

PROGRAMME

**THE 8TH NORDIC
EDUCATION
HISTORY
CONFERENCE**

**25-27 MAY 2022
AALBORG UNIVERSITY**



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GLOBAL AND LOCAL HISTORIES OF EDUCATION AND THE STATES

The 8th Nordic Education History Conference, 25-27 May 2022

Venue: AAU CREATE, Rendsburggade 14, 9000 Aalborg

Webpage: nehc.aau.dk

Organizers: Centre for Education Policy Research (Cfu) and Centre for History (The research groups for Knowledge, Sustainability and Heritage (KSH)) and Conflict, Coercion and Authority in History (CCA), Aalborg University.

Conveners

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TABLE OF CONTENTS

Welcome to Aalborg.....	4
Conference programme.....	6
Presentation of keynote speakers.....	7
Session 1.....	9
Session 2.....	11
Session 3.....	12
Session 4.....	14
Session 5.....	16
Session 6.....	20
Session 7.....	21
Session 8.....	22
Session 9.....	24
Session 10.....	29
Session 11.....	31
Session 12.....	33
Session 13.....	36
Session 14.....	40
Session 15.....	45
Session 16.....	48
Session 17.....	50
Session 18.....	53
Session 19.....	55
Session 20.....	57
Session 21.....	59
Session 22.....	63
Session 23.....	65
Session 24.....	66
Author Index.....	68
Conference sessions.....	70
Floor plan of CREATE.....	71

WELCOME TO AALBORG

With 24 sessions and over 100 participating papers, the eighth Nordic Education History Conference is a monumental event within a strong and steadily growing field of research in Denmark. Not only is there great representation from the Nordic region, but this year's long-awaited conference also includes education history scholars from all over the world. In addition, this year's programme is characterized by an impressive range of research topics, subdisciplines and institutions. Conference sessions include contributions that range from gendered statistics to Nordic Human Rights Education during the Cold War. When educational history research is carried out in collaboration across different disciplines with varying perspectives, research can reach new heights. This is also why collaboration across institutions and universities is such an essential feature to preserve since it contributes to the creation of a critical mass for studying and disseminating educational history. Against this backdrop, the Nordic Education History Conference 2022 therefore offers an excellent opportunity to strengthen the field of history of education, not only in bridging the distances created by geography, subdisciplines, the COVID-19 pandemic or institutional boundaries, but also by providing a forum to plan for the future. We look forward to bringing our diverse community of history of education scholars together in beautiful surroundings – in real life.



A WELCOME RECEPTION WITH AALBORG MUNICIPALITY

To conclude the programme on the first conference day, the organizing committee will host an informal city walk with two historians. Following this, Aalborg Municipality and Aalborg City Archives will host a cozy reception to give all the conference attendees a warm welcome to Aalborg. At the reception, the Deputy Mayor, Vibeke Gamst, will give a welcome speech which will be followed by

some light finger food and beverages. During this event, it will be possible to walk around in the Aalborg City Archives which doubles as the Danish Emigration Archives. Currently, the Archives are hosting an intriguing exhibition on nine Nordic women who worked as independent photographers in the period 1872-1925. They lived and photographed under extremely different commercial and practical conditions, not only in Denmark, Iceland, and the Faroe Islands, but also in the United States and the Danish West Indies. With the exhibition *In the Shadow*, these early female photographers take their rightful place in national photography history for the first time.

Venue: Arkivstræde 1, 9000 Aalborg, Wednesday 25th of May, 17:00-18:30.

CONFERENCE PROGRAMME

WEDNESDAY 25TH OF MAY

- 08:30 - 09:30** Registration
- 09:30 - 09:50** Conference opening - Room: 3.107 (auditorium) Address: AAU CREATE, Rendsburggade 14, 9000 Aalborg
- 09:50 - 10:40** Keynote 1: Professor Dr. Pirjo Markkola - Room 3.107 (auditorium)
- 10:40 - 11:00** **Coffee break**
- 11:00 - 12:30** Parallel sessions 1-4
- 12:30 - 13:30** **Lunch**
- 13:30 - 15:00** Parallel sessions 5-8
- 15:00 - 15:30** **Coffee and cake**
- 15.30 - 16.50** A walk with two historians in the streets of Aalborg - Meeting point near registration desk
- 17:00 - 18.30** Welcome reception - Address: Arkivstræde 1, 9000 Aalborg

THURSDAY 26TH OF MAY

- 09:00 - 10:30** Parallel sessions 9-12
- 10:30 - 11:00** **Coffee break**
- 11:00 - 11:50** Plenary Panel
 - Dr. phil. Ning de Coninck-Smith, Professor Dr. Johan Östling and Associate Professor Dr. Maria Sofie Simonsen - Room 3.107 (auditorium)
- 11:50 - 13:00** **Lunch**
- 13:00 - 14:30** Parallel sessions 13-16
- 14:30 - 15:00** **Coffee and cake**
- 15:00 - 16:30** Parallel sessions 17-20
- 18:30 -** **Conference dinner - Address: Comwell, Vesterbro 2, 9000 Aalborg**

FRIDAY 27TH OF MAY

- 09:00 - 10:30** Parallel sessions 21-24
- 10:30 - 11:00** **Coffee break**
- 11:00 - 11:50** Keynote 2: Professor Dr. Daniel Tröhler - Room 3.107 (auditorium)
- 11:50 - 12:30** Conference closing session
- 12:30 - 13:30** **Lunch to go**

PRESENTATION OF KEYNOTE SPEAKERS

Takes place: Room 3.107 (auditorium)

PROFESSOR DR. PIRJO MARKKOLA

Professor of History, Co-director of the Centre of Excellence in the History of Experiences, Tampere University

EDUCATION AS LIVED WELFARE. A HISTORY OF EXPERIENCE PERSPECTIVE ON CHILDREN AND THE WELFARE STATE

The concept lived welfare state provides a new approach to the building, legitimation, success and failures of the welfare state. Welfare states are constructed both in political decision making and in the everyday practices of welfare state institutions, such as the educational system. In daily life, welfare states materialize through the ways in which children experience their school system. 'Experience' refers to a theoretically and methodologically conceptualized study of human experiences, not to study of 'authentic' or 'essentialist' experiences. Children's encounters with their teachers and the school system give shape to their individual and collective ways of experiencing the welfare state. In my presentation, I would like to emphasize the process of experiencing, i.e. the varying preconditions, factors, and possibilities shaping past experiences among children in the Nordic welfare states.

Key words: Lived welfare state, history of experiences, education, childhood, citizenship, Nordic model, historical justice.

PLENARY PANEL

- Dr. phil. Ning de Coninch-Smith, The Danish School of Education, Department of Educational Sociology, Aarhus University
- Professor Dr. Johan Östling, Director for the Lund Centre for the History of Knowledge (LUCK), Lund University
- Associate Professor Dr. Maria Sofie Simonsen, Heritage, Sustainability and Knowledge in History (HSK), Department of Politics and Society, Aalborg University

UNIVERSITY HISTORY FROM A SCANDINAVIAN PERSPECTIVE

This panel brings together researchers of the history of education and the history of knowledge, to discuss developments and changes in the history of the universities in Scandinavia. The two presentations will provide insight into new themes in university history: From a gender perspective, Ning de Coninck-Smith will focus on the second woman to be employed as professor at Aarhus University, Grethe Hjort, and the gendered encounters with colleagues, students, and administrators, while Johan Östling will show how novel perspectives have opened and given new impulses to how to write the history of the universities. The panel begins with an introduction to recent research in Scandinavian university history by Maria Simonsen.

PROFESSOR DR. DANIEL TRÖHLER

Professor of Foundations of Education, Department of Education, Foundations of Education, University of Vienna

GIVING LANGUAGE TO TABOOS: NATION AND RELIGION IN MODERN EDUCATIONAL REASONING

Like all taboos, nation and religion are so powerful precisely because they are often not brought to language. As a rule, educators around the world see themselves as secular, not religious, and rational, not national, and they develop their elegant, moral, and bland arguments precisely on this premise. This is, of course, capable of gaining majority support because it keeps the sociological machinery of educational thinking stably alive, but epistemologically it is unsatisfactory.

Educational reasoning is sometimes as elegant as the freestyle of a virtuoso ice skater, sometimes as captivating as a rhetorically gifted village preacher, sometimes as clumsy as a plow horse that thinks it is a dressage horse. Some are the stars in the arena of academic education, others the moralizers, and others the bland extras. This rather simple sociology of educational reasoning emphasizes the different roles that Academics occupy in what Ludwik Fleck (1935) called a "thought collective," but it obscures that "thought collectives" share common "thought styles" in which, often carefully administered by national professional associations, truth is produced. In education, these "thought collectives" – and this is the thesis of this paper – have historically been shaped by two fundamental elements. They are veritable taboo subjects, which are presupposed but hardly ever reflected upon, namely religion and nation. The paper therefore undertakes to give language to these taboo elements in the history of the collective of educational thought and asks what educational thinking can be when it takes into account its own thinking presuppositions.

SESSION 1

Format: Panel

Room: 5.127, kl. 11:00-12:30 – Wednesday 25th of May.

DANNELSE OG DEMOKRATI – GENBESØGT

Skolegang og uddannelse blev et centralt omdrejningspunkt i den demokratiseringsproces, der fandt sted i løbet af 1900-tallet i Danmark. Og forbindelsen mellem (ud)dannelse og demokrati udgør et centralt tema i den skole- og uddannelseshistoriske forskning.

I denne session vil vi kaste nyt lys på den velkendte problemstilling. Det gør vi på tre forskellige måder. 1) Hvor vægten i den hidtidige forskning har ligget på den pædagogiske og politiske debat, trækker vi diskussionen i retning af den statslige styring. 2) Vi går ind i skolens fag, og viser, hvordan dannelses- og demokrati-temaet foldes ud i fx historie og/eller husgerning. 3) Endelig vil vi undersøge, hvordan idealet om demokrati og dannelse blev fortolket på kommunalt plan. Med nye teoretiske og metodologiske tilgange til problemstillingerne søger vi således mere komplekse svar, som kan bruges til at tænke nyt om skolens historie – og vise, hvordan gamle problemstillinger fortsat er aktuelle.

Sessionens tre oplæg spænder over hele det 20. århundrede frem til i dag, hvilket ydermere giver mulighed for en bredere diskussion af dannelsesbegrebets forandring over tid.

Baggrund: Fra Socialdemokratiets side blev der tidligt i perioden rejst krav om lige og gratis adgang til skole og videregående uddannelse og en udelt skole, hvor børn fra alle samfundslag mødte hinanden. Uanset køn, bopæl og social baggrund skulle alle have mulighed for at erhverve kundskab og dannelse, der gjorde personen til en god samfundsborger, der tog aktiv del i demokratiet. Uddannelse skulle på den måde opdrage barnet til en demokratisk medborger. Skolen blev derfor en vigtig brik i den kommunesocialisme og velfærdspolitik, som partiet søgte gennemført på lokalt og nationalt plan i samarbejde med Det Radikale Venstre – og hyppigt også i alliance med mere konservative kræfter.

For de borgerlige partier blev der samtidig rejst krav om, at dannelse og uddannelse også skulle kunne foregå andre steder end i den kommunale folkeskole. Partierne lagde vægt på et frit skolevalg og på de dannelsesidealer, som friskolen tilbød med en eksamensfri undervisning, eller privatskolens fokus på en stærk faglig dannelse. Man så det private skolevæsen som en eksponent for udvikling af dannelsesmæssige idealer, der ikke var hæmmet af det offentlige skolevæsens strukturer.



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Uddannelse fik en social rolle i at mobilisere den såkaldte gruppe af børn og unge, som ikke nåede videre end folkeskolen. "Intelligensreserven" skulle mobiliseres, så de kunne få del i den uddannelse og dannelse, der blev deres kammerater til del. Ulighed i uddannelse har dog vedvarende været et problem, man har måttet kæmpe med på flere måder. Til alles overraskelse – og bekymring – skulle det fx vise sig i høj grad at være pigerne, som stod på uddannelsestoget, mens drengene blev efterladt på perronen. Fra 1980'erne fik skolen en ny rolle i at danne børn af anden etnisk oprindelse til danske samfundsborgere. Og med konkurrencestaten blev alle unge, der ikke var i uddannelse, omfattet af uddannelsestvang.

Keywords: Dannelse, Demokratisering, Styring (governance)

Authors:

Christian Larsen: *"Tal som styringsredskab Undervisningsministeriet i 1960'erne og 1970'erne"*

Ning de Coninck-Smith: *"Dannelse og demokrati – en udfordring for den kommunale hverdag Gentofte og Frederiksberg i en skolehistorisk kontekst 1890-1920"*

Karen Egedal Andreasen: *"Kanon, politik og dannelse"*



SESSION 2

Format: Panel

Room: 4.105, kl. 11:00-12:30 – Wednesday 25th of May.

EVERYDAY STUDENT LIFE - LIMITATIONS AND POSSIBILITIES

The educational systems in the Nordic countries are formed in and through the welfare states. The ideas of the fundamental social rights of the citizens, as well as minimization of social differences and injustices, are seen as the basic values of the Nordic Welfare states (Lappalainen, Odenbring & Steen-Olsen 2013). Although the five Nordic countries developed different versions of this model, these basic characteristics can be seen as a common ground. This welfare model has shaped the Nordic school systems, with ideological as well as pedagogical interconnections to the parliamentary democracy (Ydesen & Buchardt 2020).

The overall purposes of education within these systems have been to offer equal education free-of-charge for all, as well as to form a welfare state mentality within the population. The main idea was that this uniform and free education for all children, regardless of background and social conditions, would lead to equality, justice and social cohesion (Arnesen & Lundahl

2006). The children and youth, as students, were thereby given important roles as key stakeholders in the development and future of the welfare states. A closer look at the possibilities and limitations for these students at grass-root level can contribute to a more nuanced and broader understanding of the history of the welfare states and the shaping of its participants.

In this panel we offer some insights into the materialization of the welfare state ideas through explorations of the conditions for students in the everyday life within school environment.

Keywords: Student life, Inclusion, School entry, State funding, Democratization

Authors:

Anna Ahlgren: *"School entry – the first steps towards becoming a welfare state citizen"*

Ida Spangberg Hansen: *"Sameness and difference in the school for all"*

Åsa Melin: *"Preparing pupils for the democratic society: the role of education when building the welfare state"*

Germund Larsson: *"Student state funding as a means of creating an equal education"*



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SESSION 3

Format: Panel

Room: 5.125, kl. 11:00-12:30 - Wednesday 25th of May.

POLICY HISTORIES OF MIGRANT EDUCATION IN DENMARK: STRATEGIES AND TOOLS FOR INCLUSION AND DESEGREGATION

Since the rise of the modern nation-states, education has been connected to the state and the fabrication of its workforce and citizenry and thus of belonging to a national space (Popkewitz, 2000). Education has been used as a tool for ideologies and political strategies in the Nordic welfare state throughout the 20th century (Buchardt, 2018; Westberg, Boser, & Brühwiler, 2019).

In the 1960s and the 1970s in Denmark, political attention was directed towards a particular group of children and their education, namely the children of migrant 'guest workers'. The high inflow of immigrants from the early 1960s was caused by an increased general demand for manual labor in Northern European nation-states that the national supply of labor was unable to fill, which was also the case in Denmark. Migrant guest workers, particularly from Turkey, Yugoslavia, Pakistan, and Morocco, took part in the so-called 'guest worker programmes' ensuring job demands in the unskilled labor sector. Rather than leaving Denmark when the demand for their labor subsided, many of the guest worker migrants sought family reunification with their families and settled permanently. Alongside the increased numbers of migrant students from the 1970s and onwards, a growing number of interventions and policies (both national and international) have been targeted at this particular group. With the aims for inclusion and integration, these policies and interventions included practices for mother-tongue education, receptions classes for migrant children, pedagogical interventions for creating social relations in the classrooms and the school, development of intercultural and antiracist pedagogies and policies for desegregation through for instance dispersion practices.

The political educational efforts directed toward newly arrived migrants and their children since the 1970s can also be viewed as a means to circumscribe welfare distribution (Buchardt, 2018), and as a double register of inclusion and exclusion (Popkewitz, 2007). It is through schooling and education that national discourses and policies for minority inclusion and desegregation are introduced, implemented and recontextualised. It is also through schools and educational programmes that racialized subject positions are being established, such as "foreign", "bilingual", "troublemaker" or "Muslim" students, to name a few (Buchardt, 2016; Jacobsen, 2012; Li, 2021; Padovan-Özdemir, 2016;

Vertelyte, 2019).

This panel explores how tools and technologies of inclusion and desegregation in national and local education policies and practices aimed at migrant students are part of the formation of the nation welfare-state. We approach educational institutions through the tools and technologies that are applied to and experienced by migrant students as visions of belonging and through which the notions of the nation are being produced. The papers in the panel will discuss questions such as how have teachers, school leaders and civil servants used their discretion in reception practices towards newly arrived migrant pupils in Danish schools? How have pedagogical interventions for integration and inclusion shaped the politics of friendship between the minoritised and majoritised children? How are the intersecting markers of differences produced in educational institutions both historically and now and in continuation?

Keywords: Nordic welfare-state formation, citizens, migration education, tools and technologies

Authors:

Jin Hui Li and Mante Vertelyte: *"Politics of friendship in Danish educational intervention from the 1960s to the present day"*

Nanna Ramsing Enemark: *"Street-level bureaucrats as welfare state tools for inclusion of migrant pupils"*

Hatice Filikci: *"Tracing dyslexia among bilingual students in primary and lower secondary school"*

Gro Hellesdatter Jacobsen: *"Desegregation, welfare state, and dystopia in education"*



SESSION 4

Format: Panel

Room: 3.107 (auditorium), kl. 11:00-12:30 – Wednesday 25th of May.

THE USE OF HISTORICAL PERSPECTIVES IN EDUCATION RESEARCH

What can we learn about present and future challenges and problems of education from historical studies? It may sound like a simple question. In his inaugural lecture as Brian Simon Professor of the History of Education, Gary McCulloch (1993) argued that it is hard to understand education without recognizing its historical characteristics... The interplay of past and present has special resonance when we are dealing with education. It offers us ample opportunity to make use of the wisdom of the past.

On reflection, however, the question raises fundamental ontological, methodological, and empirical issues. In the social sciences, Charles Tilly (2011) has argued that “every significant political phenomenon lives in history and requires historically grounded analysis for its explanation”, and Pierre Bourdieu emphasizes that every social object must be understood as a historical one and that it is imperative to historicise the research object in question in order to achieve understanding (Steinmetz 2011). This panel discusses how historical research can contribute with valuable insights to contemporary education research. Harvesting these insights, however, does require meticulous reflections in terms of theory, sources, methodological approaches.

The workings and constitutions of contemporary education systems are historically constructed as amalgams of multiple – and often competing – agendas, actors, technologies, and materialities (Popkewitz 2013; Sobe 2013; Tröhler and Lentz 2015). The implication is that today’s understandings, concepts, and priorities in education have distinct historical trajectories, precursors, and antecedents. Certainly, the actors, partnerships, agendas, programmes, and technologies shaping education in the past were different from those today; even so, unravelling the historical compositions of actors, their agendas, and the means they employed in shaping education constitutes a relevant platform for contemporary research on the shifting configurations of actors, their interactions and power dynamics in different contexts.

A historical perspective might also offer insights into a reservoir of communalities and analogies between the past and the present as well as the contingencies that shape historical change and impose both temporal and explanatory order on contemporary events.

But what are the problems embedded in putting historical studies, grounded in positivist and hermeneutic understandings of knowledge and often with primarily descriptive analytical ambitions to work in the politically contested fields between the sciences of education and educational politics and practice with increasing demands to scholars for delivering applied science in a way that offers practical solutions and where research questions are often defined in close relations to the political interests and state demands? Based on papers that circles between methodology, historical theory and political theoretical and historical analysis, this panel will explore and discuss these questions.

Keywords: State-crafting, Technically-prescriptive, Research ethically, Prescriptive research

Authors:

Christian Ydesen and Mette Buchardt: *"The political field as object for and requester of education historical research. The curses and joys of applied history of education"*

Christian Lundahl: *"Ethnography of historical texts as a way of understanding scientific knowledge production"*

Johannes Westberg: *"What are the main features and functions of historical methods in educational research?"*



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SESSION 5

Format: Paper

Room: 4.105, kl. 13:30-15:00 - Wednesday 25th of May.

Chair: Nina Volckmar

MANAGEMENT MODELS AS SOLUTIONS TO EDUCATIONAL PROBLEMS: THE CASE OF MBO AND MBOR IN SWEDISH EDUCATIONAL AND POLITICAL DISCOURSE 1960-2020

Målstyrning and the closely related mål- och resultatstyrning belongs to a family of models used in governing the Swedish school since the late 19th century (in English mostly translated to management by objectives, MBO, and management by objectives and results, MBOR). The political processes, investigations and decisions behind the design, introduction and implementation of these models and how they have changed over time has been thoroughly studied in previous research (e.g. Helgøy 2006; Wahlström 2002). While previous studies have primarily focused on locating crucial turning points, with the 1990s as such an important turning point, we are more interested in looking at continuity and change over time. Therefore, long historical lines become central.

Theoretically, the study draws on the neo-institutional perspective and historical institutionalism. This theoretical perspective help us understand how organizations and societies work. The institutions are assumed to influence human actions in two ways (March & Olsen, 1989). The formal rules regulate a kind of reward and punishment system, which affects various actors' conception of rational behaviour based on their self-interests. The informal rules are equally important. They are assumed to send various signals of appropriate ways of acting based on current social norms. An assumption in the study is that early institutional solutions related to MBO/MBOR influence MBO/MBOR in modern times as a form of path dependency. At the same time, we are open for paradigmatic changes and coexisting structures linked to the use of objectives, since the literature indicates that individuals and actors often exist in contexts requiring navigating between several different sets of institutions, so called institutional logics (Thornton, Ocasio & Lounsbury, 2012).

The period studied is ca 1960 until today. In the 1960s, these governing models surfaced the Swedish policy discourse for the first time (Sundström, 2006). Empirically, two types of material will be used, one targeting the professional discourse (teachers, school leaders etc), consisting of teacher journals, and literature on local governing and classroom management. The second type targets the educational policy discourse, focusing on governmental reports, proposals, decisions and debate.

Through this study we will hope to find different sets of values and norms attached to MBO/MBOR

over time by different actors, and if and how these sets of values and norms have changed. The study will help understand how MBO/MBOR grew in popularity in relation to the educational field in Sweden, and came to be seen as a solution to problems identified in the school system at different levels. And how it comes MBO/MBOR still has a strong hold as a governing model, despite problems with failing students low PISA scores.

Keywords: Policy, Governing, Management by objectives, MBO, MBOR

Authors: Magnus Hultén, Maria Jarl and Johan Samuelsson

TRACING EDUCATION IN NORWAY, IRELAND, AND THE FAROE ISLANDS

This paper examines the development of basic education in Norway, Ireland, and the Faroe Islands. The three countries have in common that they develop their own education system along with their struggle for national independence and liberation. Norway became independent in 1905, after first being subjected to Denmark 1349–1814 and thereafter to Sweden 1814–1905. Ireland gained its independence from the United Kingdom of Great Britain and Ireland in 1937. The Faroe Islands has been in union with Denmark since 1814 and still is. However, in 2005, the Takeover Act transferred more responsibility, to the Faroese authorities including the responsibility of the field of education.

The aim of the paper is to identify and explore factors that are important to explain and understand what frames the development of basic education in the three countries, from its emergence to present. The guiding thesis of the paper is that state formation, nation building, religion and language seem to be decisive factors in all three countries – albeit to different degrees and at different times (Thuen & Volckmar, 2020; Volckmar, 2019; Fleming & Harford, 2016; Loughheed, 2018).

This makes it a complex historical-comparative project, as it calls for a historical approach illuminating historical antecedents to understand the present (Phillips & Schweisfurth, 2014). More specifically, the article will lean on a comparative historical case-oriented method (Landman, 2008; Landman & Carvalho, 2017; Mahoney & Rueschmeyer, 2006; Ragin, 1994).

This project is currently in its preliminary phase. By the time of the conference, I expect to be able to explain and better understand the different educational arrangements in the three countries and point to the most decisive factors. I expect that the comparative approach will highlight the distinctive features of each country.

Keywords: education, comparing Norway and Ireland and the Faroe Islands, state formation, nation building, religion, language

Author: Nina Volckmar

EXPLORING EDUCATION POLICY TRANSFORMATIONS AND AGENCY IN A POST-COLONIAL CONTEXT – THE LAUNCH OF THE PREPARATION SCHEME IN GREENLAND IN 1961

Using the post-colonial history of Greenlandic education in the 1960s as a prism, this paper investigates how different actors in different arenas of the Danish-Greenlandic education system have emerged, interacted, and struggled to shape and develop policies and practices. In this sense, the paper connects with contemporary research literature emphasizing the complexities (Ydesen 2021) – and even absurdities (Ball 2021) – of education policy formation as well as the inherent political dimension of policies and practices (Ozga 2019). The paper explores the historical compositions of actors in Copenhagen, Nuuk and the Greenlandic school districts, with a specific focus on the nexuses they inhabited and the mindsets they promoted. This is a way to unravel the actors' priorities, agendas as well as the agency and the means they employed in shaping education and practices.

The empirical case explored is the so-called 'Preparation Scheme' which took effect in 1961 and was terminated in 1976. The purpose of the scheme was to identify promising Greenlandic children and send them on a one-year school stay in Denmark in order to boost their Danish language skills and prepare them as spearheads for the modernization of Greenland according to a Danish development trajectory. In its lifetime, the preparation scheme involved some 1,530 Greenlandic children (Ydesen 2011). The scheme saw a complex recontextualization of policy ideals, policy contexts, and the development of practices in both national and local contexts. Analytically, the paper zooms in on the launch of the scheme in 1961 in order to understand why and how a new student selection procedure was developed and how it was translated into and enacted in a Greenlandic context.

Theoretically, the paper draws on postcolonial theory (Niedrig and Ydesen 2011) in order to understand the context and the mechanisms at play. Using the theoretical concepts of policy instrument and instrument constituencies, the paper draws inspiration from the works of Lascoumes and LeGales (2007) and Simons and Voß (2018). These concepts permit the paper to explore social practices and agency behind instrument design, the social enactment of instruments, and how instruments may come to shape the policy process according to their own logic.

The paper draws on archival material harvested in the Greenlandic Department for Culture, Education, Research, and Church as well as primary sources in the shape of reports from key events and historical publications from the leading actors of the time.

By examining the launch, implementation and enactment of the preparation scheme in 1961, the paper allows for an investigation of agency and politics in the development of policy and practices across different arenas of decision-making in education.

Keywords: Education Policy, Post-Colonial, Danish-Greenlandic education system, Policy instrument

Authors: Simon Holleufer and Christian Ydesen

A 'TOPOLOGICAL' APPROACH TO UNDERSTAND THE HISTORICAL ROLE OF HIGHER EDUCATION IN STATE FORMATION

Over the past two decades, the field of educational research, like its allied disciplines in sociology, political science and history, has been greatly influenced by the 'spatial turn.' Space has become an important concept in discussions about educational governance, internationalisation, educational transfers and in understanding the complex entanglement between state formation and the rise of educational systems. New modes of conceptualising space have been introduced to meet the challenges of the persistent methodological nationalism in the discipline and to address the issue of global/local interconnectedness. Several scholars have proposed a 'respatialisation' based on a more relational understanding of space as a socially constructed phenomenon. (McLeod, Sobe, and Seddon 2019; Beech and Larsen 2014; Larsen and Beech 2014; Seddon 2014; Sobe 2015; Kesper-Bierman 2016; Brömssen 2017; Sobe and Kowalczyk 2012; Grek et al. 2013).

This presentation critically discusses the notions of space and place in relation to the historical role of higher education in state formation. Drawing from the work of Jeff Malpas, it will argue for a more profound understanding of place as an entity that is distinct from space and has more fundamental characteristics than is acknowledged in the current spatial discourses on educational developments (Malpas 2012; 2018; 2019). Malpas suggests to neither take place as merely a spatial location nor as a socially produced site, but as a bounded open structure within which social relations and networks can emerge. This paper explores what this would mean for understanding the historical role of sites for higher education in the reformation of socio-economic and political structures. To illustrate how this notion of place is helpful in analyzing how sites for higher educational are enmeshed with the (re)creation of socio-economic and political spaces, this paper looks into the development of management education in India as a case study. Based upon archival research, it describes how the Indian Institute of Management in Ahmedabad, established in 1962 as part of a transnational network of business schools, formed an active site in the process of Indian nation building. The paper shows how a 'topological' approach opens up new possibilities in addressing issues like perspectivity and agency in exploring the entanglements between the historical development of higher education and state formation processes.

Keywords: place, space, scale, higher education, state formation

Author: Lourens Van Haaften

SESSION 6

Format: Panel

Room: 3.107 (auditorium), kl. 13:30-15:00 – Wednesday 25th of May.

NEW CULTURAL HISTORIES OF EARLY CHILDHOOD

Today, the importance of universal and affordable early childhood care and education (ECCE) services is unanimously recognized by EU, OECD and UNESCO for reasons including economic development, educational attainment, health, and gender equality. Internationally, the urgency of ECCE policy reform has been recognized by a long list of international NGOs, and in many countries, the future of childcare services is high on the political agenda.

Despite this political status, the position of ECCE within educational research and not the least history of education, remains relatively marginalized. In the latter, it is certainly so that the youngest children receive the least attention.

This panel addresses this relative neglect by highlighting current research in the field, drawing on recent trends in the new cultural history of education. The papers of this panel explore new kinds of sources, addressing fundamental questions regarding the historical experiences of ECCE. These include attitudes towards preschooling; issues of agency and compliance in kindergarten play; images of preschool; spatiality; and postwar developments in the everyday life of preschooling.

Keywords: Early childhood, preschool, history of education

Authors:

Linnéa Waldekranz: *"The black box of preschool: Continuity and change in everyday practice between ca 1945-1970"*

Sofia Grunditz: *"The image of the preschool in Sweden in films from the 1930s"*

Anne-Li Lindgren: *"Children's initiatives: Agency and compliance in kindergarten play in the 1930s"*

Taina Sillanpää: *"Spatiality in Finnish kindergartens"*

Organizer: Johannes Westberg

SESSION 7

Format: Panel

Room: 5.125, kl. 13:30-15:00 - Wednesday 25th of May.

TRANSNASJONALE, NASJONALE OG LOKALE ASPEKTER I NORSK SKOLE OG UTDANNING

Norsk historieskriving har gjennom lengre tid hatt et fokus på å skrive fram nasjonale aspekter, som en del av spørsmålet om hva nasjonal identitet er, og hvordan denne identiteten utvikles. Dette gjelder også utdanningshistorie og utdanningshistoriske arbeider, og transnasjonale og komparative perspektiver har sjeldent vært en del av den utdanningshistoriske diskursen. I den siste tiden har imidlertid transnasjonale perspektiver blitt reflektert inn i nyere forskningsarbeider innenfor historiefaget, uten at dette i tilsvarende grad har skjedd i forhold til utdanningens historie eller skolens historie.

Det er imidlertid gode grunner til å se den norske skolens historie i et bredere transnasjonalt perspektiv. Norske lærere, skolemenn og pedagoger har hatt nær kontakt med lærere og skolebyråkrater i andre land, både gjennom formelle fora og gjennom mer uformelle nettverk. De uformelle nettverkene og personlige kontaktene har ofte gitt viktige premisser når det gjelder å utvikle skolen videre, og impulser fra andre lands skoletenkning kan også ofte finnes i den norske skolen.

Gjennom tre ulike bidrag vil dette panelet kaste lys over transnasjonale problemstillinger knyttet til den norske skolens utvikling. To av panelistene er knyttet til forskningsgruppen Uppsala Studies in History and Education (SHED). Bidragene vil på ulike måter utforske hvordan norsk utdanningstenkning inspireres og lar seg påvirke av impulser fra andre lands skoletenkning; med utgangspunkt i forskjellene og likhetene mellom bruk av læremidler i ett norsk og ett svensk gymnas i det 20. århundre (Anne Helene Høyland Mork), hvordan de store og viktige skolelovene på 1800-tallet er forutsatt av større internasjonale diskusjoner (Merethe Roos) og nasjonsbyggingsprosjektet i norske og nederlandske lærebøker (Anders Nordmo). Panelets bidrag presenteres på norsk.

Keywords: Transnational, National, Local

Authors:

Merethe Roos: *"Skole og utdanning etter 1850 – Hartvig Nissen og hans internasjonale forbindelser"*

Anne Helene Høyland Mork: *"The School Subject History in Upper Secondary School in Norway and Sweden, 1920-1965"*

Anders Normo: *"En ny nasjonal identitet?"*

Spor av nasjonsbygging i norske og nederlandske lærebøker i historie"



SESSION 8

Format: Papers

Room: 5.127, kl. 13:30-15:00 – Wednesday 25th of May.

Chair: Elizaveta Bagrintseva

HUMAN RIGHTS EDUCATION: LESSONS LEARNT FOR THE 21ST CENTURY

The United Nations (UN, 2011) understands human rights education (HRE) as ‘all educational, training, information, awareness-raising and learning activities aimed at promoting universal respect for and observance of all human rights’ (art. 2). Since the adoption of the Universal Declaration of Human Rights in 1948, the need for human rights in education has grown (Meyer, Bromley, & Ramirez, 2010). However, most UN member states did not adopt the international human rights instruments until the 1990s, when the Soviet regime fell, and the majority of countries in the world became officially democratic (Davies, 1999). Then the need for human rights and democracy education increased remarkably among the member states (Rauner, 1999). It was the moment when HRE turned into a prominent topic on the international agenda. The Sustainable Development Goals (SDGs) framework, adopted in 2015, define HRE as one of the essential conditions for providing quality education in the 21st century (target 4.7).

Despite the apparent growing recognition of HRE significance, main actors in the area of HRE policies and their implementation – international and non-governmental organizations (IOs and NGOs), have encountered many challenges. Existing HRE conceptualizations and frameworks have apparently been difficult to adapt to local contexts, leading to irrelevance or contradictory interpretations (Al-Nakib, 2011; Coysh, 2014; Firer, 1998; Sevincer & Biseth, 2013). IOs and NGOs have tried to remedy the critiques of HRE through the ongoing development of policies, programmes, and projects, offering multiple solutions to these challenges, albeit with mixed success (Mahler, 2009). It is time to revisit this work to extrapolate viable recommendations for the 21st century in collaboration with key agents working in the field. The objective of my study is to explore the lessons learnt that emerge from the evolution of HRE policies and practices for the future improvement of HRE. Through the analysis of archival documentation of IOs, as well as interviews with policymakers and practitioners I will determine the main stages of HRE policies and practices evolution since 1990s, factors behind the change, and which lessons learnt can be drawn from these developments.

Keywords: Human rights education, International organizations, History, Lessons learnt, Policy, Practice

Author: Elizaveta Bagrintseva

FROM ELITE LANGUAGE TO VERNACULARS OF THE MASSES - NORDIC HUMAN RIGHTS EDUCATION DURING THE EARLY COLD WAR

Human rights arguably constituted a language of inter- and transnational elites during the early Cold War (Moyn 2010). These elites outlined different projects for how to disseminate knowledge and understanding of human rights as part of their efforts to shape a future peace. One avenue they identified was mass education, and the idea that human rights should become part of curricula around the world. Organised transnationally, teachers reportedly embraced the project, but had “a clear preference ... for a task freely undertaken by them according to their own lights, rather than for a mission imposed on them from the outside” (UNESCO 1952). Teachers, then, became translators of the elite language into ‘vernaculars’ for use in national educational efforts. This paper looks at how Nordic teachers, and other actors involved in education, understood human rights and their arguments for how best to teach them to children of different ages in the early Cold War years. An early study indicates that whether such programmes took hold or not in a Nordic context depended more on individual agency than state structures (Brathagen 2018). Situated in Norden, this study allows for discussions of the translation of international human rights into a social and political context dominated at the time by Social Democratic ideas. It draws on archival materials and open sources from the years prior to the adoption of the Universal Declaration of Human Rights until the mid-1950s. This is a period that is somewhat understudied in the history of Human Rights Education, often presented as starting in the 1970s. Here, it is argued that it takes many narratives to constitute the history of such phenomena and that periods of interest to historians will vary with geographical location (Jensen and Burke, 2017). For these states, the years immediately after World War II offers an interesting time in terms of the introduction of human rights education as a change in how to teach international affairs in schools.

Keywords: Human Rights Education, Norden/Scandinavia, early Cold War, UNESCO, International Teachers’ organisations

Author: Kjersti Brathagen

SESSION 9

Format: Papers

Room: 4.105, kl. 09:00-10:30 - Thursday 26th of May.

Chair: Elisabeth Teige

KAN VI SNAKKE OM EN «EDUCATIONALIZATION» AV DEN DEMOKRATISKE DANNINGSPROSESSEN I NORGE ETTER 22. JULI 2011?

Høsten 2020 trådte nye læreplaner for den norske grunnskolen i kraft. Underveis i arbeidet ble det diskutert i hvor stor grad konkrete historiske hendelser skulle nevnes i læreplanverket. Resultatet ble at i læreplanen i samfunnsfag for grunnskolen (faget er sammensatt av geografi, samfunnskunnskap og historie) er Holocaust og 22. juli 2011 de eneste historiske hendelsene som nevnes eksplisitt. Temaene er videre gitt en sentral rolle i den delen av opplæringen som handler demokrati og medborgerskap, særlig i undervisning rettet mot forebygging av radikaliserings og ekstremisme. (Kunnskapsdepartementet 2017 & 2019) I paperet argumenterer jeg for at både diskusjonen rundt hvorvidt Holocaust og 22. juli skulle nevnes eksplisitt i læreplanen og måten det arbeides med temaet inn mot den demokratiske dannelsesprosessen kan diskuteres som del av en educationalization-prosedy av arbeid med forebygging av radikaliserings og ekstremisme i det norske samfunnet.

Educationalization handler i utdanningshistorisk sammenheng som regel om hvordan utdannings-systemet har blitt brukt i arbeid med sosial reform. (Thrøler 2017; Smeyers & Depaepe 2008) Jeg har her valgt å ta i bruk «educationalization» i betydningen det å tillegge utdanning/skole oppgaven med å gi undervisning som bidrar til den demokratiske dannelsen, noe jeg diskuterer grundigere i paperet. Educationalization har ennå ikke en god skandinavisk oversettelse og jeg vil derfor bruke termen uten oversettelse i denne sammenhengen.

Knyttet til undervisning med mål om å forebygge radikaliserings og ekstremisme spiller Holocaust og 22. juli en sentral rolle i den demokratiske dannelsesprosessen i det norske samfunnet. Samtidig er det ikke noe nytt i å gi skolen en rolle i å undervise om hendelser og tema som skal bidra i elevenes demokratiske dannelsesprosess. Undervisning om Holocaust har vært en del av pensum i norsk skole i flere tiår, og utover 2000-tallet har arbeid mot rasisme og radikaliserings vært en del av opplæringen. Etter det rasistisk motiverte drapet på Benjamin Hermansen 26. januar 2001 ble det mobilisert via skolen, og rasisme kom høyere opp på agendaen. I kjølvannet av terrorangrepet 22. juli 2011 ble det raskt ropt på skolen som et sted der det var viktig å snakke om både hendelsen



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og tema som kunne bidra til at de holdningene som lå bak ikke fikk enda sterkere grobunn. Det er utformet handlingsplaner, undervisningsmateriell og undervisningsressurser. Samtidig gir mange lærere uttrykk for at det er vanskelig å undervise om disse temaene, og da særlig 22. juli (Anker & Lippe 2015 & 2016; Erdal & Granlund 2021, IHRA 2019, Justis- og beredskapsdepartementet 2020)

Norske samfunnsfaglærere er i dag forpliktet til å undervise om Holocaust, 22. juli og gjennom sin undervisning bidra til forebygging av radikaliserings og ekstremisme. Jeg diskuterer derfor også hvordan undervisning rettet mot forebygging av rasisme og radikaliserings ble tematisert i det forrige læreplanverket (Kunnskapsdepartementet 2013). Dette vil gi en utdanningshistorisk inngang til å diskutere educationalization av den demokratiske danningen som en prosess som var i gang før 22. juli 2011.

Keywords: Democracy, Educationalization, Curriculum history, Controversial issues, Radicalisation, Extremism

Author: Elisabeth Teige

KUNNSKAPSSAMFUNNET OG NASJONEN

Begrepet kunnskapssamfunnet festet seg fra slutten av 1980-årene. Siden den tid har begrepet gitt mål og retning til en internasjonal vending av også det norske skole- og utdanningsfeltet. Det norske utdanningssystemet, som i omkring 150 år hadde vært det skolehistorikeren Harald Thuen kaller «et gedigens nasjonalt integrasjonsprosjekt», ble fra 1990-årene stadig mer vevd inn i en internasjonal skole- og utdanningspolitisk utvikling. Er det et problem?

I Europa er Tony Blairs Storbritannia selve kroneksemplet på en utvikling som også viser en mørkere bakside av den optimistiske visjonen om kunnskapssamfunnet. Her førte den til at Finansdepartementet, under Gordon Browns ledelse, i stor grad kom til å betrakte fattigdom først og fremst som et resultat av at folk manglet motivasjon til å kvalifisere seg inn i kunnskapsøkonomien. Forakten for de som ikke kunne eller ville være med inn i kunnskapssamfunnet lå rett under overflaten. Og som Thomas Piketty skriver, har det blitt et karakteristisk trekk ved utviklingen de siste tiårene å hylle vinnerne og klandre de fattige selv for sin egen fattigdom ut ifra en tanke om at de mangler evner og vilje til å forbedre sin situasjon.

Dette er også poenget til Michael Sandel. I *The Tyranny of Merit* argumenter Sandel for at særlig sentrum-venstreorienterte politikere på begge sider av Atlanteren siden 1990-tallet har forsterket et meritokratisk ideal om at makt og autoritet bør fordeles etter de kunnskaper og ferdigheter den

enkelte har tilegnet seg gjennom skole og utdanning. Budskapet har vært at alle har mulighet til å oppnå individuell suksess i den nye og globale kunnskapsøkonomien, selv om sosiale og økonomiske ulikheter på makronivå bare fortsatte å øke. Obamas «You can make it if you try!» var i all sin friksjonsløse positivitet også implisitt en beskjed til de som ikke lyktes gjennom skole og utdanning om at de kunne skylde seg selv. Etter Sandels mening har dette utdanningsidealet både sviktet den vestlige arbeiderklassen, sementert ulikhet og undergravd samholdet i samfunnet.

Mine bøker om Kunnskapsdepartementet (2017) og Norsk Arbeidsmandsforbund (2021) underbygger at det også i Norge kan være en fare for at forskjellene og forakten vokser langs utdanningsaksen. Det internasjonale kunnskapssamfunnets blindsoner kan, også her, bidra til å forsterke sosiale og kulturelle spenninger og etniske og økonomiske forskjeller. Det vil være stikk i strid med sentrale mål på tvers av norske partigrenser. <https://klassekampen.no/utgave/2021-08-10/ideer>

Keywords: kunnskapssamfunn, meritokrati, globalisering, nasjon, ulikhet

Author: Kim Helsvig

TRACING THE EMPIRICAL AND PRACTICAL GROUND WORK OF NATIONAL CURRICULA IN THE INTERWAR PERIOD IN NORWAY

The history of education in Norway includes national curriculum reforms that are both politically motivated and in tune with educational practices. This paper aims to investigate how school reformists draw on progressive educational ideas in formulating Norwegian educational acts and plans in the late 1930ies. It explores the conceptions of education (Tröhler, 2014) and the new ideas of citizenship that challenged traditional modes of reasoning in the interwar period. At this moment in history, reform makers aimed to change the traditional concept of allmenndanning in light of psychologically oriented theories (Bakken, 1971). Attention shifted from an attitude to getting to know other countries' education systems to develop foreign mind-sets and reform thinking to educate people and to create a better society (Nóvoa & Yariv-Mashal, 2003). Moreover, psychological education theories were discussed at Nordic school conferences as early as 1900. Reformists presented these ideas in volumes of the teacher journals (Harbo, 1969).

A core idea of what to teach was a question of what pupils in particular age groups could possibly learn. Academic scholars conducted large-scale studies and experiments that were accounted for by committees and reports prepared for school reforms in the interwar period (Ydesen et al, 2013). Empirical studies paved the way for new considerations about what and how to teach, that combined with practical perspectives, provided a fundamental foreground for the formulation of national curricula.



The paper analyses the interwar reform strategies through the eyes of key reformists and examines their preparatory reform work, their international networks and their modes of reasoning. It aims to explore how school authorities and associations welcomed a scientific reform strategy that included comparative analysis. It also aims to clarify how reform makers weighted a scientific knowledge base against practical rationales that informed the reform-making processes. We will in particular highlight the influence of 1) Anna Sethne who was a chairwomen of the Norwegian NEF section and headmistress of Sagene experimental school (forsøksskole) in Kristiania/Oslo. 2) Bernard Ribsskog and Anathon Aall's (1932-35) 15 volumes preparatory reform work: «Arbeidsmåten i folkeskolen. Håndbok for lærere». 3) Ribsskog and Wiborg (1936): «Undervisningsplanene i folkeskolen. Et pedagogisk-psykologisk forarbeid» 4) P. Kleppen's (1932) «Historie» in Ribsskog and Aall (1932-35) and exemplifying how the ordered preparatory reform work of Ribsskog and Aall was implemented in the school subject, history, by a teacher Pål Kleppen. 5) Carl Knap, who is also referred to in the report. Knap advocated new methods for teaching English, the Direct Method in particular.

Through the perspectives of the work of Sethne, Ribsskog and Aall, and Kleppen, the paper analyses the basis of interwar curricula and school law reforms and preparatory works, which generally have been characterized as a more empirical-rational approach. In the interwar period, progressive educationalists developed intelligence testing that they aligned with educational practices in a way unfamiliar to our time. This paper sheds light on the practical, didactical and methodological experimenting and the preparatory reform work leading up to the epoch making Normal Plans of 1939 into a progressive project.

Keywords: curriculum reform, school reformists, progressive reform pedagogy, preparatory, reform work, experimental schools, Normal Plan of 1939

Authors: Brit Marie Hovland and Kirsten Sivesind

TIMEFORDELINGENS POLITISKE FUNKSJON OG KUNNSKAPS- PROFIL I MØNSTERPLAN 87

Læreplanverket Mønsterplan 87 (M87) er et norsk læreplanverk der lokal medbestemmelse og lokal tilpasning av lærestoffet, inspirert av kunnskapssosiologien, sto i forsetet. Læreplanverket avløste Mønsterplan 74 (M74) og skrives derfor ofte inn i en reformpedagogisk tradisjon der elevens vekst og utvikling sto mer sentralt enn den (kanoniserte fag)kunnskapen (Engelsen, 2003; Telhaug og Mediås, 2004).

Todelinga mellom det sosiale og det faglige, mellom arbeidsmåtene og innholdet, er en vanlig inndeling i pedagogikkfaget. Erling Lars Dale (2008) kritiserer imidlertid slike dikotomiseringer fordi de baner vei for å si at norske læreplaner ikke besto av kunnskap. I min presentasjon vil jeg derfor undersøke hvilke kunnskaper læreplanverket M87 fremma. Mer spesifikt tar jeg utgangspunkt i læreplandokumentet "fag- og timefordeling for grunnskolen" for å undersøke dens politiske funksjon og kunnskapsprofil.

Bakteppet for artikkelideen om M87 er knyttet til analyse min av M74 som viser at fag- og timefordeling var et sentralt politisk verktøy for å samle parallelle skoleslag og sette rammene for enhetsskolens kunnskapsprofil da enhetsskolen ble utvida med felles ungdomsskole i 1974 (Farstad Djupedal, 2021). Dette reiser flere spørsmål om timefordelingens politiske funksjon og kunnskapsprofil i M87. Mer spesifikt vil jeg undersøke hvordan skolens fagkrets og fagenes timetall endrer seg fra M74 til M87, samt analysere hvordan endringene begrunnes i politiske dokument. Overordnet sett kan en slik inngang beskrive hvordan fag- og timefordelingen ble bruk for å styre skolens kunnskapsinnhold. Analysen kan muligens også nyansere fortellingen om M87 som et læreplanverk der politikerne ikke (sentral)styrte skolens kunnskapsinnhold.

Presentasjonen vil være en del av mitt pågående doktorgradsprosjekt om historiske endringer i grunnskolens "offisielle kunnskap" fra 60-tallet til i dag. Prosjektet tar utgangspunkt i den nasjonale fag- og timefordelingen i læreplanverket. Presentasjonen er tenkt som min tredje artikkel i avhandlingen. Den første artikkelen omhandler samlinga av framhaldsskolen og realskolen i 1974 og heter «Da yrkesfag forsvant fra ungdomsskolen». Den andre omhandler framveksten av timefordelingen som et kunnskapspolitisk verktøy fra 1990 til 2006.

Keywords: Norsk skolehistorie, skolepolitikk, læreplananalyse, kunnskapsspørsmål, politisk styring

Author: Elise Farstad Djupedal

SESSION 10

Format: Panel

Room: 5.125, kl. 09:00-10:30 – Thursday 26th of May.

EPISTEMIC RECONFIGURATION AND PATTERNS OF SCHOOLING AFTER THE COMPREHENSIVE BREAKTHROUGH IN SCANDINAVIA (1980-2020)

With a start well before the millennium, clusters of educational reforms have moved comprehensive schooling in the Nordic countries beyond earlier national settlements. After the success with a unified basic school without tracking and setting in the 1960s and -70s, further debate grew on issues of inner school reform. Deeper discussions on inner workings of schools and teaching grew strong, often with knowledge and epistemic issues as an axis that gradually have acted as a gate to the following generation of curriculum and school reforms.

In our three-part presentation, the epistemic reconfiguration is presented with schooling in Denmark, Norway, and Sweden as cases where reconfiguration of schooling in epistemic terms came to series of national reforms from the 1980s, and in the transnational turn of educational policies during the last decades. Thus the revised approaches to the knowledge axis of schooling have guided reforms of common and post-compulsory schooling and changed Nordic universalist educational traditions on a number of issues. Common features have included shifts of knowledge visions, agendas and settlements beyond political party blocks, and new ways of standard setting by expanding national and local curriculum work. From the national trajectories key differences are seen in the extent to which educational choice and related mechanisms has been part of this reconfiguration. In the comparative part, we identify and discuss key concerns closely linked to small state challenges of the rising strategic knowledge agendas, as seen from the three country cases.

In research on changes of the Nordic common school patterns since the 1980s, changing framing, decentralisation, neoliberalism, individualism and school choice, have been dominant perspectives in explanations. We argue that the scrutiny of an epistemic axis represent aspects that complement the understanding of the expansion of education over these years beyond the formalism of much earlier research. We do not argue that the many shades of the interlinked expansion and educationalization are solely directed by the epistemic agendas, but that knowledge issues and other often more cross-sectoral aspects of education reform clearly intertwine and accompany each other in the overall

changes.

Keywords: School reform, Policy, Nordic countries

Three cases: Epistemic issues in the wake of long schooling for all

Magnus Hultén: *Sweden*

Harald Haraldsson Jarning: *Norway*

Jens Erik Kristensen: *Denmark*



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SESSION 11

Format: Panel

Room: 5.127, kl. 09:00-10:30 - Thursday 26th of May.

CONTESTED IDEAS OF GOOD CITIZENSHIP IN 19TH AND 20TH CENTURY SWEDEN AND NORWAY: AGENTS, INSTITUTIONS, PUPILS, AND POLICIES

The story of modern Scandinavia is often presented as a linear process of gradual democratisation, secularisation, and introduction of equal rights, culminating in the Nordic Model consensus of the post-war welfare state. Cultural, ethnic and linguistic homogeneity, Lutheranism, strong social democratic parties, and short ideological distances between the different parts of the political spectrum have been highlighted as explanatory factors for this development. This harmonious story of a gradually more inclusive idea of citizenship risks disguising many of the tensions and fractions playing out in Scandinavian societies along the way, particularly in the years before 1930. Both when it came to questions of gender, religion, class and ideology, battles over what the ideal future society and the ideal citizen should look like were fought over, and the outcomes were not necessarily given, despite seeming so in hindsight.

This panel explores idea of the good citizen as a contested concept, by offering a cross-section of ongoing doctoral research from PhD students affiliated with the research group Uppsala Studies in History and Education (SHED). The papers provide five different perspectives on contested views on how 'good' and useful citizens were to be shaped in nineteenth- and twentieth century Scandinavia. The case studies range from the fluid relationship between elementary schooling and citizenship in the early days of public education (Agnes Hamberger); negotiations between Christianity and democratisation (Emma Hellström); the formation of a specific female form of citizenship in secondary education for girls (Rebecka Göransdotter); ideological fostering of future citizens in children's organisations (Tuva Skjelbred Nodeland), and the renegotiation of the freedom and autonomy of higher education (Moa Lindqvist). Presentations will be given in Swedish and Norwegian.

Discussant: Merethe Roos

Keywords: citizens, class, gender, public schooling, informal education, higher education, welfare state.

Authors:

Agnes Hamberger: *"Folkskolans medborgare"*

Emma Hellström: *"Kristendom som medborgarfostran i folkskolan 1920-1969"*

Rebecka Göransdotter: *"Kvinnlig medborgerlig fostran i den kommunala flickskolan 1928-1974"*

Tuva Skjelbred Nodeland: *"Kampen om barna: ideologi og oppfostring i uniformerte barneorganisasjoner, 1910-1960"*

Moa Lindqvist: *"Autonomi under förhandling – svensk högre utbildning från 1945 och framåt"*



SESSION 12

Format: Papers

Room: 3.107 (auditorium), kl. 09:00-10:30 - Thursday 26th of May.

Chair: Chelsea A. Rodriguez

BETWEEN EDUCATIONALIZATION AND MEDIATIZATION: DISSECTING THE ANATOMY OF EDUCATIONAL NEWS IN TIMES OF SOCIAL TRANSITION

In the United States, education and news media (particularly print journalism) represent two of the most influential institutions for Americans concerning everyday knowledge production and the contestation of ideas during the 20th century; however, while the relationship between education and media has been researched from a wide-range of perspectives, historical approaches to understanding educational news in the United States have been particularly lacking. The primary aim of this paper is to dissect the practices and trends of educational journalism during the Cold War era, in order to gain insight into how educational news coverage shaped ideas and facilitated debates about the American education system during times of (real or perceived) crisis and social transition. Of particular interest is how these journalistic practices may have reflected the rise of educationalization and mediatization in American society, providing educational researchers insight into what knowledge might exist in the space where these two forces meet.

Approaches and methods from educational history, media history, and the history of knowledge contribute to the theoretical framework of this interdisciplinary study. Digitized historical newspapers published by The New York Times serve as the primary source material, and the analysis of these newspapers demonstrate how news media has acted as a co-constitutive entity in the articulation of ideas and positions about education. Taking educational news coverage as a distinct agent of influence allows researchers to rewind historical understandings of how ideas about education were (de)legitimized through the very medium and form of journalism, at a time and context when public schools and educators were finding themselves increasingly subject to nationalized, politicized, and globalized crisis discourses in the public sphere.

This paper represents just one segment of a broader PhD research project which places attention on 'all the news that's fit to print' on education in the United States during the post-war era (1945-1990). Topics of focus include the construction and practices of educational news, discursive patterns

and concept use, and the role of education editors and journalists in influencing and informing narratives about education. Methodologically, it also aims to contribute scholarship on the strengths and weaknesses of utilizing digitized newspapers and archives in the field of educational history, while also contributing practical knowledge and scholarship for educational historians who are increasingly using newspapers as source materials in the construction of local, national, and global histories of education.

Keywords: Educational Journalism, American Education, Educationalization, Mediatization, Newspapers, History of Knowledge

Author: Chelsea A. Rodriguez

TRUTH-TELLING? SETTLER NARRATIVES AND AUSTRALIAN HISTORY EDUCATION

History education has become a key site of contestation and political action in attempts to pursue justice for Indigenous peoples in Australia. The #LearnOurTruth campaign, for example, calls on school leaders, educators and students to learn ‘the true history of colonisation and its impact on our society.’

Recently slated revisions to the Australian Curriculum: History append the ‘Deep Time History of Australia’ to what has been principally a developmental account of the settler colonial nation state. However, recent research has shown that curricular reforms tend to obscure acknowledgement of Indigenous self-determination and sovereignty and legitimise settler possession through narratives that consolidate settler identity and belonging in place (Keynes and Marsden 2021). This paper explores discourses and narratives in recent school history curriculum and textbooks to understand the ways that they position Indigenous and settler relations. Adapting the three major narratives established by Thomas et. al (2019) in their study of media discourses and narratives, we locate this curriculum within broader and recurrent categories of explanation, and seek to understand what assumptions they reflect about dispossession and subsequent processes of colonization, resistance and negotiation.

The case study for this paper is the mandatory Australian history curriculum at years 7-10 and a selection of popular textbooks based on the Australian Curriculum: History. We analyse representations of Aboriginal history, and settler colonial history, with a particular focus on moments of Indigenous political action and negotiation with the settler state.

We argue that it is essential to take account of the dominant discourses and narratives conveyed through history curriculum, including their underlying assumptions, for history education to be a site for pursuing justice.

Keywords: History education, Historical justice, Truth, Curriculum, Textbooks, Settler, colonialism, Australia

Authors: Matilda Keynes, Amy Thomas and Beth Marsden

SESSION 13

Format: Papers

Room: 4.105, kl. 13:00–14:30 – Thursday 26th of May.

Chair: Charlott Wikström

FOLKBILDNING SOM SOCIAL MOTRÖRELSE I SVERIGE 1912–1918 MED EMILIA FOGELKLOU OCH BIRKAGÅRDENS FOLKHÖGSKOLA SOM EXEMPEL.

Under 1900-talets första hälft genomgick Sverige en förändring mot bakgrund av industrialisering, urbanisering och första världskrigets sociala efterverkningar i samhället. Den sociala frågan diskuterades flitigt inom pedagogiska och kulturella sammanhang vari folkbildningen spelade en viktig roll för välfärdssamhällets utveckling och demokratiseringen av samhället.

Pedagogen Emilia Fogelklou (1878–1972) var en central opinionsbildare i pedagogiska och sociala frågor under denna tid. Fogelklous pedagogiska och religionshistoriska författarskap väckte stor uppmärksamhet och hennes sociala engagemang skedde ofta i folkbildningssammanhang. En viktig referenspunkt för Fogelklou var Natanael Beskows och Ebba Paulis pedagogiska miljöer vid Birkagårdens folkhögskola, som med inspiration från Settlementrörelsen i England startade verksamheten i Stockholm 1912. Det var det demokratiska, visionära, egalitära och icke-konfessionella ståndpunkterna som Fogelklou inspirerades av. Birkagården var ett socialpedagogiskt experiment och motrörelse i förhållande till de traditionsburna bildningsidealen som läroverken representerade. Verksamheten verkade för att utjämna klassklyftor, skapa arbetstillfällen och social trygghet mot bakgrund av första världskrigets humanitära katastrof. Det som har kommit att intressera mig är på vilket sätt det sociala hjälparbetet tog sig uttryck i den pedagogiska praktiken. Hur grep denna folkbildningsmiljö tag i Fogelklou, i deltagarnas liv och i kollegiet på skolan?

Syftet med konferensbidraget är att få en inblick i Birkagårdens pedagogiska verksamhet 1912–1918. Följande frågeställningar kommer att vara vägledande: Hur var verksamheten organiserad? Vilka pedagogiska principer styrde verksamheten? Vad var det som motiverade Fogelklou att ta anställningen? Vilken relation hade Fogelklou till sina kolleger på skolan? I vad mån påverkades Fogelklous pedagogiska tänkande av erfarenheterna från Birkagården?

Källmaterialet kommer att omfatta bevarad korrespondens mellan 1912–1918. De brevväxlingar som är av särskilt intresse är de mellan Fogelklou och personer som arbetade på skolan bland andra



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Dagny Thorvall, Ebba Pauli och Natanael Beskow. Birkagårdens arkiv innefattar ett omfattande källmaterial som speglar Birkagårdens historia, såsom verksamhetsberättelser, jubileumsskrifter och minnesböcker sammanställda av medarbetare och besökare. Samtliga Ebba Pauli och Natanael Beskows böcker finns bevarade i arkivet.

Teoretiskt betraktar jag Birkagården som en småskalig utopi som den definieras av Jay Winters i boken *Dreams of Peace and Freedom*. Småskaliga utopier växer fram ur behovet av att omskapa sociala och politiska strukturer exempelvis efter erfarenheter av krig och sociala missförhållanden. Folkhögskolan på Birkagården startade under pågående världskrig och tiden präglades av stora klassklyftor som man ville överbrygga genom att sammanföra människor från olika samhällsklasser och yrken. Detta var en idé som i hög grad samstämde med Fogelklous pedagogiska vision.

Aktören och ideologen Fogelklou kommer här att betraktas som ett språkrör för en då kvinnor blev en del av en social och pedagogisk motrörelse som folkbildningssammanhangen utgjorde i Sverige. Inom folkbildningsforskningen har främst framstående folkrörelsemän, politiker och författare behandlats. Däremot har det forskats mindre om de enskilda deltagarna, lärarna som i stor omfattning var kvinnor som verkade i dessa pedagogiska sammanhang.

Keywords: sociala frågan, demokrati, välfärdssamhället, folkbildning, progressiv pedagogik, pedagogisk motrörelse, pedagogisk utopism

Author: Charlott Wikström

IN WHAT WAYS DO SCHOOL REFORMS CALL FOR NEW MATERIALITY? MATERIAL DEMANDS IN THE EXPERIMENTS WITH COMPULSORY 9-YEAR SCHOOLS 1949-1962

This paper analyses the experimental phase of the school reform project of establishing a new unitary 9-year compulsory school for all children in Sweden in relation to equipment, materials and premises. The paper answers the questions: How did the experimental school activities challenge established material practice? Which decisions were made concerning material change? Theoretically, the study takes a socio-material approach. This means that social construction is understood as not only a process going on among humans but also a significant aspect of human practice in relation to things and as an important factor in understanding how and why things work within society (Fenwick et. al. 2011).



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There is a great deal of studies concerning materiality and schooling. Educational historians have argued that material artefacts offer valuable source material to study passed classroom activities (Braster et. al. 2011). Material representations have also been used to study intentions or ambitions behind specific schools, school systems or educational programmes (Grosvenor & Rasmussen ed. 2018). This study discuss the relation between school reform and material change. The concept grammar of schooling (Tyack & Tobin 1994), as updated by Courtney & Mann (2020), is used to describe discursive conditions surrounding school. The basic notion is that change within schooling may happen when established practice collides with societal discourse, but also that established school practices may prevail although societal ideals change.

The empirical material consists of documentation about the experimental activities that were conducted from 1949 until 1962 in the city of Skellefteå in northern Sweden. One school in Skellefteå was one of the 14 Swedish schools, which from 1949 participated in the national school reform project to imply the 9-year compulsory school Grundskolan. During the following years also other schools in the city were included. All this is documented in inspection reports, annual reports of the school district, school board minutes and newspaper articles. Methodwise, data concerning material issues is identified and selected, like decisions to buy new materials or construction drawings for new school buildings and rebuilding old ones. To the extent that it can be found, photographs from school environments linked to the test activities will also be valuable sources.

Keywords: school reform, socio-materiality, materialities of schooling, grammar of schooling

Author: Andreas Westerberg

SENSUOUS CRITIQUE OR: MAKING SENSE OF RESILIENCE

Det kritiska tänkandet har lyfts fram som ett nyckelvärde i en alltmer heterogen informationskultur. Samtidigt som att folkupplysning numera griper in i allt lägre åldrar och att digitaliseringen möjliggör en expansion av utbildningsinstitutioners verksamhetsfält, står världen inför ett omedelbart behov av människor som inte bara kan tänka väl utan också handla i enlighet med sitt omdöme. Vår tids sociala fråga har prekära sociala, ekonomiska, kulturella och inte minst ekologiska anspråk på utbildning som tarvar en omprövning av det kritiska tänkandets potentialitet. Med utgångspunkt i kritik som en sinnlig och imaginativ verksamhet öppnar detta paper upp för ett samtal mellan tänkare som på olika sätt betonar vikten av en kultivering av sinnen. Klassiska pedagoger som Montessori, Key och Steiner sätts här i dialog med senare tänkare som

Nancy, Cavarero och dekoloniala praktiker.

Detta paper är början på ett forskningsprojekt som ska handla om bildning och ekologisk kritik. Ekologi förstås här utifrån begreppets etymologi oikos-logos, det vill säga vårt gemensamma hems kunskap. Kritik spelar på grekiskans kritika som betyder urskiljning. Sammantaget vill studien närma sig en klassisk bildningstematik från en nutida fråga: Hur kan naturens kultur uppfattas av vår kulturs natur? Eller: Hur kan kritik förstås som en inlevelses- och urskiljningskunskap i mötet med vårt gemensamma hem?

Keywords: Cultivation of the senses, Ecology, Critical thinking, Bildung, Resilience, Emotions, Nature and Culture

Author: Synne Myrebøe



SESSION 14

Format: Papers

Room: 5.125, kl. 13:00-14:30 - Thursday 26th of May.

Chair: Lars Bang Jensen

UNGES ADGANG TIL VALGRETSFÆLLESSKABET - FRA 'ERFARING MED VÆRNEPLIGT OG SKAT' TIL 'DEMOKRATISK SOCIALISERING'

I oplægget præsenteres et mindre historisk kildestudie, der undersøger politikeres italesættelse af unges politiske deltagelse i folketingsdebatter om valgrets alder i perioden 1953-2016. Jeg vil præsentere Work-in-Progress om det historiografiske afsæt, analysestrategien og de empiriske resultater. Studiet har analytisk nedslag i kildematerialet; lovforslag, folketingsdebatter, etc. publiceret i Folketingstidende. Her undersøger jeg forskningsspørgsmålene: a). Hvordan italesætter politikerne de unge som politiske subjekter og unges politiske dannelse? b). Med hvilke argumenter udgrænses unge fra eller inkluderes i at kunne deltage i valgretsfællesskabet? c). Hvordan taler politikerne om og hvilken rolle spiller de unges 'politiske engagement' (om nogen). Metodologisk er jeg inspireret af en konstruktivistisk tilgang til ungdom og unge som mulige politiske subjekter (Bessant, 2020; Hacking, 2006). Analysestrategisk stiller jeg diskursivt skarpt på begreber, argumenter og den historiske kontekst for politikernes italesættelser om unges politiske dannelse og engagement.

Kildestudiet indgår som en delanalyse og en diakron bearbejdelse af genstandsfeltet i forskningsprojektet: From Politics to post-politics. Young People's engagement om unges politiske engagement og politiske dannelse, hvor lektor Jonas Lieberkind og jeg undersøger tre forskningsmål: a) unges tilgang til samfundet og eget syn på politisk engagement; b) barrierer og drivkræfter i de unges politiske engagement og; c) hvordan politisk dannelse sker i tilblivelsen som politisk subjekt. Det empiriske grundlag for samtidsundersøgelsen består af etnografiske interviews med et udsnit af 60-70 interviewdeltagere, der har forskelligartede kulturelle og socio-økonomiske baggrunde og bor forskellige steder i Danmark. Projektets overordnede tese er, at nutidens nye former for politisk engagement karakteriseres mest adækvat som post-politisk. Et væsentligt træk ved det post-politiske er, bl.a., at engagementet ikke længere nødvendigvis er forbundet til klassetilhørsforhold og spørgsmål om politisk fordeling af materielle værdier og socio-økonomisk ulighed (Inglehart, 1977; Jensen, 1988; Mouffe, 2005; Swyngedouw, 2018). Herved åbnes mulighed for at undersøge unge i en bredere politisk-kulturel ramme, hvor politisk engagement og politisk



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dannelse analyseres på baggrund af interview. Her er vores fokus politisk dannelse, som vi forstår som dannelse vedrørende det politiske. I forståelsen af det politiske tager vi afsæt i Carl Schmitt's og Mouffe's begreber (Mouffe, 2005; Schmitt, 1927, 2002) og i tråd med Foucault, Butler m.fl.'s teoretiske perspektiv på subjektiveringsprocesser rummer de en dobbelthed (Butler, 2005; Foucault, 2002). Politisk dannelse rummer også en dobbelthed ved på den ene side at være (dannelsen af) den enkeltes sans for dissensus og på den anden side at være et resultat af den givne politiske socialisering, som finder sted i børnehaven, skolen i almindannelsen og i samfundet generelt (Bruun, 2011; Lieberkind & Bruun, 2021). I det analytiske perspektiv på dissensus og subjektifikation er vi inspireret af den franske filosof Jacques Rancière's

Keywords: Stedet, Metodologi, Postpolitisk, Unges politiske engagement

Author: Laura Pérez Thormar

THE RISE, INSTITUTIONALIZATION AND PRACTICES OF STATISTICS IN DENMARK 1800-1850 - HOW INTERNATIONAL DEVELOPMENTS IN STATISTICS SHAPED THE PRACTICES OF THE DANISH STATE

This paper examines how statistics in Denmark arose in the nineteenth century and tries to trace a line between the international institutionalization and developments in this period and the specific Danish actualization. Specifically, the emphasis is on how statistical knowledge was transformed into actual practices by the State in Denmark. Statistics was a rapidly growing field internationally in the period and specific breakthroughs in the statistical sciences allowed for an expansion of the practices involving statistical measurement and accounting. These mathematical breakthroughs and ways of modelling are highlighted regarding how they influenced the practices of both the State and the members of the statistical bureau in Denmark. Finally, this paper draws a line the present specifically to contemporary statistics and how specific statistical modelling practices and ways of statistical analysis shapes the way public discourse frames (and measure) the well-being of children in the Danish primary schools through a concrete empirical project (Program for Læringsledelse).

Keywords: History of science, History of statistics, Governance

Author: Lars Bang Jensen

LOCAL POLITICIANS' ROLE IN THE MAKING OF NATIONAL HISTORY TEXTBOOKS

Denmark published a set of school laws on July 29, 1814, which enforced mass, compulsory education across the kingdom. The school laws were published separately, however, depending on location: one for rural schools, one for schools in market towns, and one for schools in Copenhagen. The curricula of this tiered system would not be unified under a national curriculum until the Sthyrskes Circular of 1900 and new school laws of 1904, and up until then, school districts taught different school subjects to varying degrees and intensity. But were students also provided with different content across the districts? There is at least one case: a case of a Copenhagen-based exception around the turn of the 20th century. With district school commissions being headed by local parishioners and politicians, this paper will use a case study to explore if and how local politicians can change what content is included in textbooks authorized for local schools compared to content in textbooks published in general for Denmark. And from this, can we make assumptions

To do this, I will analyze a case of Danish educational historiography as found in Danish history textbook narratives. N. C. Rom was one of the most popular and most re-published authors (Gjerløff & Jacobsen, 2014, pp. 193-195) of compulsory school level history and geography textbooks. For decades (e.g. 1860s-1900s), Rom's textbooks on the history or geography of the Fatherland were used across the nation to teach students the values of the Danish nation-state and the ways of being Danish (see, for example, Gotling, 2020; see also, Dahn & Boser, 2015). There were specific guidelines in the Danish school laws for what the goals of teaching history and geography should be on a general, though non-uniform, level across the State. In order to see if and how local politics alter the goals of local school curricula, this paper will compare Rom's popular *Fædrelandshistorie for Borger- og Almueskolen* (1875-1897) textbook narratives published for use across Denmark with a "new" textbook series he published specifically for Copenhagen at the turn of the 20th century: *Ny Fædrelandshistorie for Borger- og Almueskolen* (1896, 1902, 1905).

Keywords: Denmark, Educational historiography, Nationalism, Textbooks

Author: Nicole Gotling



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GENDERING STATISTICS: RATIONALIZED ARGUMENTS IN THE DEBATE ON FEMALE EDUCATION IN PRUSSIA AND SWEDEN IN THE 1880S.

This paper presents a dissertation which aims to further investigate the persuasive power of statistics and its capacity to serve both as a means of subversiveness and subjugation in political argumentation within the debate for improved female education in 1880s Prussia and Sweden. I present the hypothesis that participants in this debate on the expansion of girls' secondary education and female teachers' employment opportunities adapted to the masculinist logic of statistical thinking to present their arguments in a legitimate way in the context of state policy-making. Statistical thinking came to be a prevalent style of reasoning and mode of decision-making within the modern State (Hacking, 1990, 2002), characterized by the reduction of complex reality to make society legible (Scott, 1998). This paper is based on writings on female education directed to Parliament. Firstly, in an 1887 petition to the Prussian parliament by a group of Berlin women's activists statistics was used to ground and strengthen anecdotal, rhetorically rousing claims on discriminatory hiring practice. Secondly, in the case of an report to the Swedish parliament by an investigatory commission active between 1885 and 1888, statistics are the argumentative basis to refute essentialist ideas of girls' ineptness to participate in secondary schooling. The debate on female education and the use of statistics within it as indicated in these writings are viewed here as gendered, both on a level of content as well as of conduct. Gendered content refers to central topics of 'female nature' and education to address problems connected to the distinct social status of 19th century middle-class women (Zymek & Neghabian, 2005). Statistics as part of the gendered conduct of this debate is analyzed as part of the systemic masculinist hegemony by which modern nation-states had become structured. Masculinist hegemony designates the structures and mechanisms by which the dominant role of men in society is established and upheld (Kreisky & Löffler, 2008); statistics as a powerful practice requiring logistics, funds, and knowledge which is mediated within circles exclusive to men, is considered an important gearwheel to reproduce this hegemony. However, while it contributes to the exclusiveness of masculine coded political spaces, statistics also allows to rationalize arguments of a variety of backgrounds: this standardization effectively transforms arguments to become legible and legitimate to the policy-apparatus. I claim that this function of statistics was appropriated by activists for female education to gain access to arenas of policy-making, to communicate issues efficiently, and to lend their claims and demands the appearance 'objectivity'. As a preliminary result of my analysis, I argue that statistical standardization of activists' political, social, professional, and personal arguments can be viewed as a form of subjugation to the reductive, masculinist style of reasoning prominent in policy-making, public debate, as well as in formal secondary education. The



rationalization of ambitions to qualify women to participate in political and economic life through education, can also be interpreted as subversive since space is claimed and male-dominated public spheres are challenged (Florin & Johansson, 1991) by utilizing the masculine-coded instrument of statistics.

Keywords: gendered statistics, rationalization, girls' education, female teachers, masculinist hegemony, women's history

Author: Sophie Winkler



SESSION 15

Format: Papers

Room: 5.127, kl. 13:00-14:30 – Thursday 26th of May.

Chair: Anna Larsson

LÄROVERKSLÄRARNAS OCH PEDAGOGIKENS: DEN OBLIGATORISKA MAGISTERKURSEN I ÄMBETSEXAMEN 1907–1969

Frågan om vilka kunskaper som en lärare behöver utöver kunskaper i de ämnen han eller hon ska undervisa i har varit aktuell åtminstone sedan 1700-talet, och är ännu idag omstridd. I linje med läroplansteoretiska synsätt kan frågan ramas in av vad stat och samhälle legitimerar som viktig och riktig kunskap vilken skolsystemet har att reflektera, främja och vidareföra. Historiskt sett var i Sverige denna fråga mycket omstridd när det gällde läroverkslärares utbildning. I detta paper ges en överblick över diskussionerna om de pedagogiska utbildningsinslagens art och mängd i utbildningen av ämneslärare 1907 till 1969. I empiriskt fokus står den kurs i "psykologi samt pedagogikens teori och historia" som utgjorde den obligatoriska miniminivån inom det pedagogiska studieområdet för alla ämneslärare. Utifrån denna empiri är syftet i uppsatsen att, med hjälp av ett kunskapshistoriskt perspektiv, diskutera kunskapsfrågornas relation till kampen om inflytande och status mellan läroverk och universitet, mellan olika aktörer, mellan skilda kunskapsområden och mellan teori och praktik. Förändringar, eller brist på förändringar, kommer att uppmärksammas och därigenom belysa hur jurisdiktion gällande kunskap underhålls och förändras över tid och vilken betydelse kunskapsorganisation har.

Keywords: Teacher education, History of knowledge, Pedagogy, Educational knowledge, Sweden

Author: Anna Larsson

FOSTRAN AV MÖDRAR – SEXUALUNDERVISNINGENS SAMHÄLLSUPPDRAK VID FLICKSKOLOR I BÖRJAN AV 1900-TALET

Föreliggande paper kommer att analysera argumenten för och emot införande av sexualundervisning vid flickskolorna under det tidiga 1900-talet. De svenska flickskolorna växte fram på en

privat oreglerad marknad under 1800-talet. De grundades genom enskilda initiativ, och finansierades främst genom höga terminsavgifter. Det tidiga 1900-talet kan beskrivas som de privata flickskolornas glansdagar – de hade ingen konkurrens från statliga flickskolor samtidigt som den ökande efterfrågan på utbildning för flickor gav ett växande elevunderlag. Undervisningen kunde också utformas fritt, då officiella reglerande timplaner inte fanns för flickskolorna. Den undervisning som bedrevs vid de högre flickskolorna har också av tidigare forskning beskrivits som progressiv, och många tongivande progressiva pedagoger hade inflytande över pedagogik och innehåll.

I slutet av 1800-talet började emancipationssträvande kvinnliga läkare och pedagoger arbeta för att föra in moment om sexualundervisning i ämnet "hälsolära" vid flickskolorna. Initialt rörde det sig främst om information om både de kvinnliga och manliga reproduktionsorganen, men även om vad som vid tiden kallades kvinnohygien. Tidigare forskning har betonat hur den tidiga sexualundervisningen motiverades med att flickor behövde skyddas från oönskade graviditeter, könssjukdomar samt prostitution. Min analys av de diskussioner som fördes vid flickskolemöten och i lärartidningar vid början av 1900-talet visar emellertid på hur det just i fråga om flickskolorna i större utsträckning handlade om att fostra flickan inför ett kommande samhällsuppdrag som maka och mor.

Av avgörande betydelse i argumentationen för utökandet av sexualundervisningen vid flickskolorna var flickornas roll som blivande uppfostrare av egna barn. De skulle genom undervisningen rustas för att i framtiden kunna ge sina barn en väl avvägd och korrekt undervisning i fråga om sexualupplysning. På detta sätt kan man se att skolans sexualundervisning syftade till att förbereda flickorna inte bara för ett liv som sexuellt aktiva, utan att det också var en outtalad förväntan på att de skulle få egna barn att undervisa. I argumentationen finns också tydligt uttryckt att man många gånger ansåg att samtida föräldrars sexualundervisning av de egna barnen var allt för bristfällig. Genom att undervisa flickorna i ämnet skulle denna brist alltså kunna åtgärdas till kommande generationer. Källmaterialets fokus på flickans förväntade livsuppgifter som maka och mor bidrar till att ge oss en mer sammansatt bild av den progressiva pedagogikens bevekelsegrunder.

Även klassperspektivet är värt att ta i beaktande. Flickskolornas elever kom främst från övre medelklass och överklass i större städer. Det av tidigare forskning identifierade behovet av att skydda flickor från sexuella risker verkar ha varit mer påtagligt i fråga om flickor vid offentliga folkskolor, det vill säga skolor där flickor från de lägre samhällsklasserna deltog i undervisningen. I detta paper kommer argument för och emot införandet av sexualundervisning alltså att analyseras utifrån de normer och ideal om sexualitet som skapades i en borgerlig flickskolekontext.

Keywords: Flickskolor, Sexualundervisning, Progressiv pedagogik, Sexualitet, Privatskolor, Borgerlighet

Author: Sara Backman Prytz

IMPLEMENTING A BROADER CURRICULUM FROM ABOVE? SCHOOL INSPECTORS AND THE INTRODUCTION OF GEOGRAPHY, HISTORY, GEOMETRY AND NATURAL SCIENCE IN THE ELEMENTARY SCHOOL IN SWEDEN, 1861-1910

During the late nineteenth century and early twentieth century systems of mass education were implemented with more or less success in many parts of the world. A neglected chapter in the introduction of the broader content of the elementary school education is the role of school inspection. In Sweden our knowledge is very limited in relation to how the broader curriculum plan was introduced in practice and how inspectors contributed to implementing these reforms. We particularly lack knowledge about the relatively new theoretical subjects history, geography, geometry and natural science which therefore will be in the focus of this paper. One way of measuring the implementation of school subjects is to look at available statistics on how many pupils were taught in each subject and how this changed over time. Furthermore, inspectors gave general statements on the development of the teaching in the different school subjects. It has previously been established that geography and history received a more prominent role towards the later part of the nineteenth century (Evertsson 2015). However, no detailed account on this reform is available which calls for a more comprehensive study. Therefore, this paper aims to investigate how many children that were taught in the theoretical subjects over a longer time period and which strategies that inspectors used for implementing the new teaching. Material to study will be school inspector reports, national and local school statistics, curriculum plans and teaching guidelines from these the school subjects. In a wider context, the study relates to curriculum history claiming that school subjects are constantly subject to negotiation and reconstruction (Popkewits 1991). The different components that are to be included according to the curriculum plan provides a symbolic sanction for what is considered important and by extension what is regarded as significant in the society (Kliebard 2004). In the Swedish context, it has been argued that a moral curriculum code (religious educational ideal with some basic knowledge about the country) was replaced by a realistic curriculum code (broader instruction with an education ideal based on natural science) (Lundgren 1989; Englund 2005). This paper constitutes one of three research studies in a project funded by the Swedish Research Council (2020-2022).

Keywords: School inspection, Elementary school, Curriculum codes, Curriculum history, History, Geography, Geometry, Natural science

Author: Jakob Evertsson

SESSION 16

Format: Panel

Room: 3.107 (auditorium), kl. 13:00-14:30 - Thursday 26th of May.

THE NORDIC EDUCATION MODEL IN CONTEXT – ROUTLEDGE BOOK RELEASE

The Nordic Education Model in Context – Routledge book release

This panel marks the release of a new book entitled *The Nordic Education Model in Context – Historical Developments and Current Renegotiations*, edited by Daniel Tröhler, Bernadette Hörmann, Sverre Tveit and Inga Bostad (Eds.) and published by Routledge in their series on *Studies in Curriculum Theory* this spring.

The book aims to offer a more precise picture of how a “Nordic model” could come into being in the first place, addressing how it was integrated into and grew out of a lively Nordic democratic culture that was both national and transnationally-cooperative at the same time. Further, it aims to show how successful educational policies, curricula, and the design of educational practices in organizations could be achieved in a largely pragmatic way, at least in this cultural context, while at the same time taking up and passing on certain values, namely the ideas of equality, welfare, justice, and individualism. Against this background, the book addresses the question of how this educational system and educational thinking can deal with the current challenges and, conversely, discusses the question of how quickly a historically grown educational system that is so closely interwoven with the dominant culture can be shaken in its basic components beyond the rhetorical roll of thunder that international agencies have intoned. Many of the contributors to the book are present at Nordic Educational History Conference and a few of these take part in the panel that is organized to celebrate the release of the book.

The following chapters will be presented upon a open discussion between panelists and attendants:

- The Nordic Education Model. Trajectories, Configurations, Challenges
- Trajectories of assessment and certification in the North. Grading and testing policy in Norwegian and Swedish basic education
- Schoolteachers, child-centred education, and the Nordic education model: Danish and Norwegian experiences 1920-1935
- Integrating, segregating, emancipating? The general and the specific in Nordic Sámi education

in the early twentieth century and today.

- From knowledge to skills and competence: Epistemic Reconfiguration in Nordic basic education 1980-2020

All attendants are welcome to join for a small celebration of the book release immediately after the session.

Keywords: The Nordic Education Model, Routledge book release, Historical Developments and Current Renegotiations

Authors: Daniel Tröhler, Bernadette Hörmann, Sverre Tveit and Inga Bostad



SESSION 17

Format: Papers

Room: 5.125, kl. 15:00 – 16:30 – Thursday 26th of May.

Chair: Bjørn Hamre

TEACHING CITIZENSHIP THROUGH NATURE. FEMALE TEACHERS USE OF ANIMAL DISSECTION AND LABORATORY CLASSES AS POLITICAL STRATEGY IN SWEDISH SCHOOLS 1900-1920

The general aim of this paper is to better understand some of the processes through which science became a voice of authority in 20th century Sweden and how scientific knowledge was used as a political strategy by investigating the increased element of natural science teaching in schools. But unlike most previous studies, often concentrated on the grammar schools dominated by men among both lecturers and students, female teachers working in elementary and private secondary girls' school and their pupils are here in focus. An emphasis on female teachers is not merely motivated by the scarcity of earlier studies: an empirical in-depth analysis of the transformation of natural science education is a key element in a more general understanding of how science came to work as a societal force during the first half of the 20th century. By distinguishing two innovative teaching methods as empirical examples – the use of dissection of small animals within the education in biology and laboratory classes in chemistry – and following female teachers who were promoting science in schools, these general processes are investigated at a practical classroom level, extending previous historical studies on the circulation of scientific knowledge into the area of primary and secondary education. The new curriculum had a distinct impact on the professionalization and vocational training of female teachers. But especially animal dissections in class was advocated not only as an effective teaching tool but also for its ability to fulfill more general educational objectives. In short: For teachers and pupils alike, basic orientation in contemporary scientific knowledge – including, for example, knowledge of the anatomy and physiology of the human reproduction organs – was perceived as an instrument for individual and collective emancipation. Through knowledge in natural science and training in scientific methodology would every student, girls and boys from all strata of society, be given better opportunities as adults to live and contribute as modern, healthy, knowledgeable, and democratic citizens. Earlier studies in the history of education has emphasize how progressive pedagogy and an experimental, hands-on oriented “nature study” and laboratory work from the end of the late 19th century became an important part of young pupils – not least girls –



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natural science education. But this paper, based on the Swedish example, will expand this argument into the social and political spheres of society in an attempt to contribute to international and national research on girls' science education and the history of female teachers in the first half of the 20th century. When it comes to science education it is also important to acknowledge and further investigate the various connections between academia and primarily and secondary education, and with a special interest in girls' education and female teachers. An analytical emphasis on circulation of knowledge is here particularly productive as it gives an impetus to look in new places and for new actors, connections and influences, stimulating an empirically grounded research reorientation that can enhance our understanding of the history of science and general education in modern society.

Keywords: science education, teacher training, sexual hygiene, dissection, citizenship

Author: David Thorsén

AN EDUCATIONAL PERSPECTIVE ON THE HISTORY OF DISABILITY, MENTAL DISORDERS AND SPECIAL EDUCATION IN SCANDINAVIA - 1800-1970

This paper deals with disability history in relation to the field of education and the emerging welfare states in Sweden, Norway and Denmark. The Nordic countries resemble each other in many ways. Reasons for the great similarity between these countries are geographical, historical, cultural, linguistic and political, as well as a range of networks between the countries. Connections between these three countries have traditionally been very close, not least in the fields of educational and institutional practices. The object of the paper is the relation between education, disability/mental disorders and the welfare state in Sweden, Norway and Denmark. Historically, education as a field relates to the development of schooling, and education as a science is associated with teaching, educational systems and upbringing, this presentation links to those discourses, practices and subjects being at the limit of educational norms and practices. Drawing on the existing research, the presentation discusses how these discourses and practices on the history of disability, mental disorders and special education affected constructions of normality and deviance in the period 1800-1970.

Keywords: Disability, Mental Illness, Special needs education, Eugenics

Authors: Jesper Vaczy Kragh and Bjørn Hamre

AGE AS KEY IN STATE SCHOOL SEXUAL POLITICS: STATISTICAL DATA PROMOTING MODERATION OR SEXUAL LIBERATION IN THE 1970S

This present paper focuses on how age was used as an argument to promote or discard sexual liberation via two government commission's reports in the 1970s (SOU 1974:59 and SOU 1976:9). How was age, as statistical data, recognized, and what other references to science was used to promote the argument for moderation or liberation? Age was important, since it had implications for how the school sex education should be organized.

In Sweden, a state school sexual politics was constituted in the 1940s. This meant that the state took an active role in promoting school sex education for children aged seven to the end of upper secondary school (Sw. gymnasiet) and started to finance further education for teachers in all of the nation's regions, published teacher guidelines, and included the subject in the school curricula (Lindgren & Backman Prytz 2021). Two decades later, advocates for the limitation of school sex education grew strong and pushed the government to appoint a government commission of inquiry in 1964 (USSU, Utredningen rörande sexual- och samlevnadsfrågor i undervisnings- och upplysningsarbetet). A key question was whether the school sex education was in line with the norms about sexuality in the society in general or not. The commission should also pay attention to results from medical-, psychological, and social research. The commission worked for ten years and published several reports. The final one, in 1974, was an eight hundred page teacher guideline (SOU 1974:59). From the onset, Statistics Sweden (SCB) was contracted to help the commission with surveys and more than 3 000 pupils were approached to answer questions about how they perceived sex education and sexuality in general (including their own). The commission protocols from their monthly meetings give witness to how difficult it was to carry through with the surveys. The members debated what questions to ask, how they should be asked, and which conclusions could be drawn. The head of Statistics Sweden, Hans Zetterberg, attended several meetings and there were several controversies in the group. One of the reports showed that the Swedes attitudes as well as behavior in relation to sexuality was more liberal than expected, including attitudes regarding having sex before marriage. Another report from a different government commission of inquiry, the first one about Sexual abuse, propagated strongly for the need to change the laws regulating children's age of maturity (having sex legally). The commission advocated, for example to; lower the age of maturity, reducing penalties for offenders and abolish penalties for incest (SOU 1976:9). The commissioners used references to USSU's reports, i.e. about school sex education, to make this proposition. It is clear, however, that the members of the USSU inquiry found this problematic. It was a problem, they claimed, how the surveys measured age and they changed the previously published results in the final report.

Keywords: school sex education, age, statistics and numbers, state school sexual politics

Author: Anne-Li Lindgren

SESSION 18

Format: Panel

Room: 4.105, kl. 15:00 – 16:30 – Thursday 26th of May.

METHODS IN THE HISTORY OF EDUCATION

There are surely good reasons to reflect on the methods of history of education, that is the tools, techniques, and approaches appropriate for historians of education. In the changing field of educational research, which include quantitative methods as well as those based on interviews and observations, there is a need to clarify the methods of historians of education (Furlong 2013). This challenge has also been posed within the discipline of history. Paula Fass – the distinguished scholar of the history of childhood – has complained of a lack of rigour in historical research, marked by “a profusion of styles and methods that seem to obey no rules but the unique bypaths of the individual historian’s mind” (Fass 2003, 41).

In this session, we reflect on the main choices historians face when studying various phenomena throughout the research process. These include the choices made when selecting source materials, the questions chosen when critically examine the value of the source materials (so-called source criticism), the analytical approach (e.g., discourse analysis) and the steps taken when exploring, collecting and analyzing the source materials.

While methods in history of education share some basic features – many historians of education remain dependent on printed or non-printed documents – there are nevertheless obvious differences depending on the object of research: if we are to bring order to the confusion noted by Fass, we cannot only talk about one historical method, but have to clarify the different methods that historians of education use. In this session, we discuss a selection of methods pertaining to the study of textbooks and the discussion surrounding them; archival research in comparative education; everyday school life, and the social history of education.

Keywords: Methods, History of education, educational research

Authors:

Lisa Rosen Rasmussen: *“Sensing and sketching out everyday school life by reading between/through lines”*

Michael Geiss: *“Archival research in comparative education: The promises and pitfalls of using digital databases”*

Henrik Åström Elmersjö: *"The history of textbooks, and discussions about them"*

Anne Berg: *"Why did some women practice voting? Thoughts on why we need to combine methods in social history"*

Organizer: Johannes Westberg

Discussant: Christian Ydesen



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SESSION 19

Format: Panel

Room: 3.107 (auditorium), kl. 15:00 - 16:30 - Thursday 26th of May.

NEW INSTITUTIONS, PROGRESSIVE EDUCATION AND CIRCULATION OF KNOWLEDGE(S) IN MID-20TH CENTURY SCANDINAVIA

What does it mean to talk about progressive education? The term has become a phrase that is used so widely – both by its friends and foes – that it has almost lost its explanatory meaning. What has been labelled as progressive education, from the last decades of the nineteenth century up until the present time, is arguably a heterogeneous set of ideas and movements (Howlett, 2013). One example of progressive education is the belief in participatory democracy, but also in joint and individual planning of schoolwork as has been the case in several experimental Scandinavian high schools. Another example is the reform of the higher education system in Denmark with the integration of problem-based learning, PBL, at the new Danish universities in the mid-1970 together, while a third example is the international influence, e.g., the influence of German progressive pedagogy on Swedish teaching after 1945 or the IADAS-network, The International Association for the Development of Adolescent Schooling, which had schools in a number of Scandinavian countries where pedagogical experiments took place. Within this myriad of educational ideas and movements, it is possible to detect several connections and networks that share a common belief system regarding their version of progressive education.

This panel brings together researchers of history of education, history of science and ideas, and history of knowledge to discuss developments and changes in practical, theoretical, and material aspects of progressive education in the last half of the 20th Scandinavia. The panel focuses on educational institutions that in different ways have had a progressive and experimental approach to pedagogy and education. For instance, how the institutions have found inspiration, new paths, and developed alternative pedagogical practices in the existing educational environment through knowledge exchange with their neighbouring countries, but also how progressive education has challenged and developed the traditional educational policy in the Scandinavian countries. In the panel, we will discuss questions about how knowledge about progressive education has circulated among educational institutions in Scandinavia, how the knowledge has changed in circulation and how it has affected both institutions and national educational policy (Östling & Heidenblad).



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The periodical and geographical delimitation of the panel is the mid-20th century Scandinavia, and the presentations will capture the historical change and differences in what is described as progressive education in this period. The scope is to investigate how different educational institutions from primary schools to universities have introduced, used, and been influenced by different types of progressive knowledge in the work with pedagogical objectives and how the knowledge has circulated among these institutions and in the Scandinavian society.

With these five presentations and concluding collective discussion, our ambition is to deepen our understanding of progressive education in Scandinavia through the focus on the circulation of knowledge.

Keywords: progressive education, circulation of knowledge(s), Scandinavia, the history of knowledge

Authors:

Karen Egedal Andreassen: *"The International Association for the Development of Adolescent Schooling (IADAS) – a Scandinavian Network for Innovation in the Primary School area"*

Johan Samuelsson: *"German Connections: the circulation of progressive knowledge about teaching and experimental schools between Sweden and Germany 1930-1950"*

Daniel Lövheim: *"Experimental Schools in Scandinavia 1967-1971: The Global-Regional Social Perspective"*

Chairs: Daniel Lövheim & Maria Simonsen

Discussant: Petter Sandgren

SESSION 20

Format: Panel

Room: 5.127, kl. 15:00 – 16:30 – Thursday 26th of May.

UTDANNINGSVITENSKAP MED SKANDINAVISKE TILBAKEBLIKK. GRUNNTREKK OG FORSKNINGSFORANDRINGER I DANMARK, NORGE OG SVERIGE I DET LANGE 20. HUNDREÅRET.

De siste tiåra har utdanningsvitenskap (N 1996), utdanningsvetenskap (S 2001), og uddannelsesvidenskab (D 2010) kommet i bruk i skandinaviske land som nye samlebetegnelser for det brede kunnskapsområdet i forskning og høyere utdanning knyttet til oppvekst, undervisning og utdanningssystem. Forskningsområdet betegnes også ofte samtidig som utdanningsforskning, forskning om utdanning, uddannelsesforskning.

De nye samlebetegnelsene rommer markerte forskningsforandringer. Typiske innslag er voksende kunnskapsvariasjon og ny bredde i tilfang av forskningskompetanse fra fag- og fakultetsområder. Internasjonalt er endringene ofte er karakterisert og diskutert som hybridisering, akademisk drift, og skiller mellom forskningssjangre som modus 1/modus2 og samproduksjon mellom vitenskaps- og samfunnsutvikling.

Lag i endringene er aktuelt materiale for historiske kartlegginger. De er knyttet til forandringer i henvisninger til trossystem og nasjonalstater, til kunnskapsarsenal gjennom moderne vitenskap og disiplinsystem, og yrker og yrkesområder, og til ekspansjon av sektoren av oppvekstinstitusjoner og skoleslag. Mønstre det er aktuelt å kartlegge inkluderer videreføring eller oppmyking av den tradisjonelle kløften mellom fullt vitenskapelige og halvvitenskapelige kunnskapsområder, der lærerutdanninger og pedagogikkfag lenge var på begge sider.

I forskning om disse kunnskapsendringene over en del tiår har mye oppmerksomhet vært rettet mot domenetap i det første disiplinområdet innen feltet, pedagogikk. Delvis parallelle endringer kan følges med framvekst av forskning og fagområder utenfor pedagogikkområdet, som fagdidaktikk for ulike skolefag, og av områder med forskningsobjekt og kjernekompetanse utenfor den gamle stammen av allmennutdanning, barnehageforskning, yrkesopplæring, høyere utdanning, voksenopplæring. Slike nye områder har gjort varierende bruk av områdenavn sammen med forskning/pedagogikk/didaktikk som betegnelser som på varierende måter viser til disiplintradisjonen med pedagogikk og til didaktiske deldisipliner.



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I dette panelet presenterer Jens Erik Kristensen, Harald Haraldssøn Jarving, og Daniel Sundberg hver sine oversyn over viktige utviklingslinjer og karakteristiske utfordringer bygd på stoff fra tidligere publikasjoner og kildeutvalget der.

Keywords: Uddannelsesvidenskab, Pædagogik, Fagdidaktik, Det pedagogiska kunskapsområdet, Forskningsforandring, Education as discipline, Education research, History of contemporary educational knowledge

Authors:

Jens Erik Kristensen: *"Fra pædagogik til uddannelsesvidenskab - om uddannelsesvidenskabens indtog og marginalisering af pædagogik"*

Harald Jarving: *"Pedagogikk - Omgitt av utdanningsvitenskap og utdanningsforskning"*

Daniel Sundberg: *"'Pedagogik' and the Production of Evidence in the History of School Reforms in Sweden"*



SESSION 21

Format: Papers

Room: 4.105, kl. 09:00-10:30 - Friday 27th of May.

Chair: Christian Lundahl

THE POOL OF ABILITY AS A DISCURSIVE CONSTRUCTION IN THE SECOND WAVE OF MASS EDUCATION

The Swedish term 'begåvningsreserven' (usually translated as the pool of ability) was coined in 1948 by the Social Democratic politician Ragnar Edenman (1914–1998) in a speech where he addressed the need to increase the qualified workforce in the country. Edenman's statement relied on previous investigations conducted by the educational scholar Torsten Husén (1916–2009) in which he compared intelligence test scores from 44 011 conscripts with their level of formal education (Husén, 1946, 1948). The results showed that about 33 percent of the population scored higher than the lowest decile group of whom had graduated from secondary school (realskolan), while the number for the upper secondary school (gymnasium) was about 14 percent. These numbers were seen as remarkable since, in reality, only 12 percent graduated realskolan, and less than 2 percent graduated from the gymnasium. In other words, a huge pool of ability had been discovered.

The idea of a pool of ability attracted considerable interest from both scholars and public stances in Sweden but also internationally. The concept 'begåvningsreserven' was in the following decades frequently occurring in governmental debates, newspaper editorials, and popular science articles written by scholars. In addition, the Swedish research activities gradually attracted international interest, resulting in an OEEC conference on the theme: Ability and Educational Opportunity, organized in Kungälv in 1961.

Taking its point of departure in the sociology of the social sciences, this paper attempts to analyse 'begåvningsreserven' as a boundary object (Star & Griesemer, 1989) that possess the potential to translate a complex academic notion, reached by sophisticated testing and statistical analysis, into something amenable that can provide direction for educational policy or public debate. A boundary object exists in various, intersecting social worlds (e.g., academia and politics) from where the different participants together contribute to the creation of several representations of this object, or the concept in this case. However, it is reasonable to assume that the debate also contributed to the formation of alliances or discourse coalitions (Wittrock et al., 1991; Schriewer, 2000) between people from different social worlds, which in turn may have impacted the general understanding of the concept.

Drawing on minutes of parliamentary debates, governmental bills, editorial pages, and popular science articles written by scholars mid 1940s to mid 1970s, this paper aims to investigate how different actors use, interpret, and defines 'begåvningsreserven' in order to position themselves and to impact on the overarching educational debate. The following questions will guide the investigation and contribute to the analysis: Why did the concept become so widespread in Sweden and internationally among scholars and politicians in the decades following World War II? Which lines of conflict are salient in the debate on 'begåvningsreserven'? Were there any discourse coalitions formed in the public debate?

Keywords: pool of ability, discourse coalitions, history of educational research, policymaking

Authors: Sebastian Piepenburg and Christian Lundahl

STABILITY AND CHANGE OF 'WEAK PUPIL' AS A SOCIAL REPRESENTATION: HISTORICAL CONTEXTUALIZATION OF A CONTEMPORARY CLASSIFICATION

Classifying pupils as "weak" seems to be a common practice within educational settings in Sweden (Friberg, 2021) as well as internationally (Larina & Markina, 2019; Tuval & Orr, 2009). This is not only a contemporary phenomenon but has occurred regularly during the last century. In a current study, I investigate stability and change in social representations of 'weak pupils' during the last century in governmental texts. In focus are the government inquiries - Statens offentliga utredningar (SOU) - concerning compulsory school (or equivalent school forms). The following research questions are posed: To what extent has 'weak pupil' been present as a classification? How has 'weak pupil' as a social representation been (re)produced? Which patterns of stability and change can be identified in the (re)production of 'weak pupil' as a social representation?

Viewing 'weak pupil' through the lens of social representations theory (SRT) suggests it to be socially (re)produced and shared, in the form of common-sense knowledge (Moscovici, 2001; Moscovici, 1984). Social representations are dynamic, flowing through time in a motion influenced by both stability and change (Castro, 2015; Marková, 2003). According to Moscovici (2001): "our past experience and ideas are not dead experiences or dead ideas, but continue to be active, to change and to infiltrate our present experience and ideas. In many respects, the past is more real than the present" (p. 24). However, studies that embrace temporal aspects within the framework of SRT in empirical studies are few (e.g., Brondi et. al. 2012). To investigate stability and change of 'weak pupil' as a social representation, I apply a thematic analysis in line with Brown & Clarke (2013; 2020) to the material.

The current study briefly outlined in the first paragraph constitutes one part of my dissertation, which is written within the subject of educational work. In this part of the dissertation, I would like to historically contextualize contemporary social representations of pupils as 'weak'. In line with Westberg (in press), I believe that the history of education might help the understanding of current phenomena within educational settings. By investigating patterns of both stability and change through the last century, early results show not only the presence of 'weak pupil' as a social representation but also indicate that its common-sense value has increased at the end of the investigated time span. This suggests that the representation has become more fossilized (Moscovici, 1984), which means that ideas of pupils as 'weak' seem less like ideas and more like reality. This is an important result since it shows that what may seem obvious in our contemporary way of understanding pupils and educational environments, may in fact be situated in an ongoing temporal change, perhaps flowing toward more stability. Through this study, I hope to develop a deeper understanding of the state's role in (re)producing social representations in relation to education and knowledge.

Keywords: Historical contextualization, Government inquiries, Social representations

Author: Therese Friberg

"DOMINIUM TERRAE" AND THE SCHOOL: MEASURING, MASS EDUCATION AND STATE FORMATION IN (EARLY) MODERN SWITZERLAND, FRANCE, AND AUSTRIA

One of the best-known, and often controversially discussed, parts of the Christian Bible is the Godly mandate to fill, to subdue, and to rule over the world (see Genesis 1:28).

Based on the works of scholars such as Ken Alder (2002), Emanuele Lugli (2019), Theodore M. Porter (1986; 1995), James C. Scott (1998) and in line with our own work in that field (e.g. Boser 2016; Boser & Hofmann 2018), in the proposed paper we will argue that historically the most effective way to fulfill the tasks of subduing and ruling over the world was not by using the sword or the plow but by measuring things, no matter if those things were as big as the globe itself or rather small, local affairs. And we will also argue that schools, at least since the beginning of the 19th century, played a decisive role in the tasks of subduing and ruling the world and all things in it. To do so, we will be drawing on sources from Switzerland, France, and Austria.

To demonstrate our argument, we will proceed in three steps. First, we will discuss the abovementioned thesis and the resulting consequences in terms of power relations and state

formation. We will illustrate our argument with examples from 17th- and 18th-century Switzerland and France. In a second step, we will show how and why measuring (i.e. geometry, surveying, Planimetrie, arpentage) became an important element in the “making of future citizens” through mass schooling in European modern (nation) states since the beginning of the 19th century (e.g. France, Switzerland, Austria). In a third and final step, by focusing on late-19th-century Switzerland, we will address the phenomenon of the state measuring schoolchildren in order not only to produce knowledge about the people but also to gain control over them and the schools they were attending.

Keywords: Mass schooling, Measuring, State formation, Switzerland, France, Austria

Authors: Michèle Hofmann and Lukas Boser

SESSION 22

Format: Panel

Room: 5.125, kl. 09:00-10:30 – Friday 27th of May.

FROM FOLK-ENLIGHTENMENT TO SCANDINAVIAN CORPORATISM. THE FIELD OF EDUCATION AND THE RELATIONS BETWEEN ACTORS, NETWORKS AND STATES IN SCANDINAVIAN CASES 1870-1980

A closer relation between civil society actors and the Nordic state apparatuses gained momentum in the late 19th century and arguably has repercussions into present day politics. The coming to power of leftist governments paved the way for direct political influence of actors from e.g., cooperative farming organizations, teacher organizations and the folk high-school movement. These relations may be understood as precursors to what has been coined Scandinavian corporatism, with direct negotiations between the state apparatus and professional organizations, workers unions, employers' organizations etc. (Christiansen et al., 2000).

Adding to this, Nordic actors within the field of education participated actively in both pan-Nordic and international organizations. The Nordic School Meetings were held on a regular basis from 1870 onwards, and Nordic branches of the New Education Fellowship (NEF) were established in 1929. These networks enhanced the coordination and exchange of educational ideas, and thus arguably boosted the political influence of central actors also on a national policy level (Landahl, 2015; Ydesen, 2011).

A positive assessment of the corporatist form of policy development has stressed the less conflictual path to implementation of reforms when all relevant parts had been heard; Thus, Scandinavian corporatism in its heyday after World War II could be understood as the oil in the machine of social engineering. However, the delicate balance of state power and organizational influence has been described both positively and negatively in the case of education (Wiborg 2017).

This panel investigates phases of relations between actors, networks and states in the field of education. The aim is to re-evaluate the balance between entangled histories of actors and networks and the more traditional historiography of nation state contexts of implementation.



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Jesper Eckhardt Larsen (University of Oslo) discusses the differing relations between schoolteachers and the state from 1880 to 1920 in the five Nordic countries. This paper sheds light on the emergent teacher cultures in the late 19th century, and their following impact on the national level.

Afshan Bibi (University of Oslo) explores how international progressive education ideas were internalised and manifested at the regional level through the Nordic New Education Fellowship (NEF) sections. The paper discusses how Nordic schoolteachers and educationalists organised themselves and their ideas on progressive education in national and regional contexts, and the practical impact of these ideas on national school policies.

Brit Marie Hovland (VID specialized university) explores the role and influence of the headmistress at Sagene Skole Kristiania/Oslo and progressive school reformator in Norway Anna Sethne (1872-1961). The paper discusses the international trade of educational reform ideas in Norway as part of the "Oslo-circle" and within Scandinavia from the NEF conference in Elsinore, Denmark 1929.

Sverre Tveit (University of Oslo) discusses how Scandinavian corporatism can shed light on both the rise and the fall of educational measurement in Norway from 1945 to 1980. The paper addresses the role and influence of professor Johs Sandven (1909-2000) as the head of Pedagogisk forskningsinstitutt (PFI) from 1950 to 1972 and in the ensuing decade.

Keywords: Folk-Enlightenment, Scandinavian Corporatism, The Nordic School meetings

Authors:

Sverre Tveit: *"The rise and fall of educational measurement in Norway from 1945 to 1980"*

Jesper Eckhardt Larsen: *"Nordic Elementary Schoolteachers 1880-1920: organic intellectuals, agents of a colonising state, emancipatory groups, or all of these?"*

Afshan Bibi: *Meet me in the North; "Nordic arenas for the advancement of educational knowledge and practice between 1920-1950"*

Brit Marie Hovland, Anna Sethne and the Oslo-circle: *Interwar progressive school experiments and reforms*

Discussant: Harald Haraldsson Jarning

SESSION 23

Format: Panel

Room: 5.127, kl. 09:00-10:30 – Friday 27th of May.

UTBILDNINGENS FOSTRANDE FUNKTIONER. EN ANTOLOGIPRESENTATION

I utbildningshistoriska sammanhang är begreppet fostran centralt för att analysera hur människor socialiserats och formats i det förflutna. Analyser av folkskolan har exempelvis visat att barnen lärde sig tidsdisciplin likaväl som läsning, och att flickläroverken inympade vissa kvinnliga ideal likväl som franska språket. Fostran har dock sällan varit fokus för historiska analyser i ett brett perspektiv. Med det menas ett perspektiv som analyserar fostran och socialisationspraxis i olika samhällssektorer och över längre tidsperioder.

I en antologi tar forskare inom utbildningshistoriska sig an temat utbildningens fostrande funktioner. Syftet är dels att uppmärksamma hur utbildningsväsendet såväl som utbildningsprojekt inom staten, arbetslivet och civilsamhället fostrat människor i det förflutna. Dels att vitalisera fostran som analytiskt begrepp inom kategori och objekt för utbildningshistorisk forskning i bred bemärkelse. I sessionen presenteras fyra artiklar från antologin.

Keywords: Fostran, Utbildning, Civilsamhället, Staten, Sverige

Authors:

Viktor Englund: *"Den fostrande moralvården – predikningar och kristendom i fängelsetidningen Solglimt år 1913"*

Emma Hellström: *"Svensk Läraretidning och nordisk kulturprotestantism. Debatten om folkskolans kristendomsundervisning 1882 – 1919"*

Tuva Skjelbred Nodeland: *"Fremtidsfolket". Sosialistisk oppfostring i den norske arbeiderbevegelsens barnelag, 1910–1925"*

Johanna Ringarp: *"Skötsamma husmödrar och bildade arbeterskor. Fostran av arbetarkvinnor i Frölanderska huset och Tolfternas samtalscirkel 1900–1920"*

Organizer: Anne Berg

Discussant: Johannes Westberg

SESSION 24

Format: Panel

Room: 3.107 (auditorium), kl. 09:00-10:30 - Friday 27th of May.

NEW REPERTOIRES OF MOBILIZATION WITHIN THE SWEDISH SCHOOL STUDENT MOVEMENT: ASSOCIATIONS, PRESS AND PARLIAMENTS 1938-1959

In the emergence and development of a school student movement in post war Sweden, successful introductions of new repertoires of mobilization were of importance. This panel brings together three case studies that highlight processes of collective formation among youth within secondary education – 1) national associations, 2) school student press (magazines and newspapers) and 3) school student parliaments. The three examples make it possible to discuss innovative strategies and infrastructures from multiple perspectives. One such perspective targets the unique role of the school student movement as an environment where processes of self-preparation for becoming citizens in a democratic state took place (Puaca 2009). The importance of mass education in securing a democratic society was often emphasized by Swedish school committees after the war, but there is still little research done on the part that was played by pupils themselves for the mobilization of democratic structures and participatory models during the 1950s and 1960s.

Secondly, the forming of new infrastructures of mobilization can be analysed through perspectives that deal with social movements (Tilly 2006). In what ways did associations, magazines and parliaments facilitate a collective mobilization where protests were formulated and given public recognition? A third perspective highlights school student movements as transnational phenomena. Ideas that guided pupils' acts of engagement, participation and organization transcended and circulated across national boundaries in post war Europe. In the Swedish case it is possible to identify influences from United States and West Germany, but also from and to the other Nordic countries in the form of constantly changing networks that were built up through correspondence and visits (Kabuum 2019; Jorgenssen; 1971).

In the session, Victor Johansson will present an examination of the emergence of the two Swedish national school student associations – the association for pupils at secondary technical schools (Tekniska Läroverkens Elevförbund – TLE, founded in 1938) and the association for pupils at other non-vocational secondary schools (Sveriges Elevers Centralorganisation – SECO, founded in 1952). Daniel Lövheim will examine the rise of a Swedish school student press, departing from the

example of Seco-aktuellt that started in 1957. Joakim Landahl examines the school student parliament as a media event. Focusing on the way in which the parliament was represented in the press, it discusses the relation between physical assemblies and media attention.

Keywords: School student movement, Social movements, Student democracy, Repertoires of mobilization

Authors:

Daniel Lövheim: *"School Student Press in Sweden – the 1950s example"*

Victor Johansson: *"The Making of National Associations as a Repertoire of Collective Action in the Swedish School Student Movement"*

Joakim Landahl: *"The National School Student Parliament: Democratizing Schools as a Media Event"*



AUTHOR INDEX

- Ahlgren, Anna: *Session 2*
Andreasen, Karen E.: *Session 1, Session 19*
Bagrintseva, Elizaveta: *Session 8*
Berg, Anne: *Session 18, Session 23*
Bibi, Afshan: *Session 22*
Boser, Lukas: *Session 21*
Bostad, Inga: *Session 16*
Brathagen, Kjersti: *Session 8*
Buchardt, Mette: *Session 4*
Djupedal, Elise Farstad: *Session 9*
De Coninck-Smith, Ning: *Plenary panel, Session 1*
Elmersjö, Henrik Åström: *Session 18*
Enemark, Nanna Ramsing: *Session 3*
Englund, Viktor: *Session 23*
Evertsson, Jakob: *Session 15*
Filikci, Hatice: *Session 3*
Friberg, Therese: *Session 21*
Geiss, Michael: *Session 18*
Gotling, Nicole: *Session 14*
Grunditz, Sofia: *Session 6*
Göransdotter, Rebecka: *Session 11*
Haaften, Lourens Van: *Session 5*
Hamberger, Agnes: *Session 11*
Hamre, Bjørn: *Session 17*
Hansen, Ida Spangsberg: *Session 2*
Helsvig, Kim: *Session 9*
Hellström, Emma: *Session 11, Session 23*
Hofmann, Michèle: *Session 21*
Holleufer, Simon: *Session 5*
Hovland, Brit Marie: *Session 9, Session 22*
Hultén, Magnus: *Session 5, Session 10*
Hörmann, Bernadette: *Session 16*
Jacobsen, Gro Hellesdatter: *Session 3*
Jarl, Maria: *Session 5*
Jarning, Harald Haraldsson: *Session 10, Session 20, Session 22*
Jensen, Lars Bang: *Session 14*
Johansson, Victor: *Session 24*
Keynes, Matilda: *Session 12*
Kragh, Jesper Vaczy: *Session 17*
Kristensen, Jens Erik: *Session 10, Session 20*
Landahl, Joakim: *Session 24*
Larsen, Christian: *Session 1*
Larsen, Jesper Eckhardt: *Session 22*
Larsson, Anna: *Session 15*
Larsson, Germund: *Session 2*
Li, Jin Hui: *Session 3*
Lindgren, Anne-Li: *Session 6, Session 17*
Lindqvist, Moa: *Session 11*
Lundahl, Christian: *Session 4, Session 21*
Lövheim, Daniel: *Session 19, Session 24*
Markkola, Pirjo: *Keynote*
Marsden, Beth: *Session 12*
Melin, Åsa: *Session 2*
Mork, Anne Helene Høyland: *Session 7*
Myrebøe, Synne: *Session 13*
Nodeland, Tuva Skjelbred: *Session 11, Session 23*
Nordmo, Anders: *Session 7*
Piepenburg, Sebastian: *Session 21*
Prytz, Sara Backmann: *Session 15*
Rasmussen, Lisa Rosen: *Session 18*
Ringarp, Johanna: *Session 23*
Rodriguez, Chelsea A.: *Session 12*
Roos, Merethe: *Sessions 7, Session 11*
Samuelsson, Johan: *Session 5, Session 19*
Sillanpää, Taina: *Session 6*



Simonsen, Maria: *Plenary, Session 19*
Sivesind, Kirsten: *Session 9*
Sundberg, Daniel: *Session 20*
Teige, Elizabeth: *Session 9*
Thomas, Amy: *Session 12*
Thormar, Laura Pérez: *Session 14*
Thorsén, David: *Session 17*
Tröhler, Daniel: *Keynote, Session 16*
Tveit, Sverre: *Session 16, Session 22*
Vertelyte, Mante: *Session 3*
Volckmar, Nina: *Session 5*
Waldekranz, Linnéa: *Session 6*
Westerberg, Andreas: *Session 13*
Westberg, Johannes: *Session 4, Session 6,
Session 18, Session 23*
Wikström, Charlotte: *Session 13*
Winkler, Sophie: *Session 14*
Ydesen, Christian: *Session 4, Session 5,
Session 18*
Östling, Johan: *Plenary panel*



CONFERENCE SESSIONS

1. Dannelse og demokrati – genbesøgt
2. Everyday student life - limitations and possibilities
3. Policy histories of migrant education in Denmark: Strategies and tools for Inclusion and Desegregation
4. The use of historical perspectives in education research
5. Paper session
6. New cultural histories of early childhood
7. Transnasjonale, nasjonale og lokale aspekter i norsk skole og utdanning
8. Paper session
9. Paper session
10. Epistemic reconfiguration and patterns of schooling after the comprehensive breakthrough in Scandinavia (1980-2020)
11. Contested ideas of good citizenship in 19th and 20th century Sweden and Norway: Agents, institutions, pupils, and policies
12. Paper session
13. Paper session
14. Paper session
15. Paper session
16. The Nordic Education Model in Context – Routledge book release
17. Paper session
18. Methods in the history of education
19. New Institutions, Progressive Education and Circulation of Knowledge(s) in mid-20th century Scandinavia
20. Utdanningsvitenskap med skandinaviske tilbakeblikk. Grunntrekk og forskningsforandringer i Danmark, Norge og Sverige i det lange 20. hundreåret.
21. Paper session
22. From Folk-Enlightenment to Scandinavian Corporatism. The field of education and the relations between actors, networks and states in Scandinavian cases 1870-1980
23. Utbildningens fostrande funktioner. En antologipresentation.
24. New Repertoires of Mobilization within the Swedish School Student Movement: Associations, Press and Parliaments 1938-1959



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