

English summaries

Berit Askling: Uniformity and/or profiles in the Swedish higher education landscape/ Enhetlighet och/eller profilering i det svenska högskolelandskapet/? *Pedagogisk Forskning i Sverige*, Vol. 17, No. 1–2, pp. 1–22. Stockholm: ISSN 1401-6788

The expansion of higher education was an international process that began to affect educational systems from the 1950s. Structural measures, such as increase in student enrollment, broader access, establishment of new institutions and greater variation in programs, were taken. Later on decision-making power were devolved to new categories of staff members, to students and to external stakeholders. New ideas of state governance were adopted. Recently, institutional autonomy is emphasized and the institutions are encouraged to specialize and diversify their activities in order to survive economically on international Knowledge markets. Although less is heard about democracy, equality and culture, such objectives have not in any way become obsolete. Thus, higher education is exposed to a powerful mix of ideological orientations.

In the article, it is argued that structural measures undertaken in the 1970s might be more or less congruent with recent claims for specialization and competition. By using Sweden as a case, the relationship between objectives and structural models is brought to the fore. Sweden adopted an integrated model when expanding its higher education system and included all post-secondary institutions into one unitary »högskola», covering almost all tertiary education. Offering equal study opportunities was an important democratization objective, as was also to reduce status differences between programmes and to be sensitive to labour market needs. Since then, Sweden has followed the international trends mentioned above. Today, autonomous institutions have to find a balance between being competitive on international markets and respect the »soft» national objectives of the 1970s. Institutions are encouraged to cooperate or merger, but no formal measures are taken by the government in order to reshape the system in a more binary direction.

The article also discusses the role of university in relation to society and markets. Does the current emphasis on market orientation represent a normal or abnormal condition? It is argued that the higher education reform in 1977 implied an adjustment to social conditions and in that respect nor unlike recent changes, although the reform went all too far when adopting an integrated model and rigid national planning. Today, external pressure has to be met by flexibility and in this respect the integrated model and the notions of uniformity cause tensions when institutions have to manage a multiplicity of expectations: Specialize and compete in order to »survive» on national and international knowledge markets and at the same pay respect to the »social» goals of the 1970s and serve the wider community in various ways.

Daniel Persson Thunqvist: »I don't want to insult you, but...» – Forms of criticism in opposition seminars in high school/»Jag vill inte ta ner dig, men...» – kritikens former i gymnasieskolans oppositionsseminarier/. *Pedagogisk Forskning i Sverige*, Vol. 17, No. 1–2, pp. 23–44. Stockholm: ISSN 1401-6788

This article is based on a qualitative, empirical study concerning interactive and institutional premises for criticism and critical meta-discussions within upper secondary education. Criticism in various forms comprises a vital part of scientific knowledge and academic socialization. But what kind of criticism and critical abilities are taught and learned when academic ideals of criticism are transferred and transformed in an upper secondary school?

This question has thus far received scarce attention in research but is significant, not least in the view of the main objectives of current upper secondary education in Sweden. In Sweden and other European countries, there has been a clear governmental focus on the relevance of critical and communicative abilities as necessary preparation for higher education and the ›knowledge society‹. Internationally, there is a growing educational interest in peer assessment, i.e. practices in which students are trained to provide and receive constructive criticism and judge peers' achievements. The present study explores peer assessments by paying analytical attention to students' critical meta-discussions as social, interactional practices. It integrates theoretical insights about criticism and critical reasoning from educational research and the field of interactional research.

By adopting sociocultural and interactional perspectives on educational practices, the present study aims to illuminate how peer criticism is formulated, understood, and managed by students and teachers. The focus is on what is here called ›opposition‹ seminars in Swedish secondary schools, where the educational goal of promoting critical discussion is paramount. As part of their final assignment students have to act as opponents as well as discuss and criticize other students' project work (final assignment). The analysis draws on 11 recorded and transcribed opposition seminars in a Swedish media program at an upper secondary school level.

The results show quantitative distribution and qualitative dynamics of two distinct forms of criticism: *expansive* and *restrictive*. Expansive criticism was characterized by negotiations (mostly between teachers and students) that generated critical discussions within the seminar group, and resulted in formative assessment (rather than summative assessments). This type of criticism mostly took the shape of confrontational, corrective and fostering criticism, and was primarily initiated by the teachers. Restrictive criticism, which was most frequent among student opponents, was characterized by a restricted turn-taking system, summative assessment, and a widespread reluctance to criticize peers. Students strictly adhered to the manual, and were consensus-oriented. The students' ways of performing criticism reflected the view that it was not their task to provide elaborated criticism of their peers – this was the job of their teachers.

The analysis of the teacher-student interactions reveals that their negotiations were part of broader institutional tensions and dilemmas. Some crucial dilemmas emerged from the hybrid nature of the educational activity per se. As in many school settings, there was an imminent tension between the implementation of an authentic assignment (i.e., academic opposition and criticism) and at the same time learning to perform criticism in a school context. A challenge for the students was to formulate and give criticism as part of a school examination, while simultaneously using these seminars as a learning opportunity. Given the context of exams and grades, managing the examination technique and the formal instructions became an end in itself for the students and was even more important than the content of the project work being evaluated. When opposition seminars were put into practice in the multi-functional school settings, different standards for criticism met and sometimes competed; standards that were anchored in students' life worlds and everyday contexts, in the different pedagogical traditions of their school, and in the academic genres that were imported from the universities into the schools.

Finally, the study demonstrates how students and teachers deal with different kinds of tensions rooted in the wider institutional school context, with its multiple relationships between students and the unilateral organization of assessments and exams (asymmetries between teachers and students).

Pär Isling Poromaa, Kerstin Holmlund & Agneta Hult: On the significance of school habitus in the light of compulsory education practices/ Om betydelsen av skolhabitus i högstadiepraktiken/. *Pedagogisk Forskning i Sverige*, Vol. 17, No. 1–2, pp. 45–60. Stockholm: ISSN 1401-6788

Within the Swedish compulsory education system, schools having students whose families lack the experience of higher education produce poorer results than schools with students from families who are acquainted with higher education. This gap has increased substantially over time. Research shows that freedom to choose schools increases segregation in society and this process of choice starts at an early level of schooling. For parents with a university education 95% of their children continue from secondary to upper secondary education. The percentage drops by 26% and 9% respectively when the parents have primary school or secondary school correspondingly as their highest level of education. These differences in educational opportunities become even clearer in the transition to post-secondary studies.

Pierre Bourdieu's concept of *habitus* has previously been used to understand how socialization harmonizes with objective living conditions producing systems of dispositions which together influence people's thoughts and ac-

tions. Researchers have then developed this concept to analyse the impact school has on educational paths chosen by students, their notions of school practices and even to problematize the relationship between the home and school. In this article, the concept of school habitus is examined and discussed in order to analyse the generative and/or socially compensatory effects that school practices can have on students.

The empirical study was carried out in an independent compulsory school, in a class where the majority of students (aged 15–16) come from families exposed to higher education (81%). School practices and meetings between students were registered by observational studies, with a focus on how students express themselves, what attitude they have and how they are treated by their peers. The interviews focused on four themes: (i) The classroom: what is done, how it is done, what is permissible and differences between classrooms. (ii) Relationships: how people talk and behave towards each other, (iii) Attitudes: placement within the classroom, opportunities for codetermination. (iv) The students: their grades, school selection, future prospects. A school document, »social behaviour contract«, which describes the school's rules and requirements for students' attitudes has been analysed to compare the school's ideals with school practices.

The results indicate that school policy and classroom praxis appear to have a strong influence on student perceptions about school characteristics such as equality and equal opportunities. These features appear to students as being equal and are considered something that separates them from other schools in the city, although observations give a contrary picture. Classroom practices and school policies are handled smoothly and successfully by one group of students while other students are passive, unsure of how to act and/or show an outward behaviour. The former group of students meets teachers in the classroom who have confidence in them, thus giving them the responsibility to contribute to teaching and a greater freedom of physical movement in the classroom. The latter group of students is more controlled and limited and expresses greater uncertainty about their own relationship to school practices.

School success has a prominent and highly prioritized place in today's market-driven society. These circumstances contribute to whether or not the school's ideals are attractive and highly valued not only by students but also by parents and authorities. The objective conditions of school practices help to shape a school culture which exists regardless of whether anyone is aware of it or not, and has an impact similar to that which Bourdieu talks about in his studies of families/social groups and habitus. Students' entry into school implies socialization within a power-based dominance relationship that requires adaptation and compliance. We believe that this school presents and produces a specific school habitus. This school habitus should be understood in relation to the school's history, the popularity it has in its geographical context, the position it occupies in the education market and the strong representation of students from (higher) academic backgrounds attending the school.

Students at this school have better opportunities of getting good grades and access to upper secondary programs than those from the municipal and other

independent schools in the municipality. These successes are reflected mainly by those students who can embody the proper ideals, values and behaviour, which are given symbolic value within this school habitus. Working towards equity in education is about breaking socially determined patterns. The question is how schools can act pedagogically to help all students regardless of social background and previously incorporated values, to use the school and, on an equal basis, develop their dispositions and skills. This issue requires more research, studies of more school practices and also in-depth analysis of the concept of school habitus.

Henrik Hegender, Per Lindqvist & Ulla-Karin Nordängers: From conversations about suitability, to negotiation of proficiency? Student-teaching conferences within practicum of teacher education/ Från samspråk om lämplighet mot förhandling om skicklighet? Bedömningsamtal under verksamhetsförlagd lärarutbildning/. *Pedagogisk Forskning i Sverige*, Vol. 17, No. 1–2, pp. 61–80. Stockholm: ISSN 1401-6788

In the practical parts of teacher education (internship) student teachers are expected to acquire practical skills, and their mentors are expected to make qualified assessments whether the students have achieved sufficient quality to be approved. However, research has shown that the practice of assessment seems to be elusive. Several studies suggest that summative elements are absent or not explicit in the assessment processes. Furthermore the numbers of students actually rejected with reference to quality deficiencies in practical skills is hard to stipulate. In this article, we report the results of a so-called *design experiment* (Schoenfeld 2006) where the above problems are focused. Together with fourteen experienced mentors a model in three steps has been developed and tested. In these steps, we tried to draw attention to the mentors' own practical skills to accordingly make attempts to design supervision for a period of internship.

The overall question in the project is to find out whether a sharpened ability to notice and articulate teachers own practical skills, provide mentors with tools to discuss student teachers' professional learning and formulate and apply criteria for what can be considered acceptable quality of a student teacher during the internship? The specific question is whether the fourteen mentors, after participating in the design experiment, take more and/or other assessment initiatives within the student-teaching conferences, or otherwise different than mentors previously studied?

The design experiment was developed out of the results of a previous research project, where experienced teachers' ability to articulate their practical skills were studied. In the project three methods were tested in order to

facilitate articulation of practical knowledge: The e-Delphi Method, Video-taped Classroom Observations, combined with Stimulated Recall Interviews and Dialogue Seminars. The same methods were used in the design experiment. Now the focus was on putting the mentors' ability to visualize and formulate their own practical skills in relation their supervision and assessment of student teachers. Fourteen mentors, fourteen student teachers who mentors were expected to supervise during internship, and eleven university teachers that would make school visits and meet students and mentors at student-teaching conferences participated in the project. Various circumstances lead to some reductions in the empirical base, which finally consisted of nine audio recorded conferences. The analyses of the nine recorded conferences were compared with analyses of previously recorded conferences, where mentors have not been exposed to any design experiment.

After comparisons between data we could detect traces of change that to some extent, likely was related to mentors participating in the design experiment, namely that the mentors:

- Directly refer to and use the concepts developed in the design experiment.
- Refers to the use of the methods used in the experiment (eg, video recordings of students, notes).

Other traces of change can probably be related to the design experiment, namely that the mentors:

- Deliberately highlights metaphorical descriptions (a continuing theme in the dialogue seminars) as the basis for the development and assessment of professional competence.
- Takes initiative to highlight the formal assessment criteria and challenge them.

The previous analyses of student-teaching conferences show that they are characterized by the pursuit of a temporary working agreement between the two parts: mentors and visiting university teachers, in which a qualified assessment of students' proficiency is likely to come in the background. In the pursuit of consensus the conferences becomes a kind of conversation about what you can be sure to come to an agreement on. Not infrequently students' knowing is assessed formative, and attention is primarily on student's suitability and his or her relational condition. Almost no example shows the call of summative assessment, in which a qualified appraisal made by way of negotiations on how the student's practical proficiency has developed during the internship period.

To some extent the present results have a similar pattern. But we also see differences. One example is that the mentors never stop talking when the formal criteria are mentioned. On the contrary the mentors initiate conversations where student proficiency is related to the formal criteria. If earlier conversations were characterized by a kind of »silent» consensus, where mentors rarely challenged the formal criteria, the consensus established in the present conferences is characterized by a retreating university teacher. Quite often, we see the formal criteria questioned by the mentors. This leads to a

negotiation that, in its turn, results in a consensus regarding the inability of formal criteria to describe and measure practical skills.

At the new conferences several clearly summative assessments appear where mentors not only assess the student's suitability and relational conditions, but also the student's proficiency. Possibly, our study shows traces of the design experiment. The attempts to formulate teacher knowledge seem to allow mentors taking on a new role in the conferences. It indicates a possible shift in the relationship between mentors and university teachers. It is possible to recognize a movement from a consensus, talking about students' suitability, to a skilled negotiation of students' proficiency, where consensus is drawn from a more equal relationship between the academy and the professional field's understanding of teachers' professional knowledge.

Ann-Sofi Wedin, Glenn Hultman & Jan Schoultz: Influence and consistency. Regarding that which affects the supervision conducted during the practical part of teacher education/ *Influens och konsistens: Om vad som påverkar handledningen under den verksamhetsförlagda perioden inom lärarutbildningen/*. *Pedagogisk Forskning i Sverige*, Vol. 17, No. 1–2, pp. 81–98. Stockholm: ISSN 1401-6788

During their teacher training, the students should develop theoretical knowledge and reflective abilities as well as practical abilities and skills, a mix of academic and practical/personal qualities. However, the relationship between theoretical and practical knowledge in teacher training is a controversial issue. This article focuses on the supervision provided during the practical part of teacher education. We are interested in what happens in the interaction between supervisors/mentors and students. Through this article, we want to help to increase knowledge about the effect of different influence factors on the supervisory process and therefore how supervision can be understood and further developed. In our article, supervision refers to both conscious and unconscious actions on behalf of the supervisor. This may apply to everything from the interaction with the class to the planned or spontaneous discussions carried out between supervisors and student teachers during the practical period.

The overriding issue in our study was whether it was possible to increase the quality of supervision by, with the help of supervisor training, paying attention to the »tacit« knowledge and professionalism of teachers. Researchers believe that supervisors must be made aware of the level of their own professional knowledge since, in practice, this has such a strong influence on their actions. This was something that we noted in the formation of our supervisor/mentor training, where the ambition specifically, was that the

supervisors should become aware of their tacit knowledge and how they use this in their daily work.

Our supervisor training consisted of three parts. (i) The first was an e-mail exchange where the dilemma surrounding the professional skills of the teacher was presented and commented upon, a variant of the Delphi Method. (ii) Part two consisted of a film recording of the supervision and a subsequent discussion of several selected sequences, where »tacit« professional knowledge was mentioned. This discussion is reminiscent of an obserview, which implies that one talks about something that both parties experienced. (iii) The third stage consisted of three dialogue seminars where the supervisors were given the task of reading a research-based text concerning the teacher's professional knowledge and writing down their reflections about this. The texts were later used as a topic for discussion in the seminar.

The purpose of the supervisor training was to provide a basis and effect for the supervision that would follow in the subsequent teaching practice period (VFU). Our ambition was to provide the opportunity for the supervisors to implement a somewhat different VFU with their student teachers, through an actualisation of their tacit knowledge. In our case, the ambition was, without any given order or methods, to provide the supervisors with implicit strategies, perhaps better expressed as action patterns, in order to illustrate and possibly pass on important learning skills to their students.

In a second phase of the project, the practical period was studied and we examined the supervision from different perspectives. The methods used were interviews before and after the practice period and participant observations carried out during lessons and, above all, during the instructory conversations between supervisors and students that were also recorded and transcribed. What is recounted in this article is that which arose in the interviews conducted with the supervisors and students, before and after the practical period.

One conclusion is that supervision is most influenced by individual factors of the student. The personality of the supervisor is also thought to have significance for the way in which the supervision is designed. They also developed their own, more practical elements of supervision in order to make it as rewarding for the student as possible. The supervisors also function as models for their students when they consciously demonstrate something but also through their everyday, spontaneous actions in the classroom.

In areas where there are socio-economic and multi-cultural issues, urgent »fire-fighting« measures often take precedence over purely pedagogic/didactic issues during the supervisory discussions; something which changes the content of the supervision without necessarily reducing its quality. Different types of supervisor training also seem to have a certain effect, even if this is not as great as the influence of personal factors. Training whose purpose is to equip the supervisors with concrete tools to use in supervisory situations seems to have the greatest impact.

Our supervisors found it more difficult to give concrete examples of effects that related to our supervisor training. But the examples that did emerge, in interviews and observations of participants, are effects such as these: that one

of the supervisors increased their focus on certain aspects of their supervision, or that a supervisor and student felt that the participation of the researchers in the supervisory discussion was enriching, »the pedagogic discussion became more involved«, »the level was raised a step higher«. Regarding the effect on the supervision, one can say in summary that contextual rationality (situational factors) overshadows the influence that the initial supervisor training offered, that is, the supervision appears as consistent.

We want to explain the relatively limited effects of the supervisor training in terms of both authenticity and its inability to influence an activity that is context-dependent. We see a link here to that which we describe as »supervision as contextual conversations«, where one draws attention to the teacher's practical theories as an important basis for interpretation, and it is in this context that we want to understand the interaction between supervisor and student. Our conclusion is that one can offer an advanced training/interaction project, but it is the unique situation that governs what is actually possible.