

## English summaries

**Anita Eriksson:** The responsibilities of the pre-school teacher: from voluntary undertakings to assigned duties. [Förskollärarens ansvar: från självpåtaget till pålagt och delvis legitimerat], Vol. 20, No. 1-2, pp. X-X. Malmö: ISSN 1401-6788

In 2010, a Swedish Education Act was passed together with a revision of the Pre-School Curriculum LpFö. These changes were made in order to improve the pedagogical quality of the Swedish pre-school sector, by increasing the focus on children's learning and modifying the responsibility structure of the preschool staff: the head-teacher, the preschool- teachers and the pre-school teachers in their team-work with child-care workers. For the preschool teachers, the revisions meant a discursive change from a formulated anticipation of collective team responsibility to an explicitly expressed, clarified and professionally grounded responsibility for teaching and educational activities.

The study presented in this article concerns descriptions of preschool teachers' responsibilities over time as suggested in Swedish national policy documents from the early 1900s to the 2010 revision of the Education Act and the Preschool Curriculum. It is based on an analysis Government Bills, National Guidelines, reports and other texts related to the field of Early Childhood Studies. Fairclough's (1995, 2003) critical discourse analysis has been used as a framework, particularly for the analysis of the concepts of intertextuality, inter-discursivity, hegemony and ideology. Taken together, these concepts have contributed to the uncovering of reproductions and to transforming hegemonic relations and ambivalence related to the discourse that involves the responsibilities of the preschool teacher.

The article illustrates how the discursive changes that emerged during the analysis can be related to four different periods. The process of change with regard to the responsibilities of the preschool teacher can be described in terms of a shift from an individually imposed form of undertaking to a state-imposed and partly legitimized set of assignments. Self-imposed responsibility is associated with the early part of the 20th century, up until the 1930s, when the profession began to assert itself. During the second period (1930-1960)

the voice of the profession weakened as a consequence of influences from the government and other actors in the creation of a discourse.

As an illustration of the shift in national documents, the preschool teacher had initially been described as an autonomous professional and the government had begun to place expectations on municipalities to employ pre-school teachers, as their professional knowledge was recognized as a precondition for improving quality within the Child Care sector. At the end of the period, however, an alteration was made to the discourse. In the 1970s, the preschool teachers' responsibility was reduced to being described as a member of a democratic work-team, in which preschool teachers and child-care workers were expected jointly to take responsibility for teaching and other educational activities. This alteration can also be viewed as a discursive change from hierarchical leadership organization to a flat work-team structure, within which the team members were expected to serve as democratic role models for the children. Furthermore, there was also a discursive weakening in the descriptions of the preschool teacher's professional knowledge. It was now presented as more or less on a par with the extensive, practical experience of child-care workers.

During the late 1990s, this discourse was affected by renewed proposals to increase and clarify the role of preschool teachers. This attempt, however, did not impact on the discourse of the 1998 Curriculum for Preschools and the flat work-team structure and responsibility continued to dominate guiding documents until 2010, when things changed once more. On the one hand, the responsibilities of preschool teachers were formalized and inscribed into the Education Act. On the other hand, the collective team responsibility of the 1998 Curriculum was divided into two parts, recognizing the special responsibilities for preschool teachers that were separate from those of the work team.

Together, these two changes meant a discursive move from a flat organizational (work-team) structure back to a more hierarchical one. However, it must also be highlighted that the preschool teacher is still described part of a team, which means that s/he has joint responsibilities. The discursive change both clarified and expanded the preschool teacher's mission and commitments, which meant that several aims concerning children's development and learning were shifted from the team to the preschool teacher.

In the revised curriculum of 2010, a comparison between the pre-school teacher's work and that of the work team shows that the discourse differs both with regard to the way concepts are used and the content that is included. When related to the former, it is noticeable that the content and concepts adhered to indicate more or less implicit expectations on the pre-school teacher as the one who interprets, concretizes and manages the educational

activities, which are then implemented together with the other members of the work team. Using Bernstein's concepts of vertical and horizontal discourse as a starting-point, a preschool teacher's responsibility can be described as a vertical knowledge discourse, while the work team's responsibility functions horizontally.

Finally, it is argued that the discursive alterations made in 2010 can be difficult to implement since the preschool teachers have responsibilities imposed on them on the basis of their professional knowledge, without explicitly being given the formal authority to exercise that responsibility. Consequently, the discursive change from a flat organizational work-team structure to a more hierarchical and management structured in accordance with the formulation of curriculum-goals is not made explicit in either the Curriculum or the Education Act.

**Stefan Johansson:** Validity and Teachers' Judgements. [Validitet och lärares bedömningar], Vol. 20, No. 1-2, pp. X-X. Malmö: ISSN 1401-6788

The study explores validity issues as respects teachers' judgements in Swedish primary schools. More specifically, it addresses the correspondence between teacher' judgements and results on a standardised reading literacy test within and between classrooms. Additionally, it investigates the influence of student gender and socioeconomic background on teacher judgements.

The concept of validity was originally defined as a fairly straightforward idea dealing only with issues of measurement but, gradually, a more complex understanding of what validity represents has been comprehended by research. Today, it is often treated as a multi-faceted concept also including consequences and actions of an assessment. In the present study focus is pointed at the relationship between teachers' judgements and results on standardized tests. In previous research there have been proponents both for and against teachers' judgements. In the US, for example, the trust in teachers' judgements is quite low whilst results on standardized tests are viewed as more trustworthy measures of student achievement. In Sweden, teachers' judgements are the main source for grade assignment and other assessments, such as individual education plans. Even though several studies have examined teachers' judgements in Sweden, few studies have explored teachers' summative judgements in primary school empirically.

The empirical base for this study is data from the Progress in International Reading Literacy Study (PIRLS) 2001, in which more than 5000 pupils and some 350 teachers from grade three participated. Every student took a standardized reading test and their teachers assessed students' reading and

writing skills on a scale ranging from 1-10. Multilevel Structural Equation Modeling with latent variables has been used to investigate validity aspects of tests and teacher judgements.

Results show a fairly high degree of correspondence between teacher judgements and test results within classrooms with a correlation of .65, a finding well in line with documented results in previous research. This result implies that teachers tend to rank their students' achievement in accordance with the distribution of the test-scores in PIRLS' reading test. Gender and socioeconomic status of pupils showed a significant effect on teacher judgements, that is, girls and pupils with higher SES tend to receive higher judgements from teachers than was justified by test results. Further, when comparisons were made between teachers' estimations of their students' average reading achievement levels and average levels of results for the classes on the standardized test, the differences turned out to be quite large. While teachers manage well to rank students' within their own classroom, it seems like it is much more difficult for them to rank achievement levels for their own class in relation to other classes and schools. The results call for additional support to teachers when it comes to calibrating assessment practices and judgements. Equality of the school system is closely tied to fair opportunities for teachers to exercise high-quality judgements. The Swedish program for national testing has recently been reformed and extended and since 2011 the curriculum describes in greater detail what is to be achieved and assessed. Further research is needed to investigate whether the actions taken can be judged as being enough.

**Johan Samuelsson:** Teachers' didactic Assessment Practices in primary school: the case of history. [Grundskollärares ämnesdidaktiska bedömningspraxis, exemplet historia], Vol. 20, No. 1-2, pp. X-X. Malmö: ISSN 1401-6788

Teachers at the intermediate level have always dealt with assessment and evaluation. Now Social Science teachers at the intermediate level have to perform these activities within a new institutional framework since grading and assessing national tests have become part of their daily work. This article has explored by means of a qualitative method the intermediate level teachers' assessment practice just before the introduction of the new system (during the autumn of 2010 and spring of 2011). A smaller amount of material has also been collected after the introduction of the new history syllabus (Lgr 11). Even if most of the material has been collected during a previous syllabus, it is relevant since the basic aspects of historical knowledge recur in the present

syllabus. History awareness as a perspective and the emphasis of historical method are examples that link the Lpo 94 and Lgr 11 syllabuses.

As shown by other national as well as international studies, teachers' assessment practice varies. It is therefore not surprising that the intermediate level teachers' assessment practice considered in this study also varies. In order to understand this variation, the starting point was mainly the American research in history didactics that has studied the link between the teacher's educational background and the assessment practice. Wineburg (2001) shows that the teacher's education affects the assessment work. In my study it is above all teachers who have the shortest education in history that differ from the other teachers. The assessment routines of the teachers with the shortest education incline towards a declarative general didactic practice which can be noticed in their set of metaphors, explanations and concepts. Teachers with a longer training, 7,5-60 credits, use a wider, more open and more extensive range. It is likely that the variations between teachers with shorter training as opposed to those with longer training may be partly explained by the fact that the teachers' epistemological foundations have a different character. However, the image that results from this study is considerably more complex than that presented by Wineburg. For example, Kristin's (7,5 credits in history) and Lotta's (60 credits in history) assessment practices are rather similar.

The idea that teacher training provides a knowledge foundation made up of different subjects and pedagogical skills that amount to a kind of "raw material" transformed into subject didactics through teaching is too limited. It is more reasonable to regard the various knowledge foundations as changeable and easy to influence. The teacher's ideas of the subject and pedagogy ought to change through the encounter with practice, in-service training, etc. Presumably the various types of classes also influence the teachers' assessment practice (Olofsson, 2011). The tradition of history awareness stresses that pupils' experience and interpretation of history are important aspects to be considered in teaching (Eliasson, 2011; Rösen, 2004). In the intermediate level written assessment practices the assignments are not related to the pupils' experience.

The assessment at the intermediate level entails the teachers' implementation of their knowledge of history in several instances. This occurs in the assessment document (and its construction) as well as in the discussion of this document and various pupils' answers. Research on assessment has emphasized the importance of the ability to construct such a document (Black et al., 2010). However, an analysis only of the documents gives a limited image of the assessment practice. The collected written assessment materials convey a relatively clear image of the assessment in history at the

intermediate level. Here the pupil's ability to reproduce the contents of the textbook and teaching is tested. Knowledge of history has to do with "grasping" history, which is partly in accordance with the view of history knowledge at the intermediate level in the syllabus Lpo 94. This is an example of a declarative view of learning (Carlgren, Forsberg & Lindberg, 2009). But when the teacher is asked to reflect on his assessment documents (including genuine pupils' answers) there emerges a more comprehensive and varied repertoire where several aspects of history knowledge are arranged by the teacher. Procedural aspects (concepts) of history are taken into account to a larger extent here than in the written materials.

At the intermediate level pupils are offered (through the assessment practice) a kind of history teaching that comprises both a declarative and a procedural view of knowledge. The pupil is also offered the possibility to develop a genetic time orientation (albeit a particular one) where history moves from "then to now". The dominating aspects are those concerning the reproduction of history. Presumably this has acquired a dominating place because assessment as such is a pedagogical activity which traditionally has had to do with controlling pupils' memorized knowledge; this can also be seen in other Nordic countries both in history and other subjects (Virta, 1997; Langfeldt, 2011; Löfgren & Lindberg, 2011). The question is what a particular time orientation entails for the teacher's possibility to work with a new syllabus (Lgr 11) where history consciousness is still central. In the smaller collection of material gathered in 2013/2014, the declarative view of history is still strong and the genetic time orientation recurs as well in (the material of) 2013/2104. The particular time orientation is reinforced by the characteristics of the reproducing components of the assessment. As nowadays assessment increasingly becomes at the intermediate level part of the accountability through grades and national tests, there is a risk that this practice is further reinforced (VanSledright, 2011; 2013).

**Susanne Gustavsson and Anita Eriksson:** Prospective teachers' questions concerning supervision – Am I doing a qualitative study with quantitative elements? [Blivande lärares frågor vid handledning - Gör jag en kvalitativ studie med kvantitativa inslag?], Vol. 20, No. 1-2, pp. X-X. Malmö: ISSN 1401-6788

The article deals with the degree project in teacher training and student's questions concerning supervision. The background is identified shortcomings in the degree project in reference to for example theoretical anchorage and critical ability. Yet studies have principally been aimed at the degree project's

quality and at supervision practise from the supervisor's perspective. Few studies have given attention to students' ways of using supervision. The purpose with the study is to understand the degree project's character and requirements as they are shown through the student's questions, and to illustrate in what way and for what the student uses the possibility for supervision. In the research background, earlier studies are shown which treat the degree project's quality, the degree project in relation to future professional experience and supervision. Data contains of observations of physical supervision and texts from supervision situations by digital platforms or e-mail communication. The supervision is held both individually and in groups. Consequently data is distinguished by a variation of supervising situations. In the analysis focus is on the student's explicit and implicit questions, in connection with supervision of degree report and how these questions can be explained in relation to the profession. As the basis for the analysis Bernstein's theoretical framework with conceptions as vertical and horizontal discourse and reproduction, production and recontextualisation are used.

Initially in the result it is described how the student's questions can be characterized depending on the supervision's context. In the physical supervision meeting, feed-back is to a great extent given on the student's text which means that the supervisor has most speaking space and that the student asks fewer questions compared to a non-physical or digital meeting. When supervision takes place in groups the conversation between the students are more prominent. The digital supervision gives the student more speaking space and facilitates more distinct questions on the student's own initiative. The supervision's disposition and the student's possibilities in connection with supervision differ depending on how they are arranged. The questions that are identified relate to demands on the degree report. These three types of questions deal with scientific tradition, the own study's accomplishment and the report's contents, design and structure. Questions about scientific tradition can for example be about purpose, theories and definitions or about critical approach. The student is aware of the scientific demands, but ask questions about how these demands should be understood and be treated in degree report. Even questions about the study's accomplishment show a certain knowledge of data collection and analysis, but where the student asks questions of a more concrete character which either deals with what is possible to do or how something should be done. The third and last category of questions deals with the written report. Here questions of textual character which for example meet quotations and references appear, but also the text's extent and clarity.

The conclusion is that the student to a great extent seeks confirmation or advice to accomplish his/her own study and text production. The questions deal more seldom with the studied area or the research question on a deeper level. In the discussion the student's way of using the supervision occasion is treated. Firstly, the study shows that the student is not asking questions about the study's research question or problem area. Consequently, the relation to the professional experience is weak. Secondly, there is a discussion about how the student gives the supervisor mandate and authority to make decisions about the degree project, which gives the tutor a teaching role or master role. The degree project that is characterized by a setting where the scientific tradition and local guidelines give a greater meaning than the studied area. The study raise for example the question about the degree project's meaning for the student's knowledge progress in relation to professional experience. Is the degree project considered as an examination by the student that demands supervision or is it meaningful for the student's knowledge progress within professional skills and professional experience? Is the research question subordinated the student's knowledge and opinion about the degree report or is the student sovereign to handle the question on his/her own?

**Erik Nylander and Tobias Dalberg:** Jazzclass: the folk high school as an intermediary educational institution. [Jazzklass. Folkhögskolan som intermediär utbildningsinstitution], Vol. 20, No. 1-2, pp. X-X. Malmö: ISSN 1401-6788

This article analyzes registry data from SCB in order to map out which social groups make use of 'folk high schools' in their educational pathways. Adhering to a relational perspective of educational sociology (cf. Bourdieu, 2000; Bourdieu & Boltanski, 1985; Palme, 2008), we explore the composition of social origins and gender among participants admitted into four distinctive kinds of profiles between 2000-2002: (i) the jazz programs at Skurup and Fridhem, (ii) music programs in other folk high schools, (iii) other aesthetics and arts programs, and (iv) generic programs (allmänna linjer).

The results show an internal class cleavage between the music programs and the generic programs. Whereas the music programs – especially the jazz programs of Skurup and Fridhem folk high schools – recruited participants from cultural fractions of middle and upper-middle class origins, the generic courses comprised of participants from all over the social space. Further differences are revealed when comparing admission patterns into the bulk of aesthetic programs, which was clearly characterized by a female-dominated recruitment base, while in contrast, the jazz programs at Skurup and Fridhem

had a clear over-representation of men. The analysis goes further to investigate the educational trajectories of this group of music participants. Here, we find that some music programs, such as those of Skurup and Fridhem, are more successful in preparing their participants for long programs oriented towards training the students to becoming musicians. This is again contrasted to the other folk high schools' music programs that seem to foster a stronger connection to music teaching programs than those of Skurup and Fridhem.

Concluding, we propose that the music programs of folk high schools can be seen as an intermediary institution in the Swedish educational landscape, although some music programs like the jazz profiles of Skurup and Fridhem appear to have obtained substantial 'consecrating power' in their own right. The dominance of men in the recruitment structure of the prestigious jazz programs cannot be explained by examining the educational realm in isolation. Instead it exemplifies the need for educational scientists to cast a wider look around, relating educational pathways to vocational fields that participants in the educational system aspire towards. In the case of jazz music programs, the male-dominated recruitment base seems to be related to the gendered division of labor found within professional jazz ensembles that reinforces the old gender stereotype of jazz where "she sings and he plays".

**Anders Szczepanski and Per Andersson:** A Perspective on Place – 15 professors' conceptions of the meaning of place for learning and teaching in the outdoors. [Perspektiv på plats – 15 professorers uppfattningar av platsens betydelse för lärande och undervisning utomhus], Vol. 20, No. 1-2, pp. X-X. Malmö: ISSN 1401-6788

This article proceeds from the question: *What does the place mean for learning and teaching in an outdoor educational context?* By place is meant physical environments that in one respect or another are suitable in this context. The study is phenomenographical and the analysis builds on semi-structured interviews with 15 professors from different disciplines (education, didactics, environmental psychology, cognitive science, child psychiatry, landscape architecture and human geography). The sample comprises five women and ten men. All respondents, irrespective of discipline, have experience of teaching in teacher education and have had the opportunity to influence the orientation of the training at their respective universities and colleges.

In the results are presented these professors' conceptions of the importance of place for learning and teaching in an outdoor educational context, as appears in the interview responses. Central concepts which form the basis of

the analysis are *landscape, sense of place, location identity, oneness, affordance, dwelling, physical – sensuous experience* and *practical wisdom (phronesis)*.

A pervading pattern in the theoretical framework is how the significance of sensual, physical integration and “centres of meaning” are highlighted, that is, a framework and scope for action within which contextually related teaching can be created.

The importance of developing place identity and knowledge of the familiar by being *in* the landscape (oneness) constitutes an important basis for the respondents’ conceptions concerning learning and teaching. Also of interest are the concepts dwelling (a sense of place) and affordance (scope for action), and not least the anchoring of the memory of places in the landscape of childhood. Attention is drawn, too, to the importance of variety and the interaction between learning environments indoors and outdoors with their significance for the stimulation of implicit (non-declarative) memory systems. The place-related perspective is, finally, also coupled with an ecological awareness and ability to read landscape, that is, to see and become aware of patterns and connections in nature and the environment.

The outcome, the overall result, embraces five qualitatively different categories or conceptions. The place outdoors implies opportunities to:

- a) discover and develop place-related meaning propositions,
- b) develop a physical, sensual relation to different occurrences/phenomena,
- c) develop a personal relationship with the landscape,
- d) develop knowledge of the familiar,
- e) develop a wider understanding of society and environment.

These categories illustrate what is described as the didactic where-question. The categories can further be coupled with two different contexts – a school-related and a non-school-related connection. In a school-related context different conceptions appear: partly one which shows the importance of exploiting the meanings offered by different places, partly a conception which emphasises the significance of developing physical, sensual relationships with different phenomena. The possibility to develop knowledge of the familiar in the physical environment outdoors is also related to a school context, as is the conception that the place is meaningful for the understanding of society and milieu, for example when it is a question of sustainable development and respect for the outdoor environment. The non-school-related context is coupled with both an individual and a collective experience. Activity in the landscape context where one found oneself in one’s leisure hours as a child or young person is understood as being related to the development of a personal relationship with the landscape.

A prominent feature of the professors' conceptions is the importance of exploiting the variety of the place and its pedagogical opportunities for offering different meanings in their authentic context. A different feature one can see appearing in their conceptions is the difference and variation between the place relation indoors and outdoors. In a non-school-related context the respondents perceive that the relationship to the landscape is developed in childhood and adolescence. The real, concrete experiences which leave lasting memories take place *in* the landscape and are understood and processed there in their authentic context.

Taken as a whole, the study points out the significance of the authentic place-related meeting, without intermediation, in the outdoor environment. Together with earlier studies this investigation indicates the importance of developing place-related propositions of meaning, physical – sensuous relationships, relationships with the landscape, practical wisdom (phronesis) and a deeper understanding of society and environment in real life.

Finally, this gives cause to indicate some ideas concerning future research related to the outdoor education field: Knowledge can be developed further concerning the meaning of place for learning and teaching in an outdoor education perspective. It is a matter of interaction with the classroom context in the school-related connection, and the meaning of outdoor contexts in the non-school-related connection. In a broader social perspective focussing on sustainable development and our community environment, research on learning and teaching from an outdoor place perspective should be valuable for future development of education. It is in the concrete, authentic contexts, in understanding and the creation of meaning that knowledge grows and is transmuted to something new. It is in the physically related meeting in time and space (the process) that this knowledge is transformed and acquires new dimensions that can open new perspectives on the apparently obvious.