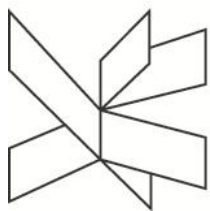


ABSTRACT BOOK: SYMPOSIA, ROUNDTABLE DISCUSSIONS & WORKSHOPS NERA 2026 AARHUS

*COURAGE AND AGENCY IN EDUCATION FOR
THE PRESENT*



VIA University
College



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Conference theme

With the theme for the NERA 2026 conference, *Courage and Agency in Education for the Present*, the conference highlights the crucial role of education in fostering meaningful engagement with the world. In this regard, education becomes an arena where people, both individually and collectively, can explore and expand their opportunities to create meaning, actively participate, and take responsibility in and for the world.

Courage is the prerequisite, and agency represents the capacity to act autonomously and with "Mündigkeit". Through these concepts, we invite an exploration and discussion of the significance of education and pedagogy in the development of subjectivity in a world shared with others.

The theme addresses both those who are taught, raised, educated, and formed within institutions, as well as professionals; early childhood educators and teachers—and their courage to pursue what is right and translate it into action and pedagogical practice.

With this theme, we emphasize the relational and ethical aspects of education, where courage and agency are not merely abstract ideals but concrete practices embedded in our connections to the world and to each other. The task of education thus becomes to create opportunities for children and young people to engage with the world as beings in their relationship to the world. This places demands on relationships, communities, teaching, and learning environments, calling for approaches that enable connection to the world and to one another from a lifeworld perspective.

Network: 1. Educational measurement and assessment

Understanding Swedish Youth – insights from a multi-generational longitudinal study

Submission ID: 14

Submission IDs: 139, 127, 222

Presentation type: Symposium

Chair: Victoria Rolfe

Discussant(s): Alli Klapp

Final Category: 1. Educational measurement and assessment

Description:

The Evaluation Through Follow-up (UGU in Swedish, which acronym will be used throughout) project has, since its inception in the 1960s, created a cohort-sequential, longitudinal, database through combining survey-data with register-data. UGU is the largest educational database in Sweden. Comprising nationally representative panels for eleven birth-cohorts (1948, 1953, 1967, 1972, 1977, 1982, 1987, 1992, 1998, 2004, 2010), UGU sampled 10% of youth born in each cohort who were resident in Sweden during grade 3 (see Härnqvist, 2000), and has built a rich repository tracking the educational careers of Swedish youth from early grades in compulsory school to adult life.

An original aim of UGU was, and still is, to provide a basis for research on and evaluation of the school reforms in Sweden. Another aim was to support longitudinal research on issues and effects related to education in different disciplinary areas in which individual information collected in the early years of life is used for purposes of explanation and for control for selection bias. The UGU database has served and still serves a large number of studies within different disciplinary fields, such as education, economics, medicine, psychology and sociology. In this symposium, a trio of studies which have utilised UGU data to explore different research phenomena will be presented.

The chair and the discussant of the symposium are the Research Co-ordinator and the Scientific Leader of UGU respectively, and the three included papers highlight the different methodological approaches which can be used to exploit the rich UGU data.

Thea Klapp used confirmatory factor analysis and latent growth curve modelling to explore self-concept in Swedish youth in a longitudinal study which examined Swedish students' development of mathematics and English self-concept (MSC and ESC) in Grades 6, 9, and 12, with a sample of students born in 1998 (N = 9,175). Hampus Liljeröd explored two latent factors - external motivation and negative emotions—in relation to student characteristics in an examination of upper secondary students' perceptions of how they are affected by grades in school for the 2004 birth cohort. David Clarke investigated the reciprocal relationships between grade outcomes and academic self-perceptions throughout Swedish secondary school in mathematics, Swedish, and English for students in the 2004 birth cohort.

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Different grading systems during a time-period of 50 years in Sweden: What kind of grading system (feedback system) best benefit the lifelong learning of young adults?

Submission ID : 8

Submission IDs : 128, 265, 337, 643

Presentation type: Symposium

Chair: Anna-Carin Jonsson

Discussant(s): Anders Jönsson

Final Category: 1. Educational measurement and assessment

Description:

“Lifelong learning is best understood as a process of individual learning and development across the lifespan, from cradle to grave – from learning in early childhood to learning in retirement. It is an inclusive concept that refers not only to education in formal settings, such as schools, universities and adult education institutions, but also to “life-wide” learning in informal settings, at home, at work and in the wider community” (OECD, 1996).

The main aim of education is to form the foundation for student’s lifelong learning and encourage their desire to learn and master new skills. The feedback a students receive influences their motivation to learn as well as their beliefs as competent to learn (Crooks, 1988) which is central to lifelong learning. The most important general feedback a student receives in the Swedish school is the grades. This symposium deals with the question of how different grading systems might affect students’ socio-cognitive competences that deal with how the mind represents the world and continually is affected by the social context such as an assessment system (Kunda, 1999; Zhang et al., 2022). Sweden has during a period of 30 years (1997-2027) changed grading system 4 times. Since the 1990s academic segregation in grades has increased in the Swedish schools (Arensmeier, 2019; Gustafsson, Cliffordson & Ericson, 2014). This means that the group of students that do not reach the approved level in the grading system expands as well as the group of students reaching the highest level.

Feeling competent to learn and not anxious facing learning challenges entering adult life could be seen as quite important. This symposium deals with what kind of feedback system we need to use at society level to improve these kind socio-cognitive competences among new generations. More specifically, whether the relative grading system influence on lifelong learning differs from the criterion-based grading system in Sweden. This is important as we are facing increased technological development where lifelong learning becomes crucial for the individual's performance not only in a changing labor market but to be a part of society as citizens. The ultimate question is not about grades or not grades, but about what kind of grading system (feedback system) that best benefits the lifelong learning of the population where young adults should be fostered to be confident in that they are able to learn new things.

In this symposium we present research studies generated by the project “What kind of assessment system promote and develop lifelong learning in the Swedish school?” financed by The Swedish Research Council (2023-04157). The assessment systems under study are: 1) 1980-1994 (Lgr80); 2) 1994-2010 (Lpo94); and 3) 2011-2022 (Lgr11). Large-scale data on individual levels from the national infrastructure Evaluation-through-Follow-up (UGU) will be used and additionally analyzes of policy documents of the different grading systems. Both quantitative and qualitative methods are applied.

Assessing the non-manifest - Testing signs of importance towards a profession

Submission ID : 61

Submission IDs : 566, 571, 575, 303

Presentation type: Roundtable discussion

Chair: Julie Marie Isager

Discussant(s): Solveig Troelsen, Verner Larsen, Niels Tange, Lis Montes de Oca

Final Category: 1. Educational measurement and assessment

Description:

In October 2025, VIA University College completed a two-years development project with the title Professionally Oriented Exams. In the project, six different educations have developed new experimental and diverse examinations aiming to both strengthen the students' professional skills and support their future work in the professions. The project has focused on enhancing specific examinations and on creating a more nuanced and unified examination-didactic language and principles for profession-oriented examinations. An examination design principle developed in the project states the following: Profession-oriented examinations must enable students, based on a various knowledge base, to demonstrate analysis, decision-making, action and reflection relevant to the complex practice of the profession and its development.

Based on the knowledge and experience gained from the development project, an inspiration catalogue for educators (Beck, M., Bilenberg, F., Nielsen, G. & Wolfsberg, A. 2025 in press) for profession-oriented test development and a research report (Larsen, V., Iskov, T., Dahl Madsen, C., Troelsen, S. & Wolfsberg, A. 2025 in press) will be published. Through both the catalogue and the report, it becomes clear that it is necessary to develop a vocabulary regarding profession-oriented examinations and to further discuss and, in the opinion of the authors of this abstract, to develop a taxonomic alternative to the ones used (Dettmer, 2005, Miller 2011). A taxonomy that can encompass qualities as professional judgment and social engagement seems to be needed. A discrepancy becomes visible after having developed and tested examinations, but still using traditional assessment tools (Bekendtgørelse om eksamener og prøver ved professions- og erhvervsrettede videregående uddannelser, BEK nr 624 af 02/06/2025). So the question remains; How can this be the most valid and aligned procedure to base the examinational practice upon?

The key questions in this roundtable discussion are: How is it possible to assess non-manifest, central profession-oriented elements such as judgement or relational skills in an examination situation, and how are the forms of knowledge – practical knowledge, theoretic knowledge, interpretative knowledge and process knowledge – valued in the assessment? What traits do we look for in the examination itself, and how do we as assessors value these traits?

Testing of L1 in Matriculation Examination and National Tests from a Nordic Perspective

Submission ID : 50

Submission IDs : 550, 627

Presentation type: Roundtable discussion

Chair: Sofia Stolt

Discussant(s): Saga Bendegard, Liv Cathrine Krogh

Final Category: 1. Educational measurement and assessment

Description:

In this roundtable discussion, we focus on challenges and research needs in L1 testing. Our starting point is the testing of L1 in Sweden and Finland, in this case Swedish as L1, in upper secondary education. The upper secondary education in Finland and Sweden both include high-stakes testing of L1, however in different forms. The discussion also takes into account the Norwegian equivalent and we invite scholars from other countries to join us and discuss how L1 can be tested and what research is needed.

The upper secondary education in Finland ends with a digital, national high-stakes exam, the Matriculation Examination (Stolt & Lassus). Passing the Matriculation Examination entitles the candidates to continue their studies at university and other institutions of higher education. The exam consists of a minimum of five tests, of which the test in Mother Tongue and Literature (L1), or Swedish as a second language (S2), is the only mandatory test, and it is organised in Finnish, Swedish, and in three Sámi languages. This roundtable discussion will cover the Swedish language as L1.

In Finland, the Matriculation Examination test for L1 is based on the curriculum for the upper secondary education and divided into two parts: a reading comprehension test and a writing skills test. The exam consists of authentic multimodal texts and materials, and the test is written in a closed digital environment and preliminary assessed by a teacher. The final assessment is made centrally and anonymously by censors at the Matriculation Examination Board.

Although the examinations are of great importance, so called high-stakes exams, research on them is scarce, particularly from a Finnish perspective. A research project, Studex, (Studex s.a.) studies this mandatory, digital and national exam in Swedish L1, which focus on its design and the language and structure of exam answers, approached from linguistic and L1 didactic perspectives. The chair of this discussion is one of the researchers in this project.

The session will begin with an introduction describing the tests or exams at the end of upper secondary education in Finland, Sweden and Norway. The focus of the session is to present and discuss different types of final exams. The goal of this roundtable is to address key themes and questions related to Nordic exam traditions in L1 and to allow attendees to share insights, challenges, and approaches from their context. All

participants are encouraged to prepare a maximum 5-minute overview of the final L1 examinations in their country and present it at the round table.

The roundtable will conclude various practices, institutionalisations, high-stakes exams, assessment processes and exam traditions in connection to upper secondary education.

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Network: 2. Arts Culture and Education

Autumn Leaves – An interdisciplinary aesthetic process

Submission ID : 42

Submission IDs : 403

Presentation type: Workshop

Chair: Jon Sverre Thorstensen

Discussant(s): Ragnhild Louise Næsje, Gunhild Brænne Bjørnstad

Final Category: 2. Arts Culture and Education

Description:

Aesthetic learning processes are gaining importance in Norwegian (teacher) education, offering new ways to explore and communicate meaning. Coming from the fields of music, drama and literature, the presenters of this workshop collaboratively engage in each other's academic fields, looking for overlaps and connections, but also gaps and differences. The purpose of the workshop is to inspire the participants to use aesthetic processes in their approach to subject-specific topics. We encourage participants from all fields of study to join this workshop.

As part of our A/R/Tographic practice, being Artist/Researchers/Teachers, we are developing an interdisciplinary artistic approach to explore interconnectedness and resonance between the fields of natural sciences, music, drama and literature. We create liaisons between the academic fields as well as between artistic expressions and a multitude of texts. As A/R/Tographers we develop artistic expression alongside didactic and pedagogical innovations, which both form the basis for our research. It is all entangled in a spiderweb of experiences, emotions, ideas, and skills, in an endless process.

In this workshop we will use an excerpt of our performance "Autumn leaves", as a starting point for a creative process with the participants. The performance is inspired by the changing colors of the leaves in the autumn, intertwining the factual knowledge with artistic and literary connections.

Through the workshop, participants will explore their own artistic courage and agency. With the use of sounds, colors, movements, images, and texts, we will gain deeper understanding of scientific processes in nature, as well as the complexities of understandings and interconnections that emerge through a collaborative process. There is no need of previous experience with this type of process, as we will guide the participants along a safe path of exploration. Participants must, however, have the courage to share ideas and be active in the process, developing new didactic and pedagogic innovations to be used with different subject contents.

MAPPING SINGING IN SCANDINAVIAN SCHOOLS

Submission ID : 32

Submission IDs : 372

Presentation type: Symposium

Chair: Lea Borčak

Discussant(s): Anne Balsnes, Pia Bygdéus

Final Category: 2. Arts Culture and Education

Description:

Across Scandinavia, new national studies have recently mapped the role and status of singing in schools. Together, these initiatives provide the first comparative picture of the extent, character, and educational meaning of school singing in the Nordic region. This symposium brings Danish, Norwegian, and Swedish findings into dialogue to explore how singing is practiced, valued, and understood in today's classrooms—and to discuss what these mappings can teach us about the future of singing in schools.

Historically, singing has held a formative place in Nordic schooling, central to moral and civic education (Bak, Larsen & Nygaard 2025). In recent years, this legacy has inspired a renewed political and cultural investment in song as both heritage and a source of social cohesion and well-being (Schei & Balsnes 2022). Moreover, aside from its intrinsic values, singing is increasingly recognized by practitioners for its potential to support other desirable outcomes such as language learning (Balsnes et al., 2022). The new Scandinavian mappings provide an opportunity to assess how this revived interest is reflected—or not—in the everyday practices of schools.

Across the three countries, a shared pattern emerges: singing is culturally visible and rhetorically celebrated, yet the everyday educational work with voices and song remains limited. Although teachers express a strong commitment to singing, they devote relatively little instructional time to it and encounter structural and pedagogical barriers, including time constraints, competing curricular priorities, and uncertainty about appropriate methods (Balsnes et al. 2022; Johnson 2021; Borčak et al., in progress; Horwitz et al. 2023). This is striking, since research shows that outcomes of singing such as enhanced well-being, self-esteem, and social inclusion are linked to structured vocal learning and singing competence development (Coutinho 2014; Welch et al. 2009)—benefits that require systematic pedagogical attention, not merely casual participation in singing activities.

The symposium presents empirical findings from:

- * Norway – SANGBARSK's national survey and case studies of singing practices in schools.
- * Sweden – analyses of repertoire, teacher attitudes, and pedagogical change.
- * Denmark– national survey data mapping the scope and conditions of singing within and beyond music

lessons.

Together, these studies aim to clarify how much Scandinavian children actually sing, how singing is framed pedagogically, and how current revival initiatives might translate into more sustained and inclusive singing practices in the years ahead.

Arts education and social justice – initial findings from three EU Horizon projects

Submission ID : 77

Submission IDs : 709, 919, 687

Presentation type: Symposium

Chair: Søren Sindberg Jensen

Discussant(s): Martin Blok Johansen

Final Category: 2. Arts Culture and Education

Description:

Arts education has a great potential for being a means of cultural responsive teaching that promotes “cultural diversity, social inclusion, and antiracist behaviors” (Lee, 2012, 48) and arts education can be used in efforts to decolonize school curriculum (Leddy & O’Neil, 2022). However, the Nordic countries “never went through a critique of colonialism” and “Nordic democracy does not yet include everybody living in the Nordic countries. Even the local minority cultures are not well represented in the national [arts] curricula” (Kallio-Tavin, 2019, p. 591). This makes the Nordic countries an important context for exploring the potential of decolonisation of arts education to develop practices that promote critical cultural literacy.

This symposium brings together perspectives from the three Horizon Europe projects *d@rts* (dialoguing@rts – Advancing Cultural Literacy for Social Inclusion through Dialogical Arts Education; 2024–2027), *CLiViE* (Cultural Literacies’ Value in Europe; 2024–2027), and *EXPECT_Art* (EXPLoring and Educating Cultural literacy Through Art; 2024–2026) on arts and education as vehicle of change in a social justice perspective. The three projects comprise the cluster of projects on Cultural Literacy under HORIZON Pilar II.

Each paper presents the main initial findings regarding promoting social justice through research on arts education and cultural literacy in Denmark, Finland and Norway, based on three theoretical approaches: Theory of Change, empowerment, and decolonial theory.

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Institutional Agency in Visual Arts Education – A Research Project investigating the Reconstruction and Subject Development due to the Revised Primary Teacher Education in Sweden

Submission ID : 13

Submission IDs : nan

Presentation type: Roundtable discussion

Chair: Tarja Karlsson Häikiö

Discussant(s): Annika Hellman, Margaretha Häggström, Ingrid Forsler

Final Category: 2. Arts Culture and Education

Description:

The Swedish Research Council (Vetenskapsrådet) has funded a research project (2025–2027) aiming to study how the school subject Visual Arts is reconstructed and developed in primary teacher education following the 2011 school reform and the 2022 curriculum revision (Lgr22). During the course of the project, a new national reform for teacher education (SOU 2025:19) has also emerged, adding further relevance to the study. The research is investigating the conditions and agency of teacher educators that educate primary school student teachers in visual arts in relation to the changes in policy and legislations at a chosen number of institutions that partake in the research in the country. Different educational backgrounds risk to arise conflicting professional positionings between teachers advocating different subject conceptions and approaches to the subject, leading to lacking equivalence that affects students. This roundtable introduces the research project and its various perspectives on ongoing reforms, addressing issues of higher education with a particular focus on visual arts teacher education. The discussion is of special relevance to the Nordic context, as the project examines agency and institutional conditions shaping teacher education in Sweden. The questions for the discussion are: - How do policy reforms affect the conditions for Visual Arts Teacher Education? - What are the conditions of teaching visual arts at different teacher educating institutions? - What agency do the educational institutions have in relation to school reforms and other circumstances? The researchers partaking in the discussion, besides the chair leading the session (Professor Tarja Karlsson Häikiö), are Docent Ingrid Forsler, PhD Annika Hellman and Docent Margaretha Häggström. In the roundtable the research project is presented briefly followed by short presentations of different areas: policy reforms (Hellman), conditions for educating institutions (Häggström) and matters of agency for the institutions (Forsler). After this the audience is invited to ask questions and partake in a discussion with the presenters.

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Play-laboratory: A Performative Workshop Exploring the Space of Aesthetic Experiences for Play and Wonder

Submission ID : 68

Submission IDs : nan

Presentation type: Workshop

Chair: Birgitte Stien Nordbø

Discussant(s): Birgitte Stien Nordbø

Final Category: 2. Arts Culture and Education

Description:

Play-laboratory: A Performative Workshop Exploring the Space of Aesthetic Experiences for Play and Wonder

Key words: Aesthetic experiences, a/r/tography, theatre, curiosity

Teaching artist: Birgitte Stien Nordbø

Number of participants: 20

This workshop invites participants to explore how performative and aesthetic experiences can open up spaces for play, wonder, and active participation in early childhood education contexts. Through embodied and sensory engagement, we explore how space, objects, and memories can serve as entry points to aesthetic experiences.

The workshop Play Laboratory is part of an ongoing research project (2023–), developed as a part of Rekomp (Statsforvalteren, 2024). The project examines how early childhood teachers/ students can create aesthetic experiences that invite children into play and exploration through the processes of experiencing, understanding and creating.

The workshop consists of two parts:

Part 1: Play Laboratory is an interactive experience that explores the intersection between art, education, and children's culture. Participants are invited into a space filled with boxes and suitcases, which we explore together through movement, sensory impressions, and emotions. Investigating, carrying, walking, placing, opening, exploring, doing, remembering. Together and alone.

Part 2: Reflections on what is unfolding in Play Laboratory. What made an impression on you as a participant, and what might be meaningful for early childhood teachers aiming to create aesthetic experiences?

Play Laboratory uses interactive dramaturgies as a theoretical framework to create aesthetic experiences situated at the crossroads of artistic, pedagogical, and child-cultural practices. Hovik and Nagel (2017) developed a model for interactive dramaturgies ranging from open, deep participation to closed, superficial interaction. Open dramaturgies invite explicit participation and are built on the dramaturgical significance of interaction through actions, contributions, dialogue, or improvisation.

The project is inspired by *a/r/tography* (Irwin, 2013), where I apply lenses as performer, preschool teacher, assistant professor, and researcher. Although the project is ongoing, preliminary findings suggest that preschool teachers are inspired by and value improvisational competence as essential in creating aesthetic experiences—by letting go of control, being fully present, and responding to children's invitations to play and explore. They emphasize the role of space and objects in creating atmosphere.

Play Laboratory is relevant in a Nordic educational research context. The subject area Art, Culture and Creativity in the Norwegian Framework Plan for Kindergartens (Kunnskapsdepartementet, 2017) highlights aesthetic experiences as foundational for belonging, participation, and creative expression. It emphasizes the kindergarten's responsibility to provide children with aesthetic experiences in various forms that stimulate wonder, curiosity, exploration, depth, and progression.

This workshop is relevant for researchers and educators working with arts-based approaches in early childhood education. It offers insight into how improvisation, dramaturgy, and aesthetic elements can open up spaces for children's play and exploration.

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ASSESSING COURAGE AND AGENCY

Submission ID : 86

Submission IDs : 803, 892

Presentation type: Roundtable discussion

Chair: Joanna Magierecka

Discussant(s): Elin Bøen-Olsen, Ingvild Aasheim Mykland, Tone Cronblad Krosshus

Final Category: 2. Arts Culture and Education

Description:

Through my research, artistic and working with aesthetic learning processes I have arrived at following statement, rather comprehensive: It is my belief that defining new assessment methods can contribute to a much-needed change in the educational system. It is my belief that new form of assessment must derive from experience. Experience of acquiring knowledge, through recognition and perception; of co-creating, but also of defining who we are, in this world, where a high level of ethical awareness and a mindset for sustainability is crucial in this context.

Recent developments within digital technologies present us with new challenges. While the discussion directs itself primarily towards how AI creates obstacles and opportunities in education and the formative process of children and young adults, I would argue that learning through experience has become even more prominent. Learning that differs from or is juxtaposed to pseudo experience (Boyle, 2023, p. 5), human agency, reason and rationality (Silova, 2021, p. 598). An experience that needs time, slow pedagogy (Clark, 2022) and promotes learning autonomy (Lohmann, 2008). An educational approach (Silova, 2021) that is a form of symposium (Harraway, 2016). That embraces resistance towards resistance. That promotes resilience. That truly is active learning, promoting courage and agency – a high competency in learning.

The question is how do we assess an educational approach that is based on creating and mediating knowledge in this way?

And educational approach that does not set learning outcomes as a departing point?

An educational approach that always looks from different perspectives on the phenomena it conveys knowledge about?

In what ways can teachers implement methods that enable formative assessment of creative processes?

The idea for this round table is to present different proposals for new ways of evaluating learning practices.

We would like to invite participants to do so as well. Together we will map the ideas, discuss pros and cons, define how to develop them further. If applicable – connect, create a network of peers who wish to redefine the way we assess learning.

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Art as a Knowledge Opener – Picturebooks, Mother and Aesthetic Learning Processes

Tone Cronblad Krosshus, (Associate Professor in Drama and Theatre), and Elisabeth Hovde Johannesen (Associate Professor in Literature). Both work at the University of South-Eastern Norway and are leaders for The research group for aesthetic learning processes.

Submission ID : 45

Submission IDs : nan

Presentation type: Workshop

Chair: Tone Cronblad Krosshus, Elisabeth Hovde Johannesen

Discussant(s): Tone Cronblad Krosshus

Final Category: 2. Arts Culture and Education

Description:

The purpose of the workshop is to outline how encounters with art (picture books) can develop knowledge about culture-bearing entities, such as the concept of "mother". The workshop is based on a view of knowledge where learning processes can be open and negotiable, without definitive answers (Johannesen et al., 2023; Krosshus, 2023). Through reading aloud, aesthetic exercises, and creative activities, the purpose is to explore, develop, and challenge knowledge about the phenomenon of the mother. The workshop thus opens up for the exploration of a phenomenon (mother) that is personal, social, aesthetic, cultural, and mythically conditioned.

Based on the workshop, the leaders invite the participants to reflect on aesthetic approaches to teaching. We are particularly concerned with how courage and agency are expressed through the choice of form and content of the teaching. The teacher dares to take risks in terms of the choice of artwork and teaching methods. The teacher's courage can also be linked to wanting to activate students' agency and participation through emotions, associations, and intellect at the same time (Johannesen, 2019). Such an aesthetic learning process can provide a multifaceted approach to knowledge.

The workshop originates from the research field of aesthetic learning processes, where the view of knowledge is performative (Illeris, 2012) and where the reception and production of art can be learning processes (Johannesen et al., 2023). The workshop emphasizes the didactic consequences of such a view of knowledge and emphasizes the teacher as creative and crucial for the student's participation (Biesta, 2021). With the Workshop, we model and investigate some didactic principles which can contribute to good enough teaching, not best practice.

The participants will be involved as listeners, creators, communicators and contributors in groups and in plenary reflections.

Description of the workshop:

1. The leaders read aloud from the two picturebooks that thematize mothers in different ways (Mor (Mother) by Akesson & Bak (1998), and Stripekalven (The Striped Calf) by Kaldhol & Nyka, 2008).
2. In groups: Aesthetic exploration of the four mother figures of the picturebooks, (both reception and production).
3. The textual material from the aesthetic exploration is processed, explored, and given form (poems).
4. The groups present their poems.
5. Reflection together, led by the workshop leaders, which is linked to the conference's theme of courage and agency in teaching.

Literature:

Biesta, G. J. J. (2021). Undervisningens gjenoppgivelse. Cappelen Damm Akademisk.

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Here I belong – inclusive musical practices from a diversity perspective.

This workshop shares insights from the Norwegian project Vibrant Connections, showing how music, song, and movement activate intangible cultural heritage and promote co-creation in diverse kindergarten settings.

Submission ID : 93

Submission IDs : nan

Presentation type: Workshop

Chair: Ingrid Danbolt

Discussant(s): Ingrid Danbolt, Lise Lotte Ågedal, Elisabeth Anvik

Final Category: 2. Arts Culture and Education

Description:

“Hey guys – the teacher’s playing dabke music, let’s dance!” Hearing something familiar can create a connection to one’s own life – a sense of being included rather than excluded. This workshop will present and exemplify some findings from the Norwegian project Vibrant Connections - how intangible cultural heritage can be activated and developed in early childhood education through music, song, and movement. Drawing on experiences from the project, the session aims to demonstrate how traditional and contemporary musical expressions can foster cultural transmission and co-creation in diverse kindergarten settings.

Background

Music plays a vital role in childhood development, contributing to motivation, creativity, literacy, numeracy, and socio-emotional competence. In multicultural educational settings, music also fosters a sense of belonging and community well-being. This workshop exemplifies how musical play can support children’s experiences of inclusion and identity in diverse early childhood environments. Drawing on the ongoing research project Vibrant Connections (Levende Kulturarv), we investigate how digital tools and intangible cultural heritage can enrich pedagogical practices and promote cultural expression and belonging.

Our study is grounded in Hans-Georg Gadamer’s (2004) philosophy of play, where play is not merely observed but participated in—an energetic, embodied, and transformative experience. We also draw on Stephen Kemmis’ theory of practice architectures, emphasizing the interplay of sayings, doings, and relatings in educational practice. Furthermore, we engage with the concept of community well-being (Vik & Carlquist, 2017) to understand how shared musical experiences contribute to social cohesion and identity formation.

The project employs a participatory action research design involving 14 early childhood education settings. Educators engage in cycles of reflection and experimentation, using the TRALL app—a digital songbook featuring a wide repertoire of songs in 25 languages and dialects, performed by diverse musicians. Data collection includes observations, workshops, collaborative reflection sessions, and creative activities such as drawing personal “musical backpacks” to explore educators’ cultural heritage and musical identities. Preliminary findings indicate that TRALL functions as both a pedagogical resource and a catalyst for reflection and change. Educators report that musical play inspired by the app fosters joy, engagement, and a sense of belonging among children. Musical play, particularly when embodied and spontaneous, is experienced as a form of expression that supports children’s identity development and democratic participation.

The purpose of the workshop is to present some findings in the project by “doing” them. We want the participants to explore and experience the relationship between intangible cultural heritage and recorded music, and invite participants to reflect on how such practices contribute to the formation of a shared cultural “we” in multicultural educational contexts.

Participants will be actively engaged throughout the session and be invited to sing, move, and reflect together. They will learn and experience a selection of songs and activities that have been implemented and developed in kindergartens participating in the project. The repertoire includes songs in multiple languages, sung both with and without karaoke texts using the TRALL app.

Yarning with nature. Courage, agency & dilemmas in ecocentric art-pedagogy

Submission ID : 19

Submission IDs : nan

Presentation type: Roundtable discussion

Chair: Hanne Kusk, Lise Hovik

Discussant(s): Pernille Welent Sørensen

Final Category: 2. Arts Culture and Education

Description:

Yarning with nature. Courage, agency & dilemmas in ecocentric art-pedagogy

In this roundtable discussion we wish to discuss potentials, ethical dilemmas and ecocentric perspectives within posthumanist and arts-based research in the field of Early Childhood, art-pedagogy, aesthetic processes, new materialism and sustainability. The roundtable discussion resembles a Yarning Circle, an aboriginal ritual (UNSW Canberra, 2025), which means sitting in a community circle, exchanging culture, stories and experiences in search for meaningful and responsive communication.

Practicing an ecocentric and arts-based pedagogy, we bring materials and nature to the table and invite participants to make things together. Through sympoietic string figuring with yarn, sticks and seeds we will make space for a safe and open roundtable discussion, sharing experiences on our theme. Here we take the courage to discuss difficulties of combining the traditional Nordic child-centered pedagogy, with a posthuman and ecocentric art-pedagogy.

Research related to *The Posthuman Child* (Murriss, 2016) and the agency of nature and the material world, challenge us to broaden our anthropocentric worldview, and pick up new strings and threads, searching for new patterns in our research-weaving.

Donna Haraway (2016) suggests string-figuring to make stories and patterns to participate in. Making string figures opens new possibilities for connecting in space and time together. Haraway's multi-species perspectives include more-than-human voices and agencies of the living world of materials, plants and animals, challenging traditional child centered perspectives of both art and pedagogy. How can this influence our cultural practice in early childhood and art pedagogy? (Kusk, Jørgensen & Toft, 2025; Hovik, 2023).

The roundtable consists of a presentation based on our article "Post human child? A dialogue towards an ecocentric art-pedagogy" (Hovik & Kusk, in process), and our former work in this topic (Hovik, 2023, Kusk 2022).

We host the Yarning-roundtable-discussion and invite the participants into reflections on courage and agency needed to bring forth an Ecocentric art-pedagogy and dilemmas of a post humanist perspective in Early Childhood settings. Into the conversation we bring yarn and materials from nature. Doing string figures with our materials, we wish to experience, explore and discuss how we can learn to include more-than-human agents (Barad, 2007) in our thinking, and as research methods, in a field of dissolving categories, concepts and hierarchies.

References:

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<https://www.unsw.edu.au/canberra/about-us/equity-diversity-inclusion/unsw-canberra-community-circle>

Co-Creating and Visualizing Futures Through Aesthetic Learning Processes: An Arts-Based Pedagogical Method for Future Thinking

Submission ID : 34

Submission IDs : nan

Presentation type: Workshop

Chair: Gitte Motzfeldt, Margaretha Häggström

Discussant(s): Gitte Motzfeldt

Final Category: 2. Arts Culture and Education

Description:

The workshop explores how aesthetic learning processes and artistic expression can be used as powerful tools in education for sustainable development (ESD). It enables participants to connect cognitive, emotional, ethical and social dimensions of learning, emphasizing the importance of interdisciplinary and experiential approaches. When participants imagine and co-create visions of a possible future, they do more than learn about sustainability, they begin to practice it.

During the workshop, participants will address themes such as climate change and social justice through embodied, emotional, and creative experiences. The artistic process allows them to express their values, hope and concern, to make sense of difficult and sometimes distressing topics, and to build a sense of social relatedness and agency. The collective paintings function as dialogic spaces, making visible both the diverse understandings participants bring with them, and the new insights they generate together through participation.

Working collaboratively with large, shared paintings invites participants to externalize their prior knowledge, ideas, and emotions, and to reflect on how these can be visualized. Through negotiation, dialogue, and shared decision-making, they create visual representations that communicate how the group perceives and relates to a particular phenomenon or place. The paintings thus become visual narratives: traces of how participants associate, think, and feel about sustainability and the future. In this process, participants develop both their conceptual understanding and their visual literacy, learning to read and create images as forms of meaning-making and critical reflection (Häggström, 2017).

Participation and collaboration are central principles in the workshop, promoting fundamental values such as equality, freedom of expression, and respect for every participant's contribution. Collective painting can be understood as a mediating tool that makes participants' thoughts, feelings, and experiences visible. It functions as a communicative support for dialogue and as a shared reference point in new learning situations. The task builds on theories of learning through exploration (Bruner, 2002), emphasizing that inquiry-based and experimental approaches foster deeper understanding. By accentuating the learner's prior knowledge and experiences, the activity supports meaning-making processes that unfold on several

levels: within the individual, interactively between participants, and in the dynamic relationship between the individual and the artefact, that is, the painting itself. In this way, the artistic process becomes both a site for reflection and a catalyst for new insights, connecting aesthetic experience with democratic and ethical dimensions of education.

Drawing on examples from both teacher education and primary school settings, we highlight collaborative art projects in which participants, both student teachers and school pupils, engaged with complex sustainability issues by creating collective paintings. These artworks serve as both process and product: as a process, they offered participants a way to explore and deepen their understanding of sustainability; as a product, they visualized individual and shared knowledge, values, and future visions. The workshop concludes with a reflective dialogue, inviting participants to consider how aesthetic and arts-based methods can be integrated into educational practices that aim to foster hope, agency, and transformative learning for sustainable futures.

When Snøhetta meets education

Submission ID : 23

Submission IDs : nan

Presentation type: Workshop

Chair: Eva Lutnæs

Discussant(s): Eva Lutnæs

Final Category: 2. Arts Culture and Education

Description:

Sometimes in life, magic happens when people meet at just the right moment! Through the project “Skill Ladder for Woodworking”, we were set to create bark boats with 1st and 2nd-grade pupils at a school in central Oslo. Then the world-renowned architectural firm Snøhetta joined the project, driven by a desire to bring materials back into the hands of young learners—as tools for understanding the world, creating meaning, and fostering a sense of agency.

What happened to the boats? They grew, both in size and visual complexity, and were launched from the roof of the Opera House at a grand celebration for proud pupils and teachers.

What happened to education? This question will be the focus of the workshop. When Snøhetta joined the project, they brought by three qualities of extraordinary idea work: prepping, zooming out and getting physical. The teachers embraced the qualities and translated them into interdisciplinary, multisensory learning activities for the young pupils. Workshop participants will be introduced to these three qualities through a short film documenting the journey from prepping to the climactic boat launch. Building on this foundation, the workshop invites participants to explore the educational potential of these qualities further.

Key questions for exploration include:

- * How do prepping, zooming out, and getting physical relate to participants' existing educational practices and concepts?
- * What potential do these qualities hold for teacher training in universities?
- * How can they contribute to the current policy focus on creating a more varied and practical primary and lower secondary education that engages all children?
- * How can these qualities be adapted to activities relevant to the participants' educational projects for students and/or children?
- * What is the transformative impact of combining all three qualities of extraordinary idea work in a single educational project, compared to implementing them individually?

The participants will be engaged in collaborative exercises, discussions and challenged to design educational

scenarios that integrate the three qualities of extraordinary idea work. Together, we will imagine new ways to create meaningful, hands-on, and interdisciplinary learning experiences for students of all ages.

Network: 3. Early Childhood Research

Practice-based research in early childhood education - engaging with the dynamics of teacher-researcher collaboration

Submission ID : 44

Submission IDs : 533, 614, 905

Presentation type: Roundtable discussion

Chair: Emilie Moberg

Discussant(s): Sofia Frankenberg, Christine Eriksson, Petra Petersen, Mia Heikkilä

Final Category: 3. Early Childhood Research

Description:

Practice-based research has emerged as a promising approach to bridge the gap and promote collaboration between researchers within the field of education research. The approach refers to investigations carried out by researchers in collaboration with practitioners, teachers and children, in classrooms or learning environments. The goal is to improve teaching practices and deepen the understanding of pedagogical processes. Thus, Practice-based research aims to transform both educational research and educational practice. The engagement in practice-based research requires courage from both researchers and practitioners to challenge the traditional roles, embrace uncertainty, and address ethical complexities in the dynamics of collaboration processes.

With the approach comes many different ideas on what practiced based research could and should contribute with, how it may relate to other methodologies within applied educational research and how it could and should be organized. It also goes by different names such as for example practice-oriented approach, practice related approach or research-practice partnerships (RPPs) which address different aspects and perspectives on what kind of knowledge production that it aims for, distinctions between the researcher and teacher roles and ethical responsibilities towards the participants.

This roundtable examines the movement toward closer researcher-practitioner collaboration and explores how researchers navigate the complexities of partnership work in different forms. Understanding these dynamics is essential for strengthening Practice-based research as a strategy for long-term and continuous educational improvement. We invite researchers with curiosity for or experience of Practice-based research to share and discuss their questions and experiences.

The following questions will be addressed:

- In what ways do contextual factors and external actors influence the dynamics of teacher-researcher

collaboration in practice-based educational research?

- How do the ethical implications differ in practice-based research and what kind of solutions can be developed to address these challenges?
- How can researcher-teacher roles be negotiated and established in practice-based research?

Children's power and agency in ECEC: Embracing the potential of children's perspectives as contributions in everyday life

Submission ID : 73

Submission IDs : 648, 777, 782

Presentation type: Symposium

Chair: Signe Ringhus Norrman, Teresa Aslanian

Discussant(s): Soern Finn Menning

Final Category: 3. Early Childhood Research

Description:

In this symposium, lesser-discussed aspects of children's participation in everyday kindergarten life are explored. Participation is often understood as something staff either grant or create space for in the kindergarten (Ree et al., 2020), and children's participation is often framed within political and economic orientations toward children as future citizens (Kei, 2017) rather than agentic contributors here and now. We are a group of ECEC researchers and practitioners exploring expanded conceptions of children's participation, with attention to the youngest children, and the worlds they participate in, in our upcoming scientific anthology. Our methods include participatory observation, memory work, and theoretical explorations to open conversations that contribute to expanded understandings of children's participation—ones that include children's hopeful, unexpected, uncontrolled, and sometimes unwanted contributions to the community through their expressions and interactions in daily life. We draw on varied theories to explore children's contributions including Erin Manning's minor gesture (2016), Merleau-Ponty's (1945/2013) phenomenology, and Gibson's (2014) theory of affordances. Our approach is grounded in what happens among the children themselves, and between the children and the kindergarten environment. The work contributes to a broadened and enriched conception of how children contribute to Norwegian ECEC environments, and in a broader sense, how they participate in Nordic communities.

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Heidegger, M. (1962/1927). *Being and Time*. Basil Blackwell.

Kei, N. (2017). Deliberators, not Future Citizens: Children in Democracy. *Journal of deliberative democracy*, 13(1). <https://doi.org/10.16997/jdd.267>

Manning, E. (2016). *The minor gesture*. Duke University Press.

Merleau-Ponty, M. (2002). *Phenomenology of Perception* (C. Smith, Trans.). Routledge Classics.

Noddings, N. (2003). *Happiness and Education*. Cambridge University Press.

Ree, M., Johansson, E., & Emilson, A. (2020). Vilkår for barns medvirkning i fellesskap i barnehagen. In: University of Stavanger, Norway.

Meeting existence makes children numerate until school cures them with institutionalized essence

Submission ID : 92

Submission IDs : nan

Presentation type: Workshop

Chair: Allan Tarp

Discussant(s): Allan Tarp

Final Category: 3. Early Childhood Research

Description:

In the UN Sustainable Development Goals, the subtask 4.6 wants to ensure that by 2030 all youth are numerate. However, different definitions of numerate exist. The English Oxford Dictionary defines it as being “competent in the basic principles of mathematics, esp. arithmetic”. In contrast, the American Merriam-Webster dictionary defines it as “having the ability to understand and work with numbers.”

The English definition uses the passive term ‘competent’ where the American uses the active term ‘work’. The word ‘competent’ is a predicate, a non-action word, I cannot ‘competent’ something, I can only be judged as competent by someone who is competent. In contrast, ‘work’ is an action word, a verb, since with my body and mind I can work on something.

Also, there is a difference between the words ‘mathematics’ and ‘numbers.’ Again, mathematics is a non-action word, I cannot ‘mathematics’ or even ‘math’ a thing. In contrast, ‘number’ is both a verb and a noun since I can number different degrees of Many to produce a number for later calculations.

To understand these differences, we consult the three grand theories, philosophy and sociology and psychology. Philosophy may be able to illuminate the different nature of predicates and verbs. Sociology may be able to illuminate the different inter-human power effects coming from using predicates instead of verbs. And psychology may be able to illuminate the different learning results coming from listening to predicates or practicing verbs. In this way the three grand theories may help to enlighten and discuss the core of education formulated as ‘teach learners something’

Within philosophy, Existentialism holds that ‘existence precedes essence’ so that in a judging is-sentence, an existing subject is being colonized by its predicates.

Within psychology, Piaget sees learning as adapting to outside existence, whereas a Vygotsky sees learning as adapting to inside institutionalized socially constructed essence.

Within sociology, a Bauman viewpoint suggests that, by institutionalizing math as the means to reach the end goal, mastery of Many, ‘essence-math’ has created a ‘goal displacement’ making the means a goal

instead thus installing an 'essence-regime' preventing students to become numerate.

Essence-math sees Many as an example of 1D linear cardinality always able to absorb one more by being built on the assumption that '1+1 = 2'. In contrast, children see Many as a union of 2D stacks coming from numbering singles, bundles, and bundles of bundles, e.g., $T = 345 = 3*BB + 4*B + 5*1$. Essence-math sees mastery of math as its goal but could be more meaningful by de-modelling it (Tarp, 2020) built on the French poststructuralist version of Existentialism where deconstruction is used to replace predicates with verbs. Design Research allows building an existence-math curriculum (Tarp, 2018) on the observation that showing a 3year-old child 4 fingers held 2 by 2 asking "So many years next time?" the child objects "That is not 4, that is 2 2s" thus using counting-numbers as well as bundle-numbers as units.

Children's Agency in Outdoor Play Spaces Across Cultures

Submission ID : 64

Submission IDs : 574, 684, 562

Presentation type: Symposium

Chair: Terese Wilhelmsen

Discussant(s): Jostein Paulgård Østmoen

Final Category: 3. Early Childhood Research

Description:

This symposium explores children's perspectives on outdoor play and how early childhood education and care (ECEC) teachers can foster children's agency through meaningful engagement with outdoor play environments. Drawing on the international research project Exploring Children's Perspectives on Outdoor Play Spaces in Early Childhood Education and Care (ECPO), we present findings from three of seven countries in the project (Norway, Finland, Sweden, Iceland, China, Japan, and Australia) using the Mosaic Approach to foreground children's voices.

Outdoor play is a vital component of early childhood development. It supports physical health, emotional well-being, social interaction, and cognitive growth. Outdoor environments offer unique opportunities for children to explore, take risks, and engage with the world on their own terms. These spaces often allow for more autonomous and imaginative play, fostering a sense of agency and belonging. In this context, outdoor play becomes a powerful arena for children to express themselves, build relationships, and explore nature.

The project investigates how children aged 3–5 perceive and interact with outdoor play spaces in their ECEC settings. Through photographs, guided tours, conversations, and drawings, children articulate their preferences, experiences, and emotional connections to specific outdoor areas. These expressions reveal not only what children value in their play environments, but also how they exercise agency in navigating, interpreting, and shaping their surroundings.

In line with the NERA 2026 theme Courage and Agency in Education for the Present, this symposium highlights how listening to children's perspectives requires pedagogical courage and ethical commitment. By positioning children as co-researchers and meaning-makers, the study challenges adult-centric assumptions and calls for relational approaches that honor children's lifeworlds. The comparative dimension of the project further illuminates how cultural and environmental contexts influence children's play choices and expressions of agency.

The symposium will include:

* A methodological reflection on the use of the Mosaic Approach across diverse cultural settings.

* Comparative insights into children's preferred outdoor play areas and the meanings they assign to these spaces.

* A discussion on the ethical and pedagogical implications of engaging with children's voices in research and practice.

Ultimately, this symposium advocates for educational practices that create space for children's courageous engagement with the world through play, relationships, and participation in shaping their environments.

Play and the Possibility of Flourishing in ECEC: Emerging Insights from the Danish Research Project TRoLD (Trivsel og leg i dagtilbud)

Submission ID : 79

Submission IDs : 695, 697, 706

Presentation type: Symposium

Chair: Anette Boye Koch, Hanne Hede Jørgensen

Discussant(s): Ole Lund, Henriette Blomgren, Lotte Plesner Christensen

Final Category: 3. Early Childhood Research

Description:

This symposium present aspects of the research project TROLD to discuss coherences and challenges around flourishing and play in Danish ECEC. TRoLD is a four-year project that investigates how children, pedagogues and researchers can collaborate to make knowledge about connections between flourishing and play participation in ECEC. Theoretically, the project draws on a pedagogical paradigm of flourishing (Kristjansson 2025) and on theory of play as a mood practice (Karoff, 2013). Methodologically we emphasise relations between materials, surroundings and people through design-based-research-processes (Barab & Squire, 2016) and by using play experiments (Jørgensen, 2023) and sensory ethnography (Pink, 2015) as the motor for empirical data creation.

In this session, we aim to discuss children's and pedagogues' perspectives on flourishing and play by exploring questions related to the meaning of flourishing within Nordic pedagogical contexts

- * Possibilities and challenges for pedagogues supporting flouruishing and play in ECEC
- * The role of courage in both play and the pedagogical profession
- * The idea of world-centredness as possible dimension of play and flourishing

We wish to discuss and reflect on our approaches and findings and to create further insight in understanding children's flourishing as play participation

Barab, S., & Squire, K. (2016). Design-based research: Putting a stake in the ground. In Design-based research (pp. 1-14). Psychology Press.

Jørgensen, H. H. (2023). Encountering children's perspectives in play: How a play experiment with animal cloaks became a research approach in ECEC. *Journal of Pedagogy*, 14(1), 17-36.

Karoff, H.S: (2013). Play Practices and Play Moods. *International Journal of Play* 2(2), 76-86

Kristjánsson, K (2025). Flourishing, Education, and the Good Human Life: The Search for a Theoretical and Practical Synthesis. *British Journal of Educational Studies*, 1-21

Pink, S (2015). *Doing Sensory Ethnography*. SAGE

Professional Formation in Early Childhood Teacher Education: Integrating Practice, Reflection, and Ethical Awareness

Submission ID : 59

Submission IDs : 732, 705, 552, 558

Presentation type: Symposium

Chair: Terese Wilhelmsen

Discussant(s): Eva Staffans

Final Category: 3. Early Childhood Research

Description:

This symposium explores how Early Childhood Teacher Education (ECTE) can serve not only as a pathway to academic qualification but also as a space for professional formation where preservice teachers develop ethical awareness, reflective capacity, and a robust professional identity. Drawing on theoretical perspectives on professional formation (Bildung), research and policy frameworks such as the Formation Committee, qualification standards, and recent educational reforms, the symposium highlights the need for a deeper integration of theory and practice in teacher education.

In light of the NERA 2026 theme, *Courage and Agency in Education for the Present*, we examine how teacher education programs can foster students' ability to act with professional courage and pedagogical responsibility. The symposium addresses the tension between practice-based proximity and professional relevance, emphasizing that meaningful education must connect students' lived experiences with theoretical insight. This connection enables students to develop professional judgment and agency in complex educational contexts.

The presentations in this symposium investigate how practice placements and academic settings can become a foundation for reflection and ethical engagement. We argue that courage in education involves the willingness to confront uncertainty, challenge assumptions, and take responsibility for pedagogical choices. The symposium builds on ongoing work related to a book project and features four presentations that examine key aspects of early childhood education. These include: (1) how early childhood educators are educated and notions of the purpose of education, (2) the normative foundations of the Humboldtian university model across four key dimensions: The university's organization, research-based teaching, academic bildung, and the engagement with reality, (3) the tripartite conversation between the kindergarten teacher students, practical teacher and the professional advisor, and (4) how open materials in teaching can contribute to the professional development of preschool teacher student. Together, these presentations investigate how educational programs can support students in navigating institutional demands while remaining grounded in pedagogical values and ethical practice.

By situating our inquiry within the Nordic educational tradition, we contribute to reflection on how

educational institutions can create conditions for students to become not only qualified professionals but also ethically grounded and courageous actors in the field of early childhood education.

Against the Stream: New Digital Conditions for Music Practices in Nordic Early Childhood Education and Care

Submission ID : 48

Submission IDs : 463, 839, 850

Presentation type: Symposium

Chair: Kenneth Pettersen

Discussant(s): Anne Greve, Eilen Sunniva Bergvik, Anna Günther-Hanssen

Final Category: 3. Early Childhood Research

Description:

Background

For young children, music is an essential dimension of life, and music is a highly valued part of ECEC, as evidenced in Nordic national curricula. Still, studies find that early childhood education is characterized by a uniform and narrow musical repertoire, and many early childhood teachers exhibit low musical self-esteem (Hagen & Haukenes, 2017; Knigge et al., 2021). Solidifying these tendencies, Spotify and YouTube are becoming widely used to play music in ECEC, and teachers use them as resources to expand their musical repertoire (Naper et al., 2023; Knigge et al., 2021). As algorithmically driven listening typically reinforces existing musical preferences (Anderson, 2020), and commercial music streaming platforms are driven by financial rather than educational motives, these developments constitute new challenges to the state of our intangible national cultural heritage among young children in Nordic pre-schools. Being exposed to inherited cultural practices, such as music, allows young children to play crucial mediary roles in culture as active participants to reinforce and transform them in relation to changing conditions (cf. Corsaro & Everitt, 2024).

The Research Project

The mixed methods action research project *Vibrant Connections*, funded by the Norwegian Research Council (2023–2027), explores the musical practices that emerge when practitioners and children in Norwegian pre-schools engage with the digital songbook *Trall*, which showcases high quality recordings of traditional children’s songs in many languages represented in Norwegian pre-schools. This intervention can serve as an exemplar of how to challenge the expanse of commercial music streaming platforms in early childhood but also reveal the complexities of the issue—still largely unattended to in research.

Aim for the Symposium

For this symposium, we invite a discussion about new digital conditions for musical practices in ECEC, based on emergent findings from *Vibrant Connections*. Three separate papers present works in progress that relate to these issues, which ultimately serve to a broader discussion of how we can preserve and strengthen intangible national cultural heritage, while supporting new dynamic musical practices of teachers and young children facing changing conditions. In other words, answering the theme of the conference, how can early childhood teachers balance their responsibility as national–cultural ambassadors with their

responsibility to support young children's autonomy and agency in the age of music streaming platforms?

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Network: 4. Justice through Education

Attendance and Absence in preschool and school:

Explorations of pedagogical consequences, societal processes and social differences

Submission ID : 9

Submission IDs : 192, 296, 307, 391

Presentation type: Symposium

Chair: Emma Laurin, Anna Günther-Hanssen

Discussant(s): Hanna Sjögren

Final Category: 4. Justice through Education

Description:

This symposium brings together research projects on attendance and absence in preschool and compulsory school from Denmark, Finland and Sweden. The purpose is to explore how attendance and absence, from early childhood onward, are shaped through the interplay of children, families, professionals, institutions, social structures and societal processes across various contexts in the Nordic region. A particular focus is placed on social differences and inequalities. By approaching both attendance and absence the symposium seeks to move beyond deficient oriented framings and examine conditions that enable and hinder children's participation in preschool and compulsory school as well as consequences that different ways of participating and/or being absent might bring.

Across the Nordic region, attendance and absence in preschool and compulsory school are issues of concern in research, policy and practice (Fjällström 2024; Sandhaug et al. 2022; SKR 2024). Much research on absence has emphasised individual factors. Yet absence is influenced by a wide range of conditions, including school-level, institutional and structural factors (Ekstrand 2015), as well as broader societal processes like medicalisation and juridification (Laurin & Lindgren, forthcoming 2026). The picture is further complicated by the involvement of multiple actors when a child is absent, including families, schools, social services and health professionals (Strandler & Harling, 2023). Finally, absence may be understood as a process (Knage, 2025) evolving over time in ways that invite analysis of transformative trajectories.

The research projects are conducted by researchers in pedagogy, didactics, early childhood education, psychology and sociology of education, enabling interdisciplinary dialogue. The contributions draw on both qualitative and quantitative data, employ a wide range of methods, and involve a broad spectrum of actors including children and youth, parents, and professionals in preschool and compulsory school. Bringing these projects together is timely, as attendance and absence are salient and actively debated issues in the Nordic countries, whose similar systems for education and early childhood education and care offer common ground as well as meaningful contrasts.

Ekstrand, B. (2015). What it takes to keep children in school: A research review, *Educational Review*, 67(4), 459–482.

Fjällström, S., et al. (2024). Neighborhood-based factors predicting attendance of early childhood education and care in a universal system: A case of Finland, *Scandinavian Journal of Educational Research*, 68(7), 1473-1487.

Knage, F. S. (2025). Becoming an Absent Student: Analysing the Complex Entanglements in Persistent School Absence. *Human Arenas*, 8, 959–972.

Laurin, E. & Lindgren, J. (forthcoming 2026). Weapons of the Weak: Juridification of School Attendance and Maternal Struggles for Care in Juridification of Educational Spheres.

Sveriges Kommuner och Regioner (2024). Öppna jämförelser. Förskola 2024 - Barns närvaro och vistelsetider. Öppna jämförelser Förskola 2024

Strandler, O., & Harling, M. (2023). The Problem of “Problematic School Absenteeism” – On the Logics of Institutional Work with Absent Students’ Well-Being and Knowledge Development. *European Education*, 55(3–4), Article 3–4.

Sandhaug, M., et al. (2022). Recording, Reporting, and Utilizing School Attendance Data in Sweden, Finland, Denmark, and Norway: A Nordic Comparison, *Orbis Scholae*, 16(2–3) 173–186.

Learning for, in and through democracy: to create spaces for learning through polarized disagreement and dialogue

Submission ID : 30

Submission IDs : 300, 538, 631

Presentation type: Roundtable discussion

Chair: Gørill Warvik Vedeler

Discussant(s): Jane Wilkinson

Final Category: 4. Justice through Education

Description:

This roundtable discussion explores theoretical, empirical, and methodological approaches to shed light on how polarization can be used to create spaces for dialogue; to promote a democratic ethos. The aim is to advance research on “learning for, in and through democracy”. The session will include a short introduction, three short presentations, parallel discussions on tables based on the approaches presented, and a plenary discussion led by discussant.

At the present, due to increasing challenges to democratic values worldwide, educators are called upon to innovate practices that foster participation and cultivate democratic culture for coming generations. Contemporary issues such as polarization, hate-speech and crises fuel anti-democratic processes, placing strain on democratic principles like freedom of speech. This roundtable discussion seeks to explore theoretical and empirical approaches to transforming educational practices in ways that address these challenges. By focusing on the potential of polarization to create spaces for dialogue, this session aims to reframe social tensions as opportunities for educational innovation.

Grounded in the Theory of Practice Architectures (TPA), this discussion highlights how structures both shape and are shaped by practices, and how changing these conditions can enable transformative learning processes (Kemmis, 2022). Drawing on practice theory, we emphasize the need to explore ‘practicing differently’ to ‘foresee’ different futures (Kemmis, 2025). TPA’s future-envisioning potential offers a powerful framework for addressing polarization and crises not as barriers, but as tools for fostering democratic dialogue and understanding. Learning does not only happen within the learner, but in the practices, sites, arrangements, history and lives in which the learners participate.

This roundtable will also explore the role of researchers, contributing to the development of resources that enable people and communities to understand the world/phenomena differently. By focusing on small, local changes, we examine how these can scale to broader societal shifts, aligning with the dual purpose of education: to enable individuals to live well in a world worth living in (Kemmis, 2022).

The primary aim of this discussion is to collaboratively develop arrangements for democratic dialogue that

engage polarized groups across diverse contexts. Based on the idea that learning involves being "stirred into practice", we propose that engaging polarized groups in democratic conversations can foster democratic values such as respect, dialogue, and constructive approaches to differences.

This session invites participants to join an open and exploratory dialogue on the potential of TPA as a theoretical framework to transform practices and create conditions for learning "for, in, and through democracy." Together, we will reflect on how education can respond to contemporary challenges by reimagining practices that enable individuals and communities to chart pathways toward a more democratic and inclusive future.

References:

Kemmis, S. (2022). Chapter 2: Changing the World: The Dynamics of Transformation in Transforming Practices: Changing the world with the theory of practice architectures. Springer.

Kemmis, S. (2025). Practice Theory Perspectives on Learning and Social Change. *The Journal of Practice Theory*.

Network: 5. The Curriculum Research Network

Between Access and Success: How Nordic Upper Secondary Education Prepares Students for Higher Education

Submission ID : 47

Submission IDs : 671

Presentation type: Symposium

Chair: Marianne Kindt, Hovdhaugen Elisabeth, Marte Ulvestad, Asgeir Skålholt, Anniken Sundby

Discussant(s): Ane Qvortrup

Final Category: 5. The Curriculum Research Network

Description:

In higher education system with a relative high degree of openness, in terms of places available are there growing concerns about students' readiness for higher education—their capacity to succeed once enrolled. University lecturers report that incoming students struggle with academic reading, engaging with complex texts, academic writing conventions, and independent learning strategies. Students themselves report feeling unprepared for the volume of reading, the pace of progression, and the expectations for self-directed study. Despite these concerns, there is limited empirical knowledge about what "study preparedness" actually entails, which competencies matter most for higher education success, and how different upper secondary educational systems support or hinder the development of these competencies.

This symposium addresses this gap by examining how upper secondary education in Norway, Denmark, and Sweden prepares students for both access to and success in higher education. The Nordic countries share many features in their education systems but differ in how they regulate transitions and structure upper secondary curricula. Norway offers broad access through general study competence and a relatively universal curriculum, while Denmark and Sweden operate with more selective and differentiated systems, often requiring early specialization and alignment with specific fields of study. These structural differences reflect different assumptions about what it means to be prepared for higher education, when specialization should occur, and where responsibility lies for ensuring student success.

We will present new research, including comparative system analyses, register-data analyses, and research synthesis to explore these questions. Thus, the symposium explores the tension between two policy goals: ensuring high completion rates in upper secondary education, simultaneously as equipping students with the depth and breadth of competencies needed for higher education success.

The symposium situates these questions within a rapidly changing societal context. Global crises, technological changes, and shifting labour market demands make it increasingly difficult to predict what knowledge and skills will be needed in the future. Rather than treating preparedness as a fixed outcome that students either possess or lack, the session will approach it as a dynamic and processual capability shaped by policy frameworks, curricular structures, pedagogical practices, and students lived experiences across

educational transitions

By bringing together Nordic perspectives and multiple methodological approaches, the symposium contributes to a new understanding of how upper secondary education can support diverse learners in making successful transitions to higher education, and thus move beyond rhetoric about "declining standards" toward nuanced discussion of how educational systems can balance breadth and depth. The symposium aims to critically examine the concept of study preparedness and its implications for curriculum design.

Papers:

Hovdhaugen: How upper secondary education prepares students for higher education access and success - a Scandinavian comparison

Ulvestad: Mathematics matters? Student's choice of regular or advanced math in academic upper secondary education

Skålholt: Under-prepared for higher education? Are students accessing higher education through alternative pathways as well-prepared as those who have completed the academic track?

Sundby: Study-preparedness – a contested concept. Findings from a research review on important skills students starting higher education should be equipped with.

Health and life skills in Norwegian and Irish schools

Submission ID : 52

Submission IDs : 567, 570, 618, 911

Presentation type: Symposium

Chair: Hildegunn Fandrem, Geir Skeie

Discussant(s): Sara Irisdotter Aldenmyr

Final Category: 5. The Curriculum Research Network

Description:

This symposium includes four presentations all originating from a research project located at the University of Stavanger, Norway, funded by the Norwegian Research Council (2023-2027): 'Life skills in theory and practice: Knowledgebase perception and implementation of an interdisciplinary topic in Norwegian schools' (LIFE). By discussing approaches to conceptualising 'Health and life skills' and analyzing qualitative data, the symposium addresses the knowledge base and presents initial findings regarding the implementation of a newly introduced interdisciplinary topic in the Norwegian curriculum (LK20). The interdisciplinary topic of 'Health and life skills' has been much debated and has a fragmented and unestablished knowledge base. It is also unclear how it is understood by teachers and students, as well as what school practices look like. A literature study adds to this from the Irish education context discussing Social Personal and Health Education (SPHE) as a similar phenomenon.

Study 1, presented by Geir Skeie, discusses three possible approaches to how 'Health and life skills' can be conceptualised. The first approach views health and life skills as analogous to a 'field of research', involving researchers from various disciplines. The second approach understands the interdisciplinary topic from a broad health perspective, similar to WHO's health definition. The third approach draws on educational sciences, interpreting the topic as negotiating different aims of education.

Study 2, presented by Lone Hvalby (co-authors: Geir Skeie and Hildegunn Fandrem), aims to investigate how Norwegian primary and lower secondary school teachers understand the concept of life skills and how they experience teaching it. By examining teachers' understandings and described teaching experiences, the study reports on how life skills are interpreted, taught, and embedded in classroom practice, utilizing Bildung and Goodlad's framework of curriculum levels as theoretical perspectives. The study is based on twelve focus group interviews with teachers, and the data is analyzed using Braun and Clarke's reflexive thematic analysis.

Study 3, presented by Viviana Daza (co-author: Hildegunn Fandrem), focuses on the implementation of life skills education (LSE) in Norwegian schools from a gender perspective. The aim is to investigate if and how educational practices can simultaneously reinforce and challenge existing gender norms, highlighting the complexities and opportunities present in the process of implementing LSE. This study employs discourse

analysis to examine the language and narratives in focus group interviews with students and teachers from six lower and six upper secondary schools.

Study 4 includes LIFE's international partner, Dublin City University (Ireland) and is presented by Beatrice Sciacca (co-authors: James O'Higgins Norman and Seline Keating). This literature review explores SPHE in Ireland, the subject through which life skills education is formally delivered in schools. It traces SPHE in the Irish curriculum, both primary and post-primary schools, examining its theoretical foundations, goals, and evolution over the years. The review analyses how SPHE has shaped students' well-being, while also addressing teachers' attitudes and the challenges related to implementation.

The studies will be discussed by Professor Sara Irisdotter Aldenmyr, Märadalen University, (Sweden).

Network: 6. Educational Leadership Network

A unified conceptualisation of crises: Implications for educational crisis management and crisis leadership.

Submission ID : 25

Submission IDs : nan

Presentation type: Workshop

Chair: Marc Perkins, Stefan Lundborg

Discussant(s): Marc Perkins, Stefan Lundborg

Final Category: 6. Educational Leadership Network

Description:

Crises represent an increasingly prevalent conceptualisation of organisational challenges, encompassing such wide-ranging subjects as pandemics, international conflicts, economics, social discord, and learning outcomes in education. However, there is often some ambiguity regarding precisely why a certain challenge might constitute a crisis. Accordingly, there is a multitude of competing crisis definitions focusing on organisational threats, disruptions, uncertainty, unexpectedness, and several other criteria. These variable understandings necessarily lead to variable ideas of what crisis leadership entails.

Based on a review of existing literature outlining definitions of crises as well as insights from empirical material gathered from Finnish and Swedish higher education, we propose a unified model of crisis conceptualisation applicable to any context, any challenge, and any analytical level. Centred on a set of three overarching variables – severity, urgency, and resilience – we outline a perspective of crisis as a continuum of challenges that exceed, or are perceived to exceed, the ability to manage them.

This perspective abstracts conventional conceptualisations of individual crises into triggers of crisis conditions, shifting the analytical perspective towards crisis leadership and management processes rather than attempting to trace and untangle what is often a complex web of interlocking situations. The model thus provides an analytical tool for approaching studies of potential, on-going, or past crises or challenges encompassing both education and other contexts – developed from and tested against empirical situations in Nordic higher education. The model also has clear implications, and provides practical tools, for those involved in crisis leadership, such as facilitating responses that account for the intertwining of context, scale, and level of analysis (individual-global) when conducting crisis planning and responses.

The purpose of this session is to test our model of crisis conceptualisation against a variety of perspectives and possible scenarios, evaluating its logical consistency, comprehensiveness, and analytical utility – as well as initiating and facilitating an in-depth discussion of how crises and challenges, ranging in scale from individual to global, can be understood and approached from a leadership perspective in both education and other contexts.

To fulfil this purpose, this interactive session will start with an introduction of the proposed model by the chairs and its implications for crisis leadership. This will be followed by an open discussion that includes all participants about potential refinement and utility of the model for understanding crisis, and especially crisis leadership, in educational contexts as well as other reflections on crises and organisational challenges as empirical phenomena and analytical perspectives. During this discussion, session participants will also be encouraged to contribute issues relating to their own experiences and work surrounding crises or related conditions in education or other contexts – or to suggest competing models of crisis conceptualisation and definition.

To facilitate productive discussion, we welcome participants to actively guide the direction of the session by proposing particular educational or leadership contexts that are of interest to them (e.g., nations, school levels, crisis types, leadership levels). Please contact Marc Perkins at marc.c.perkins@jyu.fi before the session if you would be interested in helping lead the discussion.

Sustainable educational leadership in rural and remote Nordic–Arctic regions: What do we know, and where do we need to go?

Submission ID : 16

Submission IDs : 133, 666, 412, 542

Presentation type: Symposium

Chair: Ann Elisabeth Gunnulfsen, Sigríður Margrét Sigurðardóttir

Discussant(s): Sandra Lund

Final Category: 6. Educational Leadership Network

Description:

This symposium reports from the research project Sustainable Nordic and Arctic Educational Leadership in Times of Opportunities and Challenges, also known as CANDLES. The project seeks to generate new knowledge on educational leadership in rural and remote Nordic–Arctic regions. It aims to strengthen knowledge and awareness of leadership as a vital force for sustainability, social resilience, and preparedness in these unique contexts.

The Nordic and Arctic regions share distinctive linguistic, demographic, and socio-economic features that shape their education systems and governance traditions. Predominantly rural and remote, they are characterised by low population density, geographical isolation, and Indigenous communities, affecting access to infrastructure and resources. Yet strong community ties, cultural identity, and place-based knowledge provide solid foundations for locally adapted leadership. Schools often serve as key social and cultural anchors, linking education, sustainability, and community well-being (Lund, 2022; Määttä et al., 2020).

Educational leadership in these settings remains underexplored, despite its crucial role in building resilient and sustainable school systems. Mainstream, urban-based leadership frameworks do not always apply to the Arctic and Nordic rural or remote realities (Lund, 2022; Määttä et al., 2020)

Building on collaboration within the NordLead network, the CANDLES project continues the shared effort to understand educational leadership in complex and changing contexts. Our research work (Storgaard et al., 2025) shows how Nordic education systems balance centralised control and local autonomy when responding to external shocks. These insights highlight the need for sustainable, trust-based leadership to strengthen schools and communities amid uncertainty.

Funded by the Nordic Institute in Greenland (NAPA) through the Nordic Arctic Programme 2025–2027 of the Nordic Council of Ministers, CANDLES is currently implementing Phase 1 (of 3), focusing on collaboration among researchers and school leaders across Denmark, Greenland, Finland, Iceland, Norway, and Sweden, and developing a shared action research framework to guide later empirical and comparative work.

In this symposium, and as a part of this first phase, each country team will compile a national review of research and contextual characteristics related to rural and remote educational leadership. This work seeks to look ahead and identify where knowledge gaps remain in research on rural and remote leadership in the Arctic and Nordic contexts, supporting informed and collaborative steps toward future studies. While also aiming to strengthen shared understanding and collaboration across the Nordic–Arctic region, it also aims to increase the visibility of rural and remote educational leadership in a field often dominated by mainstream, urban perspectives.

References:

Lund, S. (2022). The geographic periphery as architecture for leadership practice with Swedish primary school principals: a peripatetic leading practice. *International Journal of Leadership in Education*. <https://doi.org/10.1080/13603124.2022.2027526>

Määttä, K., Hyvärinen, S., Äärelä, T., & Uusiautti, S. (2020). Five basic cornerstones of sustainability education in the Arctic. *Sustainability*, 12(4). <https://doi.org/10.3390/su12041431>

Storgaard, M., Ragnarsdóttir, G., Ärlestig, H., Frederiksen, L. F., Gunnulfsen, A. E., Jónasdóttir, M., Mäkiharju, A., Sigurðardóttir, S. M., Leo, U., & Smeds-Nylund, A.-S. (2025). Nordic research on educational leadership in times of crises. *International Journal of Educational Management*, 39(10), 1–18.

Principals' Emotional Labour Across National and Educational Contexts: Is Courage yet Another Layer of Expectations in the Principal Profession?

A symposium on principals' emotional labour and the practice architectures of educational leading practices.

Submission ID : 38

Submission IDs : 375, 376, 373

Presentation type: Symposium

Chair: LIII Langelotz, Jane Wilkinson

Discussant(s): Gørill Warvik Vedeler, Petri Salo

Final Category: 6. Educational Leadership Network

Description:

Symposium Overview

This symposium explores principals' emotional labour - the management of one's emotions and those of other's (Hochschild, 2012) - as a crucial yet often neglected dimension of principals' work (Langelotz, et al., 2025). Across the globe, principals navigate increasingly diverse and volatile educational landscapes shaped by global human migration, growing recognition of difference (Wilkinson et al., 2019), intensified market competition, and residential segregation (Langelotz, et al. 2025). These dynamics have expanded both the scope and complexity of principals' responsibilities, particularly in Sweden and Australia. Educational leadership has attracted considerable political and scholarly attention, not least due to high principal turnover rates in Western contexts (Richard, 2025).

Aim

The symposium aims to deepen understanding of how emotional labour is enacted and experienced in principals' everyday practices, and to critically examine its relationship to professional agency and courage in education. It seeks to discuss how emotions are both personal and systemic phenomena – produced, managed, and constrained within specific practice architectures.

Theoretical Framework

Drawing on a practice-theoretical perspective, the contributions investigate how emotional labour is shaped by cultural-discursive, material-economic and social-political arrangements (Kemmis et al., 2014) in different educational systems. Differences within and across national contexts are highlighted, problematised and discussed.

Empirical Base

The symposium brings together recent empirical studies from Sweden and Australia that investigate principals' emotional labour across diverse school settings. These studies, funded by the national research councils in each country, highlight similarities and differences within and between the two educational systems, as well as across schools in each national context.

Contribution

The symposium advances a deeper understanding of the conditions that enable and constrain principals' emotional labour, while challenges prevailing conceptions of agency and courage in educational leading practices. It further questions individualised notions of emotional management and highlights how emotional labour is central to meaning-making, responsibility, and participation in education today..

The symposium comprises three contributions from research conducted in Sweden and Australia, discussed in dialogue with researchers from Finland and Norway. Each paper presents findings from its respective national context and engages in a cross-national conversation on the emotional, ethical, and political dimensions of educational leadership. Together the contributions illuminate how emotions and ethics shape leadership practices across diverse educational settings and might contribute to developing a Nordic perspective on educational leadership.

Network: 7. Value Issues and Social Relations in Education

Wellbeing and Identity in Nordic schools

Submission ID : 84

Submission IDs : 761, 787, 763

Presentation type: Symposium

Chair: Ane Qvortrup, Eva Lykkegaard

Discussant(s): Karen Wistoft

Final Category: 7. Value Issues and Social Relations in Education

Description:

Wellbeing and Identity in Nordic schools

Nordic schools have a strong tradition of emphasising students' identity development. In recent decades, the focus of this tradition has moved markedly towards wellbeing (Laursen, 2025). This shift has placed more complex demands on teachers, and additionally prompted a growing attention to teacher wellbeing, in response to rising levels of compassion fatigue, burnout and attrition (Bramwell, 2024). While the shared characteristics of Nordic schools are frequently emphasised, there is also growing recognition that contextual differences in educational practices exists (Veenis, 2017).

Research Aim and Theoretical Framework

This symposium explores student and teacher wellbeing and identity across Denmark, Norway, Sweden, Finland and Iceland. The aim is to investigate whether the challenges observed have common origins, and whether they should be addressed through shared or context-specific approaches.

Wellbeing is understood as a multidimensional construct, encompassing mental, social, and academic dimensions (Qvortrup & Lykkegaard, 2025). Student and teacher identity is understood as a relational and evolving process shaped by school experiences where socialization mechanisms can both enable and constrain identity development (e.g., Rinne et al., 2023).

Methodology and Research Design

The symposium draws on data from the NordForsk-funded INSPECT-project, which employs a longitudinal mixed methods design. Quantitative data includes three rounds of surveys from approximately 15.000 students and 1.500 teachers in primary and lower secondary Nordic schools. Qualitative data consists of interviews with students and teachers, providing rich and contextualized insights into student and teacher wellbeing and identity.

Results and Findings

The symposium shows that both regarding students and teachers, variations in wellbeing and identity is greater within countries than between them. This suggests a shared Nordic pattern of wellbeing and identity, where national averages may obscure significant subgroup differences. Consequently, effective responses to wellbeing and identity challenges require attention to intra-national diversity rather than solely cross-national comparisons.

Relevance to Nordic Educational Research

This symposium contributes to Nordic educational research by highlighting the complexity of wellbeing and identity in Nordic Schools. It challenges assumptions about national homogeneity and underscores the need for nuanced, context-sensitive approaches to policy and practice.

References

Bramwell, J. (2024). 'Candle for the People': An Examination of Teacher Burnout, Early-Teacher Attrition, and Teacher Efficacy in the Finnish Educational Context. *Mantle: The Annual Review of Interdisciplinary Research*, 2(1), 28-45.

Laursen, R. (2025). School leaders navigating student wellbeing: The interplay between academic achievement and economic logics in Danish schools. *Educational Review*, 77(5), 1403-1421.

Qvortrup, A., & Lykkegaard, E. (2025). *Faglig trivsel - ungdomsuddannelserne under LUP*. Akademisk forlag.

Rinne, I., Lundqvist, U., Johannsen, B. F., & Yildirim, A. (2023). "When you get out there, you don't have a toolbox". A comparative study of student teacher's identity development in Swedish and Danish teacher education. *Teaching and Teacher Education*, 122, 103958.

Veenis, J. C. (2017). *The Nordic Education Model: "A School for All" Encounters Neo-Liberal Policy*, Ulf Blossing, Gunn Imsen, and Lejf Moos (Eds.) (2014). *Policy Implications of Research in Education*. Dordrecht, The Netherlands: Springer. In: Taylor & Francis.

Reframing School Attendance Problems: A Multi-Stakeholder Dialogue Across Borders

Submission ID : 26

Submission IDs : 352, 440, 511, 808, 898

Presentation type: Symposium

Chair: Jens Sand Østergaard

Discussant(s): Camilla Forsberg, Merete Munkholm, Wilma Walther Hansen, Anne Sofie Trangeled Larsen

Final Category: 7. Value Issues and Social Relations in Education

Description:

School Attendance Problems (SAPs) are increasingly recognized as a wicked problem that affects children, families, and educational systems across national contexts (Childs & Lofton, 2021). SAPs are shaped by a complex interplay of social, psychological, institutional, and policy-related factors. Despite this complexity, research often remains fragmented, focusing on isolated stakeholder perspectives—such as those of municipalities, educators, or parents—without sufficiently integrating these viewpoints into a broader understanding of the issue.

Moreover, ethical and methodological constraints often result in the underrepresentation of children’s voices in SAPs research (Hejl et al., 2024). This omission risks overlooking the lived experiences and subjective meanings that children themselves attach to their absence from school—arguably the most crucial perspective for understanding and addressing the problem.

This symposium invites researchers and practitioners from different countries to engage in a shared dialogue on SAPs. The aim is to create a collaborative space where diverse stakeholder perspectives (including those of children, families, educators, and policymakers) can be presented, explored, and discussed. By bringing together empirical findings, reflections and experiences from various national and cultural contexts, the symposium seeks to illuminate the multifaceted nature of SAPs and foster a more responsive and inclusive approach to addressing them.

Rather than a series of isolated presentations, the symposium will be structured as a collective conversation. Contributors are invited to reflect on how their work engages with different stakeholder perspectives, how ethical and methodological challenges are navigated, and how cross-sectoral collaboration may open new avenues for understanding and action. The format will encourage dialogue, mutual learning, and the identification of shared themes, tensions, and possibilities for future research and practice.

Ultimately, the symposium aims to move beyond fragmented understandings of SAPs and toward a shared frame of reference that acknowledges their complexity and promotes dialogue across disciplines, sectors, and borders.

* References

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* Hejl, C., Ezzaaf Fryland, N., Hansen, R. B., Nielsen, K., & Thastum, M. (2024). A review and qualitative synthesis of the voices of children, parents, and school staff with regards to school attendance problems in the Nordic countries. *Scandinavian Journal of Educational Research*

Network: 9. General Didactics

Crafting Stories in Hermeneutic Phenomenology: A Collaborative Exploration

Submission ID : 41

Submission IDs : nan

Presentation type: Workshop

Chair: Henrik Hallström

Discussant(s): Ola Henricsson, Magnus Levinsson

Final Category: 9. General Didactics

Description:

This workshop invites researchers from any theoretical or empirical tradition to engage in a collaborative, practice-oriented exploration of story crafting as a methodological approach to revealing lived experience. Rooted in the understanding that hermeneutic phenomenology is not a fixed methodology, but one that invites interpretive openness (van Manen, 1997), we will jointly examine how stories can be crafted from various types of data material – e.g., interview transcripts, field notes, video recordings – and illuminate phenomena in ways that conventional approaches to qualitative inquiry may obscure (Crowther et al. 2016; Elifsen, 2011). Drawing on philosophical notions from hermeneutic phenomenological literature, the workshop will:

1. Introduce the concept of story crafting as congruent with the philosophical underpinnings of hermeneutic phenomenology.
2. Demonstrate practical techniques for transforming different types of data material, such as transcripts, field notes and video recordings, into crafted stories.
3. Facilitate hands-on exercises where participants collaboratively experiment with crafting stories from sample data.
4. Open a dialogical space for discussing the trustworthiness, interpretive depth, and ethical considerations of this approach.

Rather than presenting finalised results, this workshop offers a space for joint inquiry and methodological experimentation. Participants are encouraged to bring their own questions and experiences to enrich the collective exploration. Whether you are new to hermeneutic phenomenology or deeply engaged with its practices, this workshop provides an opportunity to rethink how we work with qualitative data and to explore alternative possibilities for revealing lived experience. While the workshop is grounded in hermeneutic phenomenology, the methodological experimentation it invites may also be of value to scholars working within other qualitative traditions

References

Eilifsen, M. (2011). Capture the unexpressed: Anecdote as a device in hermeneutic phenomenological research. *Indo-Pacific Journal of Phenomenology*, 11(1), 59-67.

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Educating for courage: Holistic, dialogic, critical, and ethical pedagogies and didactics in practice.

Submission ID : 60

Submission IDs : nan

Presentation type: Roundtable discussion

Chair: Birgitte Gade Brander

Discussant(s): Line Lundqvist

Final Category: 9. General Didactics

Description:

Miller (2000) asks, “What are schools for?” Progressive and holistic educators have long reacted to this question, emphasizing that education and schools are spaces for moral, social, and creative growth (Miller, 1990; Dewey, 1933; Apple, 1990; Biesta, 2021). Education should empower learners to think critically, act responsibly, and engage democratically—not merely memorize content and meet standardized learning objectives (Dewey, 1933; Andersen, & Jacobsen, 2017)

This roundtable explores how the Nordic tradition of didactics, grounded in *Bildung*, student-centered method, student agency, and dialogue, can be meaningfully connected with Waldorf pedagogy’s holistic and artistic approach and personal development. Drawing on a four-week interdisciplinary main lesson on zoology in a fourth-grade Waldorf class, the session will illustrate different didactical methods (as illustrated below) to foster courage, curiosity, and deep connection to the contemporary world.

Dysthe’s (1996/200) dialogic pedagogy will be used to emphasize student agency, interpretive openness, and critical engagement, framing the students’ inquiry, resonating with Dewey’s principle that knowledge emerges through dialogue, experience, and reflection. Furthermore Klafki’s (2016) critical-constructive didactics, which has influenced Nordic educational tradition, will be used linking personal experience to universal human questions, and thus enabling the students to critically engage with meaningful content, responsibility and develop ethical agency.

In Waldorf classrooms, these principles take embodied and artistic form. Through rhythm, storytelling, movement, and imaginative representation, students experience knowledge as lived meaning. For example, the zoology main lesson integrates observation, drawing, poetry, reading, writing, and narrative, fostering both scientific understanding and moral imagination and initiating students to become active co-constructors of knowledge.

The roundtable invites participants to discuss how dialogue, holistic pedagogy, critical reflection, and creative engagement can cultivate courage and support students in acting ethically. It will explore methods for establishing meaningful pedagogical and didactical approaches. The session emphasizes ways to foster ethical, reflective, and responsible participation, equipping learners to engage thoughtfully and confidently

in a rapidly changing world.

Question:

How can we as educators nurture students' inner lives—their imagination, agency, empowerment, sense of meaning, and connection to the world through our choice of didactical methods?

Andersen, H. L & Jacobsen, J. C. (2017) Til dannelse eller nytte? Fyrdenlund .

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How may we enhance assessment validity in times of generative AI? - The issue of students' Backstage Pedagogy

Submission ID : 91

Submission IDs : nan

Presentation type: Workshop

Chair: Charlotta Rönn

Discussant(s): Charlotta Rönn

Final Category: 9. General Didactics

Description:

Generative AI has fundamentally altered how learners in compulsory school, upper secondary school and higher education deal with schoolwork and assignments. Text matching tools struggle to detect texts produced by generative AI such as for example by chatGPT. There is an uncertainty regarding how assignments have been produced and how much chatGPT has assisted - because the assistance takes place out of the teachers' supervision (i.e. Backstage). Dawson et al. (2024) emphasise the importance of validity; that we know that our students "...are capable of what we say they are." (p. 1005)

A previous study, Backstage pedagogy (e.g. Rönn, 2023; Rönn & Pettersson, 2023), illustrates how Swedish pupils in lower secondary school (aged 14-16) had developed a complex system to assist peers with schoolwork, without the teachers' awareness, in order to obtain good grades with little efforts (before the chatGPT era). For example they logged into peers' Google classroom accounts and wrote original texts for peers, forwarded pictures of completed assignments to classmates to be reformulated "in their own words", and shared leaked National Tests on the class' Snapchat group. Consequently the teachers were unsure of who had produced what, and who knew what – thus a problem of assessment validity.

Brief findings from two ongoing interview studies from 2025 will be shared; one based on interviews with lower secondary school teachers where they account for implemented changes in teaching based on the results on Backstage Pedagogy, so they now can ensure who knows what and thereby validate that the pupils have met the learning outcomes. The second is based on interviews with students in higher education on how they use chatGPT in their studies without their teachers' awareness.

The purpose of this Workshop is to share the participants' insights from various Nordic educational contexts on how to enhance assessment validity in times of generative AI.

The Workshop will contain a brief introduction of Backstage Pedagogy in formal education, an account for how lower secondary school teachers have managed to take control over the pupils' text production and assessment validity, and an account for how students in Higher Education use chatGPT "backstage".

This is followed by discussions in groups (according to the participants' experience and interest). What are some major problems in validating students' learning outcomes? Short debriefing to everyone from all groups. New discussions (same groups): How can we reframe teaching, and change the ecology of teaching (assignments, instructions, seminars, exams, etc.) to enhance the assessment validity and ensure that the individual student has met the learning outcomes? Short debriefing.

References:

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Rönn, C. (2023). Backstage pedagogy: Compulsory school pupils' informal social strategies when dealing with formal individual writing assignments for assessment. Linnaeus University Press. <https://urn.kb.se/resolve?urn=urn:nbn:se:lnu:diva-125604>

Rönn, C., & Pettersson, D. (2023). Swedish students' everyday school life and teachers' assessment dilemmas: peer strategies for ameliorating schoolwork for assessment. *Educational Assessment, Evaluation and Accountability*, 35(1), 37-66.

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Exploring Didactic Qualities in Career Learning Practices

Submission ID : 80

Submission IDs : nan

Presentation type: Workshop

Chair: Kristina Mariager-Anderson, Miriam Dimsits, Rie Thomsen, Randi Boelskifte Skovhus

Discussant(s): Kristina Mariager-Anderson

Final Category: 9. General Didactics

Description:

This workshop explores how didactic design and cross-professional collaboration support meaningful career learning in compulsory school. Drawing on the Danish R&D project Co-Creating Career Learning – Leadership, Collaboration and Student Outcome, and its resulting publication Reality Makes a Difference (Thomsen et al., 2025), it examines how teachers and career counsellors integrate career learning into subject teaching and what didactic qualities characterise such practices. These qualities are discussed in relation to theoretical insights from Wolfgang Klafki (2000) and Bill Law (1981).

Purpose and rationale

Across the Nordic countries, there is growing interest in connecting compulsory education more closely with students' lives and the world outside school. Career learning engages students in understanding relationships between education, work, and society, raising important didactic questions: How can we design teaching that supports students in forming meaningful connections between knowledge, life, and possible futures? What collaboration between teachers and guidance counsellors makes this possible?

The workshop builds on a theoretical framework combining Wolfgang Klafki's (2000) concept of categorical Bildung with contemporary career learning perspectives (Law, 1981). Teaching should open the world to the learner and the learner to the world. Career learning thus becomes a Bildung-oriented didactic practice helping students develop curiosity, agency, and the ability to connect subject knowledge to the broader social and vocational world.

Structure and content

The workshop begins with key insights from the project, highlighting four didactic qualities:

1. Integration across subjects and real-world contexts
2. Authentic encounters and extended communities

3. Student involvement and ownership

4. Systematic reflection and processing

These qualities are illustrated through empirical examples from classroom observations and student interviews, demonstrating how students experience career-learning activities as engaging and meaningful when embedded in subject teaching.

Participants will work in small groups to discuss and explore how these didactic qualities can develop subject teaching in various national and local contexts, supporting reflection on how to enhance students' Bildung in a Klafkian sense.

A plenary dialogue concludes the session, allowing participants to share experiences and identify new perspectives on conditions for integrated career learning.

Audience involvement

The workshop is interactive and dialogical. Participants actively engage in mapping, discussing, and reimagining subject teaching from a career learning perspective. The goal is to co-create new understandings of career learning as a didactic field bridging subject teaching, career education and guidance, and students' lived worlds.

Relevance to Nordic educational research

By connecting general didactics, Bildung, and career learning, the workshop contributes to Nordic debates on how teaching fosters courage and agency in contemporary education. It invites researchers, teachers, and counsellors to reflect on how didactic approaches can link knowledge of self and world, positioning career learning as a central didactic opportunity in contemporary schooling.

References

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Law, B. (1981). Community interaction: A 'mid-range' focus for theories of career development in young adults. *British Journal of Guidance and Counselling*, 9(2), 142–158.

Thomsen, R.; Skovhus, R.B.; Mariager-Anderson, K. & Dimsits, M. (2025). Virkeligheden gør en forskel. Fag, dannelse og karrierelæring. DPU, Aarhus University.

Network: 10. Higher Education

Designing for Playful Participation: Pedagogical Strategies in Norway and Denmark

Submission ID : 31

Submission IDs : 578, 591, 729, 593

Presentation type: Roundtable discussion

Chair: Janne Madsen

Discussant(s): Sisse Winther Oreskov, Ronny Johansen Heidi Brødsjø, Liv Lofthus Bjørk Kehlet, Louise Hvitved

Final Category: 10. Higher Education

Description:

Researchtopic/aim

This roundtable discussion will in a playful way address the question: How are students engaged to participate in playful teaching designs? – with a particular focus on how engagement is actively fostered through pedagogical choices and design strategies. The discussion draws on insights from teacher and social education programs in Norway and Denmark.

The roundtable is organised with the audience as active participants in conversation esthetic expressions and observations, and will inspire the further process of writing.

Theoreticalframework

The tested teaching designs are, in various ways, rooted in playfulness and operate within the tension between comfort and challenge (Oreskov & Sønnichsen, 2023, Pedersen & Togsverd, 2024), between engagement and performance (Jensen et al., 2021) and between lectures and variation in student-centred teaching (Nørgård et al. 2017).

Methodology/research design

The roundtable is based on four distinct teaching designs, each presented in a separate abstract. The research methods are within a frame of action research (Aagerup, 2022) and self study (Loughran, 2004) with an aim of developing our own teaching and describe the processes of general interests.

Expectedresults/findings

Each of the four abstracts presented in this roundtable discussion points to preliminary findings related to student engagement in playful teaching designs. Across the cases, early results amongst others, suggest that the students get “caught” in playful activities enhancing their motivation and reducing performance anxiety. It is important to engage the students in the narratives, not primarily the teachers, it is important to

encourage the students to show creativity and to develop playful ideas so that their ownership becomes stronger. We also found that playful teaching, rather unexpected for the students, engage and leave the students with experiences of fun and scaffold them to overcome the fear of making mistakes, enabling more open participation. Those are some of the key factors in fostering participation.

Relevance to Nordic educational research

Creative, development of higher professional education seems to be necessary and relevant not only in the Nordic countries but in most of the Western world.

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Loughran, J. (2004) Learning through self-study: The influence of purpose, participants and context. I J. Loughran, M.L. Hamilton, V.K. LaBoskey & T. Russell (red.), *International handbook of self-study of teaching and teacher education practices* (s. 817–869). Springer.

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Oreskov, S. W., & Sønnichsen, L. H. (2023). Underviserens arbejde med at skabe deltagelse i undervisning med legekvalitet. *Forskning i pædagogers profession og uddannelse*, 7(1), 62–69.

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From Stage to Studio: Reimagining Teaching and Learning for Transformative Higher Education

Submission ID : 76

Submission IDs : nan

Presentation type: Workshop

Chair: Michael Breum Ramsgaard, Sarah Robinson

Discussant(s): Michael Breum Ramsgaard

Final Category: 10. Higher Education

Description:

Workshop Description:

At this pivotal moment in higher education, educators and researchers are called to reimagine learning environments that are not only diverse, dynamic, and uncertain, but also foster adaptability, critical thinking, and collaborative problem-solving. As we prepare students to become change-makers—agentic in their professional, personal, and civic lives—we must first re-examine our own roles as educators. This involves repositioning ourselves from being the “sage on the stage” to becoming role models, mentors, and facilitators who co-create effective learning environment with students that are caring, supportive, and collaborative.

Realizing this vision requires a reconfiguration of both individual and institutional logics that underpin innovative pedagogical practice. Student learning and educator teaching practice are entangled with the dynamic spaces, pedagogical approaches, and environments in which education occurs. Therefore, to foster meaningful connections, authenticity, and responsiveness, there is an (inter)relationship and (inter)dependence between educators and students in learning encounters. Instead of performing for an imagined audience, we must, as educators, open the “stage” and invite students to join us in the improvisation, rehearsal, and performance of “who they are and what they want to become.” In doing so, we transform the classroom from a site of transmission into a living studio and laboratory for transformation—one where everyone reflects upon their role, understands their agency and responsibility, and ultimately contributes to a shared sense of purpose. This shift—from delivery to change—demands courage, creativity, a future-oriented mindset, and collective commitment.

Drawing on insights from an international, cross-institutional collaboration among educational scholars, this workshop invites participants to explore innovative pedagogical models and practices inspired by entrepreneurship, philosophy, and value-creation. Together, we will experiment with methodologies such as the Futures Cone, speculative reasoning, and prototyping to (re)imagine and (re)design learning experiences that are reflective, regenerative, and aligned with a sustainable mindset.

Through a balance of reflection, dialogue, and hands-on experimentation, participants will co-develop

practical approaches for advancing transformative teaching and learning in their own contexts. Collectively, this will support educators in understanding pioneering pedagogical innovation and how they have a role in encouraging graduate capabilities for uncertain and complex societal futures.

Ultimately, this session aims to strengthen the institutional, human, and pedagogical dimensions of higher education by rethinking how we teach, learn, and lead for the futures ahead, as well as envisioning potential institutional capacity-building pathways. Participants will leave with new conceptual tools, collaborative insights, and actionable strategies for cultivating learning environments that are as dynamic and future-oriented as the world our graduates will help to shape.

Selected references:

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Robinson, S. (2020). Ethnography for engaging students with higher education and societal issues. In *Ethnography in higher education* (pp. 93-110). Wiesbaden: Springer Fachmedien Wiesbaden.

Ruge, G., Schönwetter, D. J., McCormack, C., & Kennelly, R. (2023). Teaching philosophies revalued: beyond personal development to academic and institutional capacity building. *International Journal for Academic Development*, 28(1), 59-73.

Workshop: A collaborative investigation of flexibility in education and learning

Submission ID : 66

Submission IDs : nan

Presentation type: Workshop

Chair: Mia Thyrrø Sørensen, Maria Hvid Stenalt

Discussant(s): Mia Thyrrø Sørensen

Final Category: 10. Higher Education

Description:

There exists an increasing demand for flexibility in education and learning. This demand is reflected in the recent reform of the Danish master's education landscape, where universities are expected to introduce new master's degree programmes, allowing students to study whilst working part-time in a relevant job. Furthermore, the COVID-19 pandemic underscored the need for flexible course delivery models and pedagogical practices (Lockee & Clark-Stallkamp, 2022).

Flexibility in education is often associated with high learner-centeredness and autonomy, with distance and online learning surpassing the constraints of traditional, location-specific education and enabling 'any-time-anyplace' learning (Barua & Lockee, 2024). As such, flexibility in learning is commonly regarded as a beneficial and desirable feature.

Despite this background, flexibility is neither a clear-cut format nor a construct. Indeed, flexibility surpasses simple notions of time, place, and space. This workshop uses this uncertainty as its starting point and invites researchers and practitioners to a collaborative exploration of flexibility in education and learning; what exactly does flexibility mean, and how can we develop and implement flexible education that supports student and teacher agency?

This workshop draws from a three-year research project at Aalborg University (AAU), Denmark, focused on flexible education and facilitation methods within a problem-based learning context (Stenalt, Ørngreen, Sørensen, & Knudsen, 2025). In this project, we understand flexibility as a multidimensional concept that, beyond time, pace, and place (Barua & Lockee, 2024; Hrastinski, Paul, & Åkerfeldt, 2024).

The session commences with a brief presentation of selected findings from the research project and current international research. Subsequently, a collaborative investigation and discussion are conducted to explore understandings of, and practices related to, flexibility and facilitation methods in flexible education. We will explore what flexibility is and what it should be capable of, as well as how different perceptions of flexibility shape opportunities for agency, participation, and courageous pedagogical development.

The workshop aims to foster a collaborative exploration of flexibility in education by bringing together

researchers and practitioners. It seeks to deepen understanding of how flexibility can both support and challenge innovative pedagogical choices and student agency. Participants are encouraged to share their experiences, ask questions, and explore new viewpoints on flexibility as a complex, context-dependent concept.

References

Barua, L., & Lockee, B. B. (2024). A review of strategies to incorporate flexibility in higher education course designs. *Discover Education*, 3(1), 127. <https://doi.org/10.1007/s44217-024-00213-8>

Hrastinski, S., Paul, E., & Åkerfeldt, A. (2024). Temporal-spatial and pedagogical flexibility in distance education. *Distance Education*, 1–17. <https://doi.org/10.1080/01587919.2024.2380370>

Lockee, B. B., & Clark-Stallkamp, R. (2022). Pressure on the system: Increasing flexible learning through distance education. *Distance Education*, 43(2), 342–348. <https://doi.org/10.1080/01587919.2022.2064829>

Stenalt, M. H., Ørngreen, R., Sørensen M.T. & Knudsen, S. P. (2025). Flexible Education and Facilitation. Aalborg Universitet <https://vbn.aau.dk/da/projects/flexible-education-and-facilitation>

Critique as Practice: Courage, Design, and Deconstruction in Entangled Educational Worlds

Submission ID : 15

Submission IDs : 219, 275, 553

Presentation type: Roundtable discussion

Chair: Mihaela Nyysönen, Dan Verständig

Discussant(s): Christoph Richter, Maja Hojer Bruun, Heidrun Allert, Annika Bergviken Rensfeldt

Final Category: 10. Higher Education

Description:

Courage as the capacity to act, reflect, and remain accountable within challenging conditions, has always been central to education. Yet in the contemporary digital landscape, where algorithmic systems, such as generative AI, impact learning, assessment, and communication, the practice of courage requires new forms of engagement. This roundtable explores critique as a courageous practice that redefines educational agency. The purpose of this session is to examine how critique can emerge not as an external stance of judgment but as a relational and transformative practice in higher education settings. This raises questions of human as praxis (Wynter, 2015). To act with courage means to engage from within socio-technical infrastructures, to design, deconstruct, and reimagine the conditions of education.

Critique unfolds within the relations through which knowledge, subjectivity, and technology are produced. As Foucault (1984) describes through parrhesia, the courage to speak truth within power relations, critique is an ethically engaged and responsible practice. Extending this understanding, Latour (2005) introduced the idea of critical proximity as an alternative to the modern ideal of analytical distance. Rather than assuming detachment, proximity entails participation, accountability, and responsiveness.

Within this frame, design becomes a form of pedagogical world-making, less concerned with producing artefacts and more with negotiating relations between human and computational agencies through co-constructive processes (Di Salvo, 2022; Richter, 2022; Verständig 2023). In close relation, deconstruction is about uncovering and reconfiguring the operative logics of algorithmic systems. Such deconstructive practices highlight how computational technologies transport values and assumptions, shaping meaning, agency, and affect (Soon & Velasco, 2024). Therefore, design and deconstruction mark two intertwined gestures of critique: the generative and the analytical, opening spaces for alternative educational encounters in which courage and responsibility unfold within the texture of socio-technical entanglement.

Drawing on research from media pedagogy, techno-anthropology, critical pedagogy, teacher education, and

design-based educational inquiry, the discussants contribute with empirical and conceptual insights into how critique is practiced in entangled higher education contexts. Their work is essential to understand how critique emerges in pedagogical and technological practices, and how courage manifests when educational actors negotiate agency within complex socio-technical relations.

References

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BUILDING A PHD COMMUNITY ACROSS INSTITUTIONS FOR SCIENCE EDUCATION RESEARCH

Submission ID : 33

Submission IDs : nan

Presentation type: Roundtable discussion

Chair: Daniel Spikol, Martin Sillasen, Anders Vestergaard Thomsen

Discussant(s): Lars Brian Krogh, Maria Andreeé

Final Category: 10. Higher Education

Description:

Science education is a key aspect of Nordic and European society for developing informed citizens, fostering innovation, and addressing widespread challenges—like climate change, sustainability, and technological advancement. In the Nordic region, several national and pan-Nordic initiatives unite educational research, with science education research receiving significant attention in doctoral education. This roundtable discussion focus on the Danish case.

Danish teacher education for primary and lower secondary schools is offered at university colleges, and at upper secondary level, a joint program operates in partnership with five universities, alongside other professional development channels. At the PhD level, there are programs and projects that foster collaboration in educational research between university colleges and universities. Over the past three years, a national PhD program has been developed in cooperation with four universities and six university colleges that specifically supports science education research. The program was initiated in the context of The Danish Science Education Academy (Naturfagsakademiet). The program's purpose is to bridge the research of universities and university colleges with the didactic practice seen in teacher education and school classrooms.

Despite these collaborative advances, doctoral students in science education research frequently encounter challenges due to differing organisational structures and varying research cultures across institutions and the fact that the local research environment at the participating institutions might be very small. To address these obstacles, an active community of practice between universities and university colleges is needed as a foundation for successful research as well as sharing successes and obstacles in the PhD research experience and professional growth.

The roundtable session brings together various stakeholders—researchers, teacher educators, PhD supervisors and doctoral students—to share experiences about how to develop research and research community across multiple institutions. We invite both international and Danish stakeholders to join in on the conversation. It will highlight the processes and strategies adopted to support doctoral students working across institutions, presenting perspectives on best practices and ongoing challenges. Participants are encouraged to contribute actively to the session by discussing and brainstorming practical methods for

building inclusive, supportive communities. The discussion will focus on mechanisms such as peer mentoring, joint seminars, virtual research networks, and recurring workshops.

By fostering active dialogue, the roundtable aims to identify strategies and solutions that can strengthen PhD communities in educational research. The session's goal is to generate actionable ideas for building effective support structures, enhancing collaboration and research capacity among doctoral students, and enriching science education research within Denmark and across the broader Nordic and European landscape.

Network: 13. ICT and Education

Exploring Children’s Digital Empowerment in Nordic Education and Research: From Policy and Public Debate to Classroom Practice

Submission ID : 62

Submission IDs : 520, 532, 634, 653

Presentation type: Symposium

Chair: Mads Middelboe Rehder

Discussant(s): Marie Falkesgaard Slot

Final Category: 13. ICT and Education

Description:

This symposium explores contemporary Nordic discourses, curricular developments, international research trends, and recent empirical research insights concerning children’s engagement with digital technologies across both in- and out-of-school contexts. It takes as its starting point two interrelated questions: What does empowerment mean in relation to children and digital media in the Nordic countries, and how is empowerment connected to fostering students’ agency with digital technologies? Empowerment refers to the ability to make informed decisions on all aspects that affect citizens’ lives, which is key to equipping students with the competence and knowledge needed to responsibly navigate in an increasingly digital world (Dindler et al. 2020).

Digital media are deeply woven into the everyday lives of children, encompassing diverse practices such as social media use, gaming, artificial intelligence, and emerging digital tools. These technologies offer multiple opportunities for communication, creativity, and social connection. Simultaneously, they have become the focus of concern, often framed through the lens of “screen time” and linked to presumed negative effects on children’s well-being, learning, and attention (Erstad et al., 2024). This has sparked intense debates across the Nordic region about the role of schools, teachers, and parents in regulating children’s digital lives and developing educational strategies that balance opportunities with risks. In some countries, this has led to stricter regulations, including bans on mobile devices in schools (Skjermbruketvalget, 2024).

Despite the pervasive role of digital media in children’s everyday lives, their perspectives are rarely included in policy-making or central educational debates. Meaningful dialogue between children and educators or parents about digital practices is uncommon, resulting in a disconnect between children's own understandings and formal educational contexts (Holmarsdottir et al., 2024; Børns Vilkår, 2014). Consequently, many children are left to navigate increasingly complex digital environments without sufficient guidance or educational frameworks that foster the development of critical and creative digital competencies (Dindler et al., 2020).

This symposium seeks to examine how schools and educators in the Nordic countries can meaningfully engage with children’s digital experiences - both inside and outside the classroom - and transform them into

opportunities for learning, participation, and empowerment. Bringing together researchers from Denmark, Norway, and Finland, the symposium will discuss how empowerment and agency can be conceptualised and enacted through educational practices that promote digital citizenship, technological understanding, and media literacy.

By linking public debates, curriculum development, systematic reviews, and recent empirical research, the symposium seeks to advance a broader understanding of how Nordic educational systems can uphold and promote children's rights to express themselves, make informed choices, and actively participate in digital media cultures (Nordic Welfare Centre, n.d.). Ultimately, the symposium aims to move beyond protectionist and moralizing discourses, advocating instead for educational practices that foster agency, creativity, and democratic participation among children in an increasingly digitalized world.

Modes of Participation in Digital Creative Practice: Student Agency through Animation in Schools

Submission ID : 35

Submission IDs : nan

Presentation type: Workshop

Chair: Ane Tyrrestrup, Hanne Pedersen

Discussant(s): Ane Tyrrestrup

Final Category: 13. ICT and Education

Description:

This workshop explores how students participate in collaborative animated film production in school settings, and how educators can understand and support the student's agency within aesthetic-digital creative practices. Drawing on the research project *Same, same but different* (2022–2024) and a newly developed model of participation, the workshop invites reflection on how digital technologies and aesthetic processes can foster new forms of educational engagement.

The workshop is based on qualitative analyses of students' work with cut-out animation in lower secondary classrooms in Denmark and introduces six distinct modes of participation - ranging from performative and reflective to situation-sensitive and resistance-based. Inspired by Gert Biesta's relational concept of agency, we examine how students, through film production, emerge as participants in educational communities - not merely as expressive individuals, but as subjects who respond to and are addressed by the unfolding learning situation. The didactic, digital-ethical, and practical discussion raised by the analysis highlights the need to understand digital creation as a complex pedagogical practice, where participation, technology, and responsibility are deeply intertwined and require critical reflection and structural support to be meaningfully realized in everyday school life.

The aim of the workshop is to share and further develop a model for modes of participation in creative practice, contributing to a more nuanced understanding of student agency in aesthetic and digitally mediated teaching.

The session begins with a brief presentation of the project's background, theoretical framework, and methodological approach. This is followed by an introduction to the participation model, illustrated with concrete examples from the empirical material. Participants will then work in groups to create short animations, which will serve as a basis for joint reflection on how modes of participation can be identified and supported in their own educational contexts - and how aesthetic-digital creation can provide a meaningful framework for students' development of agency in contemporary schooling.

Practical note:

Participants are encouraged to install the app Stop Motion Studio by Cateater (free version) on their mobile phones or tablets in advance.

Digital expectations vs. classroom reality in Nordic and European secondary classrooms:

The importance of digital life skills, digital responsibility and student voices

Submission ID : 63

Submission IDs : 632, 547, 710, 928

Presentation type: Symposium

Chair: Lisbeth M. Brevik, Anja R. Isaksen

Discussant(s): Annette Søndergaard Gregersen, Øystein Gilje

Final Category: 13. ICT and Education

Description:

In today's digitalised society, the role of digitalisation is greater than ever. As digital technologies increasingly influence the lives and learning experience of young people, concerns about their ICT skills, screen usage and life skills have become commonly debated topics (Munthe et al., 2022). Students are expected to have sufficient – or even high – digital competence, be resilient, critical thinkers capable of identifying misinformation, amongst other challenges in a highly digital English-speaking world. Research indicates that students should develop into responsible technology users (Choi, 2016; Kure et al., 2025; Skarpaas & Dodou, 2025), while they also face challenges related to social media and technology, such as mental health issues, loneliness and exclusion (Holmarsdottir et al., 2024; Isaksen & Gudmundsdottir, 2025). Despite these insights, there is a lack of knowledge of what happens inside the classrooms, including teachers' and students' perceptions on these matters.

This symposium presents various perspectives of digitalisation in lower and upper secondary classrooms in Norway, England and France across four subjects. By analysing data from video-recorded classroom observations and teacher interviews, we draw on insights from two large-scale longitudinal projects, EDUCATE (Evaluation of the curriculum reform) and LANGUAGES (Language use and instruction across contexts), exploring how digital responsibility, student voices, and digital life skills are characterised and reflected upon in teaching. How can we facilitate the development of responsible technology use in the classroom? Are students becoming responsible users of technology, and what actually occurs inside the classroom in practice?

In this symposium, we present four recent studies from Nordic and European classrooms, allowing us the opportunity to explore what actually occurs within today's classroom. The first study observes and interviews teachers in 63 lower secondary English classrooms, revealing that there is clearly an absence of teaching on digital responsibility (Paper 1). The second study contributes with important insights into how 13 English and Norwegian teachers in Norway understand and teach responsible use of GenAI technologies

(Paper 2). The third study explores 36 lower secondary classrooms of English and French, focusing on the role of technology in making students talk (Paper 3). The final paper explores 68 upper secondary English and social science classrooms, highlighting the importance of putting digital life skills on the agenda, especially if we aim to develop future responsible technology users (Paper 4).

The findings discussed in the symposium highlight the need to reconsider the approaches to teaching in Nordic and European secondary classrooms to emphasize the importance of embedding digital life skills and digital responsibility into everyday teaching, and listening to student voices. We offer valuable insights and implications on ICT skills to research in the digital classroom.

Students' agency in language learning - classroom practices with generative AI

Submission ID : 54

Submission IDs : 499, 531, 625, 662

Presentation type: Symposium

Chair: Øystein Gilje

Discussant(s): Lisbeth Brevik, Anna Warnsby

Final Category: 13. ICT and Education

Description:

This symposium highlights how students in language education (L1, L2, and L3) utilize the affordances of generative AI in their classroom practices across the Scandinavian countries. We investigate how teachers create learning tasks and develop didactic approaches for students' personalized learning and creative tasks, as well as how students use chatbots both in accordance with and against teachers' instructions. This topic is both important and timely, as students have access to AI tools and use them regardless of teachers' instructions (Aanensen & Garshol, 2025).

The introduction of AI-based tools into language classrooms has triggered intense discussions among educators and educational researchers, ranging from concerns about cheating (Barrett & Pack, 2023) to hopes for AI tutors and feedback loops that could free teachers' time (Hopfenbeck et al., 2023). The influence of generative AI is perhaps felt most intensely in the field of language education because the skills traditionally assessed by language teachers are what AI does best: translating and producing grammatically correct, coherent text in practically any language and genre (Chapelle, 2024).

The symposium draws upon empirical data from L1, L2, and L3 classrooms in primary and secondary education in the Scandinavian countries. The first study examines the interactions that lower-secondary pupils in Norway have with GenAI chatbots in language classes (L2/L3), highlighting the need for teacher scaffolding and training to use AI productively in language learning. With a slightly different methodological approach, the second paper presents an experiment conducted with Swedish upper-secondary pupils to test the impact of AI-supported differentiation on learner motivation in L2 grammar teaching. The third paper illustrates how learner agency is reshaped in language classrooms as GenAI empowers pupils to actively co-create text and images and allows pre-service teachers to experiment with different approaches in L2 and L3 classes. The context for the final study is L1 education in Denmark, where grade 8 pupils used GenAI for creative writing compared to their own fictional texts. Based on the findings, this study proposes a model of reflexive AI literacies to foster critical, ethical, and responsible practices in L1 education.

Altogether, the studies highlight issues of agency and literacy across language levels and subjects, focusing on both student collaboration and distributed agency with GenAI as well as on reflexive AI literacies.

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Network: 15. Literacy Research Network

Agency and courage in the L1 writing classroom: Student perspectives from a longitudinal, ethnographic study in grades 6-7

Submission ID : 74

Submission IDs : 633, 698, 741, 686

Presentation type: Symposium

Chair: Nikolaj Elf

Discussant(s): Sofia Jusslin

Final Category: 15. Literacy Research Network

Description:

Throughout lifespan, writing is closely linked to fostering agency and courage. Writing is an essential tool for thinking (Vygotsky, 1986) and a prerequisite for actively engaging in school and education (Brandt, 2015). Writing enables people to participate in societies, cultures, and their work and personal lives (Bazerman et al., 2017). Writing contributes to the development of social awareness and critical reflection, which is pivotal in personal and social change (Frønes et al., 2022). The extent of writing activities is increasing in everyday and work life due to the digitalization of all domains in life (Elf, 2019; Karlsson, 2006). Hence, writing is a crucial and increasingly complex competence in and for education and life.

From a curricular perspective, writing is an essential feature of school curricula across the world (Jeffery & Parr, 2021). However, international research suggests that some students do not find writing meaningful and lack a sense of mastery with respect to writing, hence not identifying with writing (e.g. Jeffery & Wilcox, 2013). Lack of mastery is particularly clear at exams (Troelsen, 2020), which is potentially devastating for having aspirations and courage to write in and for future life.

Addressing these issues, this symposium presents preliminary findings from the project Writer identity and writing development in grades 6 and 7 (WriDe). WriDe is an explorative longitudinal study of student writing in Danish as a school subject asking two interlinked research questions: 1) How does students' writer identity relate to students' writing development in the teaching of Danish in grade 6 and 7?; and 2) How can we conceptualise the relations between writer identity and writing development? Four papers will focus on the research design, theoretical framing and preliminary findings addressing student perspectives.

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Using literature in teacher education

Submission ID : 82

Submission IDs : nan

Presentation type: Symposium

Chair: Mari Pettersvold, Hilde Therese Løvig-Larsen, Marianne Eskebæk Larsen, Sten Lambert Vestergaard

Discussant(s): Sten Lambert Vestergaard

Final Category: 15. Literacy Research Network

Description:

Using literature in teacher education

Literature is essentially art with words. It transforms everyday trivialities, strange incidents and ambiguous states into an artistic expression that one can read, empathise with and feel for oneself.

Most people have read novels during their school days. And many have struggled with literary analysis methods that revolve around the text and the text's hidden layers rather than focusing on their own reading experience.

However, a more reader-oriented view of literature has emerged with inspiration from the research field of Narrative Medicine, which shifts the focus from the text's (potentially) hidden layers to the reader's immediate experiences of a text. The premise of this approach to literature is that literature does something to you and should be used for something, for example for conversation, relief, learning or cognition. It can potentially change us, acknowledge our feelings and shift our perception of the world.

This reader-oriented view of literature allows for learning through shared reading of literature.

On the one hand, one can learn to view the world from perspectives other than one's own: from children or professionals, from patients or clients, from younger or older people, across gender and class.

On the other hand, one can share one's own reading experiences with each other through guided shared reading, which is based on the feelings and thoughts that arise immediately while reading a text.

About the workshop

The workshop will deal with how literature can be used in teaching as a special form of reflection, a window into user perspectives, a rhythm in the body, a professional didactic method, and as a foundation for training in writing and reading.

Based on experiences from our own teaching, we will test different ways of reading and writing together with the aim of sharpening the students' view of pedagogical practice.

The workshop will present examples of methods for using literature in teaching, including:

- Guided shared reading
- Exploratory close reading
- Instrumental close reading
- Creative writing: Writing keys

The workshop is based on an understanding of literature as a good opportunity to create learning through art:

- Literature contributes to a more nuanced language and understanding of professional concepts among students
- Everyone can participate in shared reading and creative writing regardless of prior reading experiences.
- Literature can train students' ability to recognize and understand other people's emotions and at the same time distinguish between themselves and others.
- Conversations about literature contribute to the formation of professional identity, because these conversations can lead to professional discussions and reflections on how professionals can, should and must act in different social settings.

The workshop encourages discussions about:

- What experiences the participants have with using literature, and the opportunities they see
- Research potential, including establishing a Nordic research field inspired by Narrative Medicine: Nordic Narrative Pedagogy

Network: 16. The Nordic Society for Philosophy of Education

Navigating Bildung's Epistemic and Ethical Tensions in the Anthropocene: Emerging Perspectives

Submission ID : 89

Submission IDs : nan

Presentation type: Roundtable discussion

Chair: Jesper Garsdal

Discussant(s): Marianne Axelsen, Kenneth Nordgren, Heidi Eskelund Knudsen

Final Category: 16. The Nordic Society for Philosophy of Education

Description:

The Anthropocene epoch compels education to rethink foundational concepts, such as Bildung, knowledge, responsibility, and what it means to be human, in light of global ecological crises and cultural shifts. This roundtable provides an open forum for scholars, educators, and practitioners inspired by the EBAN (Education and Bildung in the Anthropocene) network* to collectively explore the challenges and transformative possibilities at the intersection of Bildung theory and Anthropocene education.

Participants will engage in a dialogic exploration of key questions: How can Bildung evolve beyond its human-centered origins to include relational and eco-centric views? In what ways can education balance disciplinary expertise with the integration of planetary and global complexity? How might individual self-development and collective ethical and cosmopolitical responsibilities intersect and sometimes conflict in Anthropocene pedagogy? How are these questions related to the idea(s) of 'Bildung' and what are the implications for epistemic pluralism, curricular innovation, and the 'futures of education' (UNESCO) in a planetary age? (to paraphrase Chakrabarty).

This session invites contributions that reflect diverse philosophical, pedagogical, and theoretical approaches, as well as empirical and didactical perspectives, including those from Indigenous knowledge systems and process-relational philosophies. By sharing ongoing research, ideas, and experiences, attendees will collaboratively examine how Bildung can be a catalyst for aesthetic-ethical imagination, systemic transformation, and sustainability in education.

*EBAN is financed by the Swedish Research Council. Homepage:

<https://www.kau.se/en/csd/collaboration/education-and-bildung-anthropocene-eban>

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Beyond the Logic of Progress—Education, Courage, and the Art of Letting Go

Submission ID : 20

Submission IDs : 168, 181, 176

Presentation type: Symposium

Chair: Ruth Unsworth

Discussant(s): Gunnlaugur Magnusson

Final Category: 16. The Nordic Society for Philosophy of Education

Description:

This symposium examines a challenge to the dominant educational imaginary structured by the logic of progress—the idea that learning, as some might view rock climbing, is an upward trajectory of performance, mastery, and measurable success. Its authors ask us to imagine education (and rock climbing) differently, beyond such logics. What if these acts-in-the-world could be something other than ascent and a topping-out kind of success? What if their purpose were not to perfect, but to play, attend, and begin anew?

Morten T. Korsgaard’s *Fall Off More: Education and Climbing Beyond the Logics of Ascent and Progress* juxtaposes climbers Johnny Dawes and Alex Honnold to dramatize two opposing orientations toward movement and learning. Honnold’s devotion to mastery and fear-control mirrors education’s fixation on achievement and measurable progress. Dawes, by contrast, invites “falling off more” as an ethic of play, self-forgetting, and aesthetic engagement—a mode of being where learning happens through uncertainty, not despite it. In this comparison, Korsgaard opens a provocative analogy: education, like climbing, resists the very performance-driven logic that claims to define its purpose.

Picking up this thread, Ruth Unsworth and Dion Rüsselbæk Hansen’s *Courage, Agency and Desire in Education Beyond Logics of Progress* extends the critique through a discontented synthesis of Lacanian and Arendtian perspectives. They ask: how might we educate for a desire that is not captured by the “big Other” of progress? Their response is a reimagining of agency as courage amongst others: a willingness to act, speak, and appear in the public realm without guarantees. Here, courage becomes the condition for freedom, allowing subjects to desire and become otherwise—together.

Johannes Rytzler’s *Courage as a Question of Attention* deepens this reorientation by suspending the will altogether. Drawing on Heidegger, James, and Weil, Rytzler proposes non-willing and attention as radical forms of courage—an openness to the world that resists the demand to act, achieve, or advance. In Rytzler’s account, courage is not heroic striving but quiet attunement: the capacity to remain present without mastery.

Together, these papers trace a shared movement—away from the verticality of progress and toward more multi-directional, relational, and attentive modes of education. To “fall off more” is, perhaps, to fall into

education anew: as courage, as attention, and as the art of letting go.

Network: 17. Leisure-time Pedagogy

Courage, Agency and Pedagogical Freedom in Leisure-time Education

Submission ID : 27

Submission IDs : 230, 416, 234

Presentation type: Roundtable discussion

Chair: Flemming Nørgaard

Discussant(s): Niels Jakob Pasgaard, Louise Krobak, David Thore Gravesen

Final Category: 17. Leisure-time Pedagogy

Description:

This roundtable brings together three research projects that, from different angles, explore the ethical, professional, and societal conditions for courage and agency in Danish leisure-time pedagogy. The session examines how pedagogical work in after-school settings and youth clubs can cultivate children's and professionals' capacity to act responsibly and meaningfully in a time marked by governance, standardisation, and rising concerns about well-being. The roundtable is anchored in Network 17: Leisure-time Pedagogy.

Across the three projects, the discussion centres on the paradoxes of pedagogical freedom under conditions of governance, the role of professional judgment in supporting children's well-being and belonging, and the pedagogical courage required to create spaces where children can act and begin something new. Together, the contributions offer complementary perspectives on how leisure-time pedagogy may strengthen agency and foster ethical relations in everyday educational life.

The first paper, *Pedagogical Freedom under Governance?* (Flemming Nørgaard), presents a historical analysis of how legislation from 1975–2025 has shaped professional autonomy and pedagogical identity within Danish school-based leisure-time pedagogy (SFO). The study reveals enduring tensions between freedom and control, and between children's right to autonomy and their right to relational care. It invites reflection on how professional ethics and governance interact in defining legitimate pedagogical practice. The second paper, *The Role of Leisure Educators in Preventing Loneliness* (Louise Krobak Jensen & David Thore Gravesen), investigates educators' ethical and strategic work to prevent loneliness among children in after-school contexts. Drawing on children's own perspectives, the project explores how pedagogical tact and recognition can be enacted as forms of care that restore belonging and well-being. This contribution foregrounds the courage required to engage with children's vulnerabilities in a professional and ethically grounded manner. The third paper, *The Youth Club as a Pedagogical Suspension* (Niels Jakob Pasgaard), develops a pedagogical-philosophical understanding of the youth club as a space of suspension, where children are "set free to act." Based on Hannah Arendt's and Jan Masschelein's concepts of action and suspension, the project highlights how pedagogues create spaces for agency and new beginnings amidst societal pressures of performance and taming.

The roundtable will begin with short presentations followed by a discussion moderated by the chair. The

shared discussion will be structured around a series of key questions formulated by the chair, inviting both presenters and participants to critically engage with central issues: How can leisure-time settings sustain children's agency and well-being? What forms of professional freedom are needed to support meaningful educational relationships? In this way, the roundtable will function as a collective inquiry into how courage and agency are enacted, challenged, and reimagined in contemporary leisure-time pedagogy.

Symposium: Shared practices across countries – Children as quality approvers: A way to develop Extended Education for the future?

Submission ID : 72

Submission IDs : nan

Presentation type: Symposium

Chair: Gunn Ofstad

Discussant(s): Patricia Schuler

Final Category: 17. Leisure-time Pedagogy

Description:

Symposium: Shared practices across countries – Children as quality approvers: A way to develop Extended Education for the future?

This symposium presents insights from the Erasmus+ project Extended Education Facilitating Key Competences through Cooperative Learning (EKCO), a collaboration between researchers and practitioners from Denmark, Sweden, Norway, Austria, and Switzerland. The project explores how Extended Education (EE) can be developed across national contexts through shared learning that promotes inclusion, cooperation, and sustainability. A key premise is that children’s participation is not only a pedagogical principle but also a mechanism for evaluating and shaping quality in EE.

The first paper introduces the EKCO project and outlines how EE is conceptualised and practiced across the five countries. It highlights how children’s participation is embedded in everyday activities and how their perspectives are used to co-develop and validate practices. Drawing on Lundy’s (2007) model of participation—space, voice, audience, and influence—and Hart’s (1992) ladder of participation, the paper argues that meaningful involvement of children transforms them into quality approvers, ensuring that practices are inclusive, relevant, and democratic.

The second paper examines the shift from seeking “best practices” to developing “shared practices.” Initially, the project aimed to identify exemplary models of EE, but reflection across national and professional boundaries revealed the limits of standardised approaches. Instead, the project adopted a more democratic process of co-construction, where researchers and practitioners jointly tested and refined practices. These reframing challenges conventional notions of quality and highlights the value of shared learning and engagement in building sustainable educational practices. Methodologically, the paper shows how iterative collaboration encouraged professionals to develop practices that support children’s agency and participation.

The third paper presents examples of practices developed within the EKCO project, focusing on how children’s perspectives were integrated into evaluation and development. Drawing on situated learning

theory (Lave & Wenger, 1991) and Tanja Miller's work on children's perspectives (Sommer, Pramling Samuelsson & Hundeide, 2010), the paper explores how children initiated and shaped activities and acted as agents of value. Miller's distinction between adult interpretations of children's perspectives and children's own expressed views highlights the importance of authentic participation. The paper discusses variations in how children's voices were valued across contexts and how these differences influenced practice development.

Together, the three papers show how children's participation can serve as a form of quality assurance in Extended Education. By positioning children as co-developers and contributors, the EKCO project offers a model for democratic and sustainable practice development. The symposium contributes to Nordic educational research by aligning with values of democracy, participation, and equality, and by illustrating how cross-national collaboration fosters shared professional learning and innovation in EE.

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Network: 18. Families, Institutions and Communities in Education

Youth Life in Denmark 2026: Navigating Pressures and Possibilities

Submission ID : 69

Submission IDs : 585, 582, 588, 589

Presentation type: Roundtable discussion

Chair: Peter Hornbæk Frostholt

Discussant(s): Louise Krobak Jensen

Final Category: 18. Families, Institutions and Communities in Education

Description:

Youth Life in Denmark 2026: Navigating Pressures and Possibilities

Today, young people in Denmark live in a landscape of overlapping arenas like school, education, leisure, part-time jobs, friendships, and family, while striving to meet societal expectations of being active, mobile, and thriving. Such expectations are not neutral; they shape how young people experience themselves and their opportunities. This roundtable discussion addresses a central question: What characterizes youth life in Denmark in 2026, and how do educational and social practices respond to these conditions? We explore how structural demands intersect with young people's everyday lives and ask whether youth pedagogy can act as a counterforce, creating spaces for resonance, agency, and belonging.

Acceleration and the Performance Society

Rosa conceptualizes social acceleration not simply as an increase in speed but as a key dynamic of modern society that affects technological change, social relations, and everyday rhythms. The attempt to sustain social stability within this dynamic often leads to a continual intensification of activity and expectations. For young people, this can translate into pressures to perform, optimize, and remain constantly active, sometimes at the expense of well-being and meaningful connection (Rosa, 2014). Research on the Performance Society similarly highlights how ideals of optimization across school, body, and social media contribute to persistent feelings of inadequacy and influence how young people understand themselves (Meier, 2023).

Four Research Perspectives on Youth Life

This roundtable brings together four research projects that illuminate youth life from different perspectives:

Football clubs as pedagogical arenas: Randers FC engages at-risk youth through CSR initiatives ranging from walk-and-talks to job training. Here, pedagogy is not a formalized method but emerges as relational and intuitive practices that create alternative learning spaces and new opportunities for participation.

On the Move: Youth is a complex life stage where late-modern individualization intensifies the demands to make meaningful choices. The project focuses on transitions in everyday life and education, exploring how they involve both risks and opportunities.

Young People's Leisure – Colonised by Market Logics: When young people approach part-time jobs with a focus on speed, efficiency, and earnings, it is often seen as a sign of responsibility and maturity. Yet this reflects a broader tendency where leisure is shaped by market logics, raising the question of how young people experience it when it is increasingly tied to productivity and achievement.

Spaces of belonging: Amid increasing educational and societal pressures, this project explores how young people in marginalized positions within alternative school settings encounter both exclusion and opportunities for participation. It examines how recognition and resonance emerge in pedagogical relations and considers how such dynamics may contribute to the formation of belonging and motivation.

Why This Matters - relevance

Understanding the dynamics of youth in our contemporary societies is crucial for educators, policymakers, and researchers seeking to support young people in navigating societal demands without losing agency and well-being. The session invites dialogue on how pedagogical practices can move beyond adaptation to systemic pressures and instead foster spaces for resonance, inclusion, and democratic participation.

Network: 19. Teaching and Teacher Education

Understanding Teacher Shortage from Interregional Perspectives: Examples from the Nordic Green Belt (NGB)

Submission ID : 40

Submission IDs : 651, 668, 689, 844

Presentation type: Symposium

Chair: Lena Boström

Discussant(s): Ulla Damber

Final Category: 19. Teaching and Teacher Education

Description:

The shortage of qualified teachers is a widespread international issue, including the Nordic countries, except for Finland. The problem is particularly pronounced in socioeconomically disadvantaged areas and sparsely populated regions. Much of the existing research has been conducted at national levels or within the framework of international comparative studies. The project, Teachers Without Borders, approaches the issue from an interregional perspective. Supported by Interreg Sweden–Norway, it seeks to address these challenges by fostering cross-border collaboration within the Nordic Green Belt (NGB), focusing on multiple dimensions of educational cooperation. Nord University, Queen Maud University College (DMMH), and Mid Sweden University are key institutions in the region, providing preschool and teacher education for students from Norway and Sweden, including the South Sami community.

Jämtland/ Härjedalen (Sweden) and Trøndelag (Norway) face significant challenges in recruiting and retaining teachers, including a decline in the number of applicants to teacher education programs. The issue is particularly pronounced for teachers serving the South Sami community. The applicant pool is also limited in terms of gender and minority representation (Boström et al., 2024). The project examines interregional collaboration within the NGB area, focusing on interregional cooperation and comparisons of how national policy documents are implemented on each side of the border, as well as media representations of the challenges and opportunities related to teacher recruitment. One part of the project pays particular attention to the South Sámi context.

It also explores the perspectives of various stakeholders regarding the choice of teacher education and the factors influencing their decision to remain in the region. The focus is on groups that are underrepresented in early childhood education, schools, and the wider education system, such as men and individuals from multicultural backgrounds.

Specifically, this symposium will focus on Cross-Border Challenges in addressing the South Sámi community, municipal strategies addressing the teacher shortage, student teachers' perspectives on staying or leaving, and media coverage of the teaching profession in NGB. Given the interregional nature of the project, various theoretical frameworks are applied across the different studies. These include policy

analysis, media analysis, governance models, comparative education theory, and regional development theory. Similarly, the methodologies and research designs vary depending on the focus of each sub-study.

The relevance of this issue extends across the entire Nordic region. All Nordic countries have sparsely populated areas, and Sweden, Norway, and Finland encompass parts of the Sámi homeland. Most Nordic countries are experiencing teacher shortages, particularly in subjects such as mathematics and science, as well as in special education. A notable trend is the declining number of applicants to teacher education programs (NLS, 2023), accompanied by increasing dropout rates. These developments underscore the pressing need for coordinated efforts across the region to enhance the recruitment and retention of both teachers and students in teacher education. Equally important is regionally grounded research on how municipalities address teacher shortages at the local level, as well as how various school stakeholders perceive current challenges and future prospects.

Building student teachers resilience through outdoor learning

Submission ID : 18

Submission IDs : nan

Presentation type: Workshop

Chair: Ellen Rohaan, Mark Janssen

Discussant(s): Ellen Rohaan

Final Category: 19. Teaching and Teacher Education

Description:

Teacher education programmes can play a key role in strengthening the mental resilience of future teachers. This workshop introduces an educational innovation that integrates outdoor learning into the teacher education curriculum, aiming to enhance students' mental resilience. In addition, a digital support tool is being developed to help students monitor their personal resilience development and receive suggestions for outdoor activities. The ultimate goal is to prepare resilient teachers who are less likely to drop out from teacher education and more likely to remain in the profession.

Mental resilience, capacity to cope with stress and life challenges (Wagnild & Young, 1993), has been under increasing pressure since the COVID-19 pandemic (Nuijen et al., 2023). Declining resilience negatively affects study success, well-being, and retention in the teaching profession. Research shows that structured exposure to adventurous yet safe situations in outdoor environments can foster resilience and personal growth (Allan et al., 2024). Furthermore, people who feel connected to nature experience higher vitality, happiness, and life satisfaction (Capaldi et al., 2014; Pritchard et al., 2020; Grassini, 2022). Nature, therefore, represents an underused resource for supporting young adults' mental well-being (Oswald et al., 2020). Studies also indicate that outdoor learning strengthens not only individual resilience and well-being (Shellman & Hill, 2017) but also social connectedness between students and lecturers (Roberts et al., 2020).

The innovation currently being implemented involves a structured outdoor learning programme embedded in the regular curriculum. The programme includes multi-day "expeditions," cross-curricular projects, and subject-specific outdoor learning experiences. Students are encouraged to engage in adventurous and reflective learning activities that promote resilience while also developing essential teaching competencies.

Alongside the outdoor learning activities, a digital support tool is being developed. This tool helps students gain insight into their resilience development and offers outdoor activity suggestions to stimulate further growth.

Expected outcomes include:

* A structured outdoor education programme and digital support tool designed to enhance mental

resilience.

- * Insight into the impact of outdoor learning on students' resilience and well-being.
- * Understanding of key success factors and challenges in implementing outdoor education in teacher training.

During the workshop, participants will be introduced to the programme's design and the first implementation experiences. Together, we will explore practical questions and dilemmas related to embedding outdoor learning in higher education curricula, such as balancing academic requirements with experiential learning, ensuring safety while maintaining challenge, and supporting teacher educators in adopting new pedagogical approaches such as experiential learning.

Participants will leave the session with concrete ideas and inspiration for integrating nature and adventure (outdoor learning) into their own educational contexts to foster more resilient, engaged, and sustainable future teachers.

Courageous Partnership in Teacher Education: Student-Led School Takeover as an Arena for Professional Agency

Submission ID : 87

Submission IDs : nan

Presentation type: Roundtable discussion

Chair: Vidar Austrud

Discussant(s): Andreas Kjærnet

Final Category: 19. Teaching and Teacher Education

Description:

Courageous Partnership in Teacher Education: Student-Led School Takeover as an Arena for Professional Agency

This abstract forms the basis for a roundtable discussion at the conference “Courage and Agency in Education for the Present.” It explores how a committed partnership between the University of Agder (UiA) and its teacher education schools (LU-schools) has created structures that foster students’ professional agency and school leaders’ courage to delegate responsibility. The national strategy Lærerutdanning 2025 states that partnerships must be mandatory, long-term, and based on equality to secure students’ professional development. A key element is establishing LU-schools as arenas for R&D-based practice and strengthening collaboration. UiA has developed this systematically through a project group, selecting ten schools in 2019 and 2022 after application and interviews, with earmarked funds for partnership work.

One of the most visible strategies is school takeover (skoleovertakelse) as an extended practice form. During this independent week, school staff and leadership engage in external professional development while students assume full responsibility for school operations within a safe framework. School takeover is recognized as an action-oriented learning approach that helps students build strategies for handling challenges and reflecting on choices. This arrangement demonstrates school leaders’ courage and trust in students’ competence, enabled by clear partnership structures.

The independent week is part of a six-week practice period. Students complete 110 mandatory practice days in the GLU program. Thus, practice training culminates with an independent week during the final practice period. UiA is among the few teacher education institutions in Norway implementing such a week, which illustrates both courage and agency.

Collaboration and follow-up are carefully organized. LU contacts at the schools, together with UiA, plan the practice and student schedules. During practice, students also work in theme-based professional groups led by experienced teachers, focusing on professional identity and research practice.

Evaluations from Cycle 2 (fourth and fifth years) confirm the relevance of this approach. Students report gaining responsibility and insight into professional life. Students generally describe the practice as varied and coherent.

Discussion Question:

How can insights from Cycle 2—such as school takeover and partnership structures—be used to strengthen practice quality in Cycle 1 (years 1–3) and enhance collaboration between UiA and LU-schools?

Supporting Educator Agency: Perspectives on Educators' Professional Learning in and for Practice

Submission ID : 28

Submission IDs : 240, 241, 244, 248

Presentation type: Symposium

Chair: Kathrin Olsen, Petri Salo

Discussant(s): Anette Forsten Seiser, Jaana Nehez

Final Category: 19. Teaching and Teacher Education

Description:

Professional learning is increasingly recognized as a vital part of educators' professional lives and a cornerstone of quality education (Mockler, 2024). However, it is equally important to critically examine the nature of professional learning opportunities available to educators, and the systems that support or constrain the kinds of learning they find meaningful. The symposium presents research findings that offer unique Nordic and international perspectives on how educators engage in and experience professional learning.

Drawing on studies from Norway, Finland, and Australia, as well as cross-country comparisons, the symposium explores how professional learning is shaped by broader educational policies and cultural contexts. The Nordic model of education, long associated with values of inclusion and equity (Elstad, 2023), is increasingly challenged by shifts toward New Public Management (NPM) governance (Blossing et al., 2014). These changes have contributed to increased workloads and reduced autonomy for educators, potentially undermining both the quality of education and the principle of inclusion.

In response, there is growing advocacy for professional learning that supports practice development and fosters sustainable learning environments that nurture educator's agency and promote educational quality (Francisco et al., 2023; Kemmis, 2024; Mockler, 2024; Salo et al., 2024).

The symposium consists of four presentations utilizing Theory of Practice Architecture (TPA) (Kemmis et al., 2014) and the concept of Professional Learning in and for Practice (Salo et al., 2024) as a theoretical approach, including an introduction by Petri Salo on the concept of Professional learning. The first presentation focuses on the Norwegian context and examine practices in which early career teacher educators participate, to achieve a nuanced understanding of their professional learning. The second presentation present findings from a study of the professional learning of early childhood teacher educators at one university in Finland. The third presentation explore teachers' experiences of professional learning as mentor teachers in and for professional practice in Australia, Finland and Norway. The fourth presentation provides comparative perspectives on the professional learning of teacher educators in Norwegian and Australian universities. Research methods include surveys, open ended questionnaires and interviews, and TPA and thematic analysis (Braun & Clarke, 2022) has been used for analysing the data.

The symposium offers valuable insights into contemporary challenges and opportunities for the professional learning of teacher educators. It highlights how educators navigate complex educational landscapes and how professional learning can be structured to better support their agency, wellbeing, and professional growth.

The joint discussion will be introduced by two Swedish researchers, Anette Forsten Seiser from Karlstad University and Jaana Nehez from Malmö University. They have both extensive experience in the field of professional learning and TPA. By examining professional learning across different national contexts, the discussion will contribute to a deeper understanding of how educational environments enable and constrain meaningful learning for educators, underscoring the importance of critically reflecting on the conditions that shape professional learning and advocate for approaches that uphold the values of inclusion, agency, and educational quality.

Teacher Educator Professionalism: Collaborative Research in Dialogic Education (InDi – Inclusive Dialogue)

Submission ID : 90

Submission IDs : 896

Presentation type: Roundtable discussion

Chair: Tina Høegh, Marie Benkert Holtet

Discussant(s): Stefan Ting Graf

Final Category: 19. Teaching and Teacher Education

Description:

The InDi-researcher-team: Michael Peter Jensen, Kirsten L. Kolstrup, Lise Mortensen, Eva Dam Christensen, Henrik Madsen, Jimmi Michelsen, Lisa R .F. Kristensen, Anne Meulengracht, Marie Dahl Rasmussen, Hildegunn J. Johannesen, and Lene Illum

(The inDi-researchers are also presenting their local projects throughout the NERA-conference)

To build for inclusive, polyphonic, and dialogic teaching and listening and because dialogic teaching holds – among a lot of other potentials – democratic and engaging potential, the InDi-project investigates how this can be realized through collaborative research in teacher education. Because changes towards more dialogic stances (Boyd & Markarian, 2015) in teaching are difficult to develop and maintain (Matusov, 2024), the InDi-project works with the hypothesis that fundamental change must come from the higher educational levels in second-order perspective where teacher educators develop dialogic practices with their teacher candidates.

We addressed three research questions:

1. How do teacher educators enact dialogic teaching from a second-order perspective?
2. How can teacher candidates' experiences with dialogic teaching inform their professional judgment?
3. What organizational conditions shape second-order dialogic teaching?

Methodologically, the project is rooted in collaborative inquiry by a research collective of thirteen scholars engaging in dialogic experimentation and theory-building through workshops, reflective practices, site visits, and co-creative iterations. Teacher candidates participate as co-researchers, engaging in similar developmental processes during coursework and their internships.

Empirical material includes autoethnographic texts (Ellis, 2016), observations, and transcriptions of interactions and dilemma discussions. The theoretical framework draws on dialogic teaching (Alexander, 2020), teacher education (Rasmussen et al., 2015), practice theory (Kemmis et al., 2014), and affect theory (Ahmed, 2004; Boldt & Leander, 2020)—particularly how affective, spatial, temporal, and embodied

experiences shape educators' everyday decisions. The concept of affect helps illuminate subtle intensities and moods that enhance teaching vitality.

At the InDi-roundtable at the NERA-conference 2025 we explore and discuss with our participants on the basis of materials, posters and examples from the InDi-researchers what we can learn from educators' own reflections on their choices — those made and those avoided – to understand how the experiences of both novice teacher candidates and experienced higher education educators can inform us. Together, both groups reveal a recurring sense of uncertainty when engaging in new practices, and the InDi-project has revealed a need for further co-development to address dilemmas in dialogic teaching approaches (see abstract below). In the roundtable session we want to question conditions for educating both teachers and teacher educators. Teacher educator is a hidden profession (Rasmussen et al., 2015) which receives scarce attention both politically and in educational research.

The InDi-project contributes to Nordic educational research by generating situated, collaborative knowledge about dialogic teaching practices and conditions in Danish teacher education. It also advances co-creative research methodologies that integrate empirical collaboration throughout the research process.

InDi is funded by The Independent Research Fund Denmark / grant ID 10.46540/3168-00020B

AI literacy for the present: Courage and agency in pre- and in-service teacher education

Submission ID : 21

Submission IDs : 201, 287, 490, 579

Presentation type: Symposium

Chair: Anna Åkerfeldt, Linnea Stenliden

Discussant(s): Maja Hojer Bruun, Maria Bäcke

Final Category: 19. Teaching and Teacher Education

Description:

This symposium explores the emerging concept of AI literacy and its implications for pre- and in-service teacher training. As artificial intelligence (AI) is increasingly integrated into society and educational practice, there is a pressing need to understand what AI literacy entails and how it can be integrated among both pre-service and in-service teachers. Despite growing international attention, AI literacy is not yet explicitly addressed in any of the Nordic national curricula for compulsory education (Örtegren, 2025). This gap raises important questions about teachers' preparedness to engage with, teach about, and critically evaluate and reflect on AI technologies in educational contexts. The symposium brings together educational researchers, teacher educators, and practitioners who examine AI literacy from diverse perspectives and employ a wide range of methods.

The symposium centers on advancing AI literacy in education through targeted professional development and research-informed practice. Through a cross-examination of empirical studies and practice-based examples from four ongoing studies, the symposium discusses AI literacy development and the advocacy for both courage and agency among teachers. The collective aim is to examine how AI literacy can be designed, implemented, and sustained within pre- and in-service teacher training.

In the first presentation, a Norwegian study, the focus is on professional development for in-service teachers and how, for example, municipalities collaborate with researchers to develop teachers' AI literacy competencies. This collaboration exemplifies how local initiatives can serve as catalysts for system-wide capacity building. Then, in the second presentation a study regarding Finnish teacher education, a model is examined that supports pre-service teachers in developing their readiness to teach AI literacy through collaborative, practice-based learning. Furthermore, in the third presentation, findings from a Delphi study will be presented, in which experts in the field reached consensus on AI literacy for Swedish teacher education. The study operationalized AI literacy through 51 components encompassing knowledge, skills, and professional judgement, thereby advancing a nuanced understanding of AI literacy in the context of teacher education. Yet in the fourth presentation, a Swedish study illuminates teachers' pedagogical challenges and practices in fostering students' technical understanding, ethical awareness, and responsible use of AI. By examining learning activities and experiences in authentic classroom contexts, the research highlights how teachers navigate and support the development of AI literacy in educational practice.

By bringing together multiple perspectives, the symposium builds a holistic understanding of AI literacy that bridges research and practice, supports teachers' agency in an AI-integrated educational landscape, and contributes to the development of sustainable, contextually relevant approaches to AI literacy in the Nordic region.

Örtegren, A. (2025). Artificial intelligence curricula in nordic schools : policy ideas in institutional change – the Swedish case. Presented at the NERA 2025, Helsinki, Finland, March 5-7, 2025. Retrieved from <https://urn.kb.se/resolve?urn=urn:nbn:se:umu:diva-235956>

Exploring different teacher educator roles and perspectives

Submission ID : 81

Submission IDs : 724, 725, 727, 901

Presentation type: Symposium

Chair: Maiken Risan

Discussant(s): Hanne Værum Sørensen

Final Category: 19. Teaching and Teacher Education

Description:

SYMPOSIUM NERA 2026

EXPLORING DIFFERENT TEACHER EDUCATOR ROLES AND PERSPECTIVES

This symposium brings together four papers that shed light on different teacher educator roles and perspectives.

The first paper (Hanne Blaafalk, Niels Bjørn Olsen & Kristin Amine Sund) investigates how mentors from kindergarten can be integrated into university-based early childhood education at campus, and what such collaboration requires in terms of structure, roles, and pedagogical alignment. study sheds light on how formal educational backgrounds, experiential competencies, and participation in Team-Teaching influence students' learning outcomes.

The second paper (Maiken Risan, Nanna Paaske, Hilde Bakke & Marte Lorentzen) presents findings from a national study on how teachers and leaders from schools and kindergartens participate as representatives for "the field of practice" in partnerships with teacher education institutions. The paper present insight into how representatives of the teaching profession are selected, how they contribute to teacher education, and what knowledge they bring back to professional communities in their schools or kindergartens. Drawing on theories of representative participation and boundary crossing, the paper highlights implications of participation for individual professional development as well as the collective professional community in schools and kindergartens.

The third paper (Henna Naustheller & Linda Ringen) examines the role of professional mentors in early childhood teacher education. Using auto-ethnography and self-study methods, the researchers reflect on their own experiences to better understand and develop their professional identities as mentors, balancing their identities as both former kindergarten teachers and present university lecturers. The research emphasizes the importance of profession-oriented mentoring, involving dialogue between students and academic staff with field expertise, as a key method for fostering growth and engagement in teacher

education.

The fourth paper (Camilla Midtbøen Røkke) examines professional mentors' understanding of the role they have when supervising students with mental health distress or disorders. Drawing on interviews, the findings show that professional mentors have a clear understanding of their own role; that they are concerned with supervising students in their academic development and not function as therapists. The paper discusses professional mentors' responsibility to show professional judgment in their work.

Together, the papers offer empirical and theoretical insights into how teacher education can be strengthened by directing attention towards teacher educator roles and perspectives. The four abstracts collectively explore the vast roles of teacher educators, emphasizing the importance of bridging theory and practice, professional identity development, and reflective practices in fostering high-quality teacher education. Together, they highlight the challenges and opportunities associated with teacher educators' work in diverse contexts, particularly their contributions as boundary crossers, mentors, and reflective practitioners. By addressing these themes, the studies contribute valuable insights into how teacher educators can build sustainable and impactful practices that advance the quality of teacher education.

When the Sword Fails - Courage and Legacy in the Viking Age: Education Outside the Classroom in Cultural Subjects

Submission ID : 67

Submission IDs : nan

Presentation type: Workshop

Chair: Simon Ordell Frederiksen, Helga Garne

Discussant(s): Simon Ordell Frederiksen, Helga Garne

Final Category: 19. Teaching and Teacher Education

Description:

Step into the saga! In this immersive and theatrical workshop, participants explore the Viking ideals of courage and agency in an outdoor example of place-based education.

Using the outdoors as a learning place has positive effects on pupils' academic learning (Pulido, 2025), well-being (Harvey et al., 2021) and physical activity (Bølling et al., 2021). Despite the effects on pupils, the practise of teaching outdoors in everyday subjects is not commonly used by teachers, as they face challenges such as lack of time, curriculum restraints and a lack of confidence teaching outdoors.

In this workshop, you will experience a lesson that will never be forgotten.

Using five swords and one spear, we recreate a legendary moment inspired by Gisles Saga. Each participant begins by composing a short hero's verse – a bold declaration of their deeds and virtues – based on a brief introduction to Viking notions of honour and afterlife reputation.

The workshop explores how subjects of culture and language can be taught outside the classroom, and the practical exercise will be followed by a discussion of the potentials of the outdoors in everyday teaching.

Sources:

Bølling, M., Mygind, E., Mygind, L., Bentsen, P., & Elsborg, P. (2021). The association between education outside the classroom and physical activity: Differences attributable to the type of space? *Children*, 8 (6), 486.

Harvey, D.; Montgomery, L.; White, R. (2021). Just How Much Time Outdoors in Nature Is Enough? *School Science Review*, 102 (381), 27-31

Lasthein Madsen, Kasper., Aggerholm, Kenneth., (2020). "Den følelse kan jeg ikke skabe, hvis jeg bare står og

fortæller” – Lærernes erfaringer med en handlingsorienteret tilgang til bevægelse i folkeskolen. *Forskning og forandring*, 3 (1), 132-152.

Pulido, L., Pépin, A., Bergeron-Leclerc, C., Cherblanc, J., Godue-Couture, C., Laprise, C., Paquette, L., Nadeau-Tremblay, S., & Simard, S. (2025). The Effects of Outdoor Teaching on Academic Achievement and Its Associated Factors—A Scoping Review. *Education Sciences*, 15 (8), 1060. <https://doi.org/10.3390/educsci15081060>

Axelsen Leth, Marianne. (2018) Historie med udeskoledidaktik. *Radar - historiedidaktisk tidsskrift* årg. 5 (1) p54-62.

Network: 20. Mentoring, Guidance and Counseling

From "Business as usual" to Flourishing and Becoming: A discussion on research designs

Submission ID : 70

Submission IDs : 586, 592, 594

Presentation type: Roundtable discussion

Chair: Eva Bjerkholt

Discussant(s): Sally Windsor, Birna Svanbjornsdottir, Päivi Lyhykäinen, Åse Bonde

Final Category: 20. Mentoring, Guidance and Counseling

Description:

This roundtable discussion seeks to explore and discuss research design aimed at investigating and comparing the situation of newly qualified teachers (NQTs) across the Nordic countries and Estonia. The discussion draws on a new project, "Flourishing and Becoming", in the Nordic Cross-sectoral network Nordic Teacher Induction (NTI)

The NTI network was founded in 2004 and includes cross-sectoral perspectives through representatives from universities and the main teachers' unions in Denmark, Estonia, Faroe Islands, Finland, Iceland, Norway and Sweden. NTI focuses on presenting descriptive and comparative views on induction and mentoring practices in the Nordics and Estonia, their multiple interconnections and evolution.

Earlier projects in the network comprise NTI-SEM (Sustainable Ecosystem of Mentoring for Newly Qualified Teachers) and NTI-PPD (Promoting Professional Development). The current NTI-FAB (Flourishing and Becoming) project focuses specifically on NQTs, aiming to reframe induction and mentoring around the principle of human flourishing understood from an Aristotelian eudaimonian perspective as a vital goal of education. It emphasizes that education should not only prepare individuals for work but also foster a meaningful and well-rounded life. Becoming refers to the dynamic process of developing a professional identity and becoming an autonomous teacher both as an individual and as part of a professional community.

Drawing on Gert Biesta's three domains of education – qualification, socialization and subjectification – the project places particular emphasis on subjectification as a central dimension of teacher development and education highlighting teachers' growth as unique individuals and active agents of change in their communities. The project investigates newly qualified teachers in the light of flourishing and becoming in two different work packages, each with its own methodical approach: a quantitative questionnaire and qualitative narrative interview.

The roundtable discussions start with a short introduction to the network and continues with the three papers presenting the background, aim and design of the project, followed by the project's status and main discussions points. Participants are invited to discuss our main concepts, design and status, and to give input

on how to proceed. Our aim is to facilitate discussion on both how the newly qualified teacher can be understood in the light of flourishing and becoming and to qualify how our chosen methods can capture this understanding.

The discussions:

1. The first presentation discusses the main concepts and understandings for the project Flourishing and Becoming and how these concepts provide a framework of reference to elicit the resources and strengths that newly qualified teachers bring to the process of developing professionally in their first job.
2. The second presentation discusses the use of a quantitative questionnaire as a method to map induction contexts, processes and structures that NQTs have access to within and across region and thereby develop an understanding of how newly qualified teachers are supported in their flourishing and becoming as they enter the profession.
3. The third presentation discusses the use of narrative interview as a method for giving voice to the newly qualified teachers and their experiences to enable their flourishing and becoming in the induction years across the region.

Promoting professional development, courage and agency in induction systems for newly qualified teachers (NQTs).

Submission ID : 75

Submission IDs : 639, 641

Presentation type: Roundtable discussion

Chair: Tonje Harbek Brokke

Discussant(s): Eva Bjerkholt, Janne Madsen, Thomas de Lange

Final Category: 20. Mentoring, Guidance and Counseling

Description:

The round table discussion will be based on findings from the four-year (2021-2025) Norwegian research and collaboration project STEP: "Partnership for Sustainable Transition from Teacher Education to Profession. Becoming a professional teacher". STEP was funded by the Research Council of Norway.

The roundtable discussion will be divided into different phases.

1: Research leader Eva Bjerkholt starts the round table discussion with a short presentation of STEP projects' aim, theoretical framework and research methodology. Step is a partnership and research project with participants from Norwegian Teacher Student Union, Union of Education Norway (UEN) and the Norwegian Association of Local and Regional Authorities (KS). (15 minutes).

2: After this introduction the chair will ask the participants to reflect on the partnership and aim of the project and collaboration between different stakeholders, policymakers and researchers. One of the researchers in the STEP project will take notes from the discussion. (20 min).

3: Two of the researchers from STEP Janne Madsen and Thomas de Lange will sum up some of the findings from the perspectives of teacher students (NQTs), mentors, colleagues, head-teachers and employers (municipalities as school owners). (20 min.)

4: After this presentation the chair will ask the participants to discuss, based on the findings, what measures could contribute to induction which promote professional development, NQTs courage and agency for including and recognizing newly qualified competence.

The chair will facilitate the discussion so that the discussion systematically focuses on the different perspectives on induction systems:

1. Students and newly qualified teacher's perspectives
2. Mentors and colleagues' perspectives

3. Employers (municipalities as school owners) and head teacher's perspectives

The chair will also facilitate this part of the discussion by dividing it into pairs and then having the floor in turns. (35 min.) One of the researchers in the STEP project will take notes.

After the discussion the research leader will, together with the referees, point out possible measures for induction NQTs.

Based on the discussions the research leader will highlight some perspectives from the discussions which are important for the Nordic audience, for teacher education, and induction and mentoring newly qualified teachers in the Nordic context.

References

Bjerkholt, E. (2020). STEP: "Partnership for Sustainable Transition from Teacher Education to Profession. Becoming a professional teacher". Application to the Norwegian research Council. (manuscript).
<https://www.usn.no/step>

MENTOR PRACTICES, COLLECTIVE LEARNING PROCESSES AND EDUCATION OF MENTORS

Submission ID : 57

Submission IDs : nan

Presentation type: Symposium

Chair: Anna R. Moxnes

Discussant(s): Anne Bang Larsen

Final Category: 20. Mentoring, Guidance and Counseling

Description:

MENTOR PRACTICES, COLLECTIVE LEARNING PROCESSES AND EDUCATION OF MENTORS

Organizer: Anna R. Moxnes

Chair: Anna R. Moxnes

Discussant: Dr. Anne Bang Larsen, Center for Gymnasieforskning, Syddansk Universitet.

This symposium explores various aspects of mentoring, including supervisory practices, collective learning processes, and education of mentors. The symposium is based on chapters from a recently published anthology. Collectively, the chapters contribute to expanding the knowledge base of supervision by examining different approaches to the foundational thinking of mentoring and collective learning processes within various practices in early childhood education, schools, and higher education. The scientific anthology is the result of a long-term effort to strengthen the knowledge base in the field of supervision, initiated by the research group "Veiledning (mentoring/guidance) in Profession and Education" (ViPU) at the University of South-Eastern Norway. In both the anthology and this symposium, we aim to draw attention to what the knowledge base of mentoring might entail and how it can contribute to various supervisory practices, mentor-education programs, and collective learning processes. In addition to generating insights into what mentoring can be, our primary goal was to further develop the knowledge foundation of this field.

According to Grimen (2008), professions manage different knowledge bases. For the teaching profession and mentoring, this involves scientific knowledge, various forms of knowledge such as advanced skills, practical experience, and fundamental ethical values. Several researchers have pointed out the need for increased research-based knowledge about mentoring as a phenomenon and practical activity (Bjerkholt, 2017; Søndena, 2007, 2009; Søndena & Gradovski, 2017; Ulla & Larsen, 2021). This symposium and the anthology furthermore aim to replay to more research-based knowledge from this field.

The various chapters are created on a multiplicity of mainly qualitative methods. The authors presenting their projects will introduce their research methodologies and ethical approaches. Their research focuses on new understandings of, or expansions of knowledge about, professional mentoring and perspectives that have previously been given little attention within the field of mentoring.

The anthology is available at: <https://cdforskning.no/cdf/catalog/book/255>

The following chapters will be addressed:

Chapter 2: Between Recognition and the Critical – Discourses in Mentoring/Guidance Education.

Presenters: Heidi Østland Vala and Anna R. Moxnes, USN

Chapter 4: 'Becoming Aware of Oneself' in the Community – Diffractive Readings of Experiences with Video as a Basis for Supervision. Presenter: Tove Lafton, OsloMet

Chapter 7: Group Mentoring as a Resource in Practice Collaboration. Presenters: Berit Oddrun Sletten and Lise Juritsen Universitetet i Sørøst-Norge

Chapter 8: A Cautious Approach to Being a teacher: Digital Observation Practices in Primary Teacher Education. Presenters Lene Joensen Kjær and Catharine Elizabeth Strimas Universitetet i Sørøst-Norge

Chapter 10: Newly Qualified Teachers' Encounter with the Professional Community of Schools – Positive and Inclusive or Intimidating and Exclusionary? Presenters: Janne Madsen and Eva Bjerkholt Universitetet i Sørøst-Norge

Chapter 11: "What Is at Stake? On Mentoring in Local School Development. Presenter: Anne Liv Kaarstad Lie Universitetet i Sørøst-Norge

Network: 21. Politics of Education and Education Policy Studies

Exploring the status, changes and factors of school segregation in Sweden

Submission ID : 22

Submission IDs : 251, 259, 274, 715

Presentation type: Symposium

Chair: Kajsa Yang Hansen

Discussant(s): Sonja Kosunen

Final Category: 21. Politics of Education and Education Policy Studies

Description:

School segregation is an increasing focus of international research (e.g., Perry, Rowe & Lubienski, 2022). In Sweden, there has been a notable rise in school segregation at all levels of education in recent decades (e.g., Brandén & Bygren, 2022; Fjellborg & Forsberg, 2023; Fjellman et al., 2019; Yang Hansen & Gustafsson, 2016). The proposed symposium brings together four research papers that focus on the status and factors that behind the school segregation in Sweden. The research in this symposium adopts a comprehensive mixed method approach, addressing segregation at different educational, i.e., preschool, primary and upper secondary education. The symposium covers the three key concepts related to school segregation, namely, 'Contexts' that encompass both socio-demographic and geographic elements at individual, school, municipal, and regional levels, influencing school choices and segregation patterns; 'Causes' refer to the various factors contributing to different forms of school segregation; 'Consequences' outline the impacts of segregation on academic achievement, socio-economic status, and employment prospects. The following research topics around segregation will be addressed:

1. The development of different manifestations of school segregation in different municipality in Sweden.
2. The changes in the local school market structure over time influence schools' ability to fulfil their compensatory mission, which contextualising teachers' and students' understanding of their school's capacity to provide equitable education in stigmatized areas of Gothenburg.
3. To what extend does preschool attendance and peer group choice and composition affects transitions to primary school.
4. The relationship between school-to-school teacher turnover rates and the composition of students with a migration background in urban and semi-urban areas in Sweden between 2014 and 2018.

The quantitative data used in the papers is mainly from individual-level register data of Statistics Sweden. Households with five-year-old children and their primary school enrolments provide precise geographic coordinates of residences, preschools, and primary schools, alongside detailed demographic information. The Gothenburg Longitudinal Database (GOLD) contains register information on all Swedish students born between 1974 and 2004, and their background characteristics, educational achievements, residency and school placement. The qualitative data is from interviews of school principals and students.

Through the four papers, we hope to gain some insights on the mechanism of school segregation in Sweden and the findings will be discussed relating to the past educational reforms and policy changes in the education systems and societal landscapes.

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Comparative perspectives on education for security and sustainable development

Submission ID : 11

Submission IDs : 97, 469, 434

Presentation type: Symposium

Chair: Susan Wiksten

Discussant(s): Liliia Hrynevych, Gözde Yılmaz Çıldır

Final Category: 21. Politics of Education and Education Policy Studies

Description:

The theme of sustainable security is addressed in this symposium from a comparative and international education research perspective. For supporting engagement and agency among education actors in the Nordic countries, a comparative perspective proposes that the articulation of education policies benefits from understanding local challenges in a global context. Education development challenges from across the world addressed in this symposium pertain to: (1) policies for reducing education inequality in the Nordic countries and across Europe, reviewed in the study *Policies for reducing educational inequality in a changing Europe*; (2) a shrinking space for global education development collaborations limiting how civil society actors have been able to work with promoting humanizing instruction approaches in schools across the world, as critically analyzed in the study *Civil society actors and the shifting politics of SEL: The case of HundrEd*; (3) how efforts have been made in individual lower middle income countries such as Tanzania to support teachers working with students in contexts that face the challenge of large numbers of students per class, as elaborated on in the study *Ability grouping to improve teaching and learning in large classes: Findings from a trial promoting education practices for secure and supportive classroom teaching in six primary schools in Tanzania*; and finally (4) a comparative examination of TIMSS 2019 data to inform an analysis of teacher agency in relation to learning achievement in Malta, Norway and the Philippines.

Four presentations are followed by an outline by the symposium Chair of a conceptual framework, informed by a Nordic perspective on policy regimes, for a discussion on security, courage and agency with presenters and participants in the latter part of the symposium. The conceptual framework provides a scaffolding (three key questions) for a discussion on how the research findings presented highlight features of security, courage and agency in the context of education across the Nordic countries and beyond. The purpose is to feed a reflection on how the UNESCO Futures of Education agenda and UN SDGs can support or be used for supporting courage, engagement and agency in education. The aim is to feed and contribute to a discussion on the ways in which international education policy articulations are riddled with shortcomings, challenges, and what participants see as possible constructive ways forward for supporting agency and engagement in education.

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Contemporary trends in local school choice regimes

Submission ID : 12

Submission IDs : 62, 66, 60, 69

Presentation type: Symposium

Chair: Hanna Sjögren, Maria Zackariasson

Discussant(s): Linda Rönnerberg

Final Category: 21. Politics of Education and Education Policy Studies

Description:

School choice regimes exist, to various degrees, across most countries in the Nordic and Baltic region. Choice has come to be assumed as an axiom right in many different educational contexts, and scholarly attention is increasingly moving in the direction of understanding and explaining the variety of local school choice regimes and policies, and how they shape and are shaped by various actors (Greaves et al., 2023; Sjögren & Cakici, 2025). While existing school choice regimes have been recognized for their segregating and unequal effects, scholars now need to move beyond this knowledge to create more nuanced understandings of various local practices, as school choice “is here to stay” (Musset, 2012; OECD, 2019).

This symposium brings together school choice scholars from Sweden and Estonia to compare, contrast, and discuss new research results related to the organization of and actors in local school choice regimes. The two countries are historically characterized, just like the Nordic countries in general, by public school systems as a means of fostering social inclusion and ensuring equal access to education. This trajectory is challenged by choice regimes that bring along educational values related to private preferences and goods. The aim of the symposium is to build and expand on the knowledge gained from four major ongoing research projects in Sweden and Estonia, to explore a variety of local school choice practices and how they affect different actors.

This aim is to be achieved through presentations of 4 papers addressing contemporary challenges and potential in local school choice regimes and a joint discussion about the content of these. The papers will draw on key findings in these research projects, discussing several themes related to the topic of school choice (including different theoretical and methodological perspectives and empirical focuses). The respective studies zoom in on different local actors in the policy processes such as public authorities, private actors, parents, and individual students who are to live with a specific school choice.

The setting of the symposium allows for comparative approaches within and between countries pertaining to both understanding the different actors involved that shape and are shaped by the development of local school choice regimes, and the different theoretical and empirical focuses. The design of the symposium will allow the participants to draw from each other to develop and get new insights on a topic highly relevant in the Nordic and Baltic region.

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Conceptualising Privatisation, Commercialisation and Philanthropy as Political Rationalities in Education

Submission ID : 39

Submission IDs : 377, 378, 381, 395

Presentation type: Symposium

Chair: Anna Hogan, Linda Rönnberg

Discussant(s): Catarina Player-Koro

Final Category: 21. Politics of Education and Education Policy Studies

Description:

This symposium examines the marketisation of education as a system of governance sustained through distinct yet interconnected rationalities. Drawing on Foucault's work on governmentality, we understand rationalities as discursive formations that normalise particular ways of thinking, acting and being within education. Through these rationalities, governing is achieved not only through policy and regulation, but through the shaping of subjectivities and everyday practices. Marketisation has become a master discourse of contemporary education reform, positioning the market as the principal framework through which the legitimacy of educational policy, institutional strategy and professional conduct are judged. Within this discursive terrain, economic logics of competition, efficiency, innovation and accountability have come to define what counts as effective education.

Our collective argument is that marketisation operates not as a singular process but as a complex assemblage of rationalities that work together. We identify three key rationalities, privatisation, commercialisation, and philanthropy, that structure the ways marketisation is enacted, experienced and normalised. Too often these processes are treated interchangeably in both scholarly and policy discourse. However, distinguishing them conceptually allows for a clearer understanding of how marketisation works on and through schools, teachers, students, and communities. Privatisation restructures systems by shifting ownership, control, and decision-making authority from public to private actors. Commercialisation embeds market logics through the buying, selling, and branding of educational goods and services. Philanthropy introduces new forms of influence and governance through the mobilisation of private resources, expertise, and values in the name of public good. Together, these rationalities form a system of governance that transforms education's purposes and practices.

The first paper (Thompson) introduces a conceptual model of marketisation as an apparatus of governance. It traces how marketisation functions as a system that produces rationalities, practices and subjectivities, outlining how privatisation, commercialisation and philanthropy each mobilise distinct logics while remaining mutually reinforcing. The paper highlights how these rationalities are not merely practices but ways of thinking that shape how educational problems are defined and what solutions are deemed possible.

The second paper (Rönnberg) focuses on privatisation as a political rationality within the Swedish context. It

examines how quasi-market reforms, including school choice and voucher systems, have embedded market logics into the very architecture of public education. Through both policy action and regulatory inaction, privatisation in Sweden has shifted governance, ownership, and accountability from the state to private providers, producing new subjectivities for system actors.

The third paper (Hogan) explores the rationality of commercialisation in the Australian context, analysing how digital platforms and the rise of generative AI reconstitute curriculum work as a commercial activity. This paper considers how teachers are positioned as both consumers and producers of commercial content and how emerging practices such as 'prompt engineering' further entangle professional autonomy with platform capitalism.

The fourth paper (Cone & Knudsen) turns to philanthropy as a rationality of governance that operates through partnership. Focusing on Nordic cases, it interrogates how philanthropic actors, particularly large corporate foundations, shape education agendas through affective and discursive forms of power that blur the boundaries between public and private responsibility.

Global policy learning for sustainable development in a changing security context: Present education policy developments in Denmark, Ukraine and Türkiye

Submission ID : 10

Submission IDs : 49, 70, 245

Presentation type: Symposium

Chair: Susan Wiksten

Discussant(s): Magdalena Ślusarczyk, Crystal Green

Final Category: 21. Politics of Education and Education Policy Studies

Description:

The theme of education policy in a changing geopolitical security context is addressed in this panel using a critical comparative and international education research perspective. Global learning is articulated as the concept that all learners, including policy makers, need to be supported to understanding local manifestations of currently ongoing changes in our societies. In particular, to gain insights to how local phenomena such as poverty or climate change manifest locally, nationally, regionally and globally (UNESCO, 2021; Wiksten, 2025). Reason-based agency combined with political representation and the division of power serve in liberal democratic societies a sustainable foundation for societal development. In this view, global learning supports the agency of students, teachers and citizens at large to engage with local and global issues responsibly, with confidence, engagement and courage.

Three policy analyses are presented in this panel. The main goal has been to showcase multiple perspectives, from different countries and regions, in collaboration with researchers and practitioners from different backgrounds. We have sought to jointly carry out an exploration of how education needs to, how it can and how it in different contexts already contributes to, or limits, the provision of the kind of security that supports the agency and engagement of both students and teachers. The three cases presented are not prescriptive but illustrate different education policy responses from Denmark, Ukraine and Türkiye. The first study, Educational rearmament in times of crisis and uncertainty – Bildung, security interests, and political discourse in Denmark, analyses how national education policy in Denmark has been reoriented to respond to a changing security context. The second study, Under Watch: The Far Right's Grip on Teachers in Türkiye, reports on the development of legal requirements infringing on the autonomy of the teacher profession in Türkiye. The third study, Developing Ukraine's education policy framework in a context of security threats, elaborates on the development of education policy in a courage-demanding context of active ongoing conflict.

The presentations are followed by a brief conceptual outline from a Nordic educational research perspective provided by the symposium Chair, to provide a scaffolding and three key questions, for a discussion on security, courage and agency with presenters and participants in the latter part of the symposium. The aim is to feed and contribute to a discussion on the ways in which international education

policy articulations are riddled with shortcomings, challenges, and what participants see as possible constructive ways forward for supporting agency and engagement in education in the Nordic countries.

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Teach For All: Bringing the American Dream to Denmark, England and Sweden

Submission ID : 29

Submission IDs : 264, 278, 397

Presentation type: Symposium

Chair: Martin Blok Johansen

Discussant(s): Dion Rüsselbæk-Hansen

Final Category: 21. Politics of Education and Education Policy Studies

Description:

Teach for America, which began in 1989 as a market response to teacher shortages and underachievement in disadvantaged communities, brought high-achieving graduates into schools serving the poorest students (OECD, 2023). This inspired Teach First in the UK, which began in 2002. Teach for All was founded in 2007 and led to the establishment of Teach First Denmark and Teach for Sweden in 2013. Together, these programmes illustrate the rising influence and activity of international philanthropic networks in non-democratic education governance in Europe (Viseu, 2022). They assume the character and leadership of highly successful individuals allow them to help disadvantaged students overcome the social, cultural, and economic barriers that lead to educational underachievement (Thomas et al., 2021).

For Wacquant (2010, 2012), the neoliberal reform of public services on the basis that mobilizing market competition will promote human flourishing has never been realized as an economic project. He suggests, instead, that this is a structurally coherent project, where the state is neither rolled back nor dismantled but reconfigured to impose the market on its citizens. The state achieves this by taking a hyper-individualist stance that emphasizes personal responsibility over social obligations. This stance underpins discourses of meritocracy, where hard work is assumed to bring just reward, and this, in turn, aligns closely with the American dream that all can achieve a better life through their own efforts and initiative.

The neoliberal technologies of marketisation, increased performativity (Ball, 2017), and the new science of learning (Hordern & Brooks, 2023) have transformed the teacher education landscape in Denmark, England and Sweden, albeit in different ways. These reforms have resulted in the narrowing of teacher education programmes (Larsen et al., 2023) and exacerbated a tension that exists across the formal education sector between promoting individual excellence and education for all. Indeed, in all three countries the gap between the highest and lowest educational achievers, which Teach for All is expected to narrow, has either remained the same (in England; Farquharson et al., 2024) or widened (in Denmark and Sweden; Kjeldsen et al., 2024) over the past 20 years.

Rizvi characterizes the Teach for America agenda as 'ridding school districts of veteran teachers, privatizing public schools, and forcing a data-driven culture upon low-income communities that face serious and often unique challenges' (2021: xvi). Referring to Teach for All, he adds, 'little is known, however, as to how these

ideas travel and are translated through local cultural, political, and educational traditions' (ibid: xvii). Whilst others (Brewer et al., 2020; Thomas et al., 2021) have begun this task mostly in policy terms, our symposium explores how the common rationale of Teach for All is recontextualized in three countries chosen for their contrasting education cultures, histories, and embrace of neoliberal approaches to education reform, Denmark, England and Sweden. We do this by examining programme documentation and the views of the teachers involved. The study reflects how neoliberal technologies and hyper-individualism permeate teacher education in the three countries studied, providing both agency, risks, and hope to their education systems.

Network: 22. Post Approaches to Education

Wickering with Sound

Submission ID : 37

Submission IDs : 366, 371, 450, 456

Presentation type: Symposium

Chair: Nina Odegard

Discussant(s): Jennifer Ann Skriver

Final Category: 22. Post Approaches to Education (Poststructuralist Pedagogical Research)

Description:

Symposium: Wickering with Sound

In this symposium, researchers from the Nordic research network BLÆK (Børn, Leg, Æstetik, Kunst) Sustainability SIG (2025) make wickerwork with sounds from various places and projects. We explore sounds and listening as a methodological approach in child culture studies, both individually and collectively. Each of us contributes unique research perspectives and methodologies. While our projects vary, they share a commitment to engaging deeply with listening and integrating sounds into research methods.

This symposium invites participants to consider how we can use modes of exploration that go beyond the visual-centric approaches, and even further: Can sound extend beyond what is heard? How can we make wickerwork with sounds? Can we possibly wicker sounds from different projects, listening for connections and the intra-active responsiveness it entails to discover the agency of sound itself? In today's world, where narrow thinking, prepackaged solutions, and fixed categories (can seem to) dominate (Odegard, 2021), courage is a necessary counterforce in education. Wickering research ideas requires courage to share, to open new ways of thinking and doing, and to navigate uncertainty collectively.

Beyond our individual endeavors, we collaborate by listening to each other's work. In doing so, we have discovered that recordings are transforming when shared, as situated hearing/listening/learning (Haraway, 1988). Environmental sounds like traffic, wind, the hum of bicycle wheels on asphalt, or the rustle of fabric become amplified, while sounds we thought we captured during the recording process recede into the background. The technological devices we use also contribute to this transformation, mediating and "sounding" sound differently.

Our collective listening practices are not just about sound, but also about affective exchange, conceptual diffraction, metaphorical speculation, and wickerworking ideas. Together, we listen to the entangled relationships between humans and more-than-human worlds, as well as the spaces and places they inhabit. How do we, for example, listen with or into clay and snow, the voices, babble and rhythms in a baby opera, or the cadence of a bike ride along the highway? These questions form the foundation of our collective inquiry into the ecology of sound and how such engagements might foster awareness and care for the more-

than-human world. Inspired by Haraway's concept of sympoiesis (2016), which emphasizes "making with" others —human and more-than-human co-creators and material agents – we explore, through our wickerwork, how sound can become how sound becomes a medium for rethinking sustainability, art, and research practices within the field of children's culture. Together, we hope to inspire new ways of listening, thinking, and becoming-with wickering sound practices.

Keywords: sound, listening, sympoiesis, agency, courage, wickerwork

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Weaving collective courage: A hands-on carrier bag workshop

Through shared storytelling and collective memory-making, while simultaneously engaged with the material, somatic task of hand-crafting paper 'containers', this workshop aims to provoke deeper reflection on stories and experiences around courage and agency in community.

Submission ID : 58

Submission IDs : nan

Presentation type: Workshop

Chair: Sage Borgmästars

Discussant(s): Sage Borgmästars

Final Category: 22. Post Approaches to Education (Poststructuralist Pedagogical Research)

Description:

Shared storytelling and collective memory-making, while simultaneously engaged with a material, somatic task, this workshop aims to provoke deeper reflection on stories and experiences around courage and agency. Moving beyond talking about what alternative models of participation and co-creation of knowledge in academic spaces might look like, it is my hope this proposal will resonate on both pragmatic and theoretical levels.

I have a long personal history with this approach. Twenty-five years ago, I crafted my first little nature journal with pockets and beads out of reclaimed materials. My lower secondary students made early iterations of these in preparation for extended excursions, especially to the Olympic Peninsula in Washington State. For many, working with their hands and the break from our established routine already introduced a fear/courage cycle. Note, I have found this true of academic colleagues, as well!

Over the years, the purposes and contexts of paper arts invitations have continuously evolved and I am excited by their potential synergies with my emerging doctoral research around residual affect. Along with this, academic research and reporting increasingly leans into material and somatic realms (Fraleigh & Riley, 2024).

In Aarhus we will consider: What kinds of courage do we take with us to/from and enact with/in academic conferences and which of these are privileged and celebrated? What remains under the surface, less visible? How might it look to 'matter' the agencies of courage? How might we articulate our ponderings or, even better, air them out in supportive community? In what ways does tactile, sensory experience add to our intellectual, abstract formulations?

Informed by Ursula K. Le Guin's carrier bag of fiction metaphor and notions of 'compos(t)ing' events and complicating conference practices (Fairchild et al. 2022), this collaborative workshop will simultaneously

engage participants in a creative hands-on project while dialoging and metabolizing our experiences around courage and agency at the NERA conference. This session will invite participants to an embodied practice of reflection and synthesis, an opportunity to be courageous in their transparency and making visible their thinking, raw and in the moment. Our artefacts will be a collection of paper receptacles made from an eclectic array of gleaned and related materials, which then become our symbolic 'carrier bags' for the emerging stories we carry toward our (collective) futures.

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Happening here, happening now: Courage to meet children's power in everyday moments in ECEC

Submission ID : 55

Submission IDs : 522, 568, 915, 635

Presentation type: Symposium

Chair: Teresa Aslanian

Discussant(s): Karen Malone, Iris Duhn

Final Category: 22. Post Approaches to Education (Poststructuralist Pedagogical Research)

Description:

Happening here, happening now: Courage to meet children's power in everyday moments in ECEC and beyond

Everyday practice in ECEC is increasingly influenced by political and economic orientations toward children as future citizens (Kei, 2017) rather than agentic contributors here and now. At the same time, increasing children's opportunities to realize their rights to participate and influence their environment is a priority in the field of education (Bae, 2021). Children's power to influence their worlds, the extent of the 'worlds' they take part in, and the inherent value of everyday life is easily overlooked in favor of pedagogic plans with goals oriented toward adult-oriented learning goals and ideological frames. It often feels risky to let go of plans or to learn from and be guided by children in pedagogic practice. How do children participate and influence us and others in ECEC and beyond? How does children's power manifest in the here and now, with what and whom? How can we have the courage to embrace children's power? We are a group of researchers and ECEC practitioners that have spent time with children in ECEC with a particular focus on children under three, to think about and pay attention to the children's engagements with the world. We have asked how children have influenced our current and past research and how children contribute to daily practice in ECEC, often in unrecognized ways. Our methods include participatory observation, multi-sensory, conversations with children, and examining memories from practice and research to explore children's expressions of joy, care, hope, mastery and otherwise overlooked contributions. This symposium presents research on children's spontaneous contributions to everyday life in ECEC centers in Norway and Sweden. Presentations build on varied theoretical frameworks, including Deleuze and Guattari (2013), Stengers and LaMarre (2023); Stengers and Muecke (2018) and Karen Barad (2007). The symposium contributes to new ways of recognizing children's power and contributions to ECEC environments, and broadening conceptions of children's participation and what realizing children's right to participate in ECEC might entail. We explore the practical ramifications of meeting children as knowers, feelers and contributors to ECEC, Nordic society and the world at large.

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Network: 23. Social Pedagogy

Eco-social Approach Across Different Practice Contexts of Social Pedagogy

Submission ID : 65

Submission IDs : nan

Presentation type: Workshop

Chair: Elina Nivala

Discussant(s): Elina Nivala

Final Category: 23. Social Pedagogy

Description:

Social pedagogy has traditionally focused on the relationships between individuals, communities, and society. It has addressed questions of socialisation and integration by supporting well-being in social relationships, promoting critical citizenship, and empowering those at risk of social exclusion. However, in the face of ecological crises—such as climate change and biodiversity loss—the field must broaden its scope. The eco-social turn (see Nivala & Rynänen, 2025) challenges social pedagogues to acknowledge the interconnectedness of humans, other species, and the planet as essential to wellbeing and education. It calls for new approaches in social pedagogical practice that disrupt harmful socialisation into materialistic lifestyles and anthropocentric worldviews.

In both practice and research, it is necessary to develop a more holistic understanding of the human being—one that sees the relationship with nature as a source of knowledge, connection, well-being, and growth. Educational approaches are needed across various social pedagogical contexts to foster eco-social awareness, responsibility, and agency, while also addressing climate anxiety and feelings of hopelessness (see e.g. Caride & Meira, 2020; Salonen et al., 2023).

This workshop offers an opportunity for researchers, teachers, and practitioners of social pedagogy to come together and reflect on these eco-social challenges. We will explore how eco-social questions can be addressed in social pedagogical practice within three distinct settings: early childhood education, residential care for young people, and group homes for adults with disabilities. These are traditional environments for social pedagogical work, each with its own unique needs and challenges. Currently, there are few concrete examples of eco-social work in these settings.

The workshop will begin with a brief introduction to the eco-social turn in social pedagogy, followed by a closer examination of the three practice settings. Using participatory methods, we will facilitate small-group discussions on how social pedagogical work in these contexts can contribute to a sustainable future and foster deeper connections with the more-than-human world. The workshop provides a space for sharing experiences, identifying eco-social dimensions in everyday practice, brainstorming, and developing practical approaches. All participants of this workshop session will be encouraged to take part in the discussion.

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Network: 24. School Development

Beyond reform: Transformative voices in school development and the reimagining of educational futures

Submission ID : 17

Submission IDs : 327, 113, 108, 105

Presentation type: Roundtable discussion

Chair: Marcia Håkansson Lindqvist

Discussant(s): Erik Andersson, Anne Liv Kaarstad Lie

Final Category: 24. School Development

Description:

NERA 2026 Courage and Agency in Education for the Present

Abstract: Round Table, Network 24 School Development

Title: Beyond reform: Transformative voices in school development and the reimagining of educational futures

Chair: Marcia Håkansson Lindqvist

What could the school of the future look like – beyond political reforms – if educators, students, and researchers claimed the space available to imagine, envision and create a different kind of education? In times marked by autocratization, violent conflict, and ecological unsustainability, what role can school development and educational research play?

With Beyond Reform, we highlight the political and moral dimensions of school development. Whose voices are heard – and whose are missing – in shaping an education that aspires to contribute to a more democratic, peaceful, and sustainable world.

We invite and encourage contributions that explore and elaborate on this theme. In this Round Table, we wish to provide space for a dialogue about different, transformative voices in school development for reimagining educational futures. We seek to highlight different voices both to increase our joint understanding about this issue, but also to problematize the presence and absence of different voices and through this reimagine educational futures. Questions such as What is school development?, How can school development be reimagined beyond reform? and School development for whom and from what perspectives? are included within this dialogue. Overarching questions in the dialogue are perhaps, beyond school reform, how can transformative voices within education be recognized, amplified, and meaningfully engaged, as well as how can educators, students, researchers and communities co-create visions of school development that are contextually grounded and socially just?

Participants who contribute with an abstract are asked to read the other participants' contributions in advance and make notes of points to discuss during the Round Table. During the session, space will be provided for presenting key ideas, raising critical questions, and engaging in dialogue through comments and reflections. The dialogue will be led by a moderator who takes responsibility for creating a democratic space where everyone's voice is included.

The aim of the dialogue is to deepen the understanding of transformative voices in school development and the reimagining of educational futures based on these voices. This is done by listening to different voices and perspectives, challenging each other's thinking, and learning more about how transformative voices, school development and educational future can be reimagined. We would therefore wish for the dialogue to give space for different voices and perspectives from different levels within the school system: students, teachers, school leaders and researchers based on this theme.

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