mere bæredygtig retning. Når en landmand ikke "bare" bliver klimavenlig er det jo ikke nødvendigvis fordi han ikke vil, men han er underlagt en hård konkurrencesituation på et marked. Og når en landsdel ikke "bare" bakker op om en hurtig grøn omstilling er der ikke af ond vilje. Der er lokale sociale og økonomiske forhold at tage med i betragtning. Der er mange udfordringer og dilemmaer forbundet med en bæredygtig udvikling. Løsningen på de klima- og miljømæssige skal ses i sammenhæng med den sociale og økonomiske bæredygtighed, og det skal ske i et politisk system præget af høj legitimitet. Ved at arbejde med forskellige dimensioner ved bæredygtighed, deres sammenhæng med og afsæt i bestemte (magt-)interesser kan der åbne sig handlemuligheder. Ideer kan fødes, og alternative fremtider formuleres. Og elever – og som myndige borgere - kan få ideer som kan spredes.

Begreber og perspektiver

I arbejdet med bæredygtighed skal begrebet kritisk tænkning "genopfindes" med afsæt i dimensioner som var centrale tidligere i faget. Bl.a. i 1970'erne og 1980'erne. Der skal anlægges en mere "hård" tilgang til kritisk tænkning med fokus på strukturelle analyser, magtopfattelser og formuleringer af alternative for den samfundsmæssige udvikling. Dette vil blive uddybet på konferencen med en model over kritisk tænkning som et kontinuum fra en mere "blød" tilgang med fokus på at forholde sig kritisk til bl.a. information og argumentation til en mere "hård" samfundskritisk tilgang. Derudover vil der blive lagt op til at vi skal sammentænke forskellige "billeder", fagsyn af samfundsfag. Disse bliver benævnt "hverdagslivssamfundsfag", "mini-statskundskab" og "problemorienteret kritisk tænkende samfundsfag". Disse skal ligeledes tage afsæt i en bestemt samfundsfaglig tænkning, som skal "internaliseres" hos elever og lærere inspireret af bl.a. Theo Koritzinsky(2014).

Handlinger og didaktikken

– "samfundsfag ud i samfundet", eleven som udforsker

Der vil blive lagt op til at bestemte temaer/problemstillinger, som der arbejdes med i skolen, skal have en bestemt systematik, hvor der tænkes i problem, årsager til problem, konsekvenser og handlinger på kort og lang (strukturel) sigt, og derudover videre skal "samfundsfag ud i samfundet" - Åben Skole - og tage afsæt i og undersøge autentiske problemstillinger i en bestemt lokalitet(hvor man bor) og sammenhænge mellem den valgte problemstilling og andre relaterede problemstillinger. Dilemmaer og perspektiver vil blive synlige, men (forhåbentlig) også ideer til løsning og handling. Der vil blive præsenteret arbejde med Åben Skole og bæredygtighed.

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20 Developing source critical skills in social studies: insights from a design-based research

By Malin Tväråna, Thomas Nygren, Evgenia Efimova, Uppsala University), & Annika Ehn Magnusson, Uppsala University

Abstract

Freedom of expression is one of the most basic human rights, but the growing threat of fake news and mis-information calls for an enhanced focus on the tensions between different individual and collective rights. The limitations of the freedom of speech and press freedom are often discussed in the light of the 'balance of harms' principle, which means that freedom of expression must be weighed against potential harm to individuals, groups or society (Waldron, 2012).

While some educational scholarship has studied navigating digital information as a skill, e.g. fact-checking (Axelsson et al, 2021; McGrew, 2020), there is less research on how to teach students about the problem of balancing free media, free speech and the need for regulations that protect societies from misleading information campaigns. This project explores 'civic source criticism' (swe. källkritik i samhällskunskap) as a subject content area - not only as a skill to be taught but as a phenomenon to be critically discussed and analyzed. When viewed as an object of social analysis in the classroom, civic source criticism means understanding how information dissemination is and could be practiced, valued and regulated on a societal level.

The aim of this project is to produce more knowledge on how this content area should be approached in the classroom by analyzing students' written answers to open questions on regulations of free speech, field observations from three intervention cycles of education design research, and a pre- and posttest questionnaire from the third and most up-scaled intervention cycle.

Four design principles derived from the analysis suggest that that teaching civic source criticism need to highlight to students that civic source criticism (1) is central to a democracy which is a continuous process, and freedom of expression a constant trade-off between values, (2) means understanding that there are underlying interests in both true and false information dissemination, (3) involves assessing whether it is appropriate to disseminate a source, not just whether it is legal, (4) needs to be exercised at both an individual and a societal level by individuals, private companies and the community. Pre-post test comparison shows that while teaching can increase students' knowledge of current regulations and open up new perspectives on it, developing nuanced reasoning needed for the act of 'balancing' remains a didactical challenge.

21 Begynneropplæring i det norske samfunnsfaget

By Kari-Mette Walmann Hidle, NLA Høgskolen, & Espen Helgesen, Høgskulen på Vestlandet

Abstract

Krise og forandringer i samfunnet, resulterer i endringer i utdanningssystemet (Skarpenes & Hidle, 2024). Hyppige utdanningsreformer blant annet med intensivering av opplæringen av barn under åtte (Djupedal, 2022), kan ses som et uttrykk for dette. Denne presentasjonen tar for seg begynneropplæring i samfunnsfag i en norsk kontekst. Vi inviterer til en samfunnsfagdidaktisk diskusjon om hva som bør være det første elevene møter i faget når de begynner på skolen. Norge har ikke ettårig førskole, slik vi finner i andre nordiske land. Grunnskoleløpet er tiårig, og begynneropplæring er dermed inkludert i ordinær grunnskole. Flere har påpekt mangelen på forskning som tar for seg begynneropplæring i samfunnsfag spesifikt (Hidle og Krogstad, 2019; Skjæveland, 2020). Overordnet er det verken kjent hvor mye samfunnsfag elevene tilbys på småskoletrinnet, eller hvordan denne tiden disponeres i skolen. Begrepet begynneropplæring brukes både om utdanningsnivå, for eksempel om de første skoleårene, om opplæring i grunnleggende ferdigheter generelt, om opplæring i særlige begynnerelementer i skolefag eller den første opplæringen i språk, uavhengig av aldersnivå. I smal forstand handler begynneropplæring om opplæring av grunnleggende ferdigheter i fag, spesielt knyttet til lesing, skriving og regning. I vid forstand dekker begrepet ikke bare faglige dimensjoner, men også sosial kompetanse, selvregulering og andre ikke-faglige aspekter knyttet til overgangen fra barnehage til skole.

Både den smale og den vide forståelsen av begrepet begynneropplæring tangerer viktige aspekter ved samfunnsfaget. Likevel er det grunn til å stille spørsmål ved hvordan det særegne ved samfunnsfaget blir ivare tatt. Vårt utgangspunkt er at en smal tilnærming til begynneropplæring, knyttet til grunnleggende tekstlige, språklige og matematiske ferdigheter, kan gå på bekostning av den faglige opplæringen i samfunnsfag for de yngste elevene. Dersom en slik tilnærming blir enerådende, risikerer vi at samfunnsfaget reduseres til et støttefag for norsk og matematikk. Vi har derfor supplert smal og vid med kategorien dyp begynneropplæring, for å gi den fagspesifikke begynneropplæringen oppmerksomhet. Dyp begynneropplæring handler om opplæring i skolefagets «grunnleggende elementer og arbeidsmåter» eller fagavhengige momenter, for å spille på Hoff-Jenssen og kolleger (2020) sin terminologi. Dette er i tråd med det Hidle og Krogstad (2019, s. 138) kaller begynneropplæring i fag, til forskjell fra begynneropplæring og fag.

Basert på foreløpige resultater fra en vitenskapelig antologi om begynneropplæring i det norske samfunnsfaget, løfter vi frem perspektiver på hva som bør komme først, og hvorfor - når det gjelder formål, innhold, tverrfaglighet, arbeidsmåter og progresjon.

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22 Samhällskunskapsundervisning om samhällsekonomi: Pendling mellan vardag och vetenskap för en djup och sammanhängande kunskap

By Michael Walkert & Martin Jakobsson, Karlstads Universitet

Abstract

Klassrumsstudier i ämnet samhällskunskap är relativt få i Norden (Tengberg, 2022) och de är ännu färre när undervisningen handlar om ekonomi (Sandahl et. al., 2022). I presentationen tas preliminära resultat och slutsatser från klassrumsobservationer av tio högstadielärares undervisning om samhällsekonomi upp. Två delområden som merparten av lärarna undervisar om, 1) det ekonomiska kretsloppet och 2) ekonomiska system, har identifierats och analyserats. Det har skett med stöd av två element i observationsmanualen "Protocol of language arts teaching observation" (PLATO) som en metod att studera undervisningskvalitet i olika skolämnen (Klette et. al., 2017). "Representation of content" (ROC) utgör det första elementet och fångar hur noggranna och begreppsligt rika lärarnas representationer av undervisningsinnehållet är. Det andra elementet är "Accommodation of language learning" (ALL) där vi har använt de delar inom ramen för detta element som fångar förekomsten och kvaliteten av komplexa idéer och abstrakta begrepp i undervisningen och i vad mån lärarna uppmanar eleverna att använda dessa idéer och begrepp i sitt lärande (Grossman, 2013).

Tidigare forskning visar att elever har svårt att lära sig ekonomi och att lärare har svårt att undervisa om det för att området innefattar många komplexa idéer och abstrakta begrepp som behöver förstås på ett sammanhängande sätt (Modig, 2023). Våra analyser, med stöd i de två elementen ovan, visar preliminärt att såväl det ekonomiska kretsloppet som ekonomiska system innefattar flera begrepp som behöver förstås och relateras till varandra. I analyserna framkommer såväl likheter som skillnader i hur begrepp inom de två områdena behandlas av lärarna med avseende på noggrannhet, begreppsrikedom, komplexitet och abstraktion. Ett återkommande mönster som syns hos alla lärarna är hur de i undervisningen pendlar mellan vardagliga och vetenskapligt sätt att förstå det ekonomiska kretsloppet och det ekonomiska systemet. En slutsats vi drar är att denna pendling är viktig för att eleverna ska kunna utveckla en djupare och mer sammanhängande kunskap om samhällsekonomi.

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23 Læreres demokratiforståelser og didaktiske refleksjoner på skandinaviske storbykoler

By Silje Førland Erdal, Lise Granlund, Universitetet i Oslo, Binta Jammeh & Claudia Lenz, MF vitenskapelig høyskole

Abstract

I denne artikkelen presenteres funn fra en studie som har blitt gjennomført i forbindelse med et nordisk Erasmus+ prosjekt, der tre videregående skoler fra Norge, Sverige og Danmark har samarbeidet for å styrke elevmedvirkning og demokratisk deltakelse på sine skoler. Alle de tre videregående skolene har et stort sosioøkonomisk og kulturelt elevmangfold, og lærerne sier selv at elevene opplever en varierende grad av utenforskap. Hovedfokuset i artikkelen er på hvordan lærernes demokratiforståelser kommer til uttrykk i undervisningsopplegg og i deres beskrivelser av skolenes didaktiske og pedagogiske praksis.

Demokrati og medborgerskap er sentrale tema i både svensk, dansk og norsk samfunnsfagundervisning (Christensen 2017; Solhaug 2021; Lieberkind 2015). I de skandinaviske landene er det ikke bare en målsetting å styrke elevens kompetanse om demokratiet, men å etablere en kontekst der elever får erfare og delta i sosiale, politiske og demokratiske prosesser (Lieberkind, 2015, s. 710). Forskning på læreplanene og undervisningspraksis i Norden peker mot at liberale demokratiforståelser er dominerende men også med en vektlegging av deliberative og deltagerdemokratiske perspektiver (Lieberkind, 2015, s.710; Borgebund & Børhaug, 2023).

Hvordan lærere forstår hva demokrati er og hvordan de vil undervise om det, varierer. For å kunne fange opp disse variasjonene har vi brukt et teoretisk rammeverk som viser bredden i ulike former for demokratiforståelser og didaktiske implikasjoner av disse. (Sant 2019; Tryggvason 2018).

Gjennom deltagende observasjon av lærersamlinger og gruppeintervju har vi undersøkt lærernes demokratiforståelser og tilnærminger til demokratirettet arbeid i skolen. Felles for alle lærerne er en tro på at elevenes deltakelse og medvirkning er sentralt for deres demokratikompetanse. Samtidig viser våre foreløpige funn at lærernes forståelse av hva deltakerdemokrati i skolen er, varierer. Det samme gjelder lærernes beskrivelser av hvordan elevene skal utvikle evner til demokratisk deltakelse. Noen lærere har et særlig fokus på en deliberativ og deltagerdemokratisk forståelse, andre vektlegger en multikulturell og maktkritisk demokratiforståelse der kjønn, etnisitet og sosial bakgrunn er relevant.

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24 Powerful Knowledge about Democracy in Swedish Social Science Education

By Ludvig Sjunnesson, Karlstad University & Halmstad University

Abstract

“Democracy” is central content in the school subject Social Science in Sweden. However, “What?” to teach is only vaguely defined in policy. “Democracy” is a “floating significant”: a word that can be filled with myriad meanings and arguably its meaning in many arenas is so broad as to mean anything, and therefore nothing (Mouffe, 2005; Mouffe & Martin, 2013). This, combined with the trend in educational policy that is continuing its turn toward “knowledge about” rather than “capacity to” (Skolverket, 2022, 2023), creates a potential problem at the heart of (education for) democracy: For democracy as a system to thrive, a knowledgeable and engaged citizenry is required (Deng, 2020; Läroplan för grundskolan, förskoleklassen och fritidshemmet 2022, 2022). Importantly, knowledge of a subject implies more than retention of civic facts, which may be a risk in current education about democracy (Wicke, 2019).

A theory of interest for this problem is Powerful Knowledge (Muller & Young, 2019). With its ontological roots in Social Realism, the theory posits that the best most objective available knowledge to understand the world can be found in epistemic communities of scholars and experts. From this theory follows the idea that on a democratic and normative basis everyone should have access to this “best” knowledge to avoid inequality. This creates my project’s overarching question:

What could be considered Powerful Knowledge about democracy in civics education, and how is/can this be transformed from discipline to classroom?

Through an internet-based Delphi study I will attempt to answer the first part of this question. The planned study, which is set to launch spring 2024, will include surveying of “experts” in democracy as a knowledge object, which will be limited to the arguably narrow selection of scholars in the field of Political Science in Sweden. Through several rounds of questionnaires that evolve through synthesized subject responses of previous rounds the study moves from investigative to “consensus” among participants. The reached consensus is one possible perspective on what

knowledge should be taught about democracy to every democratic citizen. The expected results do not constitute a finished answer that can be directly transformed into primary or secondary education but will serve as a seed for future studies in my doctoral thesis. Ethical issues can arise around this subject and will follow established guidelines.

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25 Holocaust undervisning i Skandinavia – historikk og veien fremover

By Fredrik Stenhjem Hagen, Høgskulen på Vestlandet, Anders G. Kjøstvedt, Oslo Metropolitan University, Karin Kvist Geverts, Institute for Holocaust Research in Sweden, Solvej Berlau, Slagelse Gymnasium, & Stine Thuge, National Youth Programme

Abstract

Holocaust kan i dag sies å ha en sentral posisjon i minnekulturen i alle de tre skandinaviske landene. Med dette mener vi at fortellingen om nazistenes folkemord på jødene og massedrap av andre grupper, er en sentral historisk referanse i Skandinavia som på ulikt vis ses på som sentralt å beskjeftige seg ved.

Det er spesielt de siste tretti årene at historien om folkemordet har fått denne posisjonen (Bruland & Tangestuen, 2011). Skolevesenet er et område vi kan se denne utviklingen tydelig i hele den vestlige verden (Carrier, Fuchs & Messinger, 2015). I Norge er holocaust en av svært få historiske hendelser som er nevnt i læreplanen, slik er det også i Danmark og i Sverige.

Til tross for mange likheter, har veien mot dagens situasjon vært ulik i de tre landene. Holocaust utspilte seg radikalt annerledes i de okkuperte landene Norge og Danmark. Mens Norge gjorde motstand og ble underlagt et strengt regime fra våren 1940, gjorde danskene liten motstand og kunne derfor en lang periode leve relativt fredelig. I november 1942 bestemte nazistene seg for å deportere de norske jødene, mens det samme ikke skjedde før den påfølgende høsten i Danmark. Da hadde krigslykken snudd for tyskerne og de så mellom fingrene på de danske jødernes flukt over sundet til Sverige.

Sverige på sin side ble aldri okkupert, men var ettergivende ovenfor Nazi-Tyskland på flere måter. Til tross for en i utgangspunktet restriktiv flyktningpolitikk tok Sverige mot slutten av og etter krigen imot mange jøder og var derfor et av få land i Europa hvor den jødiske befolkningen økte etter holocaust.

Senere har også minnet om holocaust blitt forvaltet på ulike måter i de ulike landene. Sverige har tatt en ledende rolle i arbeidet med å forfalte holocaustminnet internasjonalt, blant annet gjennom opprettelsen av IHRA.

Mens det finnes en del kunnskap om holocaustundervisning internasjonalt (Pistone et.al., 2022), vet vi mindre om forholdene i Skandinavia spesifikt. I denne sesjonen ønsker vi å ta et skandinavisk perspektiv på utviklingen av holocaust som kjerneminne og som et sentralt undervisningstema. Med utgangspunkt i de forskjellige historiske kontekster forsøker vi på denne måten å undersøke de politiske intensjoner bak den fremtredende plasseringen av holocaust i de ulike læreplanene. I alle de tre lande knyttes holocaustundervisningen til nåtidige utfordringer med intoleranse, rasisme og antisemittisme. Men hvorvidt denne koblingen fungerer vet vi lite om. I sesjonen vil vi også trekke noen linjer for holocaustundervisningen i Skandinavia etter 7. oktober-angrepene og den pågående krisen i Midtøsten.

Den foreslåtte sesjonen inneholder tre presentasjoner, som samlet gir et innblikk i utviklingen av Holocaust som undervisningstema i de tre skandinaviske land. Presentasjonene er på 20 minutter, som gir oss rikelig med tid til diskusjon.

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26 Forskningsbidrag til skolens og samfunnsfagets rolle i å fremme demokratisk deltakelse.

Session med 4 papers 1) Hvordan kan skolens demokratiundervisning i samfunnsfag bidra til å styrke ungdoms demokratiske deltakelse, uavhengig av sosial bakgrunn?

By Anders G. Kjøstvedt, Oslo Metropolitan University

Abstract

Presentasjonen bygger på intervjuer med 16 samfunnsfaglærere ved fire ulike ungdomsskoler i Norge, og vil forsøke å svare på følgende forskningsspørsmål:

- Hvilke ferdigheter, holdninger og verdier vektlegger samfunnsfaglærerne i sin demokrati- og medborgerskapsundervisning?
- Hva kjennetegner demokrati- og medborgerskapsundervisningen i samfunnsfag ved de skolene som lykkes i å utjevne sosiale ulikheter i elevenes politiske mestringstro?

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27 2) Ungdommer som demokratiske aktører i egen (skole) hverdag

By Evy Jøsok, Oslo Metropolitan University

Abstract

Funn fra ulike delprosjekt i DEMOCIT skal presenteres på bakgrunn av følgende forskningsspørsmål:

- Hvordan definerer elevene demokrati og hvordan ser de seg selv som demokratiske medborgere i og utenfor skolen.
- Hva motiverer elevene i demokrati og medborgerskapsopplæringen?
- Hva kan virke utjevne på bakgrunnsvariablene kjønn, språk og sosioøkonomisk bakgrunn på elevenes politiske mestringstro.

28 3) Vurdering i samfunnsfag: Det er faktakunnskap som teller?

By Eva Kosberg, Oslo Metropolitan University

Abstract

I denne presentasjonen diskuteres funn fra en vurderingssamtale i samfunnsfag. Elever på 9. trinn fikk i oppgave å gjennomføre en samtale hvor de skulle diskutere mulige årsaker til- og konsekvenser av resultatet av det norske Stortingsvalget i 2021. Funnene viser at fagsamtalen inneholder svært lite diskusjon. Isteden bruker elevene tiden på å ramse opp fakta om det politiske systemet og partiene. Spørsmålet som stilles, er om dette tilsier at elevene oppfatter objektiv faktakunnskap som det viktigste i samfunnsfag – i alle fall når det kommer til hva som vil telle positivt i en vurderingssituasjon.

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29 4) Elevers holdninger og verdier- et overkommelig minefelt i formative vurderingspraksiser?

By Nanna Paaske & Siri Mohammad-Roe, Oslo Metropolitan University

Abstract

Elevers opplevelse av å bli vurdert har stor innvirkning på hvordan de forholder seg til skolens krav. Samtidig vet vi at lærere er usikre på vurderingsarbeid der holdninger og verdier er involvert. Lærere er redde for å skape situasjoner der elevenes personlighet ligger til grunn for vurderingen. Studien reiser spørsmål om hvordan undervisning kan gi rom for elevers personlige deltakelse, gi elevene erfaring med demokratiske verdier og holdninger, med støtte i transparente og uhildete formative vurderingspraksiser.

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30 Chasing deliberation in the social science classroom. A study of deliberative quality in whole-class, small group, and pair discussions

By Jonas Henau Teglbjærg, Syddansk Universitet

Abstract

While classroom discussion is often cherished as a cornerstone of effective social science teaching, knowledge on when and where discussions tend to turn deliberative is lacking. To make up for this lack of knowledge, the present study examined classroom discussion in three conditions: a whole-class condition, a small group condition, and a pair condition. The study made use of video observations from a classroom intervention to evaluate how each condition affected the deliberative quality of the discussion process. The intervention took place in a Danish 9th grade social science classroom in the autumn of 2020 and asked students to discuss the Danish government's handling of the Covid-19 crisis as well as whether the government should pursue another lockdown as a solution to the problem of rising infection rates, which faced Danish society at the time of the study. The investigated data comprised, 585 student utterances, which were coded for aspects of deliberation using the Stromer-Galley observation manual (Stromer-Galley, 2007). The results showed that both the small group and pair conditions promoted key aspects of deliberation compared to the whole-class condition. The small group condition generated the highest levels of contestation and engagement, whereas the pair condition generated the highest level of equality. While these results suggest that the deliberative quality of classroom discussion might sometimes benefit from the teacher's absence as suggested by Englund (2006), more research is needed to determine the circumstances in which this is likely to be the case.

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31 Workshop: FUTURES – Ett nätverksinitiativ för att undersöka elevers uppfattningar om och förväntningar inför framtiden

By Johan Sandahl, Olle Nolgård, Patrik Johansson & Mattias Björklund, Stockholms Universitet

Abstract

Ambitionen med de samhällsorienterande skolämnena är att förbereda elever för ett liv i ett framtida samhälle. Som samhälle vill vi att elever ska få den handlingsberedskap (Sandahl, 2020; Schnack, 1994) som krävs i termer av kunskaper om politiska, ekonomiska och sociala samhällsutmaningar, samt förmågor att hantera dessa, för att kunna analysera och förstå frågor som formar deras framtid. Dessutom ska elever få möjlighet att utveckla attityder och förmågor för att förhålla sig till och hantera normativa ställningstaganden i relation till sådana samhällsutmaningar. Idén med handlingsberedskap och dess tänkta kunskapsinnehåll är dock fortfarande i stora delar enbart teoretiskt beskrivet. En förutsättning för att kunna formulera rimliga kunskaper, förmågor och attityder i relation till detta framtidsperspektiv i samhällskunskap är förståelsen av hur elever föreställer sig framtiden och vilka förväntningar de har på framtiden. Dessvärre känner forskningen inte till särskilt mycket om hur elever i vår samtid föreställer sig framtiden och hur dessa föreställningar påverkar deras attityder.

Undersökningar om ungdomars föreställningar är ofta statistiska med en bred uppsättning frågor som utförs av myndigheter eller företag och fokuserar bland annat på hur optimistiskt eller pessimistiskt unga ser på framtiden. Ungdomsbarometern (2023) konstaterar exempelvis att svenska ungdomar har en pessimistisk syn på den egna framtiden och möjligheterna att påverka den. I forskningen är studier ofta fokuserade på enskilda frågor som demokrati eller miljö, och visar på samma pessimism (jfr Stattin et al., 2023; Ojala, 2016). Dessa är dock i liten grad kopplade till undervisningen. I samhällskunskapsdidaktisk forskning är framtidsfrågorna centrala men fokuset är nästan uteslutande på samtida händelseutveckling och forskningen har i liten utsträckning intresserat sig för hur elever föreställer sig framtiden. Ett undantag är en äldre avhandling från 1980-talet (Bjurwill, 1987) som visar att den mörka framtidssyn som tycks dominera bland unga idag också var vanlig då. Föreställningarna då dominerades av ekonomisk stagnation och kärnvapenhotet under kalla kriget. Frågan är på vilket sätt dessa föreställningar har förändrats efter snart fyrtio år.

Det ämnesdidaktiska nätverket FUTURES är ett initiativ för att knyta samman nordiska forskare kring ett projekt där deltagarna gemensamt samlar in data runt frågorna ovan för att kunna göra jämförelser på olika nivåer (mellan länder, stad-land etc.). I workshopen diskuterar vi gemensamt empiri från en pilotstudie som utgår från den fråga Christer Bjurwill ställde i sin studie. Syftet med workshopen är såväl metodologisk som innehållslig. Workshopen diskuterar också hur ett nätverk kan byggas upp i de nordiska länderna.

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32 Civic knowledge, trust and political self-efficacy among adolescents: Conditions for fostering participation

By Kjersti Eggen Dahl & Knut Vesterdal, Norges teknisk-naturvitenskapelige Universitet

Abstract

In the 2022 ICCS study, the international results from 22 countries and 2 benchmarking entities show that civic knowledge and understanding tends to be positively associated with a broad range of attitudes and engagement indicators. Students with higher levels of civic knowledge tend to be more supportive of gender equality, equal rights for immigrants and all ethnic groups in society, and they are more supportive of environmental issues and more likely to vote in elections. However, students with higher scores on knowledge were less likely to consider conventional active political participation as adults, such as joining a political party or standing as a candidate in a local election (Schulz, et.al., 2023). Teaching young people knowledge and skills with the aim that they will actively participate in democracy, is considered a central part of democracy and citizenship education (Solhaug, 2021). This is also expressed in LK20- the newest curriculum reform in Norway. Using data material of the ICCS2022 study, we aim to explore which factors are important for whether Norwegian adolescents imagine future political participation, and which forms of participation they think they will engage in. In this study we emphasize variables related to political self-efficacy, civic knowledge and understanding as well as political trust/trust in civic institutions as factors that promote or influence the degree of participation. We explore whether these factors are important for young people's dispositions to engage in various forms of participation such as activism, elections, debate, organizations and consumption. Further, we discuss implications of the findings for democracy and citizenship education in school.

33 Utmaningar och möjligheter att säkerställa rättvisa prov i samhällskunskap för elever med annat modersmål än svenska – erfarenheter från de svenska nationella proven

By Arne Löfstedt & Daniel Bergh, Göteborgs universitet

Abstract

Vid utvecklingen av de svenska Nationella proven i samhällskunskap är en viktig fråga säkerställandet av att uppgifterna fungerar på samma sätt för olika undergrupper av elever, d.v.s. att proven i någon mening är rättvisa. Målet är att undvika Differential Item Functioning (DIF), d.v.s. att uppgifterna gynnar vissa undergrupper jämfört med andra. DIF kan ha olika orsaker. Det kan dels vara fråga om att elevgrupper förstår ett innehåll olika, men det kan även bestå i att uppgiftsformat fungerar på olika sätt för grupperna - DIF uppträder ibland genom en interaktion mellan innehåll och svarsformat. I Sverige har regeringen uppdragit åt Skolverket (U2017/03739/GV) att digitalisera de nationella proven, men också att sträva efter att en stor andel av uppgifterna ska kunna automaträttas, vilket kräver ett slutet svarsformat. Idag har cirka hälften av uppgifterna ett öppet svarsformat, därför kan denna förändring få konsekvenser.

Syfte

Syftet med denna studie är därför att undersöka hur olika typer av uppgifter (definierat som olika innehåll och/eller olika svarsformat) fungerar för undergrupper av elever. Specifikt är syftet att studera hur uppgifterna fungerar för elever som har svenska som andraspråk (SVA) vid jämförelse med andra grupper, då denna grupp särskilt tenderar att ha lägre prestationer och kan vara extra sårbar.

Metod

De analyser som studien baserar sig på utgår från den danske matematikern Georg Raschs arbeten, i form av Rasch Measurement Theory, och vidareutvecklade modeller utifrån ett Item Response Theory-perspektiv (IRT), som inkluderar två eller flera parametrar. Särskilt fokus ägnas åt s.k. DIF-analyser. Den data som analyseras är insamlad inom ramen för de svenska nationella proven i samhällskunskap som givits år 2018, 2019 och 2022. För varje år har ett stratifierat urval om 1500- 2000 elever gjorts bland de omkring 25000 som gör provet.

Resultat

SVA-elever har svårare för uppgifter som har ett slutet svarsformat och som särskilt fokuserar på referens-kunskap (faktakunskap/begreppskunskap). Däremot klarar sig SVA-elever bättre än andra elever, givet samma kunskapsnivå (theta), om de i ett öppet svarsformat får möjlighet att beskriva, analysera och utveckla sina svar, vilket strider mot en ofta given vanlig uppfattning.

Diskussion och implikationer

Utifrån ett DIF-perspektiv innebär utvecklingen mot mer av slutna svarsformat utmaningar som kan riskera att missgynna SVA-elever. Utifrån ett ämnesdidaktiskt perspektiv kan detta resultat innebära möjligheter att särskilt stärka SVA-elevens referenskunskaper och därigenom mildra potentiella negativa effekter av formatförändringen. Utifrån ett provkonstruktörsperspektiv visar analyserna på vikten av att ta hänsyn till såväl innehåll som format vid DIF-analys.

34

Hvordan kan lærerpersonens udtryk og nærvær, som f.eks. kropssprog, de kommunikative evner og den omsorgsetiske relation have indflydelse på udviklingen af den fagpersonlige identitet i samfundsfag?

By Neromie Fernando, VIA University College

Abstract

Til NOKSA-konferencen vil jeg præsentere LULAB-udviklingsprojektet "Lærerens udtryk og nærvær – udvikling af professionel identitet og autoritet i den pædagogiske praksis", som paper-præsentation med udgangspunkt i forskningsspørgsmålet:

Hvordan kan lærerpersonens udtryk og nærvær, som f.eks. kropssprog, de kommunikative evner og den omsorgsetiske relation have indflydelse på udviklingen af den fagpersonlige identitet i samfundsfag?

Dette kan lede frem til diskussionen af hvordan lærerstuderende udvikler den fagpersonlige identitet i samfundsfag i de nordiske lande. Hvilken betydning kan relationen mellem den personlige og faglige identitet have for lærerens udvikling af den professionelle identitet i samfundsfag?

Disse aspekter kan være interessant at diskutere, når vi for det første ser nærmere på lærerrollen og udviklingen af relationskompetence i samfundsfag, og for det andet hvordan relationen mellem lærer og elev, kan have indflydelse på elevernes interesse, kundskaber og færdigheder i udviklingen af den demokratiske deltagelse og dannelse i samfundsfag.

Metode

I et tæt samarbejde med læreruddannere samt lærerstuderende i samfundsfag og matematik har vi i forbindelse med udviklingsprojektet arbejdet med læreruddannelsen som udviklingslaboratorium med afsæt i de lærerstuderendes viden om samfundsfagsdidaktik og den danske forsker, Louise Klinges (Ph.d.) og forskning om relationskompetence.

I undersøgelsen af forskningsspørgsmålet har de lærerstuderende i samfundsfag på baggrund af viden om relationskompetence og samfundsfagsdidaktik udviklet konkrete handleforslag, som de har afprøvet i samfundsfagsundervisningen i praksis i den danske folkeskole.

De lærerstuderende i matematik og samfundsfag har foretaget videooptagelser og eller didaktiske nærbilleder af undervisningen. I undersøgelsen af forskningsspørgsmålet har de inddraget videooptagelserne og de didaktiske nærbilleder i analysen af disse.

Opsummering af udviklingsprojektets forskningsspørgsmål

Ud fra de studerendes observationer af deres egne og hinandens didaktiske nærbilleder og videooptagelser, har de konkrete handlingsforslag givet dem mulighed for at spejle sig i hinandens undervisningsadfærd, samt udviklet et sprog for, hvordan lærerens fagpersonlige identitet, udtryk og nærvær udvikles i samfundsfagsundervisningen i praksis. Disse handlingsforslag vil jeg præsentere i oplægget.

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35 Education for agonistic democracy. Reclaiming the political insights of agonism

By Lars Ørjan Kråkenes, Høgskulen i Volda

Abstract

While education for democracy has been heavily influenced by the deliberative perspective on democracy, a recent turn towards an agonistic perspective on democracy places a great deal of faith in the role of political emotion and conflict in democracy education. This perspective has predominantly been understood in terms of how agonism can function as a model for students' democratic experiences within pedagogical practices. It is not always clear, however, what pedagogical experiences of agonism have to do with the political insights of agonistic theory, or how these experiences go beyond what is described in deliberative theory. Furthermore, the underlying assumption that pedagogical experiences can or should be equated with political agonistic experiences has not been sufficiently discussed.

This paper argues that pedagogical approaches to agonism run the risk of undermining either the pedagogical aims of socializing through education or the theoretical insights provided by agonistic theory. Acknowledging the vital role of collective movements in the agonistic perspective on democracy, the paper reconsiders the very basic question: What are the didactical implications of an agonistic perspective on democracy?

The paper argues that by seeing agonism as an analytical tool for understanding and describing political practices beyond everyday school life, educators can tie the role of affective investments and conflicts to the critical function of collective movements. These insights are not necessarily something students can experience within the socializing structures of a pedagogical practice but will nevertheless enrich the democratic vocabulary with which students will, sooner or later, articulate their own political subjectivity.

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36 Demokrati- og medborgerskapsperspektiver i norsk lærerutdanning

By Torstein Hestnes, NLA Høgskolen

Abstract

Verden er i en demokratisk krise. De brede styringspartiene svekkes, politikken er preget av polarisering og fragmentering, institusjonell tillit svekkes, autoritære ledere styrkes, og vi ser en nedgang i oppslutning til demokratiske holdninger og verdier. Disse globale tendensene vitner om et behov for å bevare og styrke demokratisk oppslutning og videreføre sentrale demokratiske verdier. I den forbindelse har utdanningssystemet en særegen rolle, og samfunnsfaget spesielt har et tydelig mandat om å bidra til oppslutning om demokratiske idealer og å tilrettelegge for at morgendagens borgere skal kunne utøve aktivt medborgerskap.

Samfunnsfaget i norsk lærerutdanning har «samfunnsbyggende ambisjoner», med mål om å «utvikle verdier og holdninger som mangfoldige og demokratiske samfunn trenger» (Nasjonalt råd for lærerutdanning, 2018, s. 66). I mitt doktorgradsprosjekt skal jeg undersøke demokrati- og medborgerskapsperspektiver i samfunnsfaget i norsk lærerutdanning, nettopp for bedre å forstå hvilke verdier og holdninger som blir fremmet. I prosjektet forstås lærerutdanningen som en del av statlig initiert demokratifostering som March og Olsen (2000) kaller for *democratic governance*, hvor nettopp utdanning spiller en avgjørende rolle. Utdanningssystemet som del av 'democratic governance' har vært gjenstand for flere studier, hvor både elevers, læreres, lærebøkers og læreplaners demokrati- og medborgerskapsperspektiver har blitt analysert. Lærerutdanningene derimot, har i mindre grad blitt studert, og det er dette gapet i forskning jeg søker å bidra til å tette gjennom min doktorgradsstudie.

I prosjektet ønsker jeg blant annet å undersøke litteratur som blir brukt i demokratiundervisningen i lærerutdanningen ved norske lærerutdanningsinstitusjoner. Ved å bruke kartleggende idéanalyse med utgangspunkt i idealtyper (Bergström & Boréus, 2012; Bratberg, 2021) ønsker jeg å undersøke hvilken type demokrati- og medborgerskapsopplæring samfunnsfaget i lærerutdanningene i Norge ser ut til å legge til grunn. Studien vil ha en deduktiv tilnærming, hvor de åtte demokratiopplæringsdiskursene hos Sant (2019), som for eksempel elitistiske, deltakende, deliberative og agonistiske perspektiver, vil danne utgangspunktet for analysen.

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37 Demokratilæring i møte med marginaliserte elever – hvem eller hva skal «løftes»? Funn fra en nordisk komparativ casestudie

By Binta-Victoria Jammeh, Claudia Lenz, Lise Granlund & Silje Erdal, MF Vitenskapelig Høyskole

Abstract

I dette foredraget presenteres funn fra en studie som har blitt gjennomført i forbindelse med et nordisk Erasmus+ prosjekt, der skoler fra Norge, Sverige og Danmark har samarbeidet for å løfte elevmedvirkning og demokratisk deltakelse på sine skoler. Hovedfokuset i dette foredraget ligger på hvordan de deltagende skole- ne møter marginaliserte elever i sitt demokratirettede arbeid.

Demokratilæring står sterk i utdanningssystemene i de nordiske landene. Å tilrettelegge for elevenes demokratiske ferdigheter og verdier betraktes som et sentralt element av skolens samfunnsmandat og som et grunnlag for å sikre de nordiske landenes status som «demokratiske fyrtårn» (Amnå 2019) i fremtiden.

Forskning på læreplanene og undervisningspraksis i Norden peker mot at liberale demokratiforståelser er dominerende med en vektlegging av kunnskaper og ferdigheter relatert til deliberasjon og aktiv deltagelse i demokratiske prosesser (Lieberkind, 2015, s.710, Borgebund & Børhaug, 2023). Dette demokratiidealet har tradisjonelt også vært koblet til et velferdsstatlig ideal om sosial utjevning. Nyere forskning viser imidlertid at de didaktiske metodene som anvendes i demokratiundervisningen, er best egnet for elever med høy «kulturell kapital». Dermed kan demokratiundervisningen paradoksalt nok bidra til demokratisk frakopling blant sosioøkonomisk marginaliserte elever (Hoskins & Janmaat 2019).

Gjennom deltagende observasjon av lærersamlinger og gruppeintervju har vi undersøkt lærernes demokrati- forståelser og tilnærminger til demokratirettet arbeid i skolen. Lærerne var opptatt av utfordringene relatert til sosioøkonomisk marginaliserte elever. Våre analyser viser at deltakernes forståelser av utfordringene og deres pedagogiske og didaktiske tilnærminger myntet på denne delen av elevgruppen var svært forskjellig. Forskjellene peker også mot ulike demokratiforståelser og skolens demokratiske dannelsingsmandat.

I dette foredraget rettes søkelyset på deltagerne fra Sverige og Danmark som utgjør en «contrasting case». Der de danske lærerne var opptatt av å «løfte» marginaliserte elevene til et kompetanse- og holdningsnivå i tråd med et liberalt medborgerideal, tett knyttet til forestillinger om «danskhet», fokuserte de svenske lærerne i større grad på å finne innganger der undervisningen kunne møte de marginaliserte elevenes livsverden og tilrettelegge for engasjement og mestringserfaringer. I det danske tilfellet handler endringsfokuset dermed om elevenes assimilering til et gitt medborgerskapsideal, i det svenske tilfellet om skolens og undervisningens tilpasning til elevenes behov og forutsetninger. I ingen av tilfellene ble elevene betraktet som potensielle endringsaktører når det gjelder de underliggende systemiske årsakene for den sosio-økonomiske marginaliseringen.

Vi diskuterer disse funnene i lys av spenningen mellom universelle og partikularistiske innganger til demokrati, likeverd og rettferdighet, med utgangspunkt i Kumashiros (2000) anti-undertrykkende pedagogikk.

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38 Att förstå och värdera politiskt ansvar genom nyhetsbevakning: extrahering av en samhällskunskapsdidaktisk modell

By Martin Jakobsson & Roger Olsson, Karlstads Universitet

Abstract

De nordiska ländernas starka demokratiska institutioner avspeglar sig väl i vad som skrivs fram som samhällskunskapsämnets huvudsakliga syfte i dessa länder. Ämnet ska verka för en välgrundad demokratisk medborgarutbildning som odlar ett engagemang att sätta sig in i och hantera samtidens komplexa samhällsfrågor (se exempelvis Sandahl et al., 2022).

En återkommande aktivitet i samma länder där samhällsfrågor når in i samhällskunskapsklassrummen är nyhetsbevakning. Genom nyhetsbevakning tar man del av diverse inslag som tas upp i nyhetsflödet och samtalar om dem (Jakobsson & Olsson, 2023). Sådana samtal kan öppna upp för ett fördjupat intresse för nutida samhällsfrågor och odla ett medborgerligt demokratiskt engagemang att ta sig an dem. En central del i detta intresseskapande engagemang är att utveckla förmågan att identifiera och värdera vilket politiskt ansvar som ligger bakom de nyhetshändelser som man samtalar om. Denna förmåga är central som återkoppling till det demokratiska politiska systemet och kan utvecklas genom att dels rikta in sig på relation mellan individ och samhälle, dels genom att beakta politiskt ansvar som en kombination av policy, polity och politics (Caiani & Graziano, 2022).

Samhällskunskapsdidaktisk forskning om nyhetsbevakning i svenska klassrum visar att den sällan vägleds av en intention att utveckla elevers förståelse och värdering av politiskt ansvar, samtidigt som det finns en stor potential att göra det (Jakobsson & Olsson, 2023). Denna potential öppnar upp för praktikutvecklande studier och vårt papper handlar om att utveckla och pröva en samhällskunskapsdidaktisk modell för detta ändamål. Vi tar utgångspunkt i en tradition som ser didaktik som lärares professionsvetenskap där utveckling av didaktiska modeller är centralt. Även om input för sådan utveckling kan nyttjas från andra forskningsfält är det viktigt att bygga utvecklandet på lärarnas faktiska undervisning för att modellerna ska bli användbara (Wickman et al., 2018). Vår modell bygger på input från statsvetenskaplig begreppsbyggnad kring politiskt ansvar (se ovan) samtidigt som utveckling av den extraherats (Wickman et al. 2018) ur den faktiska undervisningen om nyhetsbevakning som synliggjorts i tidigare studier. Vad denna extrahering utmynnat i tas upp i pappret och pekar samtidigt framåt mot en utprövning av modellen i undervisningspraktiken genom så kallad mangling och exemplifiering (Wickman et al., 2018) i linje med utbildningsvetenskapliga designstudieupplägg (Plomp & Nieveen (red.), 2013).

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39 Teaching to enable well-informed financial decisions? Exploring results from a financial literacy teaching intervention

By Mattias Björklund, Stockholms Universitet

Abstract

Financial literacy is part of mass-education in well over 100 education systems over the world, yet its presumed effects on over-indebtedness and financial unsustainability are weak (Amagir et al., 2018). At the same time, most financial literacy education programmes have focused on moral issues and procedural knowledge which include short-term money management (Lucey et al., 2015) yet exclude knowledge concerning financial, economic or political structures (Arthur, 2012). Björklund and Sandahl (2023) argue that this is due to an alignment problem where students are not invited to learn about the societal structures that affect financial prerequisites. This understanding however, together with critical perspectives, seem like important features for making future well-informed decisions concerning loans or savings.

In Sweden, financial literacy education is included in social studies in both primary and secondary education and 16-year-old students seem to have good knowledge concerning basic financial relations and measures. However, social studies teachers in upper secondary school (gymnasium) say that they have difficulties to relate financial issues to societal structures. Here, both the lack of financial epistemic teaching tools and defined content features appear as major obstacles for teaching (Björklund & Sandahl, 2020).

This study aims to empirically explore a financial literacy teaching design that relates the individual to societal structures and an ever-changing economy by utilising epistemic features found in social sciences. The study will be performed as a teaching intervention in four different groups of students that study financial literacy framed by social studies in upper secondary school. Students' written responses to pre- and post-tests and group discussions will be analysed. Two research questions are posed:

- What financial learning are students invited to when the teaching is framed by financial, economic and political structures?
- How does the use of perspective-taking and critical thinking seem to facilitate and impede students' financial learning?

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40 Emotive action and reaction in social science/citizenship education

By Katarina Blennow, Lund University

Abstract

Emotions are prominent in the construction of notions of citizenship. A good liberal-democratic citizen, for instance, cares about others, copes with differences and trusts the political system (Zembylas 2013). Increasing political polarization challenges teachers to prepare youth as citizens who can navigate ideological and affective boundaries (Keegan, 2021). More specifically, emotions play an important part in the drawing of symbolic boundaries (Lamont, 1992) between 'us' and 'them' in the classroom: boundaries are drawn between students and teachers through what they feel in relation to a specific content or issue, and by feeling similarly or differently, they either approach or withdraw from each other (Blennow, 2019).

We live in a time when rapid, split-second emotional response is highly valued (Davies, 2019; 2020), perhaps most significantly in social media, for instance in reaction videos or on Twitch, but also in politics, where politicians with a pronounced and visible ability to publicly show outrage or amusement have become increasingly central. Anger is a crucial component of populist politics, as well as in international crises (Davies, 2020). It is reasonable to wonder how this type of public emotional expressions affect social science teaching.

This paper analyzes how students encounter emotive action and reaction in contemporary politics and social media and how this affects what happens in the social science classroom. How are quick emotional responses expressed and used in relation to social science content? What does it mean for social science education? It is based on preliminary results from an ongoing ethnographic study of emotive action and reaction in social science teaching at upper secondary level in Sweden and their social and educational consequences.

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41 Marginaliseringen av demokratikunnskap i det norske samfunnsfaget: En analyse av referansene knyttet til “demokrati” og “medborgerskap” i to stortingsmeldinger

By Erik Ryen & Evy Jøsok, Oslo Metropolitan University

Abstract

Kunnskap om politiske institusjoner har tradisjonelt utgjort en kjerne i det norske samfunnsfaget, men analyser av læreplanen i samfunnskunnskap LK20 viser at institusjonene for politisk deltakelse nå er mindre synlige, og at deltakelse i hovedsak ses på som noe som skjer løsrevet fra disse institusjonene (Børhaug 2022). Parallelt med marginaliseringen av kunnskap om politiske institusjoner synes demokrati (og medborgerskap) å ha fått en sterkere posisjon både i læreplanen for samfunnsfag – der det defineres som et «kjerneelement» – og i den overordnede læreplanen, der det beskrives som et «tverrfaglig tema». I et forsøk på å forstå denne utviklingen, analyserer vi referansene knyttet til begrepene «demokrati» og «medborgerskap» i stortingsmeldingene som kom forut for de to siste, «kompetansebaserte», læreplanreformene, LK06 og LK20. Analysen har to formål; for det første ønsker vi å finne ut hvilken forståelse av kunnskap som fremmes gjennom disse referansene. For det andre ønsker vi å finne ut hvor begrepsforståelsen kommer fra.

En nærlesning av de tre mest fremtredende referansene, de norske rapportene fra de internasjonale komparative undersøkelsene Civic 1999 og ICCS 2009, samt Strays (2014) bokkapittel om skolens demokratiske mandat, viser hvordan betydningen av kunnskap om demokratiske institusjoner tones ned og skilles fra demokratiutdanningens mer ambisiøse mål. Kunnskap om demokrati ses på som noe målbart som kan gjøres til gjenstand for internasjonale, komparative analyser der det finnes ett riktig svar. I de to rapportene settes representativt demokrati opp mot deltakerdemokrati, ikke bare som to ulike former for demokrati, men også som to ulike former for utdanning. Dermed blir deltakerdemokratiet ikke bare et politisk, men også et pedagogisk ideal, mens representativt demokrati, der kunnskap tillegges vekt, blir det motsatte. Denne doble tilnærmingen åpner for å marginalisere betydningen av kunnskap og legitimere et lite produktivt skille mellom kunnskapsformidling, knyttet til passivitet, og demokratiopplæring gjennom deltakende praksis, knyttet til aktivitet. Begrepet medborgerskap, som brukes i rapporten ICCS 2009-undersøkelsen og i policydokumentene frem til LK20, synes å underbygge og forsterke dette skillet.

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42 En kritisk analyse av Europarådets kompetanserammeverk for demokratisk kultur

By Erik Ryen & Margareth Sandvik, Oslo Metropolitan University

Abstract

I løpet av de siste 20-30 årene har vi sett en økende grad av «europeisering» av utdanningspolitikken i mange europeiske land. Dette kom blandt annet til uttrykk i EUs Lisboa-strategi fra 2000, som fremhevet den økte økonomiske betydningen av utdanning og førte til at ”kompetansebasert læring fikk et betydelig løft i status og profil” (Telling & Serapioni, 2019, s. 389). Den grunnleggende ideen som ligger til grunn for ”kompetansevendingen” er at utdanning skal føre til målbare resultater som kan validere om en student har oppnådd de nødvendige kunnskaper og ferdigheter (og noen ganger verdier og holdninger) for å kunne takle utfordringer i det virkelige liv. For å oppnå dette må kompetanser defineres og knyttes til presise indikatorer for måloppnåelse (Barrett, 2020).

Når det gjelder undervisning rettet mot å utvikle demokrati og medborgerskap, har Europarådet spilt en særlig viktig rolle. Siden 2018 har organisasjonen utviklet og fremmet et eget kompetanserammeverk som er eksplisitt rettet mot utvikling av «kompetanser for demokratisk kultur» (RFCDC). Ifølge Lenz (2019, s. 17), tilbyr rammeverket «en systematisk tilnærming til utforming av undervisning, læring og vurdering av kompetanser som trengs for aktiv deltakelse i komplekse og mangfoldige demokratiske samfunn». Joris et al. (2022) har tidligere gjennomført en kritiske analyse av policydokumentene som ligger til grunn for Europarådets kompetansestrategi. Det har imidlertid til nå ikke blitt gjort en analyse av selve kompetanserammeverket med kjennetegnene på måloppnåelse som er utviklet for å vurdere elevene. I dette paperet vil vi presentere resultatene fra en slik analyse, og vi vil diskutere i hvilken grad rammeverket lykkes i å operasjonalisere demokratisk kompetanse, samt hvilke muligheter som kan ligge i den videre utviklingen av denne type kompetanserammeverk.

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43 Paper presentasjon: Powerful knowledge through place-based education

By Annika Wetlesen, Oslo Metropolitan University

Abstract

Since Michael Young (2008) called for 'bringing knowledge back in' and introduced the concept of powerful knowledge in education, its content has been widely debated. Within geography education research, powerful disciplinary knowledge has been discussed and operationalised according to key geographical concepts such as place, space, scale, and environment (Lambert, Béneker & Bladh, 2021). In this way, geography education connects with the educational stream of place-based education, which evolved in the US from the 1980s onwards (Kvamme, 2021). Within this stream, disagreements relate to different understandings of the fussy concept of 'place' as well as human-environment relationships. The aim of this theoretical paper is to examine what powerful knowledge might look like within the context of place-based education.

The paper is divided into three parts. The first part reviews the concept of powerful knowledge and timely critiques regarding the division of curriculum and pedagogy (Roberts, 2022), the need for 'bringing the child back in' through the integration of everyday geography and vernacular knowledge with academic knowledge (Wrigley, 2018), and the need for 'bringing history back in' by paying attention to coloniality in knowledge production (Rudolph, Sriprakash & Gerrard, 2018).

The second part reviews recent contributions to place-based education focusing on sustainability. Place pedagogy set within a phenomenological frame has been criticised for imagining place as bounded and stable, consequently overlooking power relations, conflicts and how places are interconnected. Such processes are emphasised in a relational view of place developed by geographer Doreen Massey amongst others (Kvamme, 2021). However, approaches to place as socially constructed tend to portray nature as a backdrop for human activity rather than integrated in the social (Birkeland, 2014). Furthermore, place-based education has often overlooked the role of more-than-human elements, which become visible through New Materialist approaches (Lynch & Mannion, 2021).

Insights from place-based education suggest that there is a need for 'bringing more-than-human elements in' when discussing powerful knowledge related to sustainability. At the same time, when emphasising ecological place relations in education, the subject content may become blurred. The paper concludes that disciplinary ways of thinking is vital for a socially just curriculum that enables all pupils to understand place beyond their everyday experiences.

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44 How do pupils in Norwegian upper secondary schools understand responsible citizenship?

By Ida M. Seiness, Norges Aktiske Universitet

Abstract

A society – whether determined by borders, formal membership, or belonging – cannot function without its members' dedication to maintain and develop it. It is therefore vital that our future voters are educated in a manner that inspire them to become involved, critical, and responsible citizens. This is reflected i.e., in the Norwegian Core Curriculum (Utdanningsdirektoratet, 2017). Knowledge of how our younger generation view their roles and responsibilities may be useful both for democratic development in general, and for lesson planning through i.e., differentiating instruction based on students' prior knowledge and interest. Amongst renown scholars, Putnam (2016) has expressed concern about young people's participation in politics, particularly in U.S. elections. In Norway, statistics indicate that election participation rates are lower than desired amongst our second-time voters, which may give cause for concern (Statistics Norway, 2023). It is nevertheless suggested that today's younger generations are finding new ways of showing interest and participating in society (see i.e., Dalton, 2015; Dalen & Arnesen, 2020). Or, in other words, finding that there are many ways to be a responsible citizen.

The 'responsible citizen' is the focus of my PhD monograph, which explores young people's understanding of the concept. I therefore wish to present some preliminary findings from my data collection, which was conducted through a 14-page work-booklet based on didactic principles. Here, 163 upper secondary school pupils in social science classes in Norway have expressed their views on responsible citizenship through a series of varied qualitative and quantitative tasks. Their answers provide insights into how they believe a responsible citizen should act, think, and prioritise; which values and virtues the responsible citizen should possess; and how pupils may be and behave as responsible citizens in their school.

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45

Curriculumprinciper som utgångspunkter för undervisning om epoktypiska samhällsfrågor

By Sara Blanck, Göteborgs Universitet

Abstract

Vår tid är präglad av samhälleliga konflikter, klimatförändringar, värdeskiftningar och osäkerhet som sätter lärare i samhällskunskap under press. Det kan vara svårt för samhällskunskapslärare att göra välavvägda didaktiska val i undervisning vars innehåll både kan vara känsligt och skapa kontroverser i klassrummet. Att organisera undervisning med utgångspunkt i samhällsfrågor kan vara ett sätt att hantera dessa frågor i vår tid. Samhällsfrågor kan förstås utifrån Klafkis epoktypiska nyckelproblem som värdemässigt viktiga frågor i vår tid med didaktisk potential och som genom sin samhällsrelevans och betydelse kan skapa intresse och engagemang hos eleverna (1985/2016).

Den fråga som är i fokus i presentationen är ”hur kan curriculumprinciper användas i samhällskunskapsdidaktisk forskning för att hantera relationen mellan läroplansteoretiska nivåer och lärares didaktiska analys, val och handlingar i sin undervisning”? Curriculumprinciper förstås här som utgångspunkter som kan vägleda lärare när de gör sina didaktiska val. Det kan handla om vad skolan bör göra i förhållande till elever och samhälle, hur principerna tar sig uttryck i läroplanen (Bladh, 2020) samt vilket fokus och innehåll de implikerar.

Utgångspunkten tas i min avhandling (Blanck 2023) där jag utifrån ett abduktivt förhållningssätt (Timmermans & Tavory 2012) utvecklat förslag till curriculumprinciper för undervisning om samhällsfrågor med utgångspunkt i en analys gjord genom en växelverkan mellan undervisningsempiri och bildningsteori. Där används Klafkis bildningsteori då den, som Willbergh poängterar (2016), inkluderar epistemologiska aspekter i förhållande till en läroplansnivå och praktikorienterade begrepp som kan användas vid lektionsplanering och undervisning i klassrum. De klassrumsstudier som var den ena utgångspunkten handlade om ämnesintegrerade undervisningsprojekt där samhällskunskapsämnet utgjorde ett centralt ämne. Undervisningsprojekten handlade om hållbar utveckling, pengar, utveckling av en hållbar och rättvis stad i årskurs 6-9 samt undervisningsutvecklande projekt om migration med lärare och elever i årskurs 4-6 (Blanck 2023). I de bildningsteoretiska perspektiven urskiljdes mönster av kognitiva, etiska och estetiska dimensioner av bildning (Klafki 1985/2016).

De curriculumprinciper som föreslås tar bland annat utgångspunkt i ett flerdimensionellt bildningsbegrepp som en principiell utgångspunkt för undervisning om samhällsfrågor genom undervisningens uppmärksammande av kognitiva, etiska och estetiska dimensioner i växelverkan. Vidare handlar principerna om relationen ämnesspecifikt och ämnesintegrerat, elevens möte med innehållet genom begreppsutveckling och levandegjorda exempel som bidrar till tillgängliggörande av innehåll för de aktuella elevgrupperna (Blanck 2023).

De frågor som jag vill diskutera under konferensen handlar om:

a) Vad kan undervisning om samhällsfrågor innebära för samhällskunskapsämnet?

b) Hur kan curriculumprinciper användas i samhällskunskapsdidaktisk forskning för att hantera relationen mellan läroplansteoretiska nivåer och lärares didaktiska analys, val och handlingar i sin undervisning?

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46 Change and stability in the social science subject

By Torben Spanget Christensen, Syddansk Universitet

Abstract

This presentation addresses an issue, change and stability in the social science subject, that I have been dealing with in various ways for several years, without fully having been able to capture it.

In recent 20 years or more, there has been a focus on changes of subjects (didactisation) caused by societal conditions and the political discourse as well as caused by competition with other subjects (Ongstad 2004, Christensen 2012 :109). On the other hand, we still talk about subjects, such as social science, as stable entities (Christensen 2015: 36f). Social science indisputably maintains its recognizability over time and across themes despite changes. There must therefore be 'something' that does not change or at least changes very slowly over time. This 'something' can be referred to as the core or cores of the subject. Cores understood as elements that provide stability to the subject over time and across topics, and thus justifies it being called a subject. Perhaps changes happen around such cores and not as a movement away from them. The presentation will discuss whether social science has cores, and it will suggest what these cores could be.

Exemplification: News in social science - a field where the social science cores easily can become invisible.

It can be challenging for the teachers to maintain a focus on social science when students contribute to the teaching with news they find interesting, but where the subject-specific content is up in the air, or if as we in the QUISST project have observed particularly in Swedish social science classrooms that students on a weekly basis watch a news broadcast with the content that happens to be on that particular day. In both cases, it becomes the teacher's task to establish a meaningful connection to the subject. See exempel (Christensen 2021).

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47 Digital competence in times of crisis: Teaching about Russia's invasion of Ukraine

By Nora E. H. Mathé, Lisbeth M. Brevik & Greta B. Gudmundsdottir, University of Oslo

Abstract

The need for digital competence is ever increasing in a world full of digital information and fraught with misinformation and manipulative communication in digital media. This need is particularly crucial when it comes to navigating and understanding ongoing events as they unfold in real-time. On 24th February 2022, Russia invaded Ukraine. Directly following the invasion, news spread rampantly in digital media, flooding children and young people with news, images and videos of war. Major events like the invasion will enter the classroom, as an object of talk among students or as a part of the teaching.

At the time, educational researchers were conducting video observations of naturally occurring instruction in two upper secondary schools in Norway (year 11; ages 16–17). This study is part of the longitudinal research project EDUCATE, which was conducted to evaluate the implementation of the LK20 curricular reform in Norway (Brevik et al., 2023). To obtain high-quality video data of whole-class teaching and interactions, we used two small cameras simultaneously recording each lesson, one in the front and one in the back of the classroom. Two wireless microphones recorded classroom talk, one attached to the teacher and one fixed to capture communication in the classroom (Brevik et al., 2023). Based on classroom video recordings, this article examines how six teachers addressed the invasion across 15 English and Social Science lessons, involving 195 students.

The findings indicate three main patterns. First, in all the 15 video-recorded social science and English lessons, the teachers deviated from their original lesson plans to deal with Russia's recent invasion of Ukraine. Here, three main instructional practices stood out: a) teachers engaged students in dialogue to enhance their understanding and encourage questions about the invasion, b) teachers engaged students in independent inquiry, and c) teachers provided information about the invasion and its causes and effects on the world. Second, all six teachers prompted students to use digital technology and digital competence to stay informed about the situation and conduct independent inquiry. Third, teachers used their professional digital competence to enable students' understanding of the invasion and its causes and effects on the world.

In addition to providing valuable insights into teaching about the Russian invasion in its first days and weeks, the article contributes knowledge about everyday use of teachers' and students' digital competence in times of crisis.

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48 Democracy education – a critical impasse?

By Elin Sæther, University of Oslo

Abstract

The newly revised Norwegian curriculum LK20 states that students must learn why democracy should not be taken for granted, and that democracy must be maintained and developed further. The climate- and nature crises, geopolitical instability, as well as the striking stability of global and national patterns of inequity are all factors that challenge democracies, but how do democracies' vulnerabilities impact democracy education? In this presentation, I ask what it sounds like when students in secondary school and upper secondary school talk about democracy and citizenship and whether their discussions open up for critical and/or utopian perspectives upon democracy.

To gain access to young people's perspectives, a group of social studies educators at the University of Oslo has developed the focus group tool Democracy Pathfinders. The focus group discussion has four sequences. It begins with exploring the students' views on opportunities to participate in everyday school life. In the second part students are asked to rank various issues according to importance – including climate, gender equality, refugees and care for the elderly. In the third sequence, students are given role cards and can explore how their character will act in the face of various issues. The roles are based on Børhaug's (2017) categories and distinguishes between citizens' orientation towards individual or collective commitment in combination with either a change-oriented or a conservative approach to social issues. After the role play, the students are asked what they themselves would have done. In the fourth and final sequence, students are given a map of possible ways to participate in democracies and must reflect on action alternatives both in terms of the role cards and what they themselves would do as adult citizens.

The presentation will shortly introduce the Democracy Pathfinders tool and the reasoning behind it, as well as tentative findings from piloting of the tool and use this as an entry to a discussion about the space for critical or utopian perspectives in democracy education, exemplified by Swyngedouw's (2018) argument about the post-political state of liberal democracies and Biesta's (2011) use of the theories of Mouffe and Rancière.

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49 Exploring dilemmas in financial literacy education, -private actors in public schools

By Maria Gaarsmand, Anders Stig Christensen & Lars Pynt Andersen, UCL Erhvervsakademi og Professionshøjskole

Abstract

With growing focus on teaching financial literacy (FL) and economic well-being, it is relevant to investigate the role of private, public, and NGO stakeholders. In the Nordic countries there are traditions for collaboration between public and private sectors. This is often celebrated, but also carry problematic dilemmas. In Denmark there is a continued collaboration on teaching FL in public schools with activities and material such as Pengeugen (Moneyweek) which is initiated by Finance Denmark, the umbrella organization for the Danish financial sector. This is developed in collaboration with the Danish Math Teachers Association, The Danish Consumer Council, The Danish Tax Agency and The Danish Financial Supervisory Authority and many other organizations. Understanding who is behind these initiatives and materials is quite difficult for teachers and parents, and almost impossible for the children participating. FL teaching material are mostly based on a narrow understanding of FL and economic well-being as mostly 'money management' (Björklund and Sandahl 2023), e.g. household budgeting and getting most out of your financial resources: learning about interest rates, inflation, and investment in shares (the so-called Big Three, Lusardi 2019). We suggest that a 'money management'-focus in teaching FL in schools is too narrow and insufficient, hence falls short of aiding a critical awareness of the actors and agendas involved (Björklund and Sandahl 2021). We therefore question how this initiative aligns with the aims of the lower secondary school to support consumer agency and more broadly, democratic citizenship.

This presentation is exploring the conceptual basis of FL and related fields such as advertising-, consumer-, and media literacy, illustrated with a critical analysis of the activity Pengeugen, particularly the part targeting lower secondary school: Funny Money. It is part of an ongoing project on the teaching of FL, economic and consumer education in Danish schools.

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50 Redusert oppslutning om likestilling mellom kvinner og menn. Hva er det unge gutter forsøker å fortelle oss?

By Oddveig Storstad, Norges teknisk-naturvitenskapelige Universitet

Abstract

Likhet, likeverd og likebehandling er grunnleggende demokratiske verdier, som i International Civic and Citizenship Education Study (ICCS) måles som elevenes oppslutning om likestilling mellom kjønnene, like rettigheter for innvandrere og for etniske grupper. Elever i de nordiske landene (14 år) har i alle ICCS-syklusene (2009, 2016 og 2022) skåret høyt på støtte til likebehandling av ulike grupper i befolkningen, ikke minst når det gjelder likebehandling av kvinner og menn. Sammenlignet med ICCS 2016, viser imidlertid ICCS 2022 en nedgang i støtten til likebehandling av kvinner og menn både i Norge, Sverige og Danmark (Schulz et al., 2023). Analyser av det norske og danske utvalget viser at det er guttene som står for hele nedgangen i Danmark og Norge (Storstad et al., 2023; Bruun og Lieberkind, 2023).

Det er ikke slik at guttene har gått fra å være positive til likestilling til å bli negative, men snarere at de i langt større grad stiller spørsmål ved «behovet for mer likestilling» - de viser en mer reservert holdning og slutter ikke like hjelthert opp om likestilling mellom menn og kvinner.

Holdningsendringen har trolig sammenheng med nyere fenomen som Jordan Peterson og Andrew Tate, men å avfeie det som en Tate-effekt er for enkelt og gir ingen forståelse av hva som ligger bak fenomenet. Hva er det guttene prøver å fortelle oss? Peterson og Tate har trolig både fanget opp, men også forsterket, strømninger i tiden. Guttene som deltok i ICCS 2022 har vokst opp med en svartmaling av gutter med fortellinger om gutter som tapere, mens jentene i økende grad og langt bedre lykkes (Vogt, 2018; Sletten et al., 2021). Det synes å være en backlash-reaksjon mot fokus på likestilling generelt, men kanskje også jenters forsprang på stadig flere samfunnsområder mer generelt.

Med dette som utgangspunkt vil jeg i dette paperet søke å få en forståelse av hva som ligger bak nedgangen i norske/nordiske gutters oppslutning om likestilling mellom kjønnene. Er holdningsendringen en form for (kjønnet) kulturell motstand (jfr. Skogen og Krange 2010) og uttrykk for en følt marginalisering av gutter generelt og en (maskulin) livsform spesielt? Forstått i et demokratiperspektiv: er det noe sunt ved guttenes holdningsendring? Er det uttrykk for et samfunnsengasjement på vegne av eget kjønn? Er det guttene som slår tilbake – er det pay back time? Hvem er disse guttene som har endret mening om likestilling? Hva ser vi i ICCS-dataene som kan fortelle oss noe om hvordan unge gutter tenker om demokrati, demokratiske verdier, likestilling og sin egen plass i skolen og i dagens samfunn?

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51 Teaching about anti-pluralist parties and politics in social science

By Peter Nicolai Aashamar, Universitetet i Oslo

Abstract

In this presentation, we will discuss a topic relevant to the theme of the conference: "Challenges of social science education in times of change and crisis". Globally, but also in a Nordic context right-wing populism and anti-pluralist politics is a challenge to liberal democracy (Wikforss, 2021). We understand right-wing populism as form of It is a type of anti-politics that both stems from and contributes to political distrust (Lizotte & Kallio, 2023). This presentation, based on an article by Mikander, Aashamar, and Högström, explores features of classroom practices when right-wing populist parties and anti-pluralistic attitudes are addressed in classrooms by the students or the teacher. It discusses to what extent literature on agonistic democracy (e.g. Mouffe, 2005) and political emotions in schools (e.g. Mårdh, A., & Tryggvason, 2017) provides enough theoretical support for teachers to managing when teaching about populism.

In their study, we mapped 124 social science lessons in classrooms in Norway, Denmark, Sweden, and Finland. We drew on video data from three Nordic studies: Connected Classrooms Nordic Study (CCN), Evaluation of Bilingual Education in Schools (ETOS), and Linking Instruction and Student Achievement (LISA Nordic). We identified four instances where either teachers or students explicitly discussed right-wing populism, such as the True Finns (Sannfinnene) and MAGA. Since the analysis is based on video observations of naturally occurring teaching situations from 124 social science classes, it suggests that the discussion of right-wing populism in Nordic classrooms is rare, even though the student in our data express interest in the topic.

Through a thematic analysis of these four instances, the authors argue that the literature on agonistic democracy and political emotions does not sufficiently reflect what actually happens in the classroom when right-wing populism is addressed, especially when such ideas are presented with rhetorical devices such as humor, irony or sarcasm. This, we argue, diminishes the relevance of the literature to contribute to democratic learning in the classroom.

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52 'Organisasjons-medborgerskaps atferd'(OMA) (organizational citizenship behavior OCB) blant lærere I samfunnsfag i Norway

By Trond Solhaug, Norges teknisk-naturvitenskapelige Universitet, & Knut-Andreas Abben Christophersen, Universitetet i Oslo

Abstract

Fokus I denne artikkelen er på 'organisatorisk-medborgerskaps atferd'(OMA) (organizational citizenship behaviour, OCB) blant lærere I niende klasse I ungdomstrinnet.

Artikkelen belyser hvordan læreres OMA kan forklare I hvilken grad engasjerer lærere og deltar med elever I ulike kulturaktiviteter og miljøaktivisme som involverer eksterne saker og/eller samarbeidspartnere. Organisasjons-medborgerskaps-atferd'(OMA) er en oversettelse av organizational citizenship behaviour (OCB). Dimensjoner ved 'OMA' er: Altruisme, positive sosialt orienterte handlinger Ansvarsbevissthet, viser at ansatte er dedikert i arbeidet sitt. 'Høflighet' – (velmenende?). Oppfattes som positiv og likendes. God 'med-kollega' (civic virtue) – ansvarlig opptatt av det større fellesskapet. 'Sporty innstilling' evne og vilje til å takle irritasjoner overbærende på en positiv måte – Organ 1988. OMA beskriver enklere sagt I hvilken grad lærere engasjerer seg sammen med kolleger, elever og skolen som helhet utover det som er forventa I det daglige arbeidet I skolen.

Vi undersøker også hvordan samfunnsfaglærere bidrar til ulik elevaktivitet og samarbeid med eksterne. Vi undersøker også hvordan OMA og spesielt samfunnsfaglærere bidrar til å redusere problemer blant elevene, bidrar til et godt klassemiljø og involverer elever i klassens virksomhet (elevmedvirkning).

Data kommer fra ICCS 2022 analysert på 1246 (netto utvalg) tilfeldig valgte lærere på 9. trinn. Vi gjør kvantitative data ICCS 2022. Verktøyet er: Analyse IBM SPSS – IBM AMOS. Strukturell kausal modell er basert på sumskårer. OMA – likert skalaer. SP 8 ActGroup og SP 14 ActEnv dikotome variable og vi gjør signifikanstester.

Resultater er: OMA – har små bidrag til ekstern aktiviteter i klasserommet sp 8. Deler av forklaringa kan ligge i item-formatet. Samfunnsfaglærere litt mer orientert mot ulike aktiviteter sammenlikna med andre lærere. Samfunnsfaglærere bidrar signifikant mer til ekstern miljøaktivisme (sp 14) sammenlikna med andre lærere. Øvrige resultater kommer til konferansen.

Geography, knowledge and power in the Norwegian process of 'subject renewal'

By Ingrid Løken, Oslo Metropolitan University

Abstract

Throughout the history, the subject of geography in primary school has mainly been either an independent subject or a separate main area in the Norwegian curriculum for Social Studies (Sætre, 2021). Geographical knowledge has been a significant contribution to the subject in previous curriculums. In all the curricula, the regional perspective and the spatial tradition have been present. From 1939, the human-environment tradition and natural geography tradition also had significant contributions. In the curriculum from 1974, human geography topics can be identified (Sætre, 2021). In other words, the curriculum has recognized the subject's relevance to young people's capabilities to make informed choices about how to live and think in ways that promote freedom in life without harming the lives of others (Mitchell, 2022). Geography is no less important today, as the world is confronting climate crisis, resource conflicts and war in Europe. However, in the new Norwegian curriculum The Knowledge Promotion 2020 (LK20), geography is no longer a separate main area in Social Studies. The subject is intertwined with history and social science.

In this paper, new empirical insights from the national curriculum process for LK20 are presented. The curriculum development process appears to be decisive for the composition of geography in the new curriculum. Through a critical policy analysis of the 'document issue' (Asdal & Reinertsen, 2021) in the curriculum process, three critical phases have been identified in which geography became increasingly vague in the curriculum. Central empirical data is also interviews with 14 key actors in the process. The interview material is interpreted in connection with the three phases. Critical perspectives attempt to examine the roots of the policy, the process and how different actors intervene where relevant changes occur in the process (Diem et al., 2014). Anchored in the sociology of knowledge (Bourdieu, 1977; Bourdieu & Wacquant, 1992) and a spatial lens for critical policy analysis (Ball, 2013; Massey, 2005), the paper examines the issue: How was geography incorporated into Social Studies through the curriculum process (2016-2020)?

The paper discusses how decisions are made and legitimized by the actors in the process regarding the form and content of geography, and the actors' interaction and mutual influence on each other. The paper contributes to the research field by providing an insight into how a curriculum process can have consequences for a discipline. The text has relevance beyond the Norwegian context as it shows how a policy and its roots set guidelines that structure the actors' room for action when it comes to interpreting and integrating a knowledge content. The case reflects educational orientations that are part of global trends and historical lines in Norwegian education.

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