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Welcome

It is with great pleasure we welcome you to the 46th Congress of the Nordic Educational Research Association.

The theme of the Congress, *Educational Research: Boundaries, Breaches, and Bridges*, bring to the fore how boundaries between knowledge fields and actors are challenged and boundaries are constructed in educational sciences today.

We have invited three distinctive scholars as keynote speakers to explore different aspects of the congress theme. We are certain that they will be inspiring and useful and that they will stimulate lively and profound discussions. Equally important for the congress discourse are the approximately 470 papers to be presented in paper sessions, roundtables, poster sessions, and symposia.

The NERA congress has been known for its informal and friendly atmosphere. We will do our best to make sure the 2018 congress follows the tradition.

We hope you will enjoy the NERA 2018 Congress and your stay in Oslo.

Best regards,
The Local Organizing Committee

The host of the Congress

The Faculty of Educational Sciences at the University of Oslo is one of the largest educational research institutions in Europe with more than 350 staff members. It was established in 1996 and consists of three departments and one Centre: Department of Education (IPED), Department of Special Needs Education, Department of Teacher Education and School Research and Centre for Educational Measurement (CEMO). The profile of the faculty reflects a broad spectrum of research areas that provide a research-based foundation to address new problems in relation to childhood and adolescence, education, work-life and participation in society.

The faculty offers a wide range of educational programmes on bachelor, master and Ph.D. level as well as further and continuing education.

Organizing committee

<i>Chair:</i>	Berit Karseth	Professor, Department of Education
<i>Coordinator:</i>	Viviana Daza	Higher executive officer, Department of Education
<i>Members:</i>	Eli Ottesen	Professor, Department of Teacher Education and School Research
	Thomas de Lange	Associate professor, Department of Education
	Greta Gudmundsdottir	Associate professor, Department of Teacher Education and School Research
	Ivar Morken	Associate professor, Department of Special Needs Education

Congress theme

In the current landscape of research, research policies, and general policies emphasizing education as the solution to broad societal problems, the educational sciences are challenged to work across as well as to redefine their boundaries. The general call for interdisciplinary research and for working closer with users and stakeholders contribute to challenging established notions of the types of research and contributions we can offer to science and to society at large. At the same time, the increased interest from other disciplines in the educational sector as an empirical field generate a need to make boundaries and distinctions visible. This calls for a rethinking of what the educational sciences now consist of and how they are characterized.

Added to this comes the need to bridge gaps between different realms of knowledge inherent to the educational sciences. The field of education has always been interdisciplinary in nature and the productive interplay between strands like educational sociology, curriculum studies, and learning research has been a hallmark of the field. However, the increased specializations we see create a need for reintegration. Moreover, research that crosses these boundaries is more often considered essential for solving complex educational problems. We see this in different areas such as in discussions of supporting learners' participation and achievements throughout their educational trajectory, in discussions of what role education can play in contexts of migration and refugee crises, and in questions of how expert knowledge is organized and used in contemporary society as well as to influence policy discourse.

Thus we have defined the following congress theme for 2018: *Educational Research: Boundaries, Breaches, and Bridges*. By focusing on this the theme we will explore how boundaries between knowledge fields and actors are challenged and how new boundaries are constructed in the field of educational sciences

Acknowledgements

The local organising committee gratefully acknowledges:

- The Faculty of Education at the University of Oslo for hosting the NERA 46th Congress
- The Research Council of Norway for funding the Congress
- The faculty of Education and International Studies at the Oslo Metropolitan University for supporting the Congress organisation with student helpers

The Nordic Educational Research Association (NERA)

The Nordic Educational Research Association strives to promote educational inquiry and supports the use of research to enhance education. Moreover, it aims to strengthen the visibility of education as a discipline in the Nordic societies and to provide a platform for Nordic researchers as well as collaboration between them and the international community.

NFPF/NERA, founded in 1972, has established itself as a meeting place for educational researchers in the Nordic countries. The core activities of the Association involve holding an annual, peer-reviewed conference, production of the journal *Nordic Studies of Educational Research* as well as supporting the ongoing work of the constituent networks.

NERA is open for everyone that has an interest in educational research in the Nordic context. The association is based on membership and decision-making is following democratic rules. The annual general assembly is the highest decision-making body. NERA is a multilingual organisation.

NERA Board

President	Anna Slotte (Finland)
Secretary	Robert Thornberg (Sweden)
Members:	Satu Perälä-Littunen (Finland)
	John Benedicto Krejsler (Denmark)
	Christian Ydesen (Denmark)
	Gestur Gudmundsson (Iceland)
	Elisabeth Bjørnstad (Norway)
	Gry Paulgaard (Norway)
	Eva Hultin (Sweden)

Appointed members

Treasurer	Maike Luimes (Norway)
Editor	Herner Sæverot (Norway)

NERA website:
www.nfpf.net

General information

Congress venue

The Congress is held at the University of Oslo, at Blindern. The opening of the Congress and two keynotes, will take place in the Sophus Lies Auditorium. The parallel sessions will be held in two buildings: Georg Sverdrup building (GS) and the Helga Eng building (HE), which houses the Faculty of Education. The third key note and the closing ceremony will be in Auditorium 1 at Georg Sverdrup building.

Faculty of Education visiting address: Sem Sælandsvei 7, Helga Eng Hus, Blindern, Oslo.

Registration

The Congress' registration will take place in the Sophus Lies Auditorium on Thursday 8th of March from 11:00 to 14:30. From 14:30 to 17:00 on Thursday and during Friday, the registration desk moves to the Georg Sverdrup building (entrance floor).

Annual meeting

NERA's annual meeting will take place on Friday March 9th at 13:00 in auditorium 1, Georg Sverdrup building (GS).

Congress badges

Your personal badge is your entrance ticket to all sessions, lunches, and refreshments. You are therefore required to wear the badge throughout the Congress.

Information desk

The Congress' information desk is located in the Helga Eng building (entrance floor). Contact e-mail contact-nera@uv.uio.no.

Congress Bureau

HRG, the bureau responsible for the registration, accommodation and dinner bookings will have an information desk in the Georg Sverdrup building on the entrance floor. Contact the Bureau at NERA2018@hrgworldwide.com.

Language

The official language of the Congress is English. There are, however, presentations in Scandinavian languages. These will be marked in the program.

Staff assistance

Students from the University of Oslo and Oslo Metropolitan University will provide assistance with practical matters during the Congress. All the assistants will wear blue t-shirts with a NERA logo.

Exhibitions

Publishers from the Nordic region will be present during the Congress with stands for books and journals in the Helga Eng building (entrance floor).

Wi-Fi

If you have an Eduroam account, this is the most reliable way to connect. It is also possible to use the Congress' network:

Wi-Fi name: conferences

Password: SpaceTime147

Uploading of presentations

If you have a presentation, please upload this to the computer located in the meeting room where you are presenting, at least 15 minutes before the session starts.

Coffee breaks and lunch

Coffee breaks and lunchboxes are included in the registration fee.

Lunchboxes will be served on the basement in Georg Sverdrup building from 12:00 to 13:00 on Friday and Saturday.

The coffee breaks will be available in stations in both, Helga Eng (entrance floor) and George Sverdrup buildings (basement).

Welcome reception

All the NERA 2018 participants are invited to join the welcome reception which will take place in the Georg Sverdrup building (entrance floor) on March 8th 2018 from 18:45 to 20:15. Finger food and refreshments will be served. This is a wonderful opportunity to catch up with colleagues and to meet new ones. Pre-registration is required.

Congress dinner

The conference dinner will be held on 09th March at the restaurant Gamle Logen (Grev Wedels plass 2, Oslo)

Participants will be served a three-course dinner with excellent wines. Tickets for the dinner can be purchased separately via the online registration. Ticket price: NOK 775 (incl. VAT). Pre-registration is required.

Pre-conferences

Network 22 - Post-approaches to Education

Helga Engshus: Seminarrom U31, University of Oslo. March 7 2018.

The pre-conference is a direct continuation of last year's pre-conference, and this year's focus is on methodological issues related to the overall theme: *Diffraction and intra-action in the empirical research process*

Network 18 - Families, institutions and communities in educational context

Helga Engshus: Seminarrom 234, University of Oslo. March 7, 2018.

Schools, families and communities are important and valuable learning settings and resources that need to collaborate in effective ways in order to provide the children with the best opportunities for their learning and development. The one-day pre-conference aims to discuss and develop theoretical, empirical and methodological approaches within this research field. It will begin with a lecture given by prof. Li, and is followed by workshops.

Preparing for your contribution

Chairs

As chair, you are asked to be present in your session room at least 10 minutes before the session starts. It is important that the presentations stay on schedule and that every participant keeps their time allotment. If a presentation is cancelled, you may either use the time for a general discussion or extend the remaining presentations.

Presentations

In the parallel sessions 3 to 4 papers will be presented. In sessions with 4 papers, the time frame for each presentation is 20 minutes including discussion. In sessions with 3 papers, the time for each paper is 25 minutes including discussion. To make sure participants can attend presentations of particular papers, the chair of the session is asked to follow the order of presentations as displayed in the program.

Network Meetings

The NERA network meetings will take place on Thursday, March 8th from 16:30 to 17:45.

HE: Helga Eng building

GS: Georg Sverdrup building

Network	Building	Room
1. Adult learning - at work, in education and everyday life	HE	Faculty room 265
2. Arts, Culture and Education	GS	Undervisningsrom 1
3. Early Childhood Research	HE	Auditorium 2
5. The Curriculum Research Network	HE	Seminarrom 231
6. Educational Leadership Network	HE	Seminarrom U35
7. Value Issues and Social Relations in Education	GS	Grupperom 4
8. Gender and Education	GS	Grupperom 1
9. General Didactics	GS	Grupperom 7
10. Higher Education	GS	Undervisningsrom 2
11. Historical Research	HE	494/495
12. Inclusive Education	GS	Stort Møterom
13. ICT & Education	GS	Videorum
14. Multi-Cultural Educational Research	HE	Seminarrom 233
15. Literacy Research Network	HE	Seminarrom U36
16. The Nordic Society for Philosophy of Education	GS	Auditorium 2
17. Leisure time Pedagogy	HE	Seminarrom U30
18. Families, Institutions and Communities in Education	HE	595/596
19. Teacher's work and teacher education	<i>Cancelled</i>	-
20. Youth research	HE	Auditorium 3
21. Politics of Education and Education Policy Studies	HE	Seminarrom 232
22. Post Approaches to Education	HE	Auditorium 1
23. Social Pedagogy	GS	Undervisningsrom 3
24. School Development	HE	Seminarrom 234
25. Mentoring, Guidance, and Counselling	HE	Seminarrom U31

Poster exhibitions

The poster exhibition will take place on Friday March 9th on the entrance floor of the Georg Sverdrup building from 9:30 to 11:00. Presenters are expected to be present at their posters during the poster presentation. There will be stands for the posters at the GS building from Friday at 09:00. Posters should, preferably, be kept at the stand until the closing of the Congress.

Poster presentations (Friday 9th (09:30 – 11:00))

Network 2

Vitalizing and visualizing a together-becoming between bodies and wool
Samira Jamouchi

Network 3

Early language stimulation of toddlers (1-3 years) aims to promote literacy in 1st and 2nd grade
Heidi Aabrekk

Network 9

Video Studies and Time Scales
Cecilie P. Dalland & Sigrun W. Svenkerud

Network 10

“Oh please God, not an oral presentation” Effectiveness of feedback on oral presentations in foreign language teaching: the students’ perspective
Antonina Kostina

Network 12

Information Processing and the C-SIP (Cooper Screening of Information Processing)
Richard Cooper

Shyness in Norwegian Elementary Schools – Leaders in Action
Stine Solberg

Network 15

Multiliteracy practices promoting information literacy in health education
Laura Palmgren-Neuvonen & Tuula Nygård

A study by interview on how new arrivals learn Swedish, seen from the student perspective

Catharina Tjernberg

Dance as Literacy? Highlighting Embodied Modes of Meaning in Basic Education

Sofia Jusslin & Tone Pernille Øster

Network 18

Influential factors on children's reading and writing development: The perspective of parents

Annika Axelsson, Johanna Lundqvist & Gunilla Sandberg

Network 19

Student teachers in Iceland, background, drop-out and study time

Amalía Björnsdóttir & Thurídur Jóhannsdóttir

Pre-service teachers' spontaneous peer-group reflection

Outi Tiainen

Network 23

VULNERABLE CHILDREN'S INVOLVEMENT AS ACTIVE AGENTS IN FAMILY THERAPY AND NETWORK-MEETINGS BY USE OF VIDEO STORIES

Anette Boye Koch & Erika Zimmer Brandt

Keynote speakers

Thursday March 8th 13:30 – 14:30

Professor Wolff-Michael Roth

Lansdowne Professor Applied Cognitive Science University of Victoria, Canada

Wolff-Michael Roth is conducting research on how people across the lifespan know and learn mathematics and science. He has contributed to numerous fields of research: learning science in learning communities, cultural-historical activity theory, social studies of science, gesture studies, qualitative research methods, embodied cognition, situated cognition, and the role of language in learning science and mathematics.

Abstract for keynote:

The invisible subject in the educational sciences

The crisis of education frequently is framed in terms of research method, where quantitative research is accused of making the subject invisible through quantification, whereas qualitative research is credited for the emphasis on subjectivity and the discursive construction of reality. Such formulations fail to take into account a long-standing critique that interpretive (constructivist) research, too, is placing its bets on a ratiocinating individual that makes invisible the real, *living* subject who is coping with an inherently open life. In this presentation, an argument is made for a concrete educational science concerned with the person in the fullness of her life, who is not only (agential) subject but also subject and subjected to the condition she contributes to producing. This subject never is in complete control over its condition, cannot ever know precisely what is currently happening, and at best witnesses rather than grasps or constructs what is going on. This viewpoint requires a rethinking of the subject in/of the educational sciences (i.e., topics and persons). Such a project of rethinking the subject involves shifting the minimum units of analysis: from (inter-) action to transaction, from *an* experience [Erfahrung] to inchoate lived-experiencing [perezhivanie, Erleben], from entities and processes to dramatic events.

Professor Karen Mundy

Chief Technical Officer Global Partnership for Education, Washington D.C., USA

Karen Mundy is the Chief Technical Officer at the Global Partnership for Education, where she directs the Strategy, Policy and Performance team. Dr. Mundy is a globally recognized leader and specialist in education. She has supported more than a dozen international development organizations to develop and evaluate their education programs. She came to GPE in 2014 from the University of Toronto where she was Professor and Associate Dean of Research, International and Innovation. Karen has published 5 books and more than 50 articles on educational reform in Sub-Saharan Africa and the role of international organizations in achieving education for all. Karen began her career as a teacher in rural Zimbabwe. As Chief Technical Officer in the GPE Secretariat, Dr. Mundy played an instrumental role in the development of GPE's 2016-2020 strategy and addressing current major challenges in education such as expanding access and equity to education, learning outcomes and evidence-based decision-making.

Abstract for keynote:

Building a New Global Architecture for Education and SDG4

Education lies at the heart of the Sustainable Development Goals - and is a fundamental pillar for achieving individual empowerment and stronger, more sustainable societies. Yet the global community continues to under invest in education - particular in low income countries and those countries affected by conflict and fragility. In this presentation, Dr. Karen Mundy, Chief Technical Officer of the Global Partnership for Education and former president of the Comparative and International Education Society takes a look at the education challenge and some of the institutional innovations in the global architecture that have been launched to fill the gap in education financing. She also provides an overview of the Global Partnership for Education and its evolution, arguing for its important role in reaching SDG 4.

Professor Monika Bærøe Nerland

Department of Education, University of Oslo, Norway

Monika Nerland's research interests relate to knowledge cultures and learning in professional education and work as well as in the field of higher education. A particular interest is the ways in which organization of knowledge in expert communities constitutes practices of learning and identity formation. She is the current leader of the research group Expert cultures and institutional dynamics: Studies in higher education and work (ExCID) at the Faculty of Educational Sciences.

Abstract for keynote:

Contemporary knowledge dynamics and shifting demands to professional expertise

Professional expertise typically rest on different forms of knowledge and ways of knowing that must become integrated and applicable in different work contexts. Whilst this is complex enough, such expertise is increasingly contested. The general emphasis on scientific knowledge and the parallel expectations of relevance and user-orientation generate tensions between different forms of knowledge. Moreover, the pace of knowledge production and its global distribution create a multitude of contributions and advice that may or may not support each other. As a consequence the education and learning of professionals is widely debated in policy as well as in educational practice. Against this background an important mission for educational research is to generate a better understanding of how professional education and learning are embedded in local and extended knowledge dynamics, as well as of how these intersect. This talk employs perspectives from social studies of science and professions to discuss how the knowledge dynamics that serve professional expertise are getting more complex, comprising a range of knowledge-producing actors and interests which generate tensions in educational contexts. Examples are given from recent studies in different professional programs, and possible implications for the development of teacher education are considered.

NERA Panel discussion

March 9th (Friday) 14:00-15:00

Educational Sciences and pedagogy

The conditions for 'producing' truths and - not the least - knowledge of 'what works' was reconfigured before the 2000s. Science was increasingly drawn into a new configuration in its relations with policy and market, in which the latter increasingly demanded what was described as 'quality' and 'relevance' to the so-called global knowledge economies' need for knowledge and labor. This was followed by more governance and control, increasingly documentation in relation to the needs of the knowledge society, including students' learning of necessary competencies, and the like. This is the reason why new ways of thinking of and structuring educational research came about in the 1990s, ways that have become so well established that alternative ways of thinking about 'pedagogikk' as a research discipline are under pressure.

In Norway, Sweden and Denmark, the term educational sciences (utdanningsvitenskap) has in a relatively short time emerged as an overriding and unifying concept. Educational sciences has in other words become the dominant concept concerning research on and for education (utdanning). As such, pedagogy as a research discipline has been placed under educational sciences – as interdisciplinary in its character. Thus, pedagogy run the risk of being marginalised, whereupon the discipline's contribution to a vivid and holistic international educational research is under threat. This panel discussion provides an opportunity to address these challenges while exploring ways forward.

Panel:

Professor Auli Toom

Professor emeritus Jón Torfi Jónasson

Professor Jens Erik Kristensen

Professor Carl Anders Säfström

Professor Herner Saeverot

Program overview

Thursday, March 8	Sophus Lies	Helga Eng (HE)	Georg Sverdrup (GS)
11:00 - 13:00	Registration opens		
	Opening ceremony Sten Ludvigsen, Dean of Faculty of Educational Sciences Anna Slotte, NFPF/NERA president Berit Karseth, Conference Chair		
13.00 – 13.30	University of Oslo		
13.30 – 14.30	Keynote: Professor Wolff-Michael Roth		
14.30 – 15.00		Coffee break	Coffee break
15.00 – 16.30		Parallel sessions	Parallel sessions
16.30 – 17.15		Coffee break / network meetings	Coffee break / network meetings
17.15 – 18.45		Parallel sessions	Parallel sessions
18.45 – 20.15			Welcome Reception

Friday, March 9	Sophus Lies	Helga Eng	Georg Sverdrup
09.00 – 10.30		Parallel sessions	Parallel sessions
09.30 – 11.00			Poster sessions
10.30 – 11.00		Coffee break	Coffee break
11.00 – 12.00	Keynote: Professor Karen Mundy		
12.00 – 13.00			Lunch break
13:00 – 14:00			NERA annual general assembly
14.00 – 15.30		Parallel sessions	Parallel session and NERA Panel discussion
15.30 – 16.00		Coffee break	Coffee break
16:00 – 17:30		Parallel sessions	Parallel sessions
19:00 – 24:00	Congress dinner (Restaurant Gamle Logen)		

Saturday, March 10	Helga Eng (HE)	Georg Sverdrup (GS)
09.00 - 10.30	Parallel sessions	Parallel sessions
10.30 - 11.00	Coffee break	Coffee break
11.00 - 12.00		Keynote: Professor Monika Bærøe Nerland
12.00 - 13.00		Lunch break / Network convener meeting
13.00 - 14.30	Parallel session	Parallel session
14.30 - 14.45	Coffee break	Coffee break
14.45 - 15.45		Closing ceremony

NETWORK SESSIONS

NETWORK 1: ADULT LEARNING

Thursday - Session 1 (15:00 – 16:30)

Paper presentations

Room: Faculty room 265 (HE)

Chair: Liselott Aarsand

Higher VET in Sweden - A policy of market driven education and employability

Johanna Köpsén

Narratives of a folk high school year

Johan Lövgren

Changing lifestyles: Exploring the pedagogies of popular culture

Liselott Aarsand

Thursday - Session 2 (17:15 – 18:45)

Paper presentations

Room: Faculty room 265 (HE)

Chair: Svanborg R Jósóttir

Vocational Teachers and Professionalism - A Model Based on Empirical Analyses

Henriette Duch & Karen E. Andreasen

Developing practical assessment methods for Entrepreneurship Education

Svanborg R Jósóttir

NETWORK 2: ARTS, CULTURE AND EDUCATION

Friday - Session 3 (09:00 – 10:30)

Paper presentations

Room: Undervisningsrom 1 (GS)

Chair: Marie Koch

An arts-based research approach to transcending boundaries

Knut Omholt

Visuality as Scientific Knowledge – Transformative Learning in Visual Arts Education

Tarja Karlsson Häikiö

Bæredygtighed i kunst, kultur og uddannelse (Presentation in Danish)

Marie Koch & Eva Ahlskog-Björkman

Video Art as a source of learning, interaction and creativity in the classroom

Jeanette Helleberg Dybvik & Ingrid Danbolt

Saturday - Session 7 (13:00 – 14:30)

Paper presentations

Room: Undervisningsrom 1 (GS)

Chair: Eva Ahlskog-Björkman

Texture, silence and the lived body: Building bridges between art, craft and education

Eva Alerby & Kari Doseh Opstad

Vitalizing and visualizing a together-becoming between bodies and wool

Samira Jamouchi

Implementation of innovation in teaching textile. (Presentation in Swedish)

Ásdís Jóelsdóttir

NETWORK 3: EARLY CHILDHOOD RESEARCH

Thursday - Session 1 (15:00 – 16:30)

Paper presentations

Room: Auditorium 2 (HE)

Chair: Katrine Giæver

A dialogic atmosphere for language development in multicultural Early Childhood Education and Care

Katrine Giæver

Harnessing children's epistemic curiosity and its associations to executive functioning

John Kaneko

Design for children's moving bodies? A functional approach to early childhood institution's outdoor areas

Steinar Øvreås & Kari-Anne Jørgensen

Symposiums

Defining, defending and reclaiming Sustainability Perspectives

Room: Videorom (GS)

Chair: Anne Kristine Byhring

Discussant: Guðrún Jónsdóttir

Sustainability and diversity in Norwegian kindergartens - pedagogical approaches and practices

Bushra Fatima Syed

Sustainable Development in food literacy for early childhood teacher education and Kindergartens

Elly Herikstad Tuset

Sustainable Development as a value in the Framework plan for Kindergartens. A curriculum analysis

Anne Kristine Byhring

Thursday - Session 2 (17:15 – 18:45)

Paper presentations

Room: Auditorium 2 (HE)

Chair: Masanori Koizumi & Ryoko Uragami

Parents' and kindergarten principals' opinions of "good" kindergartens in Norway
Kristin Danielsen Wolf

Revitalizing local communities through 'Kamishibai' with Nordic Picture Books
Masanori Koizumi & Ryoko Uragami

Symposiums

No gap and no bridge but a common matter of concern transgressing the boundaries of disciplines and practices: a neuroeducational intervention RCT study

Room: 494/495 (HE)

Chair: Hillevi Lenz Taguchi

Discussant: Camilla Andersen

Research-ethics and ethics in preschool practices: transformative encounters between academic disciplines and pedagogical practices in a RCT study
Hillevi Lenz Taguchi

What does social-emotional learning mean, enact and produce comprised by the seven components of SEMLA: social-emotional and material investigative learning?
Anna Palmer

Digital Individual Learning for Body and Mind: creating common grounds for a joint cause of concern through negotiations about research design and metaphors for learning
Sofia Frankenberg

On, to, with, for, by children – the child in an intervention study
Linnea Bodén

Friday - Session 3 (09:00 – 10:30)

Symposiums

Quality evaluations in the Nordic Countries using Environment Rating Scales

Room: Auditorium 2 (HE)

Chair: Torben Næsby

Discussant: Torben Næsby

Applying an alternate scoring procedure and reorganization of indicators the Environment Rating Scales

Elisabeth Bjørnstad, Maren Meyer Hegna & Anne-Grethe Baustad

Quality in Danish preschools as measured with ECERS-3

Torben Næsby

Cultural considerations of ECERS-3 in Sweden

Pia Williams, Elisabeth Mellgren, Sonja Sheridan & Susanne Garvis

Friday - Session 4 (14:00 – 15:30)

Paper presentations

Room: Auditorium 2 (HE)

Chair: Randi Evenstad

Preschool teacher's teaching of mathematics, science and technology

Anders Arnqvist, Kerstin Bäckman, Annie Hammarberg & Annie-Maj Johansson

Scientific everyday experiences in preschool

Helene Berggren & Ragnhild Löfgren

Students exploring Kindergarten Architecture together: an Interdisciplinary Approach to Knowledge Construction in Professional Education

Randi Evenstad

Can Faroese kindergarten experience expand our knowledge about couplings between management and the articulation of wellbeing?

Greta Jiménez

Friday - Session 5 (16:00 – 17:30)

Paper presentations

Room: Auditorium 2 (HE)

Chair: Aslaug Andreassen Becher

Belonging and play at stake. Polish migrant children's stories on transition to Norwegian ECEC

Alicja R. Sadownik

Are Norwegian classrooms accomodated to the firstgrader?

Aslaug Andreassen Becher

Emotional labor, effort-reward imbalance and development of a partly web-based model of professional supervision for early childhood educators

Cecilia Heilala, Marina Lundkvist, Ann-Christin Furu & Nina Santavirta

Saturday - Session 6 (09:00 – 10:30)

Paper presentations

Room: Auditorium 2 (HE)

Chair: Ann-Christin Furu

Supporting relational professionalism in ECEC

Ann-Christin Furu

Responsiveness and responsibility in early childhood teacher education

Birgit Schaffar, Marina Lundkvist & Camilla Kronqvist

Inviting Silent Voices Into Dialogue

Johanne Ilje-Lien

ECERS - 3 and Children with special needs

Tanja Miller & Heidi Bang

Saturday - Session 7 (13:00 – 14.30)

Paper presentations

Room: Auditorium 2 (HE)

Chair: To be announced

Exploring territories of playfulness – transcending theories and practices in kindergarten
Cecilie Ottersland Myhre

Exploring weaknesses of the incredible years program
Liv Torunn Grindheim

Saturday - Session 7 (13:00 – 14:30)

Paper presentations

Room: Seminarrom 234 (HE)

Chair: Alicja R. Sadownik

Preschool teachers achieving agency
Ebba Hildén

Students in Early childhood educations' professional training process through guidance in practice
Mari Gillund & Anniken Lind

ECEC teachers' understandings of children's experience of belonging
Alicja R. Sadownik

NETWORK 5: THE CURRICULUM RESEARCH NETWORK

Thursday - Session 1 (15:00 – 16:30)

Paper presentations

Room: Seminarrom 231 (HE)

Chair: Kirsten Sivesind

Exploring curriculum making and design within the Scottish and Swedish Science Curriculum

Stephen Day

Role of learning environments and policy contexts in realization of dispositional learning outcomes in Europe

Armend Tahirsylaj & Ninni Wahlström

Curriculum reforms in the aftermath of PISA. Externalization and international knowledge in public discourse on Norwegian school reforms

Bernadette Hörmann

Policy borrowing in school reform: The Norwegian projection of the Finnish example

Kirsten Sivesind

Symposium

Comparative curriculum studies

Room: Undervisningsrom 1 (GS)

Chair: Barbara Schulte

Discussant: Tine S Prøitz

Teacher autonomy in Finland, Germany, and Sweden

Wieland Wermke, Janne Elo, Hans Petteri Hansen, Jamshid Karami & Maija Salokangas

Transnational Trends and Contesting Concepts for Measuring Merit

Sverre Tveit

Mapping reviews on teaching– a preliminary inventory

Claes Nilholm, Eva Forsberg & Henrik Román

How National Curricula affect educational practices. A comparative study of Sweden and Japan

Megumi Honjo

Friday - Session 3 (09:00 – 10:30)

Symposium

Comparative curriculum studies - discursive institutionalism, curriculum and educational leadership

Room: Seminarrom 231 (HE)

Chair: Ninni Wahlström

Discussant: Barbara Schulte

Educational leadership at the municipal level – a non-affirmative and discursive institutionalist approach

Ann Sofie Nylund & Michael Uljens

Reframing Curriculum Change -The Potentials of Discursive Institutionalism in Globalised Education

Daniel Sundberg & Andreas Nordin

Globalization and interactive power relations in school leadership policy: comparing Norway and Sweden through the lenses of an institutional-discursive approach

Kirsten Sivesind & Ninni Wahlström

Symposiums

Part A: Juridification of education - challenges for school professionals in the enactment of curriculum and policy

Room: Undervisningsrom 1 (GS)

Chair: Andreas Bergh

Discussant: Berit Karseth

Enactment of juridification in education - a theoretical exploration

Emma Arneback, Andreas Bergh & Maria Rosén

Legal and pedagogical dilemmas in the Norwegian unified school: the perspectives of teachers and other educational professionals

Camilla Herlofsen & Marianne K Bahun

Education Governance Juridified: The Case of Swedish School Inspections

Judit Novak

Friday - Session 4 (14:00 – 15:30)

Symposiums

Curriculum standardisation in policy and practice

Room: Seminarrom 231 (HE)

Chair: Andreas Nordin

Discussant: Michael Uljens

What counts in Norwegian and Science school subjects – a study of national curriculum

Christina Elde Mølsted, Ylva Langaas & Tine S Prøitz

Fair assessment through standardisation? Swedish teachers' perspectives on recent curriculum reforms

Kathleen Falkenberg

Externalisation as standardisation? Examining the use of references in the Swedish school commission

Ninni Wahlström, Andreas Nordin & Marie Hallbäck

Symposiums

Part B: Juridification of education - challenges for school professionals in the enactment of curriculum and policy

Room: Videorom (GS)

Chair: Jeffrey Hall

Discussant: Daniel Pettersson

To see or not to see: challenges in teachers' enactment of policies on degrading treatment in Sweden

Joakim Lindgren, Sara Carlbaum, Agneta Hult & Christina Segerholm

Supervising teaching and leadership in public schools: Ensuring legal rights and equal opportunities for all students?

Jeffrey Hall

How to theoretically understand the relation between curriculum research and enactment studies?

Andreas Bergh & Tomas Englund

Friday - Session 5 (16:00 – 17:30)

Paper presentations

Room: Seminarrom 231 (HE)

Chair: Ninni Wahlström

Analyzing the critical curriculum

Leo Berglund

Congested curricula and incompatible goals: the curious absence of ICT from school-based learning in China

Barbara Schulte

The value base of school choice: a historical and discursive perspective

Erik Gustavsson

Room: Videorom (GS)

Chair: Carl-Henrik Adolfsson

Teacher Education Programmes and Their Outcomes across Didaktik and Curriculum Traditions

Tobias Werler & Armend Tahirsylaj

Affected by teaching

Marit Ulvik & Edel Kvam and Liv Eide

The Teachers' Voices on Standards of Oracy

Anne Grete Kaldahl

Saturday - Session 6 (09:00 – 10:30)

Symposiums

Part A "The language of quantity": Educational knowledge, activities and legitimacy

Room: Seminarrom 231 (HE)

Chair: Christina Elde Mølsted

Discussant: Andreas Bergh & Henrik Román

United in Fear: Governing Knowledge in a State of Crisis

Andreas Nordin

International Large-Scale Assessments in Education: Social and Intellectual Organization of a Research Field

Sverker Lindblad & Daniel Pettersson

Evidently, the Broker is the New Whiz-Kid at the Education Agora

Carl-Henrik Adolfsson, Eva Forsberg & Daniel Sundberg

PISA, Communicative Acts and the Media: The Discourse of “Failure” and “Success”

Gun-Britt Wärvik, Caroline Runesdotter & Daniel Pettersson

Saturday - Session 7 (13:00 – 14:30)

Symposiums

Part B "The language of quantity": Educational knowledge, activities and legitimacy

Room: Seminarrom 231 (HE)

Chair: Christina Elde Mølstad

Discussant: Andreas Bergh & Henrik Román

To Measure What We Value or to Value What We Can Measure? Performance Indicators as a Basis for School Choice

Ulf Lundström

School Certification: Marketing Schools by their Appearance

Andreas Johansson & Christina Elde Mølstad

Shadow Education Enlightened by Comparison

Eva Forsberg, Stina Hallsén, Helen Melander & Tatiana Mikhaylova

Paper presentations

Room: Seminarrom 233 (HE)

Chair: Daniel Pettersson

Changes in the lower secondary school curriculum: Framing the rationale for pre-vocational education

Maike Luimes

Diffuse or hidden meaning? An analysis of the concept of Samhandling (Interaction) in Higher Education Curricula

Tone Cecilie Carlsten, Glenn-Egil Torgersen, Trygve Steiro & Berit Kristin Haugdal

Aspects of juridification in education - enactment to comply with the laws in Swedish schools

Caroline Runesdotter

Powerful knowledge across curricula, academic disciplines and school subjects

Christina Olin-Scheller, Sirpa Tani, Gabriel Bladh, Nicklas Gericke, Pia Niemi & Liisa Tainio

NETWORK 6: EDUCATIONAL LEADERSHIP

Thursday - Session 1 (15:00 – 16:30)

Symposiums

Leading and organizing the educating for citizenship of the world - through technocratic homogenisation or communicative diversity?

Room: Seminarrom U35 (HE)

Chair: Lejf Moos

Discussant: Jorunn Møller

Leading and organizing the educating for citizenship of the world - through technocratic homogenisation or communicative diversity?

Lejf Moos

The great picture and processes - The interplay between context and visions

Elisabet Nihlfors

Enduring Tensions between External Control and Professional Trust in the Nordic Governance Chains

Jan Merok Paulsen

Across the Great Divide? On the Parting of the Ways and the Roads Not Taken

Jan Merok Paulsen

Thursday - Session 2 (17:15 – 18:45)

Paper presentations

Room: Seminarrom U3 (HE)

Chair: Merete Storgaard Jensen

Leaders and leadership; what counts?

Heidun Oldervik

How do teachers use national test results

Ann Elisabeth Gunnulfsen & Astrid Roe

Actors, algorithms and accountability-a sociomaterial perspective on leadership of school development

Karianne Utne Eliassen, Elin Jernberg & Eli Ottesen

Creating common understanding - an interaction based study of leadership as sense-making processes and discursive power in a high achieving, Danish public school
Merete Storgaard Jensen

Friday - Session 3 (09:00 – 10:30)

Symposiums

Data use in the Scandinavian countries: Developments, similarities and differences

Room: Seminarrom U35 (HE)

Chair: Sølvi Mausethagen

Discussant: Christian Ydesen

Using data in grading – using grades as data

Christian Lundahl, Anders Jönsson, Alli Klapp & Magnus Hultén

The design of organizational processes for data: innovation and sensemaking at 16 Danish schools

Søren Hornskov & Kristian Gylling Olesen

Testing struggles in Denmark and Norway

Kristine Kousholt & Sølvi Mausethagen

Data use in Norwegian municipalities – where education development and education control collide

Tine S. Prøitz, Sølvi Mausethagen & Guri Skedsmo

Friday - Session 4 (14:00 – 15:30)

Paper presentations

Room: Seminarrom U35 (HE)

Chair: Merete Storgaard Jensen

The complacent teacher-a challenge for management and reform

Bent-Cato Hustad & Andrew Kristiansen

Leading, learning and teaching in a multicultural context

Fred Carlo Andersen

Friday - Session 5 (16:00 – 17:30)

Symposiums

Nordic Approaches to School Principal Training in Practice

Room: Seminarrom U35 (HE)

Chair: Jan Merok Paulsen

Discussant: Anders Arnqvist

Leading group discussions: A challenge for principals?

Marit Aas & Kirsten Vennebo

Bench-learning as professional development of school leaders in Norway and Sweden

Marit Aas, Thomas Blom

Leadership education and preparation

Lars Frode Frederiksen

Ethical perspectives on school leaders

Room: 494/495 (HE)

Chair: Åsa Söderström

Discussant: Lejf Moos

What happens with schools when the state inspects them

Håkan Eilard

To understand the inner life of a school - a basis for school leader ethical action

Mats Ekholm

School leadership based on a scientific approach - a foundation for ethical school leadership?

Anette Forssten Seiser

Ethics and school leaders' responsibility for the work against bullying

Åsa Söderström

Saturday - Session 6 (9:00 – 10:30)

Paper presentations

Room: Seminarrom U35 (HE)

Chair: Anders Arnqvist

Creating Teacher Capacity in Early Childhood Education and Care Institutions Implementing an Authoritative Adult Style

Heidi Omdal

Leadership in preschool

Anders Arnqvist

Leading diversity in a school and a kindergarten

Janne Madsen & Brit Ballangrud

Saturday - Session 7 (13:00 – 14:30)

Paper presentations

Room: Seminarrom U35 (HE)

Chair: Merete Storgaard Jensen

Legitimizations and expectations of social justice leadership in Norway

Eivind Larsen

Leadership preparation in two distinct accountability contexts

Jorunn Møller, Tina Trujillo & Ruth Jensen

Across-national study on mediation in school leadership development

Ruth Jensen

Reflective practice and webbased coaching in education for ethical leadership-experiences from a masters course in educational leadership

Line L. Jessen, Brit Ballangrud & Tom Eide

Symposiums

School Principal Training in the Nordic Policy Cultures

Room: Seminarrom U36 (HE)

Chair: Jan Merok Paulsen

Discussant: Anders Arnqvist

The school leadership program survey

Anders Arnqvist

Postgraduate education and training for principals in Iceland

Sigríður Margrét Sigurðardóttir, Anna Þóra Baldursdóttir

Standardized principal training in Norway: Lost in translation?

Jan Merok Paulsen

NETWORK 7: VALUE ISSUES AND SOCIAL RELATIONS IN EDUCATION

Thursday - Session 1 (15:00 – 16:30)

Paper presentations

Room: Grupperrom 4 (GS)

Chair: Camilla Forsberg

Social pressure and standpoints in moral dilemmas made by twelve year olds in 1973 and in 2017

Marcus Samuelsson

Between the legalist and the Dirty Harry: Ethical dilemmas as experienced by Senior Investigating Officers under further and continuing education

Brita Bjørkelo

Learning from differences - Increasing teacher professionalism through internationalization

Hermína Gunnþórsdóttir

Thursday - Session 2 (17:15 – 18:45)

Paper presentations

Room: Grupperrom 4 (GS)

Chair: Marcus Samuelsson

To be free and to belong: the views of children with and without special educational needs about what matters for them in their early school years

Johanna Lundqvist

“I'm rarely as calm as I seem.” High functioning young adults with autism spectrum condition experience of friendship

Tove Matsson

Friday - Session 3 (09:00 – 10:30)

Paper presentations

Room: Grupperrom 4 (GS)

Chair: Mara Westling Allodi

A thematic analysis of students' descriptions of bullying experiences

Camilla Forsberg

Moral Disengagement and Bullying among School Children: A Short-Term Longitudinal Study

Robert Thornberg

Inappropriate Behaviour in the Academia – Students bullying their Lecturers

Marianne Vinje

Friday - Session 4 (14:00 – 15:30)

Paper presentations

Room: Grupperrom 4 (GS)

Chair: Johannes Lunneblad

School cafeterias as social arenas for school bullying

Paul Horton

Recognition and dropout

Mari B. Bergåker & Kathrine Bordevich

Hand-on-shoulder touch in classroom interaction

Liisa Tainio

Friday - Session 5 (16:00 – 17:30)

Paper presentations

Room: Grupperrom 4 (GS)

Chair: Robert Thornberg

Teachers' joint evaluations of the quality of the social climate as a starting point for interventions: a small test in two teacher teams

Mara Westling Allodi

Proficient classroom management by two primary school teachers

Marcus Samuelsson

Policing the school: dialogues and crime reports

Johannes Lunneblad

NETWORK 8: GENDER AND EDUCATION

Thursday - Session 1 (15:00 – 16:30)

Paper presentations

Room: Grupperrom 1 (GS)

Chair: Ylva Odenbring

Teachers' perceptions of gender differences in the classroom

Lena Boström & Ingela Åhslund

Special needs education - a gender dilemma

Charlotta Pettersson

Re-envisioning educational research: the international agenda on "what works" in research and the effect on equality/inequality

Halla B. Holmarsdottir

Thursday - Session 2 (17:15 – 18:45)

Paper presentations

Room: Grupperrom 1 (GS)

Chair: Ylva Odenbring

The distribution of knowledge in gendered upper secondary programmes

Maria Rönnlund, Kristina Ledman, Mattias Nylund & Per-Åke Rosvall

The long mission towards gender equality in teacher education: reflections from a national project in Finland

Elina Lahelma & Liisa Tainio

From administrative burden into transformative action? Gender mainstreaming implementation in Finnish academia

Johanna Lähti

NETWORK 9: GENERAL DIDACTICS

Thursday - Session 1 (15:00 – 16:30)

Paper presentations

Room: Grupperrom 7 (GS)

Chair: Tobias Werler

The influence of outcome-based instructional activities – bridled by tradition? A study of lesson structure in Norwegian Lower Secondary classrooms

Ilmi Willbergh & Turid Skarre Aasebø

Applied learning in primary school: Integration of interdisciplinary learning and inquiry based learning in biology and physical education

Lars Domino Østergaard, Oline Bjørkelund, Steffen Elmoose & Poul Ravn Stidsen

Thursday - Session 2 (17:15 – 18:45)

Paper presentations

Room: Grupperrom 7 (GS)

Chair: Mattias Börjesson

Teacher's Work and Teacher Education

Cynthia Northington Purdie

To strengthen the teaching practice of student teachers and experienced teachers

Lisbeth Mårdstedt, Annika Lilja & Sally Windsor

How do you VOI? -Vocationally oriented instruction in Norway and Sweden

Kaja Granum Skarpaas

Friday - Session 3 (09:00 – 10:30)

Paper presentations

Room: Grupperrom 7 (GS)

Chair: Annika Lilja

Alchemy and the Purpose of Religious Studies Education

Linda Jonsson & Niclas Månsson

Teachers' understanding and experiences with inquiry teaching in mathematics and science in the first years of primary school

Annbjørg Håøy

Teacher as orchestrator of collaborative knowledge projects in health education

Laura Palmgren-Neuvonen

Friday - Session 4 (14:00 – 15:30)

Symposiums

Models and realities in Teachers' and Teacher educators' didactic work (Presentations in Swedish and Norwegian)

Room: Grupperrom 7 (GS)

Chair: Sverre Tveit

Discussant: Kirsten Sivesind

The «Didactic Relation Model» – Time for a Reality Check

Sverre Tveit & Andreas Reier Jensen

Didactics in Pre-school – Planning, Documenting and Evaluating in the Tension Between Child Involvement and Learning-Objectives

Dag Nome

Academic Subjectivities in Goal-Driven Teaching

Merete Munkholm

Friday - Session 5 (16:00 – 17:30)

Paper presentations

Room: Grupperrom 7 (GS)

Chair: Annika Lilja

Hybrid and interdisciplinary work in co-teaching settings in teacher education

Åsta Birkeland, Hege Wergedahl, Tone Stangeland, Ruth Ingrid Skoglund & Troels Lange

Students' and teachers' conception and perception of the content in, and understanding of, Didaktik in teacher education

Irma Brkovic, Mattias Börjesson & Silwa Claesson

Saturday - Session 6 (09:00 – 10:30)

Paper presentations

Room: Grupperrom 7 (GS)

Chair: Tobias Werler

Taleworlds of becoming a teacher

Ola Henricsson

A pedagogical essence in a looking glass

Sam Paldanius

How the Learning Sciences reconfiguring Authority in Teacher Education

Tobias Werler

NETWORK 10: HIGHER EDUCATION

Thursday - Session 1 (15:00 – 16:30)

Paper presentations

Room: Undervisningsrom 2 (GS)

Chair: Päivi Atjonen

Teaching that engages! - how can students' experience with teaching develop kindergarten teacher education?

Marianne Santana

On the way to early childhood teacher profession (Paper 1)

Sissel Mørreaunet

On the way to early childhood teacher profession (Paper 2)

Per Tore Granrusten

Early Childhood Centers (ECC) as learning arenas for students and staff

Birgitte Ljunggren & Ranveig Lorentzen

Thursday - Session 2 (17:15 – 18:45)

Paper presentations

Room: Undervisningsrom 2 (GS)

Chair: Linda Rönnerberg

Assuring Quality Assurance in Swedish Higher Education: A National Try-out Evaluation

Linda Rönnerberg, Agneta Hult & Joakim Lindgren

Trust in peers – conditions of trust in faculty based peer-feedback of teaching

Thomas de Lange, Anne Line Wittek & Audun Bjerknes

Valuation Practices and Academic Socialization: Exploring the Effects of Performance Metrics in the Social Sciences and Humanities

Jonatan Nästesjö

Paper presentations

Room: Undervisningsrom 1 (GS)

Chair: Mette Helleve

On Formative Assessment: A Critical Analysis

Pål Anders Opdal

Working out the principles of improvement of the medical students language training
Olyesya Razdorskaya

Speed practice -an innovative response to a distant profession
Odd Rune Stalheim

Motivated Strategies for Learning Questionnaire (MSLQ): A view from the perspective of Item Response Theory
Jerry Obiekwe

Friday - Session 3 (09:00 – 10:30)

Paper presentations

Room: Undervisningsrom 2 (GS)

Chair: Susanna Niinistö-Sivuranta

Teaching towards employment or preparing students for life? Recovering the pedagogy of university teaching

Gunnlaugur Magnússon & Johannes Rytzler

Student`s media practices in education and leisure. Preliminary results from a Norwegian case study

Anne Mette Bjørgen & Yvonne Fritze

Promoting active learning through developing and using a digital tool for assessment

Ester Fremstad, Crina Damsa & Omid Mirmotahari

Flipped Teaching in Higher Education - the role of Learning Videos and classroom activities

Maximilian Sailer & Kimmo Kontio

Friday - Session 4 (14:00 – 15:30)

Paper presentations

Room: Grupperom 1 (GS)

Chair: To be announced

Leading Universities: Senior Leaders' Perspectives on the Contributions of Academic Developers?

Ciaran Sugrue, Tone Dyrdal Solbrekke, Andreas Bergh, Molly Sutphen & Trine Fosslund

How can I influence my students' engagement in learning? Introducing a motivation model and an inventory for a better understanding of student academic motivation

Asta B. Schram

Use of seminar as a teaching method in higher education - How can we develop a quality culture of teaching in seminars?

Anne Røisehagen & Ingrid Tvette

Enacted leadership in higher education classrooms

Kristin Helstad & Tone Dyrdal Solbrekke

Symposium

Part A: Student-centered learning in Norwegian and Finnish higher education – a research-based perspective to quality

Room: Undervisningsrom 2 (GS)

Chair: Crina Damsa

Discussant: Monika Nerland

Portfolio assessment in biology: from design to implementation

Rachelle Esterhazy

Simulation in nursing- - Enhancing quality through technological training environments

Odd Rune Stalheim & Yngve Nordkvelle

Participant or observer in an online MBA?

Trine Fosslund & Cathrine E. Tømte

Exploring how law students' regulation of learning is related their experiences of the teaching-learning environment

Heidi Hyytinen & Anne Haarala-Muhonen

Friday - Session 5 (16:00 – 17:30)

Paper presentations

Room: Undervisningsrom 1 (GS)

Chair: Gunnlaugur Magnússon

Equal opportunities for all? Accessing higher education from a working-class background in Finland

Susanna Mikkonen & Vesa Korhonen

The workplace as an arena for education: Healthcare students' experiences of emotionally challenging situations

Annalena Lönn, Maria Weurlander, Håkan Hult, Astrid Seeberger, Robert Thornberg & Annika Wernerson

University lecturers as reflective practitioners – how boundaries and pre-conceived notions influence our practice

Ulrika Jepson Wigg & Karin Andersson

Symposium

Part B: Student-centered learning in Norwegian and Finnish higher education – a research based perspective to quality

Room: Undervisningsrom 2 (GS)

Chair: Crina Damsa

Discussant: Eva Forsberg

Study program leadership: a matter of organization?

Bjørn Stensaker, Peter Maassen, Mari Elken

Elements of study program plans – organising for alignment?

Tine S. Prøitz

Exploring plenary sessions and their potentialities for student learning

Anne Line Wittek, Thomas de Lange, Monika Bærøe Nerland & Trine Fosslund

Saturday - Session 6 (09:00 – 10:30)

Paper presentations

Room: Undervisningsrom 2 (GS)

Chair: Ciaran Sugrue

Doctoral Students' Conceptions of Teaching

Kristina Ahlberg

Ethical principles in the peer review processes of scientific journal articles perceived by Finnish educational authors

Päivi Atjonen

Peer review in the development of scientific articles experienced by Finnish authors in the educational sciences

Päivi Atjonen

“They shouldn’t work all by themselves!” Supervisors’ understandings of student independence in undergraduate projects

Maria Zackariasson & Jenny Magnusson

Saturday - Session 7 (13:00 – 14:30)

Paper presentations

Room: Undervisningsrom 2 (GS)

Chair: Susanna Mikkonen

Nurturing global consciousness through internationalization in teacher education

Mette Helleve

Educational opportunities and challenges for immigrant students in three Icelandic universities: The issue of teaching methods

Hanna Ragnarsdóttir, Anna Katarzyna Wozniczka, Anh-Dao Tran & Kriselle Lou Suson Cagatin

Educational opportunities and challenges for immigrant students in three Icelandic Universities: The importance of networking and the challenges of being alone

Susan Rafik Hama, Börkur Hansen, Artem Ingmar Benediktsson & Kriselle Lou Suson

NETWORK 11: HISTORICAL RESEARCH

Saturday - Session 7 (13:00 – 14:30)

Paper presentations

Room: 494/495 (HE)

Chair: Magnus Hultén

Space and Spatiality in Educational Research: A Review of Articles in International Journals

Maria Rönnlund

Securing Organizational Survival – a historical inquiry into the configurations and positions of the OECD's work in education in the 1960s

Christian Ydesen

What is the Grundtvigian pedagogical heritage in Swedish folk high schools?

Sam Paldanius

Compulsory school attendance as a child welfare initiative. About the socio-political function of education legislation with respect to vulnerable children in Norway (Presentation in Norwegian).

Vegard Kvam

NETWORK 12: INCLUSIVE EDUCATION

Thursday - Session 1 (15:00 – 16:30)

Paper presentations

Room: Stort Møterom (GS)

Chair: Thomas Barow

Parent guidance in cases of selective mutism

Heidi Omdal

Navigating Sweden's Parental Choice Education System: A Study of Asylum-Seeking Parents

Brendan Munhall

How age, educational level and intellectual level influenced by information processing

Richard Cooper

Thursday - Session 2 (17:15 – 18:45)

Paper presentations

Room: Stort Møterom (GS)

Chair: Gunnlaugur Magnússon

Special teacher education in Finland and in Sweden

Marjatta Takala & Lea Veivo

Shy students and anxiety-reduction at school: A qualitative study of teachers' objectives and actions

Liv Heidi Mjelve & Geir Nyborg

Video feedback and assessment for learning, use of digital assessments in kindergarten teacher education

Camilla Helén Ødegården Aanstad

Friday - Session 3 (09:00 – 10:30)

Paper presentations

Room: Stort Møterom (GS)

Chair: Kristina Ström

Special education needs assessment reports in Sweden and Germany: comparative perspectives.

Thomas Barow & Daniel Östlund

Marginalisation and Co-created Education – enhancing the quality and relevance of student's knowledge and skills. A comparative study aimed at preventing dropout

Sidse Hølvig Mikkelsen, Peter Hornbæk Frostholt & David Thore Gravesen

Inclusion and diversity: Conflicting questions in education?

Emil Bernmalm

How can mini-enterprises enhance inclusive education

Hege Merete Somby

Friday - Session 4 (14:00 – 15:30)

Room: Stort Møterom (GS)

Chair: Rune Hausstätter

Balancing educational ideals? – Swedish head teachers about inclusion and marketization

Gunnlaugur Magnússon

Educational Psychologists' Perceptions of Inclusion

Lynn de la Fosse & Jorun Buli-Holmberg

Attitude change among students to children with special needs

Vivian Doris Haugen

Why don't we ask the kids?

Mette Christensen Jensen

Friday - Session 5 (16:00 – 17:30)

Paper presentations

Room: Stort Møterom (GS)

Chair: Rune Hausstätter

The three-tiered support system and the special education teachers' role in Swedish-speaking schools in Finland

Kristina Ström, Christel Sundqvist & Camilla Björk-Åman

Three classrooms - three teachers: Are they assimilative, supportive or inclusive?
Mona Evelyn Flognfeldt

Saturday - Session 6 (9:00 – 10:30)

Paper presentations

Room: Stort Møterom (GS)

Chair: Berit Helene Johnsen

A school for the Future- but not for all? A critical inquiry into aims in education for students with intellectual disability in Norwegian school policy documents and guidelines from 2014-2017

Gøril Moljord

Participation and learning: Quality of life in school for youth with general learning disabilities

May Sissel Lien Rognstad

Saturday - Session 7 (13:00 – 14:30)

Paper presentations

Room: Stort Møterom (GS)

Chair: Lillian Gran

A case study of a school's work towards inclusive practice

Margareta Sandström & Johanna Lundqvist

Attaining new knowledge on Inclusive Education: A case-study of students voices

Jorun Buli-Holmberg

International Classroom Studies of Inclusive Practices - Comparing teaching-learning processes

Berit Helene Johnsen

NETWORK 13: ICT & EDUCATION

Thursday - Session 2 (17:15 – 18:45)

Paper presentations

Room: Videorom (GS)

Chair: Aslaug Grov Almås

Experiences in Using Minecraft with Student Teachers in Social Studies: Preliminary Reflections

Siv Eie, Louise Mifsud & Anders Mørch

Using oral, video-based feedback on students work

Lars Opdal

Becoming a teacher in the digital area

Aslaug Grov Almås, Ingrid Helleve & Brita Bjørkelo

Friday - Session 3 (09:00 – 10:30)

Paper presentations

Room: Videorom (GS)

Chair: Annika Lantz-Andersson

Exploring how teachers experience the use of ICT in primary and secondary education for adults

Ove Edvard Hatlevik, Ingrid Radtke & Katrine Utgård

When moocing, apping and streaming - how do higher-ed teachers cope with new technologies?

Anders Grov Nilsen, Aslaug Grov Almås & Helene Gram

Social media groups as arenas for teachers' collaborative learning through sharing of ideas and engaging in pedagogical discussions

Annika Lantz-Andersson, Mona Lundin & Thomas Hillman

Friday - Session 4 (14:00 – 15:30)

Symposiums

Symposium A and B are a joint collaboration between Network 13 and 15

Research on digital literacies in Nordic education: Policy, practices and future directions. (Part A)

Room: Seminarrom U36 (HE)

Chair: Marie Tanner & Øystein Gilje

Discussant: Ola Berge

Digital literacy –policy and practices in Norway 2001-2016

Øystein Gilje

Digital literacies – a changing, or disappearing, concept?

Anna-Lena Godhe & Sylvana Sofkova Hashemi

Digital literacies in Early Childhood Education; e-reading and empathy

Carina Hermansson

Digital resources in diverse classrooms – the need of combining digital technology with functional and critical literacy

Catarina Schmidt & Marianne Skoog

Friday - Session 5 (16:00 – 17:30)

Symposiums

Research on digital literacies in Nordic education: Policy, practices and future directions. (Part B)

Room: Seminarrom U36 (HE)

Chair: Marie Tanner & Øystein Gilje

Discussant: Ola Berge

Digital literacy - transforming policy to practice

Karin Forsling

ICT in the classroom: the importance of exploring "naturally occurring" technology use in digitally rich environments.

Marte Blikstad-Balas

Multimodal literacy in the digitalized foreign language classroom

Michael Dal

Interplaying resources. Emergent literacy practices in connected classrooms in Finland and Sweden

Christina Olin-Scheller, Marie Tanner & Anna Slotte

Saturday - Session 6 (09:00 – 10:30)

Paper presentations

Room: Videorom (GS)

Chair: Maria Sparf

Bildung perspectives by students in a modern society

Lillian Gran & Christina Elde Mølstad

Programming at Swedish Science centers

Maria Sparf

'Sketch, Sculpt, Splash... Swipe?' - Digital 'Doing' Dispositions for Musical Pedagogy

Adam Hart

Saturday - Session 7 (13:00 – 14:30)

Paper presentations

Room: Videorom (GS)

Chair: Vibeke Schrøder

Interplay of future visions and extensive use of ICT in sustaining a rural upper secondary school in Iceland

Thurídur Jóhannsdóttir

Didactical and Cultural changes with LMS's? Implementation as interaction between LMS-design, teaching practices and school culture.

Vibeke Schrøder, Annette Søndergaard Gregerse, Birgitte Hedeskov & Eva Rønn

How do librarians and teachers make their public libraries the "Third Places" in local communities for teenagers?: International Comparative Analysis among Nordic Countries, Japan and the U.S.

Masanori Koizumi

NETWORK 14: MULTI-CULTURAL EDUCATIONAL RESEARCH

Thursday - Session 1 (15:00 – 16:30)

Paper presentations

Room: Seminarrom 233 (HE)

Chair: To be announced

History teaching for nation-building in exile: Textbooks as a tool of building national identities in Tibetan refugee schools

Kalsang Wangdu

Allowing translanguaging space in L2 English

Tina Gunnarsson

Breaches and bridges? A case study of bilingual teachers' experiences of inclusion in Norwegian local schools

Frederique Brossard Børhaug

Leading, learning and teaching in a multicultural context – the case of a combination class

Fred Carlo Andersen

Thursday - Session 2 (17:15 – 18:45)

Paper presentations

Room: Seminarrom 233 (HE)

Chair: To be announced

"Do you teach about real knowledge?" Different ideas between parents and teachers from unlike cultures about the role of schools and education.

Hermína Gunnþórsdóttir

An embedded human rights logic? A comparative study of International Baccalaureate schools in Norway and Poland.

Karen Parish

"Becoming ordinary": a standard and a threat of inclusion. Newly arrived youth crossing the borders between introductory classes and regular school in Norway.

Ingrid Reite Christensen

Friday - Session 3 (09:00 – 10:30)

Paper presentations

Room: Seminarrom 233 (HE)

Chair: To be announced

Prospective teachers' encounters with student diversity

Eva Martinsen Dyrnes

“What we can see is that we don't succeed with them” The construction of “newly arrived students with little or no previous schooling” in three Swedish compulsory schools

Malin Brännström

We are in Norway you know and then we analyze Norwegian food.

Guðrún Jónsdóttir

Educational needs and challenges of Syrian refugee children in Icelandic schools

Hanna Ragnarsdóttir

Friday - Session 4 (14:00 – 15:30)

Paper presentations

Room: Seminarrom 233 (HE)

Chair: To be announced

Autonomous orthodoxy. The negotiation of career pursuits and family planning of second generation female immigrants enrolled in prestigious education.

Marianne Takvam Kindt

The complexity of multicultural education: an example of an art lesson

Ida Hummelstedt-Djedou

‘Cultural Diversity’ in Teacher Education: Understanding the Workings of “Whiteness” in Institutional Discourses

Sandra Fylkesnes

Pupils' patterns of communication with peers, during lessons, at a Swedish multicultural lower secondary school - pupils' communication as a means of learning.

Charlotta Rönn

Friday - Session 5 (16:00 – 17:30)

Paper presentations

Room: Seminarrom 233 (HE)

Chair: To be announced

Roma and Travellers resisting racialization in schools in three Nordic countries

Jenni Helakorpi

Bridging the gap with supplementary schooling - Parents and children's voices on identity, school and community

Susan Lyden & Bushra Fatima Syed

Addressing culturally responsive assessment in European Schools

Guri A. Nortvedt

Saturday - Session 6 (09:00 – 10:30)

Paper presentations

Room: Seminarrom 233 (HE)

Chair: To be announced

The Coastal Community as Context for Culture-Based Science Pedagogy

Harold Buenvenida

Ensuring Safety and Resiliency: Disaster Risk Reduction in School and Community Through Localized Science Literacy.

Donna B. Amarillo, Harold O. Buenvenida

NETWORK 15: LITERACY RESEARCH NETWORK

Thursday - Session 1 (15:00 – 16:30)

Paper presentations

Room: Seminarrom U36 (HE)

Chair: Anna Lyngfelt

Scaffolding Literacy Development

Britta Hannus-Gullmets

Teacher's Role as a Trustee in the Construction of Cognitive Authorities

Tuula Nygård

You can choose English or Mandarin - Initial assessment of newly arrived pupils in Swedish schools

Elisabeth Zetterholm

Students' perception of a science text: a study on the interrelation of vocabulary and text comprehension

Anna Lyngfelt & Sofie Johansson

Friday - Session 3 (09:00 – 10:30)

Paper presentations

Room: Seminarrom U36 (HE)

Chair: Lars Wallner

Making Distinctions and Contrasts: Visual literacy practices in early childhood education and care

Pål Aarsand

Explicit Reading Comprehension Strategy Instruction vs. Classroom Activities. An Empirical Study of Language Arts Classrooms

Camilla Magnusson

The Role of Literary Texts in Lower Secondary School Language Arts Lessons

Ida Gabrielsen, Marte Blikstad-Balas & Michael Tengberg

Framing Education: Comics Literacy in Educational Practice

Lars Wallner

Friday - Session 4 (14:00 – 15:30)

Symposiums

Symposium A and B are a joint collaboration between Network 13 and 15

Research on digital literacies in Nordic education: Policy, practices and future directions. (part A)

Room: Seminarrom U36 (HE)

Chair: Marie Tanner & Øystein Gilje

Discussant: Ola Berge

Digital literacy –policy and practices in Norway 2001-2016

Øystein Gilje

Digital literacies – a changing, or disappearing, concept?

Anna-Lena Godhe & Sylvana Sofkova Hashemi

Digital literacies in Early Childhood Education; e-reading and empathy

Carina Hermansson

Digital resources in diverse classrooms – the need of combining digital technology with functional and critical literacy

Catarina Schmidt & Marianne Skoog

Friday - Session 5 (16:00 – 17:30)

Symposiums

Research on digital literacies in Nordic education: Policy, practices and future directions. (part B)

Room: Seminarrom U36 (HE)

Chair: Marie Tanner & Øystein Gilje

Discussant: Ola Berge

Digital literacy - transforming policy to practice

Karin Forsling

ICT in the classroom: the importance of exploring "naturally occurring" technology use in digitally rich environments.

Marte Blikstad-Balas

Multimodal literacy in the digitalized foreign language classroom

Michael Dal

Interplaying resources. Emergent literacy practices in connected classrooms in Finland and Sweden

Christina Olin-Scheller, Marie Tanner & Anna Slotte

NETWORK 16: THE NORDIC SOCIETY FOR PHILOSOPHY OF EDUCATION

Thursday - Session 2 (17:15 – 18:45)

Paper presentations

Room: Auditorium 2 (GS)

Chair: Ari Kivelä

Is Gert Biesta a philosopher of Bildung?

Thomas Aastrup Rømer

Two meanings of "being competent"

Birgit Schaffar-Kronquist

Presence and meaning-making

Rolf Steier and Eevi E. Beck

Friday - Session 3 (09:00 – 10:30)

Paper presentations

Room: Auditorium 2 (GS)

Chair: Elisabeth Langmann

Beyond the boundaries of the classroom: Interpersonal relationships in the transformation from (edu)room to (edu)roam

Eva Alerby & Catrine Kostenius

Educational Possibilities: Testimony and Emotions

Marie Hållander

Teaching discourse analysis as a critical thinking tool in history and social studies education

Pia Mikander

Friday - Session 4 (14:00 – 15:30)

Symposiums

Skam: Nordic perspectives on the challenge of ethical-political education today

Room: Auditorium 2 (GS)

Chair: Claudia Schumann

Discussant: Anniina Lëiviskä

Skam, Shame and Bildung

Torill Strand

Fragile visions of the social: Learning from 'Skam' and 'Faust'

Claudia Schumann

Absences

Kirsten Hyldgaard

On Becoming and Caterine Malabou's 'Voir Venir'

Kjetil Horn Hogstad

Friday - Session 5 (16:00 – 17:30)

Paper presentations

Room: Auditorium 2 (GS)

Chair: Jørgen Huggler

Teaching is Attention Formation

Johannes Rytzler

The epistemology of academic freedom and the constitutive knowledge practices of higher education

Mariann Solberg

Self Assessment as Critical Analysis

Kari Manum

Saturday - Session 7 (13:00 – 14:30)

Paper presentations

Room: Auditorium 2 (GS)

Chair: Gudmundur Frimansson

How do we judge what works?

Tone Kvernbekk

On how to perceive and present the form of a phenomenon

Knut Ove Æsøy, Trine Sofie Mathisen & Hilde Sofie Fjeld

Generalist teacher education music courses – embedded in expectations of relevance

Hanne Fossum

NETWORK 17: LEISURE TIME PEDAGOGY

Thursday - Session 1 (15:00 – 16:30)

Paper presentations

Room: Seminarrom U30

Chair: Lea Ringskou

How Can We Understand the Concept of Teaching at The Leisure Time Centers?

Marianne Dahl

The leisure-time centre in the new curriculum

Maria Norqvist

Teacher in leisure-time centre - a profession in constant change

Björn Haglund & Karin Lager

Thursday - Session 2 (17:15 – 18:45)

Paper presentations

Room: Seminarrom U30

Chair: Marianne Dahl

Youth, normality and belonging. How young people construct and understand youth, identity and normality in their local environments

Peter Hornbæk Frostholt, David Thore Gravesen & Sidse Hølvig Mikkelsen

Rethinking leisure-time pedagogy across youth club and school from a youth perspective

Lea Ringskou & Christoffer Vengsgaard

Children's experience of non-supervised situations in leisure-times centers.

Marita Lundström & Anita Beckman

Friday - Session 3 (09:00 – 10:30)

Paper presentations

Room: Seminarrom U30

Chair: Karin Lager

Science in leisure time center – opportunities and difficulties

Alma Vladavic

Leisure-time centre or service centre?

Catarina Andishmand

Playing board games at leisure-time centres: Prominent discourses and significant subject positions

Björn Haglund & Louise Peterson

NETWORK 18: FAMILIES, INSTITUTIONS AND COMMUNITIES IN EDUCATION

Thursday - Session 1 (15:00 – 16:30)

Paper presentations

Room: 595/596 (HE)

Chair: Limin Gu

Intersection of disability and migration: Perceptions of immigrant families

Seyda Subasi

Polish migrant parents on their experiences with Norwegian ECEC and primary schools

Alicja R. Sadownik

School-family Collaboration Makes Differences on Cultural Capital: Based on a Case Study of 6 Migrant Families

Keyi Lyu, Yu Shan & Yuhong Gu

“The lottery“: Challenges that parents of children with ASD experience in cooperation with school and professional services

Jonina Saemundsdottir

Friday - Session 4 (14:00 – 15:30)

Paper presentations

Room: 595/596 (HE)

Chair: Kristín Jónsdóttir

Fathers and parenting

Hrund Þórarins Ingudóttir & Sigrún Aðalbjarnardóttir

Mothers' attitudes towards the home–school relationship in Icelandic compulsory schools

Amalía Björnsdóttir

Parents' perceptions on home-school cooperation and their children's schooling

Anu Alanko & Outi Marja Autti

Beginning from the Exhibition: Challenges, Possibilities, and Development of the New Semester's life in One Chinese School-- the new evaluation model of quality education

Wenshu Li, Limei Qian, Xia Lu & Huifen Gu

Friday - Session 5 (16:00 – 17:30)

Paper presentations

Room: 595/596 (HE)

Chair: Amalía Björnsdóttir

Prepare teachers with the competencies needed for home-school cooperation – a literature review

Limin Gu

Challenges in home-school cooperation – Finnish teacher-students' views

Satu Perälä-Littunen & Marja Leena Bök

Teacher competencies and home-school relationship

Kristín Jónsdóttir

Preparing the transition to secondary school – the school perspective

Gro Marte Strand

NETWORK 19: TEACHER'S WORK AND TEACHER EDUCATION

Thursday - Session 1 (15:00 – 16:30)

Paper presentations

Room: Auditorium 1 (GS)

Chair: Hege Hermansen

Newly qualified teachers' understanding of research-based teacher education in Finland and Norway

Rachel Jakhelln, Gunilla Eklund, Jessica Aspfors, Kristin Bjørndal & Gerd Stølen

Scientifically ground and didactically sound? Preschool staff's views of the concept scientific ground

Anne Lillvist

Constructing teacher education programs: crossing boundaries in pursuit of integration

Hege Hermansen

"What's in it for me?" Students' motivation, professional development and their perceptions of the relevance of the Norwegian teacher education program (Lektorutdanning) after the curricular changes

Debora Carrai & Eline F. Wiese

Paper presentations

Room: Auditorium 2 (GS)

Chair: Kristine Høeg Karlsen

One teacher's use of questions as scaffolding tool in reading and writing instruction

Ingvill Krogstad Svanes & Emilia Andersson-Bakken

Teaching early learning in mathematics—qualitative study on student teachers' experiences with the Storyline approach

Kristine Høeg Karlsen, Stein Arnold Berggren, Ar Ludvigsen, Ragnhild Louise Næsje & Ellen Høeg

Facilitating creative and cross-curriculum learning in teacher education through The Storyline Approach

Kristine Høeg Karlsen, Virginia Lockhart-Pedersen, Gunhild Brænne Bjørnstad & Ellen Høeg

Case-based Teacher Education

Liv Eide, Ingrid Helleve, Dag Roness & Marit Ulvik

Roundtables

Equal partnership in ECTE: University kindergartens

Room: 494/495 (HE)

Chair: Inger Marie Lindboe

Partnership through reciprocity and equal communities of learning

Karen Marie Eid Kaarby & Eli Furu

Development of knowledge in placement periods

Inger Marie Lindboe & Karen Marie Eid Kaarby

The use of participatory conferences and workshops in R&D work

Olav Eikeland

Investigating how video influence supervision in early childhood teacher students placement periods

Tove Lafton

Thursday - Session 2 (17:15 – 18:45)

Paper presentations

Room: Auditorium 1 (GS)

Chair: Roald Tobiassen

Becoming a teacher - How teacher education supports the development of teacher identity

Christine Lalander & Katarina Rejman

The development of school-based teacher educators' professional identity

Johan Kristian Andreasen

Looking backwards: narrative reflection in writing an autobiographical metatext in teacher education

Roald Tobiassen

The quality of teaching in Nordic schools

Michael Tengberg

Friday - Session 3 (09:00 – 10:30)

Paper presentations

Room: Auditorium 1 (GS)

Chair: Håkan Löfgren

The performative dimension of grades in students' stories about their teachers

Håkan Löfgren

What characterizes classroom discourse in Norwegian and Finnish-Swedish secondary mathematics classrooms?

Jennifer Luoto

Problematizing placement in teacher education

Paul Strand

Expanding student teachers' understanding of diversity in Norwegian classrooms

Greta Guðmundsdóttir, Elin Sæther & Kristin Vasbø

Friday - Session 4 (14:00 – 15:30)

Paper presentations

Room: Auditorium 1 (GS)

Chair: Kristina Henriksson

A triangular in service training

Baard Johannessen, Torhild Skotheim & Anne Grete Kaldahl

Improving mentoring and supervision through extended boundary crossing in a tripartite collaboration in initial teacher education

Rigmor Olsen & Rachel Jakhelln

A fabricated assessment in teacher students' internship

Kristina Henriksson

Friday - Session 5 (16:00 – 17:30)

Paper presentations

Room: Auditorium 1 (GS)

Chair: Andreas Lund

Transformative Agency in Teacher Education: Fostering Professional Digital Competence

Andreas Lund & Greta Guðmundsdóttir,

Challenges concerning time scales in video studies

Cecilie Pedersen Dalland & Sigrun W. Svenkerud

Democracy education in ECE –a step forward by linking preschool teacher education, research and preschool practice

Annica Löfdahl Hultman, Ann-Britt Enochsson, Katarina Ribaeus & Ebba Hildén

The Unprofessional Teacher and the Pedagogy of the Danish Folk High Schools

Rasmus Kolby Rahbek

Room: Seminarrom U30 (HE)

Chair: Svanborg R. Jónsdóttir

School-based change agents in university-school partnerships

Tove Seiness Hunskaar & Tone Malmstedt Eriksen

Researching with teachers

Jónína Vala Kristinsdóttir

Self-study of teacher educators developing learning communities with practicing teachers

Svanborg R. Jónsdóttir & Hafdís Guðjónsdóttir

Symposiums

Ideals, politics and cultures of teacher education and the teaching profession

Room: Seminarrom U31 (HE)

Chair: Jesper Eckhardt Larsen

Discussant: Fredrik W. Thue

The Ideal Teacher in Swedish and Finnish Teacher Education 1960 – present

Janne Holmén, Janne Sääntti, Björn Furuhausen & Jari Salminen

Comparative Education and the Life History Approach to Teacher Ideals, Beliefs and Agency – Small stories in a larger context?

Helen Eikeland & Jesper Eckhardt Larsen

Meritocracy, Democracy or Market? Governance of universities and higher education in Finland and Sweden 1965 – present

Janne Holmén & Johanna Ringarp

Danish and Norwegian Primary Teacher Recruitment - The role of "folk"-institutions 1850 – 1970

Jesper Eckhardt Larsen

Saturday - Session 6 (09:00 – 10:30)

Paper presentations

Room: Auditorium 1 (GS)

Chair: Anneli Frelin

Linking educational goals and pedagogical interventions in teacher collaboration

Galina Shavard

Professional border territory negotiations between teachers and social pedagogues – a case study

Anneli Frelin & Scott Alterator

Teachers' experiences and perceptions on spatial inequalities in education

Outi Marja Autti, & Marika Kettunen

Tablet-mediated Video Observations Bridging Sites of Learning in Teacher Education

Crina Damsa, Tone Seiness Hunskaar & Emilia Andersson-Bakken

Paper presentations

Room: Seminarrom U30 (HE)

Chair: Per Andersson

Vocational teachers' continuing professional development for industry currency

Per Andersson & Susanne Köpsén

Systematic quality assurance – a demand at odds with the everyday complexity of teachers' work?

Ulrika Jepson Wigg & Anna Ehrlin

Symposiums

Teacher professionalism: Knowledge, authority and ethics

Room: Seminarrom U31 (HE)

Chair: Jesper Echardt Larsen

Discussant: Harald Jarning

The Concept of Professionalism in and Between Education Policy, the Teaching Profession and Teacher Education

Sølvi Mausethagen

The Use of Educational Research Within "Folkeskole" Teacher Preparation

Beatrice Cucco

The Teaching Profession and Pastoral Authority – An analysis of competing definitions of pedagogy in interwar Norway

Fredrik W. Thue

External Accountability and Professional Ethics for Teachers – Challenges and possibilities

Lars Gunnar Briseid & Åse Haraldstad

Freedom to Choose Methods - Signals from national curricula since 1939

Birte Simonsen

Saturday - Session 7 (13:00 – 14:30)

Paper presentations

Room: Auditorium 1 (GS)

Chair: Henrik Lindqvist

Boundary work in coping with distressful teacher education situations

Henrik Lindqvist, Robert Thornberg, Maria Weurlander & Annika Wernerson

Expectations and fears: Newly Qualified Teachers on the threshold of entering the teaching profession

Janne Thoralsvdatter Scheie & Anne Kristin Dahl

Continuity and Transition of School-based Initial Teacher Education and the Induction Period at Schools in England

Yoko Morito

Paper presentations

Room: Seminarrom U30 (HE)

Chair: Øyvind Wiik Halvorsen

Relational competence in teacher education

Sarah Davy

The (trans)formation of teacher-student relationship in policy and its possible complications for teacher education

Anna Wistrand

On the purpose of education - a qualitative study with teachers of Norwegian as a subject case

Øyvind Wiik Halvorsen

NETWORK 20: YOUTH RESEARCH

Thursday - Session 1 (15:00 – 16:30)

Paper presentations

Room: Auditorium 3 (HE)

Chair: Marja-Liisa Mäkelä & Mette Bunting

The Rise of the Chinese ‘Schooled Society’: Schooling in three generations (1940s-2010s)
Fengshu Liu

Transition patterns of extended transition, cosmopolitan orientation and ethnic business
Gestur Guðmundsson

Concrete educational expectations and abstract career aspirations of immigrant-origin youth in Finland
Lilla Holmberg

Thursday - Session 2 (17:15 – 18:45)

Paper presentations

Room: Auditorium 3 (HE)

Chair: Kristinn Hegna & Fengshu Liu

Vocational cultures and professional identities as expressed by Norwegian VET Students and apprentices - Undergoing large scale assessment of vocational competency in the MECVET project
Hedvig Skonhoft Johannesen

(Special) needs, support practices and societal inclusion? Ethnographic analysis on general upper secondary education
Anna-Maija Niemi

Reinterpretation of Youth Participation: Longitudinal and International Comparative Study on Youth Policy in Sweden and Japan
Tatsuhei Morozumi

Friday - Session 3 (09:00 – 10:30)

Paper presentations

Room: Auditorium 3 (HE)

Chair: Hedvig Skonhoft Johannesen

The individual and the others - a sociological analysis of the tv-series Skam

Steen Beck

(Multi)culturally constructed Educational Identity

Marja-Liisa Mäkelä

Navigating Identity An identity study based on interviews with upper secondary students in Oslo from different backgrounds

Hanne Sæthren Mostafa

Friday - Session 5 (16:00 – 17:30)

Paper presentations

Room: Auditorium 3 (HE)

Chair: Kristinn Hegna & Gestur Guðmundsson

Segregation and the lack of trust in the adult generation – Young people's views on violence and security in school

Thomas Johansson & Ylva Odenbring

Bullied out of school?

Kathrine Bordevich & Mette Bunting

The school history to women who have exercised violence in adolescence

Ann-Cathrin Faldet

NETWORK 21: POLITICS OF EDUCATION AND EDUCATION POLICY STUDIES

Thursday - Session 1 (15:00 – 16:30)

Paper presentations

Room: Seminarrom 232 (HE)

Chair: Helen Ryan-Atkin

Authoritarian teaching and ethical disengagement. Unraveling OECD's educational Gesture

Vasco d'Agnese

"We cannot stand it any longer!" The emergence of teachers' political subjectivity

Eva Reimers & Lena Martinsson

First-teachers in Mathematics - A study of the implementation and identification of specifically skilled mathematics teachers.

Catarina Player-Koro & Anita Eriksson

Thursday - Session 2 (17:15 – 18:45)

Paper presentations

Room: Seminarrom 232 (HE)

Chair: Taina Saarinen

From post-nationalist to neo-nationalist universities: language ideologies indexing higher education policy hierarchies

Taina Saarinen

Recurrent Education: a look at the historical Sweden-OECD Synergetic Agendas

Vera G. Centeno

What happens with schools when 'the Inspectorate' comes?

Håkan Eilard

Conceptual and methodological fabrication of the global teacher in international large-scale surveys: The case of TALIS 2013

Armend Tahirsylaj & Wieland Wermke

Friday - Session 3 (09:00 – 10:30)

Paper presentations

Room: Seminarrom 232 (HE)

Chair: Palle Rasmussen

Reform of the Finnish student admission policy – and the re-negotiated status of ‘non-traditional’ students

Ulpukka Isopahkala-Bouret, Nina Haltia & Annukka Jauhiainen

Does National European School Policy Co-Produce Global Standards? Exploring performativity of the transnational turn in European school policy

John Benedicto Krejsler

Fight for and against time – Education reforms and experiences of time-scarcity

Petteri Hansen & Helena Hinke Dobrochinski Candido

Friday - Session 4 (14:00 – 15:30)

Paper presentations

Room: Seminarrom 232 (HE)

Chair: Ulpukka Isopahkala-Bouret

Exploring legitimacy of Private Education Policy within the Nordic Model of Education

Alessandra Dieudé

Profitable practices. Private tutors in public education

Anna Jobér

Edu-preneurs in the welfare state. On how commercial actors make themselves indispensable through defining problems and offering solutions.

Malin Ideland, Anna Jobér, Thom Axelsson, Magnus Erlandsson & Margareta Serder

Friday - Session 5 (16:00 – 17:30)

Paper presentations

Room: Seminarrom 232 (HE)

Chair: Malin Ideland

Evidence based programs as trivializers

Niels Møller

Developing a methodology for public engagement with critical educational research
Dr Katy Vigurs & Dr Ruth Boyask

Interrupting Youth Support Systems in the Age of Vulnerability
Katariina Mertanen, Kristiina Brunila, Juho Honkasilta, Elina Ikävalko, Tuuli Kurki, Maija Lanas,
Anniina Lëiviskä, Ameer Massoud & Anna Mikkola

Saturday - Session 6 (09:00 – 10:30)

Paper presentations

Room: Seminarrom 232 (HE)

Chair: Katariina Mertanen

Collegial responses to contrived collegiality. Collaborative CPD as local arena for negotiating external ideals
Nils Kirsten

Gamification and 'implied competition' in education
Hanne Knudsen & Søren Christensen

Discourses of Employability and Precariousness in European Youth Policies after Lisbon Treaty
Katariina Mertanen, Kalle Mäkelä & Kristiina Brunila

Saturday - Session 7 (13:00 – 14:30)

Paper presentations

Room: Seminarrom 232 (HE)

Chair: Alessandra Dieude

Choose us, we are so different! Free schools' self-descriptions and positioning on the Swedish school market
Jakob Billmayer

School choice and parent motivation in a Danish city
Palle Rasmussen & Anna Bomholt

Changes in identity, agency and governance in the new English Academies Programme
Helen Ryan-Atkin

Network 22: Post Approaches to Education

Thursday - Session 1 (15:00 – 16:30)

Symposiums

Inter- and transdisciplinarity beyond boundaries, bridges, gaps and reciprocity: transgressive posthumanist encounters

Room: Auditorium 1 (HE)

Chair: Hillevi Lenz Taguchi

Discussant: Riikka Anna Hohti

The Digital Maps Metaphor as translational device: moving between and beyond disciplines

Sofia Frankenberg

What might the double-edged sword of brain-body-in-culture interaction, underpinning an intervention-study, imply for research and educational practices?

Hillevi Lenz Taguchi

Transformations with children in an RCT-study

Linnea Bodén

The researcher-as-method: producing a transmethodology in the encounter between neuroscience and early childhood education

Lena Aronsson

Thursday - Session 2 (17:15 – 18:45)

Symposiums

Boundaries and bridges in-between political management and post-approaches to Early Childhood Pedagogy

Room: Auditorium 1 (HE)

Chair: Tove Lafton

Discussant: Jayne Osgood

Actualising a minor language: Tracing, connecting and rupturing professional language in early childhood education and care

Agnes Westgaard Bjelkerud & Gudrun S Halmrast

Pedagogical entanglements – transcending boundaries in education and (re)search

Cecilie Ottersland Myhre & Hanne Berit Myrvold

Re-thinking (non)pedagogical moments through Speculative Fabulations and/or String Figures

Tove Lafton

Posthuman/new-material theories and 'critical thinking'- bridges/boundaries? /Experimenting with photography

Ann Merete Otterstad & Karin E. Fajersson

Friday - Session 3 (09:00 – 10:30)

Paper presentations

Room: Auditorium 1 (HE)

Chair:

How do timetables perform pedagogues?

Niels-Peder Osmundsen Hjøllund & Sofie Sauzet

Affraction – an emerging concept mapping attention in the production of field notes

Linnéa Stenliden & Anna Martín Bylund

Friday - Session 4 (14:00 – 15:30)

Paper presentations

Room: Auditorium 1 (HE)

Chair: Helena Pedersen

Doing 'animal' in school, forest and a greenhouse – a multispecies approach

Riikka Hohti

Saving a Threatened World: A schizoanalysis of the function of animals in upper secondary Natural Resource Use programmes

Helena Pedersen

Experimenting with norms: participatory engagement in social science education

Karin Gunnarsson

Alain Badiou and ADHD; the 'Two scene of love' versus neurobehaviorism

Mattias Nilsson Sjöberg

Friday - Session 5 (16:00 – 17:30)

Paper presentations

Room: Auditorium 1 (HE)

Chair: Bosse Bergstedt

A diffractive analysis of fieldnotes

Helene Falkenberg

A complementary research apparatus

Bosse Bergstedt

Researching affects empirically

Camilla Nørgaard

“Intra-visuals” – Experimenting with drawing as a way of doing research

Katarina Elfström Pettersson

Saturday - Session 6 (9:00 – 10:30)

Paper presentations

Room: Auditorium 1 (HE)

Chair: Anna Herbert

Framing the digital citizen: a history of popular education

Lina Rahm

Didactics, learning and leadership in higher education - Understanding Strategy development

Anna Herbert

Diffractions and entanglements of leadership and leader team roles

Merete Moe

Saturday - Session 7 (13:00 – 14:30)

Paper presentations

Room: Auditorium 1 (HE)

Chair: Camilla Eline Andersen

Care as an organizational and material practice

Teresa K.Aslanian

A feminist new materialist experiment in reconfiguring diversity and difference through children's media

Camilla Eline Andersen & Jayne Osgood

Materializations of Difference in a Mechanical School Workshop: Posthumanism and the problem of knowledge and human subjectivity

Lars Gjelstad

Thursday - Session 1 (15:00 – 16:30)

Roundtables

Sensitive research – how to research in cooperation with extreme vulnerable people

Room: Undervisningsrom 3 (GS)

Chair: Mats Högström

Sensitive collaborations in social pedagogy inquiry

Irena Dychawy Rosner

“My dream, when I grow up, is to have my own house and a snowmobile”

Anni Mortensen

Dimensions of socially sensitive research on the example of the prostitution and LGBT research

Danuta Lalak & Aneta Ostaszewska

Research with young people in vulnerable positions

Hanne Warming

Thursday - Session 2 (17:15 – 18:45)

Paper presentations

Room: Undervisningsrom 3 (GS)

Chair: Elina Nivala

Coping strategies and resilience in upper secondary school

Jan Arvid Haugan

Towards dialogic and self-regulated learning in technology-enhanced open plan schools

Kreeta Niemi

Connecting practice, theory and policy: The place of the practicum in Social Pedagogy in Iceland

Vilborg Jóhannsdóttir

Friday - Session 3 (09:00 – 10:30)

Roundtables

Social pedagogy at schools:

Room: Undervisningsrom 3 (GS)

Chair: Mats Högström

Social pedagogues in inclusive schools in Iceland: Contributing role and professional thinking

Vilborg Jóhannsdóttir

What social pedagogy is for? The social pedagogy between measurement, quality assurance, testing and relations work at school

Amela Pacuka

A new way of listening to kids in school

Margareta Fehland & Mikael Boregren

Social pedagogical thinking – how does it show in work at schools

Elina Nivala

Friday - Session 4 (14:00 – 15:30)

Symposiums

How to research in the area of asylum seekers and refugees? (Part A)

Room: Undervisningsrom 3 (GS)

Chair: Vilborg Jóhannsdóttir

Discussant: Tanja Miller

Acts of citizenship in reception centre

Päivikki Rapo

“Life on hold?” – A research project on agency and belonging of asylum seekers

Elina Nivala & Sanna Rynnänen

How do asylum-seekers experience a sense of meaningfulness in their everyday life in asylum-centres

Anna Ørnemose, Lene Løkkegård & Lis Leleur

Friday - Session 5 (16:00 – 17:30)

Symposiums

How to research in the area of asylum seekers and refugees? (Part B)

Room: Undervisningsrom 3 (GS)

Chair: Irena Dychawy Rosner

Discussant: Elina Nivala

Creating a sense of meaning in connection to school attendance of unaccompanied asylum-seeking children

Nadia Klarsgaard & Kasper Drevsholt

How asylum seekers have inadequate, or even lacking, knowledge of their options available for them through the Danish Healthcare System

Malene Cohen

Everyday-life and becoming of among families with temporary asylum in Denmark

Tania Dræbel

NETWORK 24: SCHOOL DEVELOPMENT

Thursday - Session 1 (15:00 – 16:30)

Paper presentations

Room: Seminarrom 234 (HE)

Chair: Ulrika Bergmark

Challenges faced by national educational authorities when implementing school development - A qualitative case study about an attempt to create accessible teaching environments in a Swedish municipality's pre-schools and schools

Mats Lundgren, Gunilla Lindqvist, Maria Olsson & Desirée Von Ahlefeld Nisser

Preconditions for a sustainable change of practice

Ann Öhman Sandberg

Teachers' and school leaders' understandings of their mission to integrate practice-based research in school: challenges and opportunities

Ulrika Bergmark & Kristina Hansson

A more motivating lower secondary school? Intentions and realities in a national strategy for school development

Ann Elisabeth Gunnulfsen & Hilde Marie Madsø Jacobsen

Thursday - Session 2 (17:15 – 18:45)

Paper presentations

Room: Seminarrom 234 (HE)

Chair: Gila Hammer Furnes

Health and learning – Building a common bridge together challenging educational science and school development

Catrine Kostenius, Benitha Eliasson, Annica Henriksson, Catarina Lundqvist & Annika Nordstrand

Samhandling (interaction) between school researchers and teachers in joint research and development projects

Gila Hammer Furnes, Herner Sæverot & Vegard Kvam

Preschool teachers' professional learning – innovation in scientific based practice

Annika Elm

Friday - Session 3 (09:00 – 10:30)

Symposium

CIE – Creativity, Innovation and entrepreneurship in the Nordic schools

Room: Seminarrom 234 (HE)

Chair: Michael Dal

Discussant: Mats Westerberg

Pedagogic Entrepreneurship in Nordic Teacher Education; The Finnish Case

Janne Elo

Developing Entrepreneurial Education Collaboratively on-the-job: An exploratory study of a municipal in North Sweden

Mats Westerberg & Kaarin Kivimäki

Pedagogical entrepreneurship and content knowledge

Helena Sagar, Forde Olav Haara, Eirik Jenssen & Mikkel Hjort

Collegial learning – an opportunity for educational development of entrepreneurial learning?

Gudrun Svedberg, Åsa Falk Lundqvist & Eva Leffler

Friday - Session 4 (14:00 – 15:30)

Paper presentations

Room: Seminarrom 234 (HE)

Chair: Anette Olin

Multilingual Adolescents' views on Linguistic Support in Finnish Basic Education

Raisa Harju-Autti

Teacher agency in conversations about teaching practices when reading curriculum steering documents

Anette Olin & Louise Frey

Friday - Session 5 (16:00 – 17:30)

Paper presentations

Room: Seminarrom 234 (HE)

Chair: Mats Lundgren

What is happening in teachers' collegial conversation practices? A study of how practice architectures enable and constrain change in local professional development practices and teaching practices

Veronica Sülau

Small-Scale Projects on a Large Scale - A qualitative action research case study of a national school development initiative in Swedish schools

Mats Lundgren, Ulf Nyttell, Eva-Lena Embretsen & Stefan Weinholz

Teaching about fractions in mathematics. Professional learning about progression with an action research approach

Caroline Nagy

NETWORK 25: MENTORING, GUIDANCE AND COUNSELLING

Thursday - Session 1 (15:00 – 16:30)

Paper presentations

Room: Seminarrom U31 (HE)

Chair: Renata Svedlin

Practice mentors for teacher students mentoring and the potential impact the mentoring have on teacher student's perception of moving towards becoming a professional teacher
Geir Luthen

Opportunities and challenges related to mentoring of NQT from the school leader's perspective

Tone Brendløkken & Ylva Langaas

Building a national framework on mentoring newly qualified teachers

Eva Bjerkholt & Knut Rune Olsen

Thursday - Session 2 (17:15 – 18:45)

Symposiums

Research circles in three Nordic countries - Learning from each other in teacher education across borders

Room: Seminarrom U31 (HE)

Chair: Eva Bjerkholt

Discussant: Lisbeth Lunde Frederiksen

Professionalization through mentoring: focusing on the experiences of the Swedish Research Circle

Hilde S. Stokke

Research circle in Norway – an alternative approach

Eva Bjerkholt

Supervision during teacher education - Research circle in Vasa

Renata Svedlin

Friday - Session 3 (09:00 – 10:30)

Symposiums

Using interactive multimodal feedback-technology to strengthen quality in observation and supervision of student teachers' practical training

Room: Seminarrom U31 (HE)

Chair: Cato Bjørndal

Discussants: Petter Mathisen & Ann-Christine Wennergren

Interactive multimodal feedback practice in practicum: What is it?

Cato Bjørndal & Petter Mathisen

Student teachers as legitimate participants in mentoring: An extended community of practice

Ann-Christine Wennergren & Fredrik Thornberg

Using interactive multimodal observation and feedback technology in teacher education practicum: Supervisors' experiences

Cato Bjørndal & Petter Mathisen

NERA PANEL DISCUSSION

Friday - Session 4 (14:00 – 15:30)

Room: Auditorium 3 (HE)

Chair: John Benedicto Krejsler

Educational Sciences and pedagogy

Panel: Auli Toom, Jón Torfi Jónasson, Jens Erik Kristensen, Carl Anders Säfström, Herner Saeverot.

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