

NOKSA 2024

Program – Nordic Conference in Social Science Education

UCL University College in Odense, Denmark,
Niels Bohrs Allé 1, 5230 Odense M

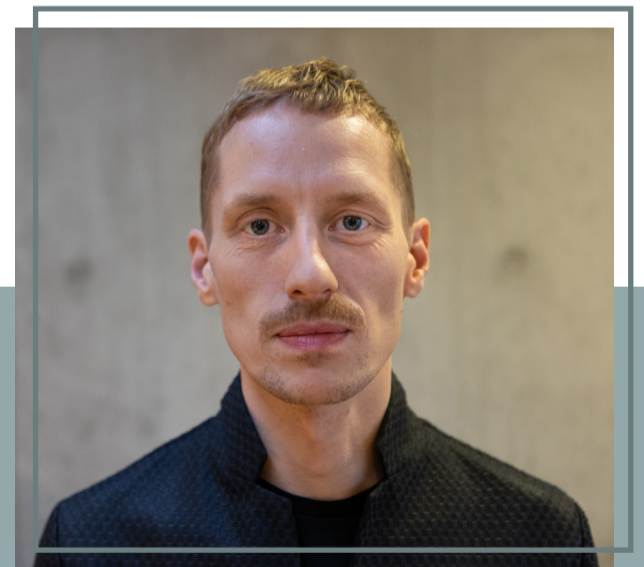
April 11th-12th



Overview Program

Thursday – April 11th

- 8.30-9.00** Registration and Coffee/Tea
- 9.00-9.15** Opening of the Conference, room AU103
Thomas Illum Hansen, Head of research, UCL
Welcome by the local committee, Anders Stig Christensen, Nadine Malich-Bohlig and Marie Bonde Olesen
- 9.15-10.15** Keynote I: *Thorsten Bøgh Thomsen*
Romantic Aesthetics and Climate Change
- 10.15-10.30** Coffee Break
- 10.30-12.00** Parallel Session I
- 12.00-13.00** Lunch
- 13.00-14.30** Parallel Session II
- 14.30-14.45** Coffee Break
- 14.45-16.15** Parallel Session III
- 17.00-18.30** Guided City Tour
- 19.30** Conference Dinner at Restaurant Nordatlanten
*Nordatlantisk Promenade 1,
5000 Odense C*



Keynote I: *Thorsten Bøgh Thomsen*

Romantic Aesthetics and Climate Change

In his debut novel *Journey on Foot* from 1829, Hans Christian Andersen states that the human is nothing more than a shadow point on an earth that is just an atom in the great universe. The book presents a critique of human arrogance in an ironic tone that puts a spin on early 19th century art, religion, and natural philosophy. The 19th century was a century in which questions about the relationship between the human and the nonhuman were foregrounded. Questions whose topicality has only increased ever since.

In this keynote, Associate Professor and Head of the Hans Christian Andersen Center at the University of Southern Denmark, Thorsten Bøgh Thomsen, will introduce 19th century deliberations on art and nature as expressed in Hans Christian Andersen's writings. The views on the human, nature and materiality that arise in Andersen's texts are interesting in relation to current philosophical and aesthetic discussions about climate and the environment. Not only because Danish romanticism in many ways produced views on nature and humanity that are still in effect, but also because romanticism unfolded alongside the industrialization that set global warming in motion. Andersen wrote with a skepticism in relation to human self-aggrandizement, an ambivalence towards romantic glorification of nature and a sensibility towards the material world that seems strikingly relevant in our time.

Overview Program

Friday – April 12th

- 8.00-8.30** Coffee and information about NOKSA 5, AU103
- 8.30-9.30** Keynote II: *May Jehle*
Current challenges of „Politische Bildung“ in Germany in the light of the historical development
- 9.30-9.45** Coffee Break (with bread)
- 9.45-11.15** Parallel Session IV
- 11.15-11.30** Coffee Break
- 11.30-13.00** Parallel Session V
- 13.00-14.00** Lunch and end of conference



Keynote II: *May Jehle*

Current challenges of „Politische Bildung“ in Germany in the light of the historical development

Civic education is always linked to imaginations and concepts of our current and future society and political system. That's why we also need historical reflections in order to understand core concepts of civic education which has evolved over time. With regard to the German tradition of „Politische Bildung“ we can retrace the historical development of core concepts and basic ideas in the light of societal developments and the needs of the political systems. This historical reconstruction of core concepts and discourses on their implementation sheds light on specific tensions between affirmation and emancipation in the field of civic education. Proceeding from this reconstruction the talk will draw some lines to current the current discourse on “Politische Bildung” in Germany which focuses especially challenges for democracy by populism, extremism and societal polarizations. Following these lines the talk will lead to a discussion, how we can think “Politische Bildung” considering this polarization.

May Jehle did her doctorate on comparative case studies based on classroom videos from East and West Berlin between 1978 and 1993 at the University of Vienna. She worked in several projects in the field of video-based, subject-specific and subject-integrative teacher education at the universities in Frankfurt/Main and Mainz. Since October 2023 she holds a visiting professorship for the Didactic of Civic Education at the University Dresden. Her research interests are history of civic education, video-based classroom research, civic education and societal transformations, reflexive teacher education, subject-oriented, emancipative and solidary civic education.

Symposia and workshops

A	Meeting the challenges of climate and societal crises – research on teacher education, teachers' preparedness and social science education.	Cecilia Lundholm, Anna Bendz, Caroline Ignell, Magnus Børre Bragdø, Ilona Södervik, Iina Hyyppä, Heidi Krzywacki & Antti Laherto
B	Holocaust undervisning i Skandinavia – historikk og veien fremover	Fredrik Stenhjem Hagen, Anders G. Kjøstvedt, Karin Kvist Geverts, Solvej Berlau & Stine Thuge
C	Forskningsbidrag til skolens og samfunnsfagets rolle i å fremme demokratisk deltagelse.	Anders G. Kjøstvedt, Evy Jøsok, Eva Kosberg, Nanna Paaske & Siri MohammadRoe
D	Workshop: FUTURES – Ett nätverksinitiativ för att undersöka elevers uppfattningar om och förväntningar inför framtiden	Johan Sandahl, Olle Nolgård, Patrik Johansson & Mattias Björklund

Thursday – April 11th

Please notice if your name is underlined, this means that you are chair of the session.

	Room AU 103	Room E 107	Room E 111	Room E 206
	A	B	C	D
Session I 10.30-12.00	<p><i>'A desired school day in 2050' – First-year teacher students' future visions and future thinking skills</i></p> <p>Ilona Södervik, Iina Hyypä, Heidi Krzywacki & Antti Laherto (13)</p> <p><i>Social science teachers' preparedness for sustainability education: A comparative analysis of the Nordic countries</i></p> <p>Magnus Børre Bragdo (14)</p> <p><i>Climate change – developing social science teaching for advancing knowledge and action</i></p> <p>Cecilia Lundholm, Anna Bendz & Caroline Ignell (15)</p>	<p><i>Meaningful interpretation of sources in social science education</i></p> <p>Jenny Rosengren (5)</p> <p><i>Boosting teenagers' skills to fact-check misleading photos from the war in Ukraine</i></p> <p>Thomas Nygren & Markus Al-Afffi (6)</p> <p><i>Digital competence in times of crisis: Teaching about Russia's invasion of Ukraine</i></p> <p>Nora E. H. Mathé, Lisbeth M. Brevik & Greta B. Gudmundsdottir (47)</p>	<p><i>Intercultural Competence in the Swedish National Tests for Social Science: Evaluating students' intercultural competency in large-scale assessments</i></p> <p>Markus Al-Afffi (7)</p> <p><i>Utforskning av strukturell rasisme skolen: En kvalitativ studie av minoritetslever erfaringer med rasisme</i></p> <p>Irene Trysnes & Katja Haaversen-Westhassel Skjølberg (17)</p> <p><i>Ungas kunskaper och föreställningar om förintelsen. Analyser av elevers och lärarstudenters historiekulturella konstruktioner av förintelsen</i></p> <p>Marianne Sjöland & Ingmarie Danielsson Malmros (16)</p>	<p><i>Powerful Knowledge about Democracy in Swedish Social Science Education</i></p> <p>Ludvig Sjunnesson (24)</p> <p><i>Emotive action and reaction in social science/citizenship education</i></p> <p>Katarina Blennow (40)</p>
Session II 13.00-14.30	<p><i>Holocaust undervisning i Skandinavien – historikk og veien fremover</i></p> <p>Solvej Berlau, Stine Thuge, Karin Kvist Geverts, Marianne Kirk, Fredrik Stenhjem Hagen & Anders G. Kjøstvedt (25)</p>	<p><i>Developing source critical skills in social studies: insights from a design-based research</i></p> <p>Malin Tväråna, Thomas Nygren & Evgenia Efimova (20)</p> <p><i>Att förstå och värdera politiskt ansvar genom nyhetsbevakning: extrahering av en samhällskunskapsdidaktisk modell</i></p> <p>Martin Jakobsson & Roger Olsson (38)</p> <p><i>Democracy education – a critical impasse?</i></p> <p>Elin Sæther (48)</p>	<p><i>Geography, knowledge and power in the Norwegian process of 'subject renewal'</i></p> <p>Ingrid Løken (53)</p> <p><i>Marginaliseringen av demokratikunnskap i det norske samfunnsfaget: En analyse av referansene knyttet til "demokrati" og "medborgerskap" i to stortingsmeldinger</i></p> <p>Erik Ryen & Evy Jøsok (41)</p> <p><i>Utmaningar och möjligheter att säkerställa rättvisa prov i samhällskunnskap för elever med annat modersmål än svenska - erfarenheter från de svenska nationella proven</i></p> <p>Arne Löfstedt & Daniel Bergh (35)</p>	<p><i>Tween Democracy: A qualitative analysis of 9-12-year-olds perspectives on the organization of society</i></p> <p>Julie Ane Ødegaard Borge & Pia Mikander (8)</p> <p><i>Demokratilæring i møte med marginaliserte elever – hvem eller hva skal «løftes»? Funn fra en nordisk komparativ casestudie</i></p> <p>Binta-Victoria Jammeh, Claudia Lenz, Lise Granlund & Silje Erdal (37)</p> <p><i>Visual literacy in Civics. Teaching impact, system thinking and agency in civic reasoning with diagrams and models</i></p> <p>Ann-Sofie Jägerskog & Malin Tväråna (4)</p>
Session III 14.45-16.15	<p><i>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?</i></p> <p>Anders G. Kjøstvedt (26)</p> <p>2) <i>Ungdommer som demokratiske aktører i egen (skole) hverdag</i></p> <p>Evy Jøsok (27)</p> <p>3) <i>Vurdering i samfunnsfag: Det er faktisk kunnskap som teller?</i></p> <p>Eva Kosberg (28)</p> <p>4) <i>Elevers holdninger og verdier – et overkommelig minefelt i formative vurderingspraksiser?</i></p> <p>Nanna Paaske & Siri MohammadRoe (29)</p>	<p><i>Bæredygtighed og kritisk tenkning. 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</i></p> <p>Carsten Linding Jakobsen & Mogens Hansen (19)</p> <p><i>How do pupils in Norwegian upper secondary schools understand responsible citizenship?</i></p> <p>Ida M. Seiness (44)</p> <p><i>Curriculumprinsipper som utgangspunkter for undervisning om epoktypiske samhøllsfrågor</i></p> <p>Sara Blanck (45)</p>	<p><i>Samhøllskunnskapsundervisning om samhøllsekonomi: Pendling mellom vardag og vetenskap for en djup og sammanhengande kunnskap</i></p> <p>Michael Walkert & Martin Jakobsson (22)</p> <p><i>Teaching to enable well-informed financial decisions? Exploring results from a financial literacy teaching intervention</i></p> <p>Mattias Björklund (39)</p> <p><i>Exploring dilemmas in financial literacy education, -private actors in public schools</i></p> <p>Maria Gaarsmand, Anders Stig Christensen & Lars Pynt Andersen (49)</p>	<p><i>Teaching social studies after Ukraine. Social studies didactics and International conflicts</i></p> <p>Harald Borgebund & Kjetil Børhaug (12)</p> <p><i>Læreres demokratiforståelser og didaktiske refleksjoner på skandinaviske storbykoler</i></p> <p>Silje Førland Erdal, Lise Granlund, Binta Jammeh & Claudia Lenz (23)</p>

(paper-response)

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Friday – April 12th

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	Room AU 103	Room E 107	Room E 111	Room E 206
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Session IV 9.45-11.15	<p><i>Workshop: FUTURES – Ett nätverksinitiativ för att undersöka elevers uppfattningar om och förväntningar inför framtiden</i></p> <p>Johan Sandahl, Olle Nolgård, Patrik Johansson & Mattias Björklund (31)</p>	<p><i>Theoretical conceptualizations of social science (samfunnskunnskap) in Nordic didactical research 2019-2023</i></p> <p>Kari-Mette Walmann Hidle & Maria Olson (11)</p> <p><i>En kritisk analyse av Europarådets kompetansrammeverk for demokratisk kultur</i></p> <p>Erik Ryen & Margareth Sandvik (42)</p> <p><i>Change and stability in the social science subject</i></p> <p>Torben Spanget Christensen (46)</p>	<p><i>Forslag til undersøgelse af core-practices. Kan core-practices understøtte lærerstuderendes transfer mellem uddannelse og praksis?</i></p> <p>Mette Damgaard Jørgensen (18)</p> <p><i>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?</i></p> <p>Neromie Fernando (34)</p> <p><i>Demokrati- og medborgerskapsperspektiver i norsk lærerutdanning</i></p> <p>Torstein Hestnes (36)</p>	<p><i>Exploring Dimensions of Objectivity and Subjectivity in The Formal Curriculum of Social Studies in Swedish Compulsory School</i></p> <p>Fredrik Tilhon-Lindén (1)</p> <p><i>Education for agonistic democracy. Reclaiming the political insights of agonism</i></p> <p>Lars Ørjan Kråkenes (33)</p> <p><i>Chasing deliberation in the social science classroom. A study of deliberative quality in whole-class, small group, and pair discussions</i></p> <p>Jonas Henau Teglbjærg (30)</p>
Session V 11.30-13.00		<p><i>Using Structured Academic Controversy to discuss burnings of religious texts as a political issue in the Swedish högstadiet</i></p> <p>Evgenia Efimova (3)</p> <p><i>Conflict from the perspective of young citizens in Vienna</i></p> <p>Lara Kierot (9)</p> <p><i>Teaching about anti-pluralist parties and politics in social science</i></p> <p>Peter Nicolai Aashamar (51)</p>	<p><i>Citizenship education in Scandinavia and in Latin America</i></p> <p>Virginia Beramendi (2)</p> <p><i>Civic knowledge, trust and political self-efficacy among adolescents: Conditions for fostering participation</i></p> <p>Kjersti Eggen Dahl & Knut Vesterdal (32)</p> <p><i>Redusert oppslutning om likestilling mellom kvinner og menn. Hva er det unge gutter forsøker å fortelle oss?</i></p> <p>Oddveig Storstad (50)</p>	<p><i>Exploring the different ways of understanding the police among year 1-3 pupils</i></p> <p>Kristoffer Larsson & Klas Andersson (10)</p> <p><i>Begynneropplæring i det norske samfunnsfaget</i></p> <p>Kari-Mette Walmann Hidle & Espen Helgesen (21)</p>