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## WELCOME TO NERA 2008

### **Dear fellow researchers and educators,**

The 36th Congress of the Nordic Educational Research Association is about to take place.

On behalf of the organising committee I can assure you that we look forward to your arrival and participation in the congress from March 6 – 8, 2008. The School of Education at the Copenhagen campus of Aarhus University has generously offered to host this congress.

The inspiring academic programme will offer you up-to-date inputs around the conference theme, which I am confident, is relevant to most if not all colleagues. In addition, the social programme will offer you great opportunities to maintain and extend your networks. The programme will consist of keynote sessions, paper and poster sessions as well as symposiums. Furthermore there will be a pre-conference for Ph.D-students on March 4-5.

And last, but not the least, Copenhagen will as always have plenty to offer you in terms of culture, entertainment, fun and good food.

It is my great pleasure to welcome you to Copenhagen in March 2008.

*John Krejsler*

On behalf of the Organising Committee

## THE THEME OF THE CONGRESS

### *The new goal-orientation of research strategies*

Is educational research in the Nordic countries being swallowed up by transnational target-setting and market thinking economic rationalities?

“Evidence based practice”, “Mode 2 research”, “more quantitative and internationally comparable research”, “more immediate utility of re-search to educational practice and to business”

These are but a few of the demands that signify a new goal orientation of research strategies, which is gaining strong momentum in Nordic educational research. Research strategies and grants have become increasingly dependent upon demands from outside the research community, where government strategic priorities and dependence upon external financing play major roles.

These demands are often marshalled into standardized quality assurance indicators that build upon a vision of excellence and relevance that is closely connected to market thinking.

The impetus for these new research strategies has largely come from the USA, UK, Australia and New Zealand, and from trans-national agencies like the OECD, WTO (GATS), World Bank and EU, often with reference to the so-called knowledge

economy discourse. It represents an increasing interest in universities, education and research from government and business. Research and education are conceived of in market terms and are under pressure to become competitive in the global research and education markets. On the one hand this represents globalisation. On the other hand it means standardization.

How does the new goal-orientation of research strategies express itself in educational research in the Nordic countries?

- Is it being experienced as fruitful or detrimental to dealing with the challenges of educational research and education?

- Does there exist a particular Nordic approach to these globalising tendencies?

- Or, are Nordic countries simply being swallowed up in these broader trans-national trends?

## ORGANISING COMMITTEE

### Chair:

*John Krejsler*, Associate Professor, Department of Educational Anthropology, School of Education - University of Aarhus.

### Members:

From the School of Education - University of Aarhus:

*Lejf Moos*, Associate Professor, Department of Educational Anthropology, and Director of Research Programme on Professional Development and Leadership

*Gorm Hansbøl*, Associate Professor, Department of Philosophy of Education

*Katrin Hjort*, Associate Professor, Department of Educational Sociology

*Kirsten Marie Bovbjerg*, Associate Professor, Department of Educational Anthropology

*Niels Kryger*, Associate Professor, Department of Educational Anthropology

*Charlotte Palludan*, Associate Professor, Department of Educational Anthropology,

*Kasper Kofod*, Associate Professor, Department of Educational Sociology

From the University of Roskilde:

*Henning Salling Olesen*, Professor, Department of Psychology and Educational Studies, and Pro-rector of University of Roskilde

## ACKNOWLEDGEMENTS

The Organising Committee gratefully acknowledge financial support for the Congress from the following institution: School of Education - University of Aarhus, Campus Copenhagen, DPU

## GENERAL INFORMATION

### Congress Venue

School of Education, University of Aarhus, DPU

Campus Copenhagen

Tuborgvej 164

DK-2400 Copenhagen NV

Denmark

### Local transport

School of Education University of Aarhus, Campus Copenhagen, DPU is situated in the Northern part of Copenhagen and may be reached by taxicab from the airport in 35 mins. The fare is approximately DKK 185. The airport is served by train every 15 35 55 mins. past full hour. The ride takes 12 min. to the Central Railway Station and the One-way fare is DKK 16,50. The Central Railway Station is 15 mins. ride by taxi from The Danish University of Education University of Aarhus, Campus Copenhagen. The Conference site is served by the Subway (S toget) from the Central Railway Station train no. A direction Farum, departure every 10 mins. . The stop next to the Conference site is **Emdrup Station**.

### Congress secretariat

#### Congress Secretariat before and after the congress

NERA Congress

Conference and Meeting Services

Conference

Kongensvej 21

DK-2000 Frederiksberg

Denmark

Telephone: +45 3833 8813

Fax: +45 3833 8713

E-MAIL [NERA2008@CMSCongress.com](mailto:NERA2008@CMSCongress.com)

Web site [www.cmscongress.com/nera2008/start.htm](http://www.cmscongress.com/nera2008/start.htm)

#### Congress Secretariat during the Congress

NERA Congress

Tuborgvej 164

DK-2400 Copenhagen NV

Denmark

#### Opening hours:

Thursday March 6 hrs. 12.00 - 19.00

Friday March 7 hrs. 08.30 - 16.30

Saturday March 8 hrs. 08.45 - 17.00

Sunday March 9 hrs. 09.45 - 13 15

### Congress reception

A get-together reception will take place Thursday March 6 at the School of Education, University of Aarhus, Campus Copenhagen, DPU Hrs. 18.30 - 19.30

### Congress dinner

The Congress gala dinner will take place at the School of Education, University of Aarhus, Campus Copenhagen, DPU Saturday 08 at hrs. 19.30. The dance starts hrs. 21.30, and the party ends hrs. 01.00. Please remember your dinner ticket with you, and present it at the entrance.

**Book exhibition**

During the Congress there will be an exhibition of publishing firms.

**Internet cafe**

There will be an internet cafe where you can look up changes in the scientific programme and check your e-mail. WIFI is also available at the university.

**Language**

The congress language is English. Abstracts are always in English. It is possible to present a paper in one of the Nordic languages but it must be clear announced in the programme. Presentations in Nordic languages will be placed at the end of the sessions.

**Floor hockey**

The floor hockey takes place Friday 7, hrs 18.00 in Lundehusskolen, Lersø Parkallé 152, 2100 Copenhagen.

Light meal and an Intimate Concert

Light meal and an Intimate Concert takes place Friday 7, hrs. 18.00 – 20.00

**Entitlements**

The participants' full rate registration includes admission to all sessions, a book of abstracts with the Congress Programme, lunches and refreshment breaks.

**Liability and insurance**

Neither the organiser nor Conference and Meeting Services are able to take any responsibility whatsoever, for injury or damage to persons or property during the Congress.

**Official hotels**

Copenhagen Scandic Hotel	Phone 3314 3535
Absalon Hotel	Phone 3324 2211
Ansgar Hotel	Phone 3321 2196
Nordlandia Star Hotel	Phone 3322 1100
Hebron Hotel	Phone 3331 6906
Cab Inn City Hotel	Phone 3346 1616

## PROGRAMME AT A GLANCE: NERA/ NFPF 2008

Tuesday 4 Wednesday 5		Thursday 6		Friday 7		Saturday 8	
		9.00-10.00		9.15-10.00	Keynote: Staffan Larsson	9.00-10.30	Keynote: Gita Steiner Khamsi & Agnès van Zanten
		10.00-10.30		10.00-10.30	Coffee Break	10.30-11.00	Coffee Break
10.30-	<b>Pre-Conference</b>	10.30-	<b>Registration</b> at School of Education - University of Aarhus, DPU	10.30-12.00	Parallel Sessions 3	11.00-12.30	Parallel Sessions 6
		12.30-13.00	<b>Opening</b> of the Congress: Dean of DPU President of NERA	12.00-13.15	Lunch and networking. (12.15-13.15 Network coordinators meeting in A104)	12.30-13.30	Lunch and networking See Network meetings
		13.00-14.30	Keynotes: Susan Wright & Hannu Simola	13.15-14.45	Parallel Sessions 4	13.30-15.00	Parallel Sessions 7
		14.30-15.00	Coffee Break	14.45-15.00	Coffee Break	15.00-15.30	Coffee Break
		15.00-16.30	Parallel Sessions 1	15.00-16.30	Parallel Sessions 5	15.30-16.00	Closing of the Congress
		16.30-18.00	Parallel Sessions 2	16.45-17.45	NERA Annual Meeting D169		
		18.30-19.30	Get together reception in School of Education, University of Aarhus, Campus Copenhagen	18.00-18.00 20.00	Optional Floor Hockey in Lundehusskolen  Light meal and An Intimate Concert in School of Education, University of Aarhus, DPU Campus Copenhagen	19.30-01.00	Congress Dinner followed by dance with the orchestra "Who Cares"

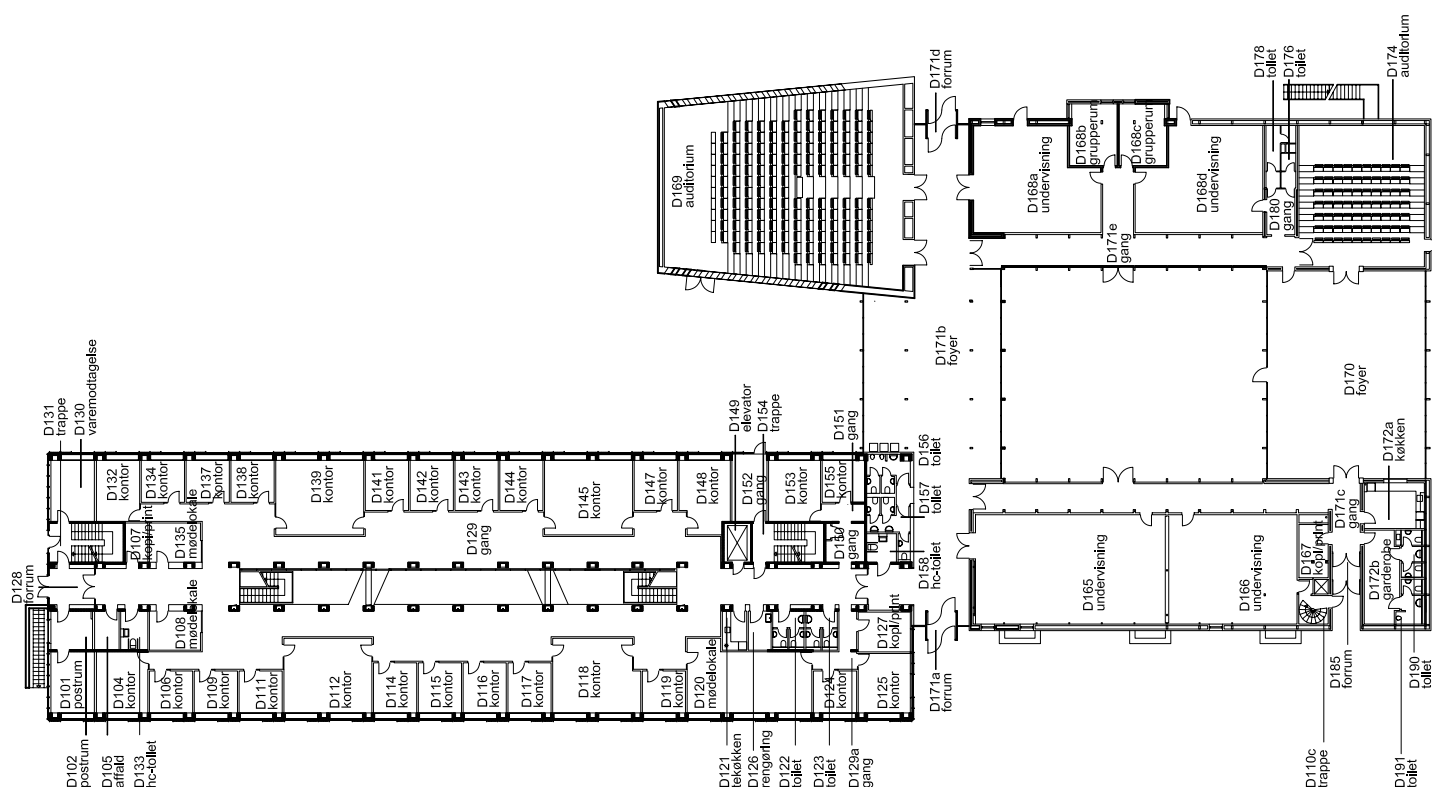
# NETWORK MEETINGS

All network meetings take place Saturday 8, hrs. 12.45 – 13.30 in:

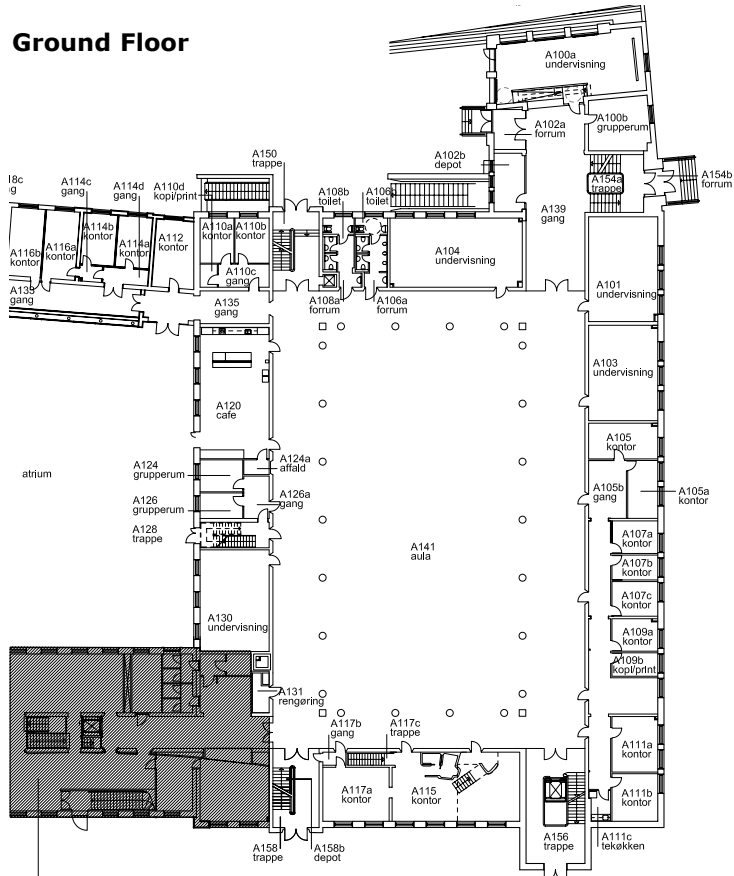
- |   |       |
|---|-------|
| 1. Adult Learning - Inside and Outside Institutions | A407  |
| 2. Arts, Cultures and Education                     | A408  |
| 3. Early Childhood Research (Child Care Research)   | C001  |
| 4. Classroom Research and Ethnographic Studies      | A104  |
| 5. Curriculum Research                              | A410  |
| 6. Educational Leadership                           | A416  |
| 7. Empirical Research on Value Issues in Education  | D219  |
| 8. Gender and Education                             | A401  |
| 9. General Didactic                                 | A210  |
| 10. Health Care Pedagogies                          | D174  |
| 11. Higher Education                                | D165  |
| 12. Historical Research                             | A214  |
| 13. Inclusive Education                             | A212  |
| 14. It & Education                                  | A405  |
| 15. Media pedagogy                                  | A400a |
| 16. Multi Cultural Educational Research             | A414  |
| 17. Nordic Network for Literacy Research            | A100a |
| 18. Philosophy of Education                         | A200  |
| 19. Physical Education, Sport and Leisure Studies   | D169  |
| 20. Politics of Education and Education policy      | A403  |
| 21. Poststructuralist Pedagogic Research            | D166  |
| 22. Research on Health Education                    | A400b |
| 23. Research on Teacher Education                   | D320  |
| 24. School - Home - Cooperation (Nornape)           | A101  |
| 25. School Development                              | A130  |
| 26. Sociology of Education                          | A406a |
| 27. Teachers' work and lives                        | A412  |
| 28. The board's network                             | A220  |
| 29. Youth Research                                  | D120  |

# MAPS OF THE CONGRESS SITE

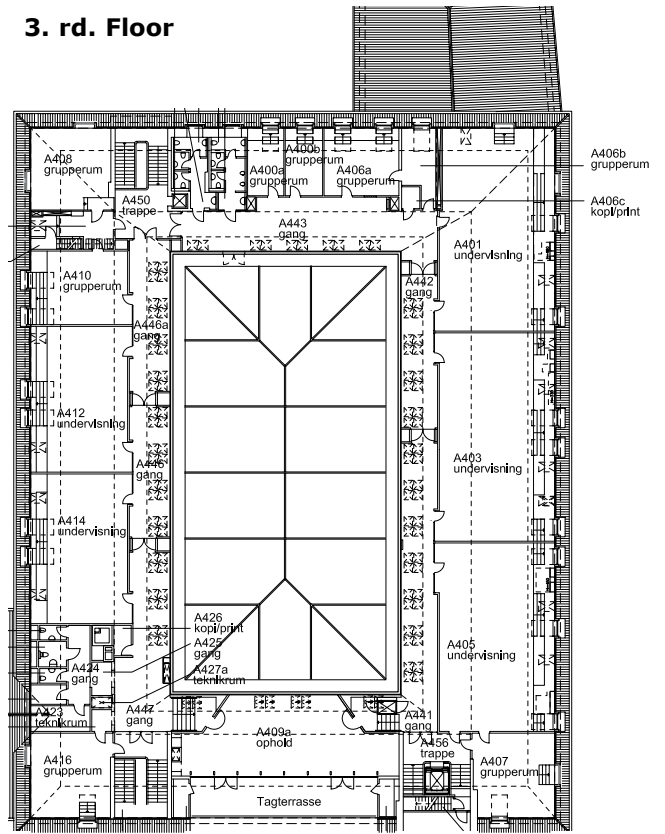
## Ground Floor



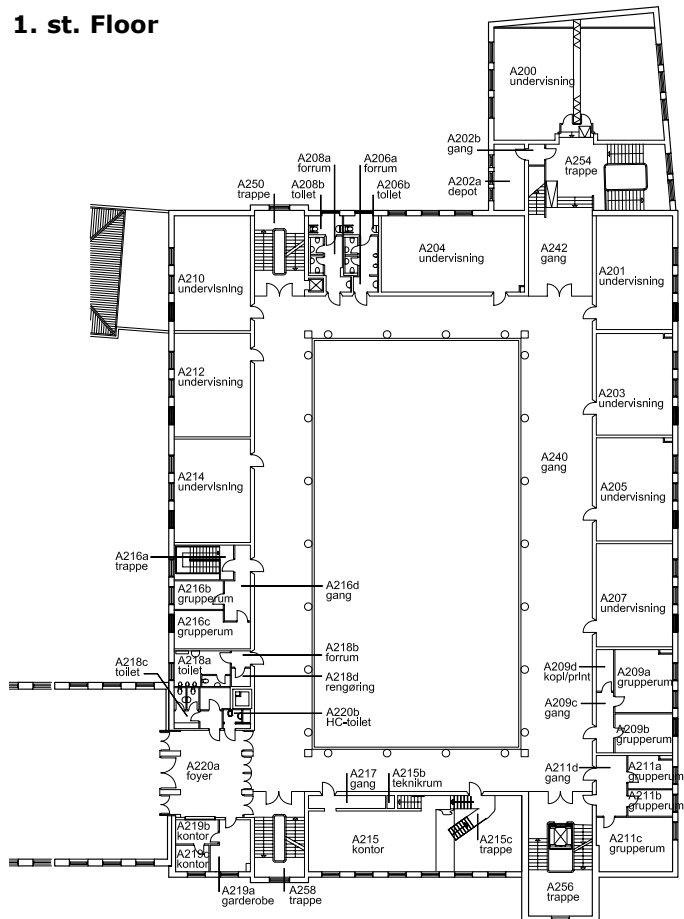
### Ground Floor



### 3. rd. Floor



### 1. st. Floor



## Keynote sessions



**Susan Wright**, is Professor of Educational Anthropology at the Danish School of Education, Århus University. She has a D.Phil. in social anthropology from Oxford University and has held academic posts in anthropology at Sussex University and in cultural studies at Birmingham University. Since moving to Denmark four years ago, she has been researching the reform of the university sector in an international context. Previously, as Director of C-SAP (the Higher Education Academy's national 'Centre for Learning and Teaching in Sociology, Anthropology and Politics') she developed anthropological approaches for studying the rise of audit culture in UK universities. In particular she studied how lecturers were changing their work practices and approaches to teaching in the light of institutional and government policies to create mass higher education suited to the supposed needs of the knowledge economy. Her overall interest is in processes of transformation, connecting policy processes, organisational change and educational practices. Together with Cris Shore she published *Anthropology of Policy* (Routledge 1997) and in 2005 was one of the founders of the Interest Group on the Anthropology of Policy (IGAPP) in the American Anthropological Association – with 600 members in its first two years.

### *What Counts? Who's Counting? And Why?*

'What you do is what you get' was an axiom of management when leaders were trying to create an empowered, initiative-taking and self-managing workforce in the 1980s. 'What you measure is what you get' could be a catchphrase for governments in the 21st century when they steer universities, along with other public services, by measuring outputs and ranking performance in order to allocate differential funding. But what are governments trying to get? What kinds of universities and what kinds of academic workers are these steering mechanisms trying to create? The presentation draws on a major study of the reform of Danish universities, with contrasting material from the UK.



**Hannu Simola**, Professor Hannu Simola has devoted himself to researching the sociology and politics of education. During his research career his main interest has shifted from the socio-historical construction of schooling and teaching towards education policy and politics, focusing recently especially on the effects of quality assessment as a new technology of governance in education. At present, three ongoing research projects, 'Fabricating Quality in European Education', 'Power, supranational regimes and new university management' and 'Parents and the School Choice' are of his main interest. Simola's publications in English include articles on the research methodology of 'truths', on the discursive basis of educational reforms, and on restructuring education policy and politics. Recently he has cut a dash with articles on the Finnish 'PISA miracle' and education governance.

### *Quality Assurance and Evaluation in Education Research and Teaching in Finnish Universities*

Recent changes in education in advanced liberal countries have promoted a shift from rule-governed systems to governance through goals and results, and from state regulation to the creation of education markets. Restructuring may vary but it always seems to contain elements of the 'New Public Management' (NPM). Quality assurance and evaluation (QAE) appears to be one of the main technologies of NPM. Metaphors such as the quality revolution, the evaluation industry and the audit explosion are apt descriptions of the role of QAE in education, especially in higher education. On the one hand there are growing concerns that QAE is becoming predominantly a management support system, and an integral part of routinised regimes of organisational guidance and control. On the other hand, it seems to be a vital part in constructing a new European education space or market place. The empirical core of the presentation will consist of early findings of the research project "Power, Supranational Regimes and New University Management in Finland". This study will trace institutionalised operating logics of power in Finnish universities in the context of a new mode of trans-national governance of education, based on processes of international spectacle and mutual accountability.



**Staffan Larsson**, Professor of Adult education research at Linköping university. Chairperson NFPF/NERA 2001 – 2004. Larsson has been concerned with qualitative studies of a wide variety of problems in adult education for 30 years. Involved in introducing the ethnographic tradition into Swedish educational research during the 1980ies. Texts on negotiations in adult education classrooms with titles like "Paradoxes of Teaching" and "Initial Encounters in Formal Adult Education". Texts on research practices, eg. "Quality in qualitative research" and "Joy and despair

in writing". Established an intercontinental master programme in the late 1990ies in cooperation with scholars in four continents. Larsson is currently member of the Committee for Educational Sciences in the Swedish Research Council.

### *An emerging economy of citations and publications*

The issue of where to publish academic work has become hot. One reason is the rapidly developing technology, which, for instance, has facilitated open access to texts on the Internet. However, a different side of publications is highlighted in this presentation:

the theme is the use of citations and publications calculus as steering tools for allocation of research funds. Academic writers' "free" choice of publication strategies is, thus, undermined. Such indicators of academic success are more and more used also in Nordic educational research. Possible consequences of this development are explored in the presentation. The use of citation indexes as a source to indicate quality of research is well established in medicine, technology and science. The introduction of these practices in social science and the humanities is controversial, because it is ill suited to current practices in these academic areas. When used for allocating resources to disciplines, universities, research groups, etc., the indicators become very potent devices to shape the future of research. A number of issues arise. I use my own area, adult learning, as an example to discuss the possible consequences of this economy of citations and publications.



**Gita Steiner-Khamsi**, Ph.D., Professor of Comparative and International Education at Teachers College, Columbia University, New York (since 1995). Prior to her immigration to the United States, she was founder and, for 10 years, director of the policy analysis division Multicultural Education at the Ministry of Education, Canton of Zurich (Switzerland). Guest professorships: Humboldt University, Berlin; Stanford University; O.I.S.E. at University of Toronto; University of London Institute of Education. President of the Comparative and International Education Society (CIES) in 2009. She published 4 books and over 80 book chapters and journal articles on policy studies in education. The three most recent books include *The Global Politics of Educational Borrowing and Lending* (Teachers College Press 2004), *Educational Import: Local Encounter with Global Forces in Mongolia* (Palgrave Macmillan 2006), and *How NGOs React. Globalization and Education Reform in the Caucasus, Central Asia, and Mongolia* (Kumarian Press 2008).

### *Knowledge Banks of Transnational Regimes and the Study of Travelling Reforms*

The keynote address deals with international "knowledge banks" such as the Education for All Fast Track Initiative (EFA-FTI) of the World Bank or the IEA and OECD-type international student achievement studies (PISA, TIMSS-R, Civic Education, etc.). The argument is made that international comparison—along with international ranking, target setting or benchmarking, and monitoring development against internationally established standards—has situated itself as a central policy tool. The vision of what accounts as good schooling travels around the globe with the active support of transnational regimes (OECD, World Bank, UN organizations, etc.) that advocate, disseminate, and fund their particular "best practices," thereby contributing to globalization in education.

At the same time, it is important to acknowledge the important role of national actors. In fact, national decision makers selectively resort to "globalization" and international comparative studies whenever they see a need to obtain a quasi-international stamp of approval for either alleviating reform pressure or generating reform pressure in their countries. Against this interpretive framework, the presenter makes the point that globalization is used as an internationally induced external source of authority to either generate or release reform pressure.



**Agnès van Zanten**, is a sociologist and senior researcher at the Centre National de la Recherche Scientifique. She works at the Observatoire Sociologique du Changement, a research centre of Sciences-Po Paris. She is also the director of RAPPE (Réseau d'Analyse Pluridisciplinaire des Politiques Educatives), an international network on educational policy. Her main research areas are the reproduction and transformation of social advantage in education, elite education, the organizational and professional dynamics of schools and local public action in education. She is also interested in qualitative research methods and international comparisons. Her most recent publications include *L'école de la périphérie*. (Paris, PUF, 2001), *Les politiques d'éducation* (Paris, PUF, coll. « Que sais-je ? », 2004) and *Sociologie de l'école* with M. Duru-Bellat (Paris, Armand Colin, third edition 2006).

### *Critics versus pragmatists?*

National traditions and international Anglo-Saxon influences on French research in education and in the social sciences France has a long tradition of theoretical, rather than empirical, research in the social sciences, which has not encouraged taking account of the issues facing practitioners and policy-makers. In spite of the development of empirical research in the last 30 years, the general situation has been until recently one in which researchers had considerable autonomy but little collective influence on practice and decision-making. This configuration is however being altered by new supranational pressures coming both from international agencies such as the OECD that have put forward strong arguments in favour of "evidence-based policy" and from the European Union's framework research programmes which focus on issues considered relevant for strengthening convergence between European countries. This presentation will analyse how under these pressures a more pragmatic perspective has been developed by some government officials and by some individual researchers and how it relates to the dominant French critical perspective and affects it in several ways. It will also examine how participation in EU projects creates tensions about the definition of what is valuable research knowledge, about the research process and about the communication of results. The conclusion will focus on what the Nordic countries can learn from these descriptions and interpretations.

# NORDIC EDUCATIONAL RESEARCH ASSOCIATION (NERA)/ NORDISK FÖRENING FÖR PEDAGOGISK FORSKNING (NFPF) ANNUAL MEETING 2008

## Friday March 7, 16.45-17.45 in D169

1. Election of chairperson for the meeting
2. Election of secretary for the meeting
3. Election of two members to check the minutes
4. Approval of the meeting agenda
5. Annual Reports for 2007:
  - a. The Board's report
  - b. Auditor's report
  - c. Editor's report
6. Closing the books 2007
7. Acceptance of the work of the Board 2007
8. Plans for 2008
  - a. The Board's plan
  - b. Editor's plan
9. Budget for 2008 and member fees for 2009
10. Election of Board, president and deputy members (Proposal of the election committee)
11. Election of auditors and deputy (Proposal of the election committee)
12. Election of members of the election committee (Proposal of the election committee)
13. Any other Business
14. Closing of the meeting

## List of parallel sessions

The abstracts in this programme have been truncated to 200 words. The full version of the abstracts may be seen at the Congress website [www.cmscongress.com/NERA2008/start.htm](http://www.cmscongress.com/NERA2008/start.htm).

## Sessions

- |                            |                          |                            |
|----------------------------|--------------------------|----------------------------|
| 1: Thursday: 15.00 – 16.30 | 3: Friday: 10.30 – 12.00 | 6: Saturday: 11.00 – 12.30 |
| 2: Thursday: 16.30 – 18.00 | 4: Friday: 13.15 – 14.45 | 7: Saturday: 13.30 – 15.00 |
|                            | 5: Friday: 15.00 – 16.30 |                            |

The session code of each paper is a combination of a time allocation (see above) a network (see network number under network meetings) and a room allocation (see Maps at the Congress site). Session 1-17-A100a takes place Thursday 15.00-16.30 and is a part of network 17 in room A100a.