

## English summaries

**Thom Axelsson:** AI as the teachers' special best friend? The school's marketing, AI, and the teacher's role

There are many forces in society that are pushing for increased digitization, not least in the field of education, where industry organizations such as the Swedish Ed Tech Industry are leading the way for Sweden to become a leader in the field. Artificial intelligence (AI) has become a central feature of this digitization over the past 5–10 years. Internationally, this field is often called artificial intelligence education (AIed). Several researchers have pointed out that the use of AI in the field of education raises both hope and concerns. Thus, there are divided opinions about digitization and AI's ever-increasing role in schools. Not infrequently, AI leads to a rather polarized debate, where human values are pitted against financial ones. The present article problematizes this space, between human and financial values, with a starting point in special pedagogy connected to three overarching themes: marketization, AI and machine learning, and the teacher's role. Specifically, the article revolves around the following questions: What problems are there with external actors and increased marketing within the field of special education? What is happening to the special education profession and educational development?

This is an exploratory study that employs a Foucault-inspired approach to analyse the consequences that AIed has in the field of education (Foucault 2008, 2014a, 2014b). The material consists of interviews, newspaper articles, features from SVT, and tech companies' websites and reports. The results point to the EdTech industry having consequences for the teaching role, not least in connection with the special education profession. Several areas of the school are being incorporated by companies and different services. In many respects, it is unclear who controls what happens at the policy level as well as in the individual classroom and for the individual. This article shows how research and entrepreneurship flow together, and it is often indistinct where

one ends and the other begins. This shows it can be difficult to discern the responsibilities of schools, or research, or companies.

Thus, there are several tensions around the role that AI should have in schools. This article discusses whether AI is a neutral and cost-effective technology that provides the opportunity for individually adapted teaching and provides financial benefits for the school, or whether it contributes to increased and difficult-to-overview costs for the school and, furthermore, to impersonal machine teaching. Machine learning is an application of AI that includes algorithms which interpret data and translate it into individual tasks. Loops and other machine use can in that way contribute to helping both the student and the teacher to map the needs and specify what needs to be worked on. AI and machine learning and 'intelligent tutoring' can enable simplified and individualized teaching; this has been called 'intelligent formative feedback'. But what happens when the individual student is no longer dependent on the teacher's direct attention? Increased digitization and AI technologies can contribute to 'empowerment' for the student, especially for those students with special needs.

It is believed that AI can strongly contribute to reducing teachers' burdensome administration, facilitate teaching, and save millions. However, there is a concern among teachers that AI and the machines will 'take over'. The Swedish Edtech Industry and tech companies call this a misguided criticism: AI will never replace teachers, just complete them. Nonetheless, some criticism has raised questions on whether data-driven AI assessment will trump teachers' assessment and how this affects teachers' autonomy in the long run. Concerns have also been expressed that teachers will lose their professional connection, that AI will replace teachers, or that they will just become a function that ensures that the right digital equipment is available in the classroom. There have also been some warnings about control and monitoring students and examples of far-reaching AI use to shape policy in education. From that perspective, the social and ethical consequences are seen as profound and problematic.

**Emma Arneback and Jan Jämte:** Building social cohesion in multiethnic schools? On the importance of care, respect, and solidarity

How is an inclusive social environment created in schools? And how does the opposite develop, that is, school milieus of mistrust, segregation and degrading treatment? These questions are important for all schools to consider, but are brought to the fore when municipalities seek to counter school segregation by redistributing students from schools in structurally

disadvantaged areas to schools in other areas. The responsibility for counteracting the negative effects of school segregation lies primarily with the municipalities and, in practice, the schools at the local level. In this article, we track and analyze a municipal initiative of redistributing students from a structurally disadvantaged area to four schools in other parts of the city. The analytical focus is on the social processes that occurred in these four schools, and the obstacles and possibilities experienced by the “new” students in their efforts to integrate into their new school communities. These schools were often characterized by different school cultures and dominant norms than their original school. The empirical data consists of interviews with 60 students and 55 teachers, as well as over 300 observations in the four schools, made over a period of two and half years.

Our analysis is guided by Axel Honneth’s theory of recognition, in which different forms of moral recognition are described as necessary for individuals to develop their identity and maintain a positive self-image and relationships with others. Honneth also shows how the violation of recognition has detrimental effects on the way people view themselves and interact socially. In the article we use Honneth’s theory to identify, conceptualize and illustrate how the manifestation and violation of different forms of recognition (i.e., care, respect and solidarity) affected the new students’ ability to develop a positive self-image and positive relationships with others, something that played a decisive role in their opportunities to learn and develop. The results highlight the need to pay attention to the complex power relations that permeate social environments in schools and the varying needs of different groups of students. The results can be used by teachers and other educational staff to reflect on power relations and how to create an inclusive social environment in schools, as well as how their own relational work can be developed and adjusted in relation to different groups of students.

**Gudrun Svedberg and Lena Granstedt:** The formation of a young postgraduate subject in educational science – 112 dissertations within Educational work

In 2000, the postgraduate subject Educational work was established, as part of a larger initiative to strengthen educational science research in Sweden. Its goal is to develop a research base for teacher education and to increase the relevance of research for school development. Through an analysis of the first 112 dissertations in Educational work, this article contributes with knowledge of what has become of the new postgraduate subject. This is done partly through a quantitative categorization and partly through a qualitative analysis

of the dissertations. The quantitative categorization includes what years the 112 dissertations were presented, which higher educational institutions have the research subject Educational work, whether they are monographs or summary dissertations, the gender of the authors and if the language in which they were written is English or Swedish. Furthermore, a compilation has been made of which school forms have been studied and which persons have participated in the study in various ways and been given a voice in the dissertations. The qualitative analysis examines what different knowledge interests permeate the dissertations. By knowledge interest we mean a dissertation's content focus in terms of its aim and research questions and which theoretical traditions it is part of. In order to determine the dissertation's knowledge interests, the content focus and theoretical traditions of the studies have been identified using two analytical tools: Rönnerman and Langelotz's (2015) categorization tools for identifying the content focus and an analytical tool developed by Nilholm (2017) to determine which theoretical traditions the dissertations are part of: the naturalistic, the hermeneutic ~~or~~ and the critical discipline. For the determination of the theoretical traditions, the choice of method has also been included in addition to the choice of theory. The categorization of content focus is based on the idea that aims and research questions say something about the focus of the research. The dissertations have been divided into three thematic focus categories: The Pedagogical practice, the Teaching practice and Other practices.

The results show that dissertations presented in Educational work primarily seek knowledge about the Pedagogical practice and its actors. Focus is on how teachers, and in some cases also students, in primary and secondary school, describe school activities, how school subjects are developed and how ethical relationships are expressed in school settings. To a lesser extent, knowledge about what actually happens between the actors in school activities, i.e. the Teaching practice, is sought. Furthermore, there is a great deal of theoretical pluralism in Educational work, and the majority of the dissertations are to be found within the interpretive tradition. A minority of the dissertations are within a functionalist tradition. Research done in collaboration with school actors has been one of the goals of Educational work, and can be found in the majority of dissertations, but in different degrees. Only a few of the studies can be described as interactive research, i.e. where researchers collaborate directly with educators in, for example, action research projects.

**Majsa Allelin:** A new vision of anti-school culture: The community praxis of Bildung

Youths—, and especially boys—in municipal suburban schools are the primary student group disadvantaged by the current school system. The failures of these students are often described as the result of an “anti-school culture” which is explained by their subversion of norms or masculine misbehaviors. Critical education studies (Allelin, 2020; Beach, 1999; Hextall & Sarup, 1977) has identified formal schooling as excluding and alienating because it 1) lacks anchoring in the students’ life worlds, 2) tends to have an individualistic and reified view of learning processes that are relational and collective, 3) creates instrumental approaches to learning and assessment as the education is reduced to a means of achieving certain merits, and 4) is based on a reified division of theory and practice of different subjects in which theoretical knowledge is valued more highly than practical knowledge. Furthermore, sociologists have long highlighted the antagonistic positioning of “problematic” students against the “neutral” school as an explanatory model for dropping out as an expression of the school’s symbolic violence and structural sorting (Bourdieu & Passeron, 2008/1970; Willis, 1983/1977).

Despite—or perhaps because of—structural exclusion, several self-organized educational activities have recently emerged among youth. In this article, I show how young people, especially those living in a socio-economically disadvantaged area and who face structural hardships in today’s school system, find ways to challenge or overcome this disadvantage by participating in after-school activities through the newspaper *Life in the Hood*. By turning away from problem-oriented perspectives and instead discussing how young people in the suburbs organize via informal and community-based learning practices, I extend the discussion and concept of anti-school culture by including productive perspectives that have thus far been overlooked. The results show that working with *Life in the Hood* creates empowerment and new learning processes for the youths by allowing for alternative pedagogical methods. This voluntary activity also forms a context in which young people’s desire for *Bildung* can be expressed, and helps them articulate a critique of the formal schooling system.

To return to the critical school research, it can be argued that *Life in the Hood* 1) explicitly anchors the work in the students’ life worlds, as the newspaper’s starting point is by and for young people in the local area. 2) The work is based on collective forms such as co-operation, instead of individual achievements (which are graded), and 3) creates space for consciousness-raising practices because 4) the activity also involves a combination of theory and practice. Working with the newspaper allows youth to take initiative, develop and execute ideas, and face the surrounding world with a self-formulated purpose. The editorial work also breaks the artificial division

between subjects, such as language skills and social studies. In this way, *Life in the Hood* contrasts the learning processes and working methods traditionally found in formal schools with their predetermined goals and rigid assessment processes.

In conclusion, *Life in the Hood* provides a context in which young people's desire for *Bildung* can be expressed through forms of work that involve greater participation and empowerment than what is possible in the formal school setting. This voluntary after-school organization shows that young people are willing to work together to address social issues and develop new skills. Instead of having their activities controlled by formal schooling, young people take control of their learning in a concrete community setting. This is as much an educational practice as it is an anti-school culture.

**Eva Hesslow, Lisa Loenheim and Anita Norlund:** Teachers' professional needs as constructed by an influential CPD actor

Decentralisation, marketisation and privatisation are phenomena that have led to new contexts for teachers' continuing professional development (CPD) and, in consequence, a wish for (new and) certain types of professional change in teachers. The purpose of the article is to analyse the professional needs of (L1) teachers as constructed by an influential player in the CPD market.

Theoretically, the study is based on the well-known researcher of professional working life, Linda Evans, and her model of professional development. The model consists of a typology over three components of professional development: *behavioural*, *attitudinal*, and *intellectual*. The *behavioural component* refers to teachers' *activities* and has four dimensions: the *processual* (how to teach), *procedural* (how to proceed with assessment), *productive* (how to be more efficient and reach higher degrees of goal fulfilment), and *competential* (e.g. how to handle digital tools). The *attitudinal component*, which 'relates to *attitudes* held', has three dimensions: the *perceptual* (to develop a changed attitude towards subject content or teaching), *evaluative* (what to value), and *motivational* (to get increased job satisfaction). Finally, the *intellectual component* relates to teachers' *understanding* and has, in turn, four dimensions: the *epistemological* (to learn definitions and get acquainted with knowledge based in research), *rationalistic* (to change one's nature of reasoning), *comprehensive* (to get an increased understanding of connections), and *analytical* (to understand 'a whole' and its relation to disassembled parts). Following Evans, an even distribution of the components is the desirable objective.

The material used for our analysis connects to a larger project funded by the Swedish Research Council, in which thousand CPD invoices were

collected in combination with extended material, providing the three conference flyers from the influential, commercial actor *Skolporten* that we chose for the purpose of this article. We analysed the material quantitatively to reveal the proportions between the components and dimensions. We also analysed the material qualitatively in order to expose and exemplify characteristics of the dimensions respectively. The article is rich on authentic text examples from the conference flyers. During the stage of analysis, we found it adequate to elaborate on the model and its content. Thus, we also provide our own additions and adaptations to the model.

In a quantitative perspective, the results show that the behavioural component overshadows the two other components: attitudinal and intellectual change. The behavioural component collects 49 % of the total, the attitudinal component 16 % and the intellectual component 35 %. Particularly frequent within the behavioural component is the processual dimension, in which practical advice is offered to teachers for their classroom practice. Some dimensions are not represented at all, for instance the evaluative dimension. The dominance of the behavioural component is problematised and we discuss its potential (negative) consequences for the teacher profession. Problematic issues appear also from the qualitative analysis. For instance, the three existing examples of the analytic dimension within the intellectual component should be seen as less complex than expected for fully trained teachers. Towards the end of the article, we discuss the results and its alignment with contemporary ideals.

**Anna Lund, Ali Osman and Stefan Lund:** Interaction prerequisites for ethnic boundary crossing and school achievement: A case study of a desegregated primary school

Local policymakers in Sweden have recently become increasingly concerned about the negative effects of ethnic school segregation. They believe that this practice leads to poor language acquisition and unequal academic achievement among migrant children. Additionally, they argue that this segregation undermines the ability of schools to teach important civil values such as fairness, equality, and social cohesion, which are essential for preparing students to be democratic citizens (Lund 2021). As a result, several municipalities have taken steps to implement local desegregation policies to create more diverse student bodies and promote greater academic success and social integration within their communities.

In this article, we will be discussing a municipality that has implemented school mergers targeting elementary school children. As a result of the

mergers, all elementary school students are moved to schools outside of their residential area. In particular, we will focus on the work of school leaders and teachers at North Elementary School, one of the two K-3 schools that now hosts students from three previously separate K-6 schools. At North Elementary, around 50% of the students are from a migrant background, meaning they were born outside of Sweden. These students include refugees from Syria, Somalia, Afghanistan, and newly arrived EU migrants. The remaining 50% of students were born in Sweden and have parents born in Sweden or elsewhere. Students without "own migration experience" are either native Swedes or have parents from former Yugoslavia and Finland. In this article, we will analyze these two groups of students: those with migrant backgrounds and those without their own migration experience.

Previous studies on local school desegregation policies in Sweden have mainly focused on children in grades 4-9 (Arneback & Jämte, 2023). Therefore, the purpose of this article is to examine an empirical research area that has not been explored before in the Swedish context (K-3 school). The aim of the study is to answer the following research questions: How do school leaders and teachers manage the new student composition organizational, social and pedagogical, and how does this affect the relationships between students and their academic performance?

The data for this study includes four weeks of school observations, semi-structured interviews with school leaders and teachers, municipality register data of national tests in Swedish and Swedish as a second language (the data covers the cohorts of students two years before and four years after the desegregation reform), and a sociogram where students were asked about their preferences for working together during lessons, playing together during breaks, and spending leisure time together.

The article utilizes a cultural sociological perspective and focuses on the concepts of multicultural incorporation (Alexander, 2006), super-diversity (Vertovec, 2019), and conviviality (Gilroy, 2004). The findings of our research show that there is extensive social interaction between the two groups of students. The study also demonstrates that students results at the national tests in Swedish and Swedish as a second language have significantly improved since the merging initiative. This can be attributed to the teacher's beliefs in a school for all, and actions taken towards the super-diverse student group forming interaction prerequisites; (i) facilitating interactions among students during breaks and lunchtime. This helps students socialize with classmates they don't usually talk to or play with. (ii) Newly arrived migrant students are integrated into regular teaching immediately, which has social and pedagogical benefits. (iii) Students with good language and subject knowledge are seen as resources for teaching and are encouraged to help other students. (iv) The school actors' pedagogical work largely involves developing a clear teaching structure that students can identify with. (v) The



content of teaching places a clear focus on linguistic concepts that are deemed decisive for students' academic success. (vi) The school's two-teacher system allows for support structures that ensure that all students can follow the same teaching.

Our interpretation is that the beliefs and actions of school leaders and teachers are crucial for children's academic and social inclusion. In a super-diverse student group, they reaffirm their belief in an equal educational system for all. Despite being in a school-segregated system, change is possible. The Swedish welfare state, historically developed with a civil sphere based on solidarity and empathy, can be a starting point for the municipality's school desegregation reform and the beliefs and actions of school staff. By embracing cultural diversity in schools, we can promote ethnic boundary-crossing and improve academic achievement. As Alexander (2006) taught us, openness and solidarity are essential in our social lives. Therefore, teaching strategies cannot be separated from the school's social relations, and creating a school culture characterized by a multicultural mode of incorporation can promote civil repair.

**Maria Jarl, Magnus Hultén and Johan Samuelsson:** Management by Objectives in Swedish education – a systematic review

This article is a systematic review aiming to analyze prior research focusing on Management by Objectives (*målstyrning*) in Swedish education. Policy and research extensively discuss the pros and cons of Management by Objectives (MBO). Synthesizing this research, the review provides a knowledge foundation for researchers and policymakers engaged in studying and improving educational governance.

This systematic review covers peer-reviewed studies published between 2000-2021 in Swedish and international journals and dissertations authored at Swedish universities and higher education textbooks (including anthologies and reports) by researchers. The guiding questions for the review are: What characterizes research on MBO in Swedish education? What knowledge has been produced by research regarding MBO in Swedish education?

Based on these questions, the following search terms were developed for literature searches in international databases: “management by objectives,” “management by results,” “management by objectives and results,” “goals and objectives,” and “steering by objectives.” Although in Swedish, equivalent search terms were used for searches in Swedish databases. The search terms “school\*,” “education\*,” “Sweden,” “Swedish,” “Nordic,” and “Scandinavian” were added to the international searches.

Systematic literature searches were conducted in two international (EBSCO, SCOPUS) and three Swedish databases (Libris, Swepub, and DiVA) in the fall of 2021. Hand searches were conducted in selected journals. The search result yielded 2556 references. After screening based on the title and abstract, 26 studies were identified. Further screening was based on strict criteria for inclusion and exclusion and for quality, identifying seven studies to be included in the systematic review.

The analysis of the included studies was conducted in several steps. First, each study was summarized based on the following highlighted aspects: aim and study design, theoretical perspectives, methods and data, and explanatory models, including time periods and policy decisions. Synthesizing the studies, we searched for similarities and differences in each aspect.

All seven studies have an explanatory approach. One study lacks a theoretical framework for its analysis. Three of the remaining six studies aim to explain the introduction of MBO in Swedish education around 1990, while three focus on education reforms and change from a broader perspective, including aspects of MBO. Regarding theoretical perspectives, institutional theory and curriculum theory dominate. All seven studies analyze official policy documents, and most studies draw on governmental investigations and bills from the Ministry of Education. In addition, some studies use governmental investigations and bills from the Ministry of Finance.

The review shows that research has produced knowledge that contributes to answering questions on *how* and *why* MBO was introduced in Swedish education. All of the included studies link the introduction of MBO to governmental investigations and parliamentary decisions in 1989-1993. However, the research provides competing answers on why MBO was introduced. On the one hand, three studies show that MBO is founded on ideas and values that contrast sharply with the underlying logic of the dominant governance models around 1990. On the other hand, four studies indicate that MBO has a more extended history because they shallowly trace the origins of educational reforms in the 1940s and the 1960s.

The review concludes that research on MBO in Swedish education mainly expresses the government's official view lacking the voices of teachers, school leaders, organizations, and agencies in the educational sector. The image of MBO that emerges from the studies embraces the perspectives of policymakers, and it is based on unanimous studies concerning theory and methods. The review has identified a need for historical studies based on empirical data from a plurality of actors and system levels and other conceptualizations of MBO than the official ones.