

English summaries

Annelis Jönsson & Lena Rubinstein Reich, 2006: An employment identity undergoing change? Immigrant teachers' encounters with the Swedish school system/ En yrkesidentitet i förändring? Invandrade lärares möte med svensk skola/. Pedagogisk Forskning i Sverige, Vol 11, No 2, pp 81-93. Stockholm. ISSN 1401-6788

The primary aim of this study was to try to develop a picture of how one group of unemployed immigrant academics who had taken a two-year complementary program at Malmö University and acquired Swedish teaching certification perceived their encounter with the Swedish school culture, how they construed their »new» employment identity and described their work situation one year after their training. Another aim was to try to obtain a picture of what school administrators deem important when they employ teachers and how they feel about a multiethnic teacher corps.

The study, which has been financed by IFAU (Institute for labor market evaluation), comprises interviews with 28 teachers, 14 with qualifications for elementary school and 14 qualified for high school. Interviews were also conducted with 12 administrators at the schools where the teachers were or had been employed. The study also includes a questionnaire survey encompassing a representative selection of administrators who participated in the national training of principals at Malmö University. 170 administrators completed the questionnaire, a response rate of over 70 percent.

The majority, 75 percent of the course participants who completed the program, were employed as teachers one year later, or were temporarily employed or were substitutes who had good prospects for continued employment.

What all of the teachers in the study expressed great confidence and conviction about was their own command of their subject areas. In addition, many of them regarded themselves as having more knowledge about their subjects than did their Swedish colleagues.

What had astonished the teachers most of all in their encounter with the Swedish school culture, more than the lack of discipline, of restrictions for the students, and of reactions from their teachers, was the distribution of responsibility in the school. Without exception, they regarded the Swedish teachers as taking too little responsibility for the students' learning, and the students as taking too little responsibility for their performance. The teacher as supervisor was a role that many regarded as very strange and one they did not view as a »proper» part for a teacher to play. The relatively low level of demands in the Swedish school had also amazed many.

There were some differences in the ways the teachers chose to conduct themselves vis-à-vis what they found unusual in the daily life of the Swedish school. Readiness to depart from their own professional convictions in order to fit in with the teaching corps and working teams at the school where they worked varied. Hence there were those who accepted the prevailing practice, but others who questioned it. The usual attitude to what was perceived as different was to adapt oneself to the prevailing conditions. However, there were some who tried to act inter-culturally and create a hybrid of the encounter between their formerly internalized professional role and the new one offered, and required, by the Swedish school culture.

One could also distinguish a third attitude in the teachers' accounts that implied a clear indication of what one stood for and an attempt to assert one's opinions. Judging from how the teachers described their employment situation and the opinions of the school administrators, however, it appeared that this so-called confrontational strategy was less than successful.

Everyone who embarked on the complementary program had a more or less clear professional identity as a teacher or a civil engineer that was founded and developed in their home countries. To educate oneself as a teacher in Sweden and work as a teacher in the Swedish school, then, implied in part constructing a whole new professional identity that they appeared to have somewhat different prerequisites to deal with and overcome.

Joanna Giota, 2006: Self-evaluation, evaluation or judgement? About pupils' motivation, competence and achievement in school/ Självbedöma, bedöma eller döma? Om elevers motivation, kompetens och prestationer i skolan/. Pedagogisk Forskning i Sverige, Vol 11, No 2, pp 94–115. Stockholm. ISSN 1401-6788

This article aims, among other things, to problematize contemporary perspectives on pupil motivation and limitations that are built into researchers' ways of dealing with pupils' inner worlds, including their own interests and goals for learning in school and self-perceptions of competence in different knowledge domains.

Motivation is one of the most used concepts within the fields of psychology, education and educational psychology, and there are few concepts within these fields that have been defined and measured in as many different ways as it has. However, the research of motivation is hampered by the difficulty of adequately describing the processes involved, by the variations in the concepts and methods that are used and by the differences in emphasis or point of view.

In contemporary research on pupil motivation the different interests and goals, which are assumed to lie behind pupil behaviour, are defined and researched primarily from the perspectives of intrinsic or extrinsic motivation

and mastery or performance goal orientation. Most studies on mastery goals have consistently found evidence for a positive relationship between these goals and more adaptive outcomes and behavioural processes, such as positive affects and self-perceptions, persistence, interest and utilization of effective learning strategies, including higher levels of academic achievement. Extrinsic or performance goals, on the other hand, have more often been related with anxiety and rather negative self-perceptions and attitudes, effort withdrawal, a lower level of engagement and self-handicapping. However, when confidence in ability is high, performance goals have been found to produce mastery-oriented behaviour.

Critical voices within the field of interactionist research on pupil motivation claim, however, that these perspectives are too narrow and that they fail to adequately describe the variety and complexity of concerns that motivate pupil behaviour. Research within this field suggests, among other things, that success and failure in school is also a matter of how well pupils succeed in different social situations. Research by Wentzel (1989) suggests for example that the classroom grades that pupils will be assigned by the teachers will reflect their social behaviour and status as well as academic competencies. According to Wentzel pupils who are well liked by teachers tend to get better grades than those who are not as well liked. In contemporary research on pupil motivation, all social goals are treated as extrinsic motivated or performance goals.

Research on self-perceptions of competence is closely related to research dealing with children's conceptions of personal identity and self-concept. During the last decade a shift took place from global or uni-dimensional models of self-concept to multidimensional models that far more adequately describe the phenomenology of self-evaluations. Work by Marsh and Shavelson (1985) suggests that the academic self-concept is hierarchically structured with separate domains of academic and non-academic competence fitting into a global academic self-concept. Academic self-concept is, in turn, divided into self-concepts in particular subject areas, such as mathematics and English, and non-academic self-concept is divided into social, emotional and physical self-concepts. The distinction between academic and non-academic self-concepts emerged also in a study by Giota (2000a). This study shows that depending on the goal orientation and knowledge domain, pupils evaluate their competences either positively or negatively.

But how accurate are pupils' self-evaluations? In general, the research suggests that in the middle elementary grades, there is less congruence between pupils' self-perceptions and more objective assessments, whereas the congruence becomes much better in the later elementary grades and junior high school. However, whereas most pupils do become more accurate in their perceptions of competence as they progress through school, there are still some very able children who have the illusion of incompetence and show negative motivational outcomes.

Pupils' perceptions of competence have been linked to most achievement behaviours, including effort, persistence and cognitive engagement as well as actual achievement. Combined with the problem of pupils' accuracy in self-

perceptions, the complexity of the relationship between pupil motivation, self-concept and achievement is evident. In addition, also individual, developmental and contextual differences are thought to effect the relations between these concepts.

The article ends with the conclusion that in order to get to know, understand and adequately describe as well as explain the variety of concerns that motivate pupils' behaviour and affects their competencies and learning in school it is of crucial importance that we focus on factors related to an overall person-situation adaptation. In other words, we must pay respect to the perspectives, thoughts and beliefs pupils have about today's school as well as their needs, interests, goals, disappointments and frustrations in and outside school, if the aim of school is to help pupils learn and not to judge their weaknesses.

Allan Svensson, 2006: How to broaden recruitment to the most attractive programmes in higher education?/ Hur skall rekryteringen till högskolans mest eftersökta utbildningar breddas?/. *Pedagogisk Forskning i Sverige*, Vol 11, No 2, pp 116–133. Stockholm. ISSN 1401-6788

There are still large differences between different social classes in terms of choices of higher education. Students from the working-class are fairly well represented in programmes which are relatively simple to enter but they are strongly underrepresented where there is a strong competition for admission – generally longer and more attractive programmes. This situation is caused by the fact that relatively few students from the working-class get sufficiently high results on the selection instruments used for entrance to the universities and colleges. The aim of this article is to discuss if it is possible to change the entrance rules in such a way that the unequal recruitment to higher education will be reduced.

About two thirds of available places to the most attractive programmes are appointed on the basis of grades from upper secondary school. To be enrolled at the programme of medicine, dentistry, law, psychology or architecture maximum or almost maximum grades are needed. Among the applicants with such merits children from the working-class are strongly underrepresented. Among other things this is a consequence that comparatively few from this class have followed the science programme at upper secondary school, the programme where the highest grades are awarded.

However, a considerable part of the applicants do not use their upper secondary school grades. Instead of those they use grades which have been increased afterwards, through the so called concurrence completion that has been allowed since 1997. As has been shown in this article it is mostly students from the upper middle-class who use this possibility and by this further

strengthen their competition. By eliminating the present possibilities of concurrence completion it would not only be possible to get a more equal social composition at the most attractive programmes in higher education, but also to get students with better qualifications – as we know from previous research those who have completed their grades afterwards are less successful in their university studies.

About one third of the places at the attractive programmes are appointed via the Swedish Scholastic Aptitude Test (SweSAT). This test can be taken as many times as you want and it is the highest score you have got during the last five years which is valid. As in the selection based on grades you need maximum or almost maximum result to be enrolled at the most attractive programmes. Also in test scores large differences exist between different social groups. More students from the upper middle-class group get maximum results when taking the first test but there are much larger differences between the social groups if you look at the best score achieved. This is a consequence of the fact that students from the middle-class take the test on more occasions. Thus, if it only was permitted to take the SweSAT, once the uneven social recruitment would be reduced.

What about the consequences if it was impossible to repeat the test? There are no indications that the predictive validity should decrease. However, it ought to be mentioned that variations exist between different programmes, in some cases there are strictly speaking no relations between test scores and later study success but in other cases you will find substantial correlations. Thus, many facts speaks for replacing the SweSAT used to day by a number of tests specially constructed for different programmes or groups of programmes.

By introducing the proposals discussed the unequal social recruitment to the most attractive programmes in higher education might be reduced somewhat. However, to bring about greater changes of recruitment more powerful reforms are needed already in compulsory school and in upper secondary school.