

English summaries

Åsa Wedin, Jenny Rosén and Samira Hennius: Translanguaging and multimodality in basic literacy education in Swedish as a second language
[Transspråkande och multimodalitet i grundläggande skriftspråksundervisning inom sfi]

The focus in this article is on translanguaging, particularly the use of multimodal tools in emergent literacy education for adult immigrants in Sweden. The aim is to show how accommodating students' different linguistic resources through digital tools may create positive opportunities for the development of both oral and written language, while simultaneously offering students increased influence regarding their own learning. By using a critical perspective and the concept of translanguaging, student interaction during the writing process while working on a student blog is analysed. Data was produced using an ethnographic approach, and for this article field notes, texts produced by students and video recordings been analysed. In the project, students in two schools who were at the beginner level of Swedish and emergent literacy training interacted through the blog. The writing process included individual and collective writing, teacher response, small group work and whole class interaction. In this article, the focus is on group work and whole class interaction.

The examples analysed in the article, illustrate how students make use of varied resources, such as different linguistic varieties, digital tools, printed materials, and gestures, including writing materials such as paper, pencil, eraser and digital screens.

The main conclusions are that, in order to create opportunities for students to widen their social participation as citizens with their own agency and with real influence over their own lives, it is important that knowledge is created about orality and literacy, including the use of multimodal resources that allow participation in different domains of society, and that also create discourses and contexts where students are offered the possibility to exercise an influence on language. Such education should offer opportunities to develop strategies that may be used in social action and simultaneously challenges for the use of

linguistic negotiations, reformulations and repairs as well as translanguaging. The type of instruction that was presented here offered students some opportunities for influence on their own education as they were given tools for authentic interaction through writing. In this case, the blog was the tool that enabled the interaction. However, as the students did not handle the blog on their own, but through their teachers, it is not clear how students in this case understood the writing process in relation to ordinary school exercises.

Literacy education that builds on authentic, social interaction demands the use of tools for exploration, rather than ready-made learning tools, and offering students support in expanding their linguistic resources, including strategies for reading and writing, based on perceived needs. For the group in focus here, who had limited opportunities to read and write before migrating to Sweden, it may also be important that teachers are capable of showing different possibilities for societal participation where print is important. This demands that (literacy) education for adult immigrants does not separate learning, citizenship and everyday life, and stimulates translanguaging.

Carl-Henrik Adolfsson and Daniel Sundberg: Research-informed Swedish School development: 25 years of policy initiatives [Att forskningsbasera den svenska skolan – policyinitiativ under 25 år]

This paper analyses the issues and the policy concepts of an evidence-based school. Against the backdrop of the on-going international evidence-based movement in the education sector, this paper sets out to investigate policy initiatives since 1990 regarding efforts in linking research and schools. Even if evidence-based education is a topical issue, it is by no means a new phenomenon. The article explores some of the historical trends in policy initiatives of the past 25 years in a Swedish education policy context, and investigates the following research question: What are the characteristics of various policy solutions regarding research-based school in the major Swedish educational and school policy initiatives since the early 1990s?

A second research question concerns changes over time and how the institutionalization of the evidence-based movement can be understood in a Swedish educational context during this 25-year period. First, the article provides definitions of the concepts of research-based and evidence-based practices by relating these concepts to an on-going international discussion about evidence-based education policy and practice. In connection with this discussion, the paper relate to concepts from neo-institutionalism with a direct focus on the various types of institutional consequences of an evidence-based movement. The empirical material for the study includes a selection

of policy initiatives intended to show how policy solutions have changed over the period, using the methodological framework of “what’s the problem represented to be?”. The major initiatives and investments in the Swedish educational context that have specifically been intended to link research and school activities in various ways, are analysed with regard to assumptions that underlie the representation of the problem, as well as their origins. The empirical investigation thus includes content analysis of policy texts that have been scrutinised due to their implicit conceptualisations on a research-based or evidence-based school. In line with the study’s purpose and theoretical perspective, the analysis is directed towards identifying the central meaning-bearing units in the investigated policy material between the 1990s and 2010s and their displacement over time.

The results show that the last 25 years have witnessed a gradual shift from indirect initiatives to more direct ones. In the 1990s and early 2000s, many policy initiatives were implemented primarily for the purpose of creating what was assumed to be the right conditions for a research-based school. The policy solutions thus included strategies and activities based mainly on the diffusion of research within the education sector, and on educating teachers in line with research-based teacher education. The means used by the policies, however, were mainly indirect and distant from the core practices of teaching and learning in schools.

In light of the above it is possible to discern some gradual shifts during the first two decades of this century, in, not only how problems and solutions are formulated, but also how more and more policy actors and organizations are now advancing their positions. Several policy initiatives are characterized by an increasingly active and ambitious drive to produce direct changes in teacher education, school and teaching practices and to raise students’ performance at school. In addition, initiatives are becoming even more focused on pre-formulated targets as to the actual effects and outcomes the policies are intended to accomplish. The initiation of what is known as the Mathematics Lift in 2011 is one example of this trend. The ecological rationality that was a prominent presumption in the policy materials in the 1990s is increasingly being challenged by a more technical rationality, which is less and less about “hoping it will happen,” and more about “making it happen”. In the 2000s, the initiatives have thus become more focused and ambitious in order to bring about immediate changes in the teacher’s teaching.

In conclusion, the article identifies some clear shifts over the investigated time period relating to policy problems and solutions for a research-based school. At the same time, it is becoming clearer that policies should have a greater degree of direction, and seek legitimacy in close interplay with other actors and institutions within and outside the education sector (for example,

with agencies involved in evidence-based medicine). The results indicate that the trend has been toward more direct attempts to link school and teaching practices to more explicit targets in order to make educational professionals into active consumers of educational research. The possible consequences of such a model for research-based practice in the education sector, as argued in the final discussion of the article, is to position teachers as a passive recipient of research. The new Swedish Institute for Educational Research established in 2015 is one example of the displacement identified in the article and a case that calls for further research.

Christel Persson: Research-related education and academic skills based on postgraduates teachers' perspective [Forskarutbildade lärares syn på forsknings-anknytning och akademisk kompetens i lärarutbildningen]

The conceptions "research teaching nexus" and "education through research" are discussed in higher education. Research-related education is often associated with the thesis written in the final phase of the education but research links in higher education must be visualized for the students throughout the education. A definitive definition of the term has never been officially stated but is usually used in terms of education provided by scientifically qualified teachers and with a scientifically founded content. For some of the teacher educators research and teaching are mutually compatible activities, while others argue that there is no connection between research and teaching at all.

This article highlights graduated PhDs' views on academic skills and their work in teacher education. Eight Swedish senior lectures in science education were interviewed. The aim was to identify the respondents' views on which factors, in the graduate program, that contributed to quality improvement in the context of tutoring thesis works in teacher education. What it means to manage and develop academic skills, at an individual and institutional level, was also explored.

The research questions were:

- What aspects of postgraduate education do the teacher educators consider to be central and quality enhancing when tutoring the students writing their essays and thesis?

- In what way do the research teachers think that research-related education is realized in the organization and what positive effects and barriers can be observed?

Themes expressed were self-evaluation of individual development and changed approaches for supervision. Respondents also expressed a changed view of their professional role after completed postgraduate studies. As regards individual development and self-reflections, all respondents expressed that

the dissertation writing contributed to increased self-esteem and experienced higher scientific competence. The writing was mentioned as a major part of the academic process. Several of the teacher educators have after graduation started to imitate their own mentor and her/his positive aspects in tutoring. They try to make the students curious and ethical aspects are emphasized. They also ask the students to explain how they want the supervisor to guide them through the process.

All respondents stated that the distinction between research and education is reasonable but the way in which it is scheduled makes it impossible to fully fulfill the task of research. Often it is not possible to plan for coherent time for research in the service. A greater involvement in conducting investigative work and being involved in seeking development funding was also called for. Respondents saw great opportunities to involve colleagues and students in various research and development projects linked to local schools in order to strengthen the quality of teacher education at several levels. The respondents signaled that they now feel safer and more prepared for the assignment as supervisors after reviewing postgraduate studies. This, in turn, contributes to the fact that they dare to allow students to explore research areas that are not directly related to the research area the supervisor is engaged in. They now also have the courage to allow the students to test different methods in their investigations.

Research-based education is complicated and deeper discussions need to be taken at both teacher level, student level and management level. The respondents also mentioned the lack of collegial discussions regarding the assessment of the essays. Teacher students risk becoming even more confused because they encounter teachers who do not always provide a coherent assessment. This may affect the interest in applying for postgraduate education.

A disadvantage in this context can be attributed to the fact that the informants in the study were quite few, which contributes to difficulties for generalizations.

Linda Palla: Individual-centered achievement and goal attainment in preschool? When assessment plans become examining document and tools in special educational processes [Individcentrerad prestation och måluppfyllelse i förskolan? När åtgärdsprogram blir examinerande dokument och verktyg i specialpedagogiska processer]

Today's preschool is a part of an educational system in which a widespread culture of documenting has become prominent. Studies (Palla, 2011) show that there are preschools using assessment plans when it comes to children

who, for various reasons, are considered in need of special education. In the present article, I problematize the use of assessment plans in preschool. Further, I argue that such documentality has an impact on children construed to be in need of special education.

This article, as well as recent studies (Andreasson, 2007; Asp-Onsjö, 2006; Hjärne & Säljö, 2008; Lundgren, 2006; Lutz, 2006, 2009; Palla, 2011), shows that this type of documentation focuses primarily on the individual, rather than on how the education can contribute to development and learning, or how such processes evolve. The performance of preschoolers tends to be assessed and evaluated in the assessment plans. Furthermore, there are examples of how goal attainment are related to the children's performance rather than to the preschool. The children are often made responsible for such individual-centered achievement. According to Foucault (1977), these procedures can be regarded as a part of an examination, with an observing hierarchy and normalizing judgments.

Jens Ineland and Eva Silfver: Assessment and grading of students with intellectual disabilities. Attitudes and experiences from educators' perspective [Bedömning och betygssättning av elever med utvecklings-störning. Attityder och erfarenheter från pedagogers perspektiv]

The way schools in Sweden deal with students with intellectual disabilities (ID), has changed over the last decades. In sum, these changes has gone from special solutions to integration. The concept of inclusion has been a core policy during this development and in August 2010, the current Education Act (SFS 2010: 800) was put into practice. An important aspect within the new Act is the introduction of grading of students with ID. The grading scale in special schools and upper secondary schools are a five-point scale: A, B, C, D and E, where A is the highest and E the lowest. Grades express the extent to which the individual student has attained the national knowledge requirements laid down for different subjects. To support grade assessment, subject specific knowledge requirements exist for the different grades. Once they have completed school, the students receive a certificate stating what they studied and what grades they received. Teachers who assess and grade students with ID are in a challenging position – pedagogically, methodologically, didactically and ethically – in relation to the way knowledge is communicated, applied and assessed in any given activity. The limited body of research about how teachers working with students with ID deals with this new situation is the basis for our interest in this study. The aim with the study was to describe and analyze what attitudes and experiences teachers has about assess and grade students with ID.

The present research is part of a larger research project conducted in Umeå to explore professionals' experiences of working with clients and students with ID. The present analysis informants working as teachers in five different municipalities in Sweden. They participated by responding to two questions, one standardized and one open-ended about grades and ID, in a web survey distributed through e-mail during autumn 2014. Information about the project, name of the researchers and contact person was also included in the e-mail. In the standardized question, we asked the informants to score whether they agree or disagree (1-4 on a Likert Scale) with the statement: "It is important that students with ID receive grades". In the follow up open-ended question, we asked the informants to describe more in detail experiences and challenges in grading students with ID. Among the 115 informants participating in the study, 113 answered the standardized question (98 %), 96 answered the open-ended question (83 %).

The methods used to analyse our data in this study falls especially into descriptive techniques. First, inspired by Braun and Clark (2006), we conducted a thematic content analysis in order to explore the semantic content in the written excerpts. The excerpts, which varied in length from short descriptive sentences to longer and more comprehensive accounts, was our primarily empirical data. In order to further contextualize the qualitative content analysis, we also included a standardized question. We used statistical packaged of the social sciences, SPSS (version 23) for descriptive numerical analyses.

The results show that challenges in assessing and grading students with ID are associated with (1) the cognitive prerequisites of the students, (2) the role as pedagogue and teachers, and (3) contemporary policy. The results also show that the initiative of grading of students with ID receives little support among the respondents. 71% of the respondents were less positive to the idea of grading, 29% more positive. Overall, the results indicate that 'grades' for students with ID is based on good ideas and good intentions, linked to concepts on normality and equality. However, considering that grades for students with ID do not have the same legal status as regular grades they are more imitations of grades for students in general. As such, they do not repeal or changes what is considered to be un-wanted or abnormal in school environments – but instead reinforce what is diverse and deviant. In all, our analysis suggest that grades – or the imitation of grades – to students with ID reveal an ambivalent practice and also raises ethical questions as well as questions about authenticity, normality and welfare responsibility.

Maria Hedlin: For and against the gender quota admissions policy for preschool teacher education: Arguments in the trade union journal "Förskolan" 1970-1981 [För och emot könskvotering i förskollärarytbildningen: Argument i tidskriften *Förskolan* 1970-1981]

The preschool teacher is a profession that is highly associated with femininity, and a very large majority of staff in preschools are women. Due to the current high recruitment needs in Swedish preschools, SKL (the Swedish Association of Local Authorities and Regions) has stated that it is important that both women and men see the preschool as a possible workplace for themselves. Therefore it might be worthwhile to take a look at the discussions that took place during the 1970s, being perhaps the period during which men in preschools were discussed the most. When the Swedish preschool was developing in the 1970s, it was a political aim to have both men and women work in the preschools. In order for more men to be admitted to preschool teacher education, a quota policy that favoured male applicants was introduced. The preschool teachers' trade union, Sveriges Förskollärares Riksförbund (SFR) defended the quota policy and argued in support of it in the union journal *Förskolan* (The Preschool) for several years. In 1976 the organization changed its position and argued instead that the admissions policy should be abolished. This study investigates the discussions that were held in the union journal *Förskolan*, both for and against the quota procedure for preschool teacher education in the years 1971-1980. The research questions are as follows: What arguments were put forward in the discussions? In what way can these arguments be said to challenge or sustain the unequal relationship between women and men?

A qualitative analysis of the years 1970-1981 has been conducted. The journal in its entirety has been reviewed and analyzed for arguments, regardless of whether the statement came from the trade union, a letter to the editor, someone interviewed in a report, etc. Three arguments for the quota policy and two arguments against were found. An argument for the quota policy was, To achieve higher values, which meant a higher goal was assumed to be achieved by applying the quota measure. The higher values intended were a more even gender distribution, justice and a more versatile workforce. This reasoning was not specific to preschool teacher education, but could have been aimed at all education programmes that have an uneven gender distribution, both male-dominated and female-dominated. Another argument was, Compensation for the absence of men, which meant that the male preschool teachers would make up for the fathers who did not participate in their children's lives. The third argument was, Men are better preschool teachers than women, which meant that men were depicted as more committed and flexible workers. In

some cases, the arguments can be linked to historical discussions about women and men and their place in society. An argument against the quota policy was: A gender quota policy sustains outdated attitudes, which meant that the expectations that gender role thinking within preschools would change, had not been fulfilled. The second argument against the quota policy was: Men and women should be admitted on equal terms, which meant that a female qualified applicant should not have to stand back for a less qualified man.

Only one of the arguments challenged the unequal relationship between women and men; Men and women should be admitted on equal terms. In the 1970s debate, it was not an uncommon premise that men would contribute something that the women lacked. They would take the place as men, not primarily as preschool teachers. Today, when preschool is facing major recruitment needs and SKL's ambition is to broaden recruitments, SKL emphasizes that it wants men to be recruited not so that they work in preschool to fulfill a specific 'male function', rather gender should not be an obstacle.