

NERA 2020 Programme

In this PDF-version you see in chronological order the general programme, and parallel network sessions (chairs, times, dates, locations, presentation titles, authors and affiliations)

If you wish to read the **abstracts** and the **symposium descriptions**, please open the full online programme

<https://app.oxfordabstracts.com/events/1222/secure/program-app/program>

(access code for the full programme with abstracts has been sent to you by email), click on a network to open the list of presentations in that particular network session and then click on the presentation title to open the abstract. You may also download all the session abstracts from the download icon (top right hand corner) in the session view.

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WEDNESDAY 4 MARCH

Registration & coffee

Time: 9:00 - 11:15

Date: 4th March 2020

Location: Educarium lobby

Please pick up your name badge from the congress registration and info desk, located at the entrance lobby of the Educarium building (address: Assistentinkatu 5).

Opening ceremony

Time: 11:15 - 12:15

Date: 4th March 2020

Location: Edu 1 (streamed to Edu 2, Edu 3 & Pub 1)

Opening speeches by

Arto Jauhiainen, Conference Chair
University of Turku, Finland

Jukka Kola, Rector
University of Turku, Finland

Li Andersson, Minister of Education
Finland

John Benedicto Krejsler, NERA's President
Denmark

Herner Saeverot, Editor-in-Chief / Nordic Studies in Education 40 years
Norway

Keynote: Fazal Rizvi

Time: 12:15 - 13:15

Date: 4th March 2020

Location: Edu 1 (streamed to Edu 2, Edu 3 & Pub 1)

Keynote by **Professor Fazal Rizvi**, University of Melbourne, Australia

More information and abstract on the congress website: <https://nera2020.fi/keynote-speakers>

Lunch

Time: 13:15 - 14:30

Date: 4th March 2020

Location: Educarium gym hall & Macciavelli restaurant

Lunch will be served at the gym hall of the Educarium building, entrance from the lobby, as well as in the lunch restaurant Macciavelli. Special diets in Macciavelli.

Session I - NW1

SYMPOSIUM

The future of national assessment in the Nordic countries: Characteristics, intended use and implications

Chair: Rolf Vegar Olsen

Time: 14:30 - 16:00

Date: 4th March 2020

Location: Edu 361

National assessment in Denmark: Characteristics, intended use and implications

Jeppe Bundsgaard

DPU, Aarhus Inversitet, Copenhagen, Denmark

Monitoring educational outcomes in Finland

Mari-Pauliina Vainikainen

Tampere University, Tampere, Finland

National assessments in Norway: Stability, change and challenges

Rolf Vegar Olsen, Henrik Ræder

CEMO, University of Oslo, Oslo, Norway

Educational assessment in Sweden – validity considerations in national testing

Christina Wikström

University of Umeå, Umeå, Sweden

Session I - NW2

Chair: Eva Ahlskog Björkman

Time: 14:30 - 16:00

Date: 4th March 2020

Location: Pub 299

Art-based learning in the Visual Art Teacher Education Program

Tarja Karlsson Häikiö

Högskolan för Design och Konsthantverk, Göteborgs universitet, Göteborg, Sweden

“Hybrid teachers” reframing visual art education: SAEC-teachers teaching visual art in Swedish primary schools

Marie Fahlén

University of Borås, Borås, Sweden

The Influences of Education on Aesthetic Emotions and Aesthetic Evaluation

Seyed Mohammad Momeni, Koen Veermans

University of Turku, Turku, Finland

Session I - NW3

Chair: Maarit Silvén

Time: 14:30 - 16:00

Date: 4th March 2020

Location: Pub 126

Session subtitle: EC Collaborative Practice

Methodological reflections on research positions in the research project “Collaboration and Conflicts on Young Childrens Everyday Life across Daycare and Family”

Abelone Heinsen, Peter Bæk

University College Copenhagen, Copenhagen, Denmark

From practitioners to teacher educators? Reconsidering mentoring early childhood teachers’ roles in preservice teachers’ practicums

Anna-Maija Puroila¹, Päivi Kupila²

¹University of Oulu, Oulu, Finland. ²University of Tampere, Tampere, Finland

Home-visits during the first year of life: a strengths-based intervention for extremely premature infants and their parents, a randomized-control trial developed in Stockholm Region

Erika Baraldi¹, Mara Westling Allodi¹, Kristina Löwing², Ann-Charlotte Smedler³, Ulrika Ådén²

¹Department of Special Education, Stockholm University, Stockholm, Sweden. ²Department of Women and Child Health, Karolinska Institutet, Stockholm, Sweden. ³Department of Psychology, Stockholm University, Stockholm, Sweden

Teachers’ perceptions of closeness, conflict, and cultural competence in early childhood education settings in Finland

Maarit Silvén, Wenwen Yang, Eero Laakkonen, & the JUMP ALONG Intervention Study Group

Department of Teacher Education, University of Turku, Turku, Finland

Session I - NW4

Chair: Sirpa Lappalainen

Time: 14:30 - 16:00

Date: 4th March 2020

Location: Edu 357a

Session subtitle: Migration, regionality and social justice

Newly-arrived students' experience during school choice.

Brendan Munhall

Stockholm University, Stockholm, Sweden

Researchers and researched participants in critical ethnographic research for social transformation

Maria Begoña Vigo Arrazola¹, Dennis Beach^{2,3}

¹University of Zaragoza, Zaragoza, Spain. ²University of Borås, Borås, Sweden. ³University of Gothenburg, Gothenburg, Sweden

The long road ahead. Experiences of migrants with an MD education living in the rural north of Sweden.

Sara Carlbaum

Department of Educational Science, Umeå University, Sweden

Immigrants as resources in times of depopulation? Local work and perspectives on immigrant's establishment in rural areas.

Malin Benerdal

Department of Applied Educational Science, Umeå University, Sweden

Session I - NW5

SYMPOSIUM

Evidence and Expertise in Reform Making Processes: Reception, Translation and the 'Nordic Other'

Chair: Ninni Wahlström

Time: 14:30 - 16:00

Date: 4th March 2020

Location: Pub 150

The Organization for Economic Cooperation and Development - A Field Analysis of Knowledge Brokers in Denmark, Finland, and Iceland

Christian Ydesen¹, Jaakko Kauko², Berglind Rós Magnúsdóttir³

¹Aalborg University, Allborg, Denmark. ²Tampere Universtiy, Tampere, Finland. ³University of Iceland, Reykjavik, Iceland

How Much Policy Advice is Changed and Lost in Political Translation?

Gita Steiner-Khamsi¹, Berit Karseth², Andreas Nordin³, Chanwoong Baek¹

¹TC Columbia University, New York, USA. ²University of Oslo, Oslo, Norway. ³Linnaeus University, Växjö, Sweden

Regional Knowledge Transfer in School Reform Policy and the Nordic “Other”

Saija Volmari¹, Kirsten Sivesind², Jón Torfi Jón Torfi³

¹Helsinki University, Helsinki, Finland. ²University of Oslo, Oslo, Norway. ³University of Iceland, Reykjavik, Iceland

Session I - NW6

Chair: Lars Frode Fredriksen

Time: 14:30 - 16:00

Date: 4th March 2020

Location: Pub 469

Exploring the Prognosis of Future for interactions between educational leadership and teaching

Hanne Fie Rasmussen

University of Southern Denmark, Odense, Denmark

Primary school principals' work related stress, coping and support needed

Mailis Elomaa, Eija Pakarinen, Sirpa Eskelä-Haapanen, Leena Halttunen, Marja-Kristiina Lerkkanen

University of Jyväskylä, Jyväskylä, Finland

Mediating public educational leadership

Ann-Sofie Smeds-Nylund

Åbo Akademi University, Vasa, Finland

Leadership in Upper Secondary Schools: Exploring New Leadership Roles and Practices

Kristin Helstad^{1,2}, Hedvig Abrahamsen^{3,4}

¹Inland University of Applied Sciences, Lillehammer, Norway. ²University of Oslo, Oslo, Norway.

³Western Norway University of Applied Sciences, Bergen, Norway. ⁴Oslo Metropolitan University, Oslo, Norway

Session I - NW7

Chair: Ann Quennerstedt

Time: 14:30 - 16:00

Date: 4th March 2020

Location: Edu 3

Empowerment and human rights education: a typology of adult students' answers

Antti Kylänpää

Tampere University, Tampere, Finland. Non-military service Centre (Siviilipalveluskeskus), Lapinjärvi, Finland

Clarifying the role of values in the future of Finnish teacher education

Jesper Lempiäinen, Jan Löffström, Mirjamaija Mikkilä-Erdmann, Anu Warinowski

University of Turku, Turku, Finland

Shyness as a troubled identity among university students

Päivi Häkkinen

University of Eastern Finland, Joensuu, Finland

Language use in the teaching of human rights

Ann Quennerstedt

Örebro University, Örebro, Sweden

Session I - NW8

Chair: Jukka Lehtonen

Time: 14:30 - 16:00

Date: 4th March 2020

Location: Edu 358

Gender and education in perspective: trends in dissertations from the 1970s and on

Elisabet Öhrn¹, Staffan Larsson²

¹University of Gothenburg, Gothenburg, Sweden. ²Linköping University, Linköping, Sweden

Enacting Sex Education: a practice based study concerning an interdisciplinary knowledge content in Swedish secondary school

Simon Ceder¹, Karin Gunnarsson², Auli Ohrlander³, Lisa Öhman⁴

¹Konstfack, University of Arts, Crafts and Design, Stockholm, Sweden. ²Department of Education, Stockholm, Sweden. ³Department of Mathematics and Science Education, Stockholm, Sweden.

⁴Department of Humanities and Social Sciences Education, Stockholm, Sweden

Youth Sexting, Homosociality and Gender Relations: a Case Study of a Swedish Rural School

Kristina Hunehäll Berndtsson, Ylva Odenbring

University of Gothenburg, Gothenburg, Sweden

Teacherhood, male gender and masculinities

Anne Laiho, Annukka Jauhiainen

Department of Education, University of Turku, Turku, Finland

Session I - NW9

SYMPOSIUM

Aiming to multi-disciplinary classroom practices in home economics education

Chair: Päivi Palojoki

Time: 14:30 - 16:00

Date: 4th March 2020

Location: Pub 399

“Everything they do is like a small test” – Home Economic teachers talking about assessment

Karin Höjjer

Faculty of Natural Sciences, Kristianstad, Sweden

Teacher’s Autonomy and Curriculum Traditions in Finland

Janni Haapaniemi¹, Salla Venäläinen², Anne Malin¹, Päivi Palojoki¹

¹University of Helsinki, Helsinki, Finland. ²Finnish Education Evaluation Centre, Helsinki, Finland

Designing learning unit: Supporting engagement through narrative approach in primary science and home economics

Liisa Lavonen, Anni Loukomies, Jenni Vartiainen, Päivi Palojoki

University of Helsinki, Helsinki, Finland

Session I - NW10a

SYMPOSIUM

New ideals of higher education and working life: differing discourses, positions and identities

Time: 14:30 - 16:00

Date: 4th March 2020

Location: Pub 209

’Entrepreneurial university’ and ’University that supports entrepreneurship’: a critical discourse analysis of Finnish and British policy documents

Päivi Siivonen¹, Michael Tomlinson², Hanna Laalo³

¹University of Eastern Finland, Joensuu, Finland. ²University of Southampton, Southampton, United Kingdom. ³University of Turku, Turku, Finland

Labour market outcomes of university Master's degree graduates from different social backgrounds: Is the value of the degree same for everyone?

Mikko Aro, Ulpukka Isopahkala-Bouret, Hanna Nori, Nina Haltia, Kristiina Ojala

University of Turku, Turku, Finland

Highly educated young adults' constructions of themselves as valuable laboring subjects

Maija Korhonen¹, Heli Mutanen², Katri Komulainen¹, Päivi Siivonen¹, Ulpukka Isopahkala-Bouret³

¹University of Eastern Finland, Joensuu, Finland. ²University Eastern Finland, Joensuu, Finland.

³University of Turku, Turku, Finland

'It is impossible to get into the University in Finland, so if you cannot, you have to go abroad'. Discursive analysis on young people with immigrant backgrounds applying for a study place in medical studies

Sonja Kosunen, Linda Maria Laaksonen, Anna-Maija Niemi

University of Helsinki, Helsinki, Finland

Session I - NW10b

Chair: Hanna Nori

Time: 14:30 - 16:00

Date: 4th March 2020

Location: Pub 4

Who has adequate doctoral capital? Backgrounds and resources of 21st century Finnish doctoral students

Hanna Nori, Arto Jauhiainen, Marja Peura

University of Turku, Turku, Finland

A journey towards and past a PhD abroad – Life-course trajectories of Finnish PhD students studying for a doctoral degree abroad

Marja Peura

University of Turku, Turku, Finland

Developing a Globally Networked Doctoral Course for Education Researchers

Amanda Thomas¹, Kara Viesca¹, Cigdem Haser², Mirjamaija Mikkila-Erdmann², Inge Timostsuk³, Anu Warinowski²

¹University of Nebraska–Lincoln, Lincoln, USA. ²University of Turku, Turku, Finland. ³Tallinn University, Tallinn, Estonia

DEVELOPING RESEARCHER COMPETENCIES: MATHEMATICS EDUCATION DOCTORAL STUDENTS' EXPERIENCES

CIĞDEM HASER

UNIVERSITY OF TURKU, TURKU, Finland

Session I - NW12

Chair: Anne Lindblom

Time: 14:30 - 16:00

Date: 4th March 2020

Location: Edu 359

How can dialogues between teachers and children improve the teaching?

Lotte Hedegaard-Soerensen¹, Sine Penthin Grumloese²

¹Århus University, Copenhagen, Denmark. ²University College Copenhagen, Copenhagen, Denmark

Co-teaching during teacher students school practice: special education teacher students' and general education teacher students' experiences

Christel Sundqvist^{1,2}, Camilla Björk-Åman¹, Kristina Ström¹

¹Åbo Akademi University, Vasa, Finland. ²Nord University, Bodø, Norway

Equality – the shared ground. Special education teacher student's experiences in co-teaching

Päivi Pihlaja, Marianna Heinonen

University of Turku, Turku, Finland

Session I - NW13

SYMPOSIUM

Digital Game-Based Learning Environments for Expanding Instructional Practices in Mathematics

Time: 14:30 - 16:00

Date: 4th March 2020

Location: Edu 340

Exploring the usefulness of animated pedagogical agents in a math game

Kristian Kiili¹, Antti Koskinen¹, Antero Lindstedt¹, Jake McMullen²

¹Tampere University, Tampere, Finland. ²University of Turku, Turku, Finland

Examining the development of adaptive number knowledge through game performance measures

Jake McMullen, Boglarka Brezovszky, Erno Lehtinen

University of Turku, Turku, Finland

Game-based learning environment for improving students' understanding about rational number operations and density

Tomi Kärki, Erno Lehtinen, Jake McMullen

University of Turku, Turku, Finland

Affordances of a game-based learning environment for learning basic numbers

Berner Lindström¹, Ingemar Holgersson²

¹University of Gothenburg, Gothenburg, Sweden. ²Kristianstad University, Kristianstad, Sweden

Session I - NW14

Chair: Osa Lundberg

Time: 14:30 - 16:00

Date: 4th March 2020

Location: Edu 360

Illiberal Consequences of Neoliberal Education with Newly Arrived Im/migrant Students

Osa Lundberg

University West, Trollhättan, Sweden

School Professionals, Immigration, and Securitization. Teachers and School Principals' Narratives on Securing Inclusive Education of Migrant Children

Gro Hellesdatter Jacobsen

University of Southern Denmark, Odense, Denmark

Transversal dialogues and the cultivation of multicultural conviviality: An interactive research project on value conflicts around equal treatment in schools

Eva Bolander, Anna Bredström

Linköping University, Norrköping, Sweden

Indigenous postgraduate education: Intercultural perspectives

Karen Trimmer¹, Debra Hoven², Pigga Keskitalo^{3,4}

¹University of Southern Queensland, Toowoomba, Australia. ²Athabasca University, Alberta, Canada.

³Sámi University of Applied Sciences, Kautokeino, Norway. ⁴University of Lapland, Rovaniemi, Finland

Session I - NW15

SYMPOSIUM

Researching teaching quality across Nordic lower secondary classrooms – a cross disciplinary perspective

Time: 14:30 - 16:00

Date: 4th March 2020

Location: Cal 2109

This is a joint double symposium between Network 15 Literacy Research Network and Network 19 Teacher's work and teacher education. The second part is in the next session, Session II - NW15 at 16.15.

Literary discussions in Swedish and Norwegian Language Arts classrooms

Anna Nissen

Karlstad University, Karlstad, Sweden

Observing Democratic Citizenship Instruction in Nordic Classrooms

Peter Aashamar

University of Oslo, Oslo, Norway

Engagement and high order thinking in social science classrooms: Improving instructional quality through technology?

Valgardur Reynisson

University of Akureyri, Akureyri, Iceland

Student agency in digitally rich lower secondary classrooms

Jenny Högström

University of Helsinki, Helsinki, Finland

The role of teachers use of goal setting in Nordic mathematics classrooms

Alexander Selling

University of Oslo, Oslo, Norway

Intellectual Demand and Classroom Discourse in Icelandic Mathematics Classrooms

Johan Örn Sigurjónsson, Berglind Gísladóttir

University of Iceland, Reykjavik, Iceland

Comparing mathematics instruction in Norway and Finland

Jennifer Maria Luoto

University of Oslo, Oslo, Norway

Session I - NW16

Chair: Henri Pettersson

Time: 14:30 - 16:00

Date: 4th March 2020

Location: Edu 355

Session subtitle: Conceptualizing thinking, learning, and Bildung

The Philosophy of Critical Thinking and the Science of Human Rationality

Henri Pettersson

University of Oulu, Oulu, Finland

The difficulties of thinking – What does it mean to become better in thinking?

Camilla Kronqvist¹, Birgit Schaffar²

¹Åbo Akademi University, Turku, Finland. ²University of Helsinki, Helsinki, Finland

To Listen or To Do? The Lecture vs. Student Active Forms of Learning

Pål Anders Opdal

UiT - The Arctic University of Norway, Tromsø, Norway

Session I - NW18

Chair: Satu Perälä

Time: 14:30 - 16:00

Date: 4th March 2020

Location: Cal 1006

Finnish teacher-students' beliefs on home-school cooperation

Satu Perälä-Littunen, Marja Leena Böök

University of Jyväskylä, Jyväskylä, Finland

Shadow education in a Scandinavian welfare setting

Sidse Hølvig Mikkelsen, David Thore Gravesen

VIA University College, Aarhus, Denmark

Home parental involvement in mathematics learning

Arve Fiskerstrand

Volda University College, Faculty of Humanities and Education, ,, Norway

Parents with ethnic minority background and the schools their children attend – a preliminary study

Helle Winum

University of Southern Denmark, Odense, Denmark. University College South Denmark, Aabenraa, Denmark

Session I - NW19a

SYMPOSIUM

Professional Digital Competence in Teacher Education

Time: 14:30 - 16:00

Date: 4th March 2020

Location: Cal 2108

This symposium is divided into two sessions, the second part is at 16.15. The first 4 presentations will be presented in this session.

What is professional digital competence?

Toril Aagaard¹, Andreas Lund²

¹University of Southeastern Norway, Kongsberg, Norway. ²University of Oslo, Skien, Norway

Epistemological consequences of digitalization

Andreas Lund¹, Toril Aagaard²

¹University of Oslo, Skien, Norway. ²University of Southeastern Norway, Kongsberg, Norway

From plan to institutional practice – how teacher educators work with Professional Digital Competence in subjects

Hjørdis Hjukse¹, Agnete Bueie², Toril Aagaard³, Thomas Moser⁴, Karl Vika⁴

¹University of Southeastern Norway, Notodden, Norway. ²University of Southeastern Norway, Drammen, Norway. ³University of Southeastern Norway, Kongsberg, Norway. ⁴University of Southeastern Norway, Horten, Norway

Between reconfiguration and stabilization – The relation between pedagogy and technology in in-service training and everyday practice in school

Vibeke Schrøder, Mads Middelboe Rehder, Thilde Emilie Møller

University of Copenhagen, Copenhagen, Denmark

Hold that thought; a study of student teachers' joint meaning making in a simulation and interaction laboratory

Charlotte Beal, Magnus Hontvedt

University of Southeastern Norway, Horten, Norway

Becoming teachers through teaching in Future Classroom Labs in Teacher Education?

Ann-Therese Arstorp

University of Southeastern Norway, Drammen, Norway

Teacher students' experiences and reflections concerning Professional Digital Competence

Aslaug Grov Almås

HVL, Stord, Norway

Competent readers in digital contexts

Tonje Stenseth

University of Southeastern Norway, Horten, Norway

Session I - NW19b

Chair: Emil Bertilsson

Time: 14:30 - 16:00

Date: 4th March 2020

Location: Cal 2107

Explaining teacher mobility in Sweden's marketised school system

Emil Bertilsson

Uppsala University, Uppsala, Sweden

Why student teachers drop out from TE programs and qualified teachers move into other professions?

Päivi Virtanen

University of Helsinki, Helsinki, Finland

A changing preschool teacher profession?-Narratives from the hashtag #pressatläge

Maria Lennartsdotter

Karlstad University, Karlstad, Sweden

Teachers' work engagement and burnout profiles: Associations with sense of efficacy

Anni Holmström¹, Heta Tuominen^{1,2}, Miia Tuominen³, Marjaana Veermans¹

¹University of Turku, Faculty of Education, Turku, Finland. ²University of Helsinki, Faculty of Educational Sciences, Helsinki, Finland. ³University of Turku, Faculty of Medicine, Turku, Finland

Session I - NW21a

SYMPOSIUM

Schooling and business: rethinking perspectives and processes

Time: 14:30 - 16:00

Date: 4th March 2020

Location: Pub 309

This symposium is divided into 2 sessions, this is the first session. The second session, Session II - NW21a, starts at 16.15.

“Follow the money”: Sweden and its education industry

Linda Rönneberg¹, Malin Benerdal¹, Sara Carlbaum¹, Ann-Sofie Holm²

¹University of Umeå, Umeå, Sweden. ²University of Gothenburg, Gothenburg, Sweden

Edu-policyneurs. The role of private actors in education governance in Sweden.

Anna Jobér

Malmö University, Malmö, Sweden

Edu-business in Finnish schooling

Piia Seppänen¹, Sonia Lempinen¹, Martin Thrupp²

¹University of Turku, Turku, Finland. ²University of Waikato, Hamilton, New Zealand

An analysis of the intertwinement of business in education through the investigation of edu-business events in Finland

Helena Hinke Dobrochinski Candido¹, Piia Seppänen², Martin Thrupp³

¹University of Helsinki, Helsinki, Finland. ²University of Turku, Turku, Finland. ³University of Waikato, Hamilton, New Zealand

‘Business accelerating’ in education: The case of xEdu and the Edtech startup networks in Finland

Nina Nivanaho, Iida Kiesi

University of Turku, Turku, Finland

Towards flourishing future of learning? Critical observations from a learning festival in Finland

Hanna Laalo, Heikki Kinnari

University of Turku, Turku, Finland

Session I - NW21b

Chair: Lisbeth Lundahl

Time: 14:30 - 16:00

Date: 4th March 2020

Location: Pub 5

A PLACE FOR TAKING THE NEXT STEP. Supporting young people to proceed to upper secondary school in varying local contexts

Lisbeth Lundahl^{1,2}, Per-Åke Rosvall¹, Jonna Linde¹, Joakim Lindgren¹, Åsa Sundelin³

¹Umeå University, Umeå, Sweden. ²University of Turku, Turku, Finland. ³Stockholm University, Stockholm, Sweden

Setting the rationalities on career guidance: contrasting parliamentary documents and the national core curricula 1968–2016

Mira Kalalahti¹, Janne Varjo²

¹University of Turku, Turku, Finland. ²University of Helsinki, Helsinki, Finland

Dual qualification and the political aim to increase educational equality in Finnish education system

Outi Lietzén

University of Turku, Turku, Finland

Ways of organising municipal adult education in Sweden

Per Andersson, Karolina Muhrman

Linköping University, Linköping, Sweden

Session I - NW22

Chair: Anna R. Moxnes

Time: 14:30 - 16:00

Date: 4th March 2020

Location: Pub 368

Bathing in animals – worlding with children, animals and nature in ECEC

Anna R. Moxnes¹, Teresa E. Aslanian²

¹USN, Drammen, Norway. ²USN, Porsgrunn, Norway

The researcher's embodiment and entanglements with scientific phenomena during a diffractive analysis

Anna Günther-Hanssen

Department of Education, Uppsala University, Uppsala, Sweden

Session I - NW23

SYMPOSIUM

Research that matters

Chair Elina Nivala

Time: 14:30 - 16:00

Date: 4th March 2020

Location: Edu 244

Practical aspects of using the Photovoice method in youth participation research

Katarzyna Rychlicka-Maraszek

University of Warsaw, Warsaw, Poland

The meaning of the disability rights movement for the professional field of social pedagogy in Iceland

Vilborg Jóhannsdóttir

University of Iceland, Reykjavik, Iceland

The ethical issues and the role of researcher in social pedagogical research

Aneta Ostaszewska

University of Warsaw, Warsaw, Poland

Session I - NW25

Chair: Eva Bjerkholt

Time: 14:30 - 16:00

Date: 4th March 2020

Location: Pub 269

A research circle in teacher education - focusing on developing a professional language

Eva Bjerkholt, Tine Krogen

University of South-Eastern Norway, Notodden, Norway

Career counselling of adult immigrants: how career counsellors interact in their counselling encounters - elements of social (in)justice and power.

Miika Kekki

University of Eastern Finland, Joensuu, Finland

Guiding early school leavers back to school: Dilemmas in the Follow-Up Service in Norway

Kaja Reegård

NIFU, Oslo, Norway

Coffee break

Time: 16:00 - 16:15

Date: 4th March 2020

Short coffee break at the lobbies of Educarium, Publicum and Calonia buildings. Special diets in Educarium.

Session II - NW1

Chair: Tine Nielsen

Time: 16:15 - 17:45

Date: 4th March 2020

Location: Edu 361

Session subtitle: Assessment with a diagnostic purpose

Differences in mathematical skills of preterm and full-term children in the 5th grade

Hilma Halme¹, Jake McMullen¹, Christina Nanu¹, Anna Nyman¹, Pipari Study Group², Minna Hannula-Sormunen¹

¹University of Turku, Turku, Finland. ²Turku University Hospital, Turku, Finland

A study protocol for an adaptive Grade 1 screening test in reading

Bente R. Walgermo¹, Njål Foldnes^{1,2}, Arild Michel Bakken¹, Kjersti Lundetræ¹, Per Henning Uppstad¹

¹University of Stavanger, Stavanger, Norway. ²BI, Stavanger, Norway

Adaptvurder: Study protocol for an adaptive reading test for 3rd grade

Arild Michel Bakken¹, Njål Foldnes^{1,2}, Aslaug Fodstad Gourvenec¹, Bente Rigmor Walgermo¹, Per Henning Uppstad¹

¹Lesesenteret, University of Stavanger, Stavanger, Norway. ²BI Norwegian Business School, Stavanger, Norway

Session II - NW2

Chair: Marie Koch

Time: 16:15 - 17:45

Date: 4th March 2020

Location: Pub 299

Sustainability and Sloyd Science – The Global Wheel

Marie Koch¹, Eva Ahlskog-Bjorkman²

¹Copenhagen Institute of Interaction Design, CIID, Copenhagen, Denmark. ²Åbo Akademi University, Vasa, Finland

Finnish, Norwegian and Swedish students' valued environments, landscape and well-being

Eija Yli-Panula¹, Eila Jeronen², Eila Matikainen¹, Christel Persson³

¹University of Turku, Turku, Finland. ²University of Oulu, Oulu, Finland. ³University of Kristianstad, Kristianstad, Sweden

The role of the hand in embodied cognition and education

Knut Omholt

Norwegian University of Life Sciences, Aas, Norway

Teachers as creative writing students – Dialogues on professional development

Anne Martin, Anne Mari Rautiainen

University of Jyväskylä, Jyväskylä, Finland

Session II - NW3

Chair: Valerie Margrain

Time: 16:15 - 17:45

Date: 4th March 2020

Location: Pub 126

Session subtitle: Challenges in EC

Children's negative experiences in ECE settings

Kaisa Pihlainen¹, Jyrki Reunamo², Eija Kärnä¹

¹University of Eastern Finland, Joensuu, Finland. ²University of Helsinki, Helsinki, Finland

Early discovery of giftedness in preschool aged children

Malin Ekesryd Nordström

Department of Education, Umeå, Sweden

Six years old and starting school: Historical media analysis of the compulsory school age debate in Norway

Terese Wilhelmsen, Jostein Paulgård Østmoen, Åse Lund, Eli Haug, Anne Kristin Hansen Andresen

University of South-Eastern Norway, Drammen, Norway

How to prepare students for the increased use of standardized concepts in kindergartens?

Åse Lund, Terese Wilhelmsen, Jostein Paulgård Østmoen, Lise Juritsen, Eli Haug

University of South-Eastern Norway, Drammen, Norway

Session II - NW4

Chair: Anna-Maija Niemi

Time: 16:15 - 17:45

Date: 4th March 2020

Location: Edu 357a

Session subtitle: Parenting, educational outcomes and social justice

Invisible parenting – school choice and social class in Denmark

Rikke Brown¹, Jakob Ditlev Bøje²

¹Professionshøjskolen Absalon, Slagelse, Denmark. ²University of Southern Denmark, Odense, Denmark

School Culture and Educational Outcomes

Jenni Tikkanen, Piia af Ursin, Tero Järvinen

Centre for Research on Lifelong Learning and Education CELE, University of Turku, Turku, Finland

(Not) this kind of people. Exploring the narratives of middle-class mothers in privileged or disadvantaged neighbourhoods in Iceland

Auður Magnús Auðardóttir, Berglind Rós Magnúsdóttir

University of Iceland, Reykjavík, Iceland

Momentums of success and habitus: High-achieving upper secondary school students' reasons to seek success in school

Carina Carlhed Ydhag¹, Niclas Månsson², Ali Osman¹

¹Stockholm University, Stockholm, Sweden. ²Södertörn University, Stockholm, Sweden

Session II - NW6

SYMPOSIUM

Are Swedish schools becoming learning organizations? Recognizing the role of organization and organizational learning in schools responding to new demands and challenging conditions

Chair: Kristin Helstad

Time: 16:15 - 17:45
Date: 4th March 2020
Location: Pub 469

Towards a temperate understanding of organizational learning in complex schools

Ulf Blossing

Gothenburg University, Gothenburg, Sweden

Local Education Authority (LEA) strategies and organizational routines in quality governance of schools

Carl Henrik Adolfsson¹, Jan Håkansson²

¹Linneus Univeristy, Växjö, Sweden. ²Linneus University, Växjö, Sweden

Improvement at risk: On the organizational complexities of large-scale school improvement in Sweden

Niclas Rönnström¹, Olof Johansson²

¹Stockholm University, Stockholm, Sweden. ²Umeå University, Umeå, Sweden

Session II - NW7

Chair:

Time: 16:15 - 17:45

Date: 4th March 2020

Location: Edu 3

Trajectories of adolescents' social and emotional loneliness during lower secondary school and association with social goals

Hanna-Ritta Ståhl, Niina Junttila, Päivi M. Niemi

Department of Teacher Education, University of Turku, Turku, Finland

Teacher–student relationship quality and student engagement: A short-term longitudinal study

Robert Thornberg, Camilla Forsberg, Eva Hammar Chiriatic

Linköping University, Linköping, Sweden

Session II - NW8

Chair: Ylva Odenbring

Time: 16:15 - 17:45

Date: 4th March 2020

Location: Edu 358

Heteronormative violence in schools: focus on homophobia, transphobia and the experiences of trans and non-heterosexual youth

Jukka Lehtonen

Gender studies, University of Helsinki, Helsinki, Finland

Gender and Technology: How to Avoid Reproducing Gender Stereotypes in Technology Education in Primary and Secondary School?

Pia Frederiksen

University College Nordjylland, Aalborg, Denmark

Policy and practice: teachers' and study counsellors' gender stereotyped perceptions

Katarina Perander, Monica Londen, Gunilla Holm

University of Helsinki, Helsinki, Finland

Teachers' grounds for preferring gender-segregated versus coeducational/mixed-gender teaching in school physical education.

Jukka Lahti¹, Marja Kokkonen²

¹University of Turku, Turku, Finland. ²University of Jyväskylä, Jyväskylä, Finland

Session II - NW9

SYMPOSIUM

Developing Home Economics teacher education through reflection

Chair: Päivi Palojoki

Time: 16:15 - 17:45

Date: 4th March 2020

Location: Pub 399

Home Economics teachers' professional development through self-reflection

Kati Oikarinen, Hille Janhonen-Abuquah

University of Helsinki, Helsinki, Finland

Student Reflections about Practice-based Learning in Culinary Studies at University Level

Cecilia Magnusson Sporre¹, Helena Soljanto², Päivi Palojoki²

¹University of Gothenburg, Gothenburg, Sweden. ²University of Helsinki, Helsinki, Finland

Developing home economics pedagogy during student teacher's teaching practice

Anne Malin, Silpa Maria Pöntinen, Päivi Palojoki

University of Helsinki, Helsinki, Finland

Session II - NW10a

Chair: Mikko Kohvakka

Time: 16:15 - 17:45

Date: 4th March 2020

Location: Pub 209

Exploring the changing meanings of "responsible university" in the Finnish (and the Nordic) context

Mikko Kohvakka¹, Arto Nevala¹, Hanna Nori²

¹University of Eastern Finland, Joensuu, Finland. ²University of Turku, Turku, Finland

Intercultural Higher Education: Analysis of policies at global level and a case study of Finnish universities

Adrita Ghosh

University of Turku, Turku, Finland

Why Education 4.0 is not enough – Education for sustainable future

Taru Konst, Liisa Kairisto-Mertanen, Minna Scheinin

Turku University of Applied Sciences, Turku, Finland

The role of higher education in sustainability crisis

Mervi Friman¹, Taru Konst²

¹Häme UAS, Hämeenlinna, Finland. ²Turku UAS, Turku, Finland

Session II - NW10b

Chair: Renae Acton

Time: 16:15 - 17:45

Date: 4th March 2020

Location: Pub 4

Transcending qualification: Working with diffraction to explore the plural pedagogic effects of inquiry learning in a Danish university

Renae Acton

Roskilde University, Roskilde, Denmark

University teachers' visual and verbal processing of teaching-learning situations

Henna Vilppu¹, Erkki Anto¹, Mari Murtonen²

¹University of Turku, Turku, Finland. ²Tampere University, Tampere, Finland

What is the ethos of academic development? A case study

Jennifer Löfgreen

Lund University, Lund, Sweden

Session II - NW11

Chair: Íris Ellenberger

Time: 16:15 - 17:45

Date: 4th March 2020

Location: Pub 499

Women's access to queer spaces through education in early 20th century Iceland

Íris Ellenberger

University of Iceland, Reykjavík, Iceland

Montessori and Vygotsky: a dialogue under edition [Paradoxes in the history of pedagogy]

Liya Kalinnikova Magnusson

Högskolan i Gävle, Gävle, Sweden

Session II - NW12

Chair: Marjatta Takala

Time: 16:15 - 17:45

Date: 4th March 2020

Location: Edu 359

Implementing integrated special education in mainstream settings

Fredrik Danielsen

UiT The Arctic University of Norway, Alta, Norway

Comparative Study on Inclusive Education in Upper Secondary Education in the Nordic Countries

Yaka Matsuda¹, Kanako Korenaga¹, Tomomi Sanagi², Aya Watanabe³, Megumi Honjo⁴, Sachiyo Ishida⁵

¹Kochi University, Kochi, Japan. ²Kwansei Gakuin University, Nishinomiya, Japan. ³Tsuda University, Tokyo, Japan. ⁴Kanazawa University, Kanazawa, Japan. ⁵Chiba University, Chiba, Japan

THE OUTSIDER WITHIN: Giftedness and geekiness as potential signifiers of belonging in science education

Eva Silfver¹, Anna T. Danielsson²

¹Umeå University, Umeå, Sweden. ²Uppsala University, Uppsala, Sweden

Session II - NW13

Chair: Hanna Nygren

Time: 16:15 - 17:45

Date: 4th March 2020

Location: Edu 340

Literature review about the research on digital technology use in vocational education and training: Identifying ‘hot spots’ of the research field

Vilhelmiina Harju¹, Antti Koskinen², Leila Pehkonen¹

¹University of Helsinki, Helsinki, Finland. ²Tampere University, Tampere, Finland

Engaging Teaching Practices Which Enhances Student Interaction in Synchronous Online Teaching

Morten Oddvik

University of Southeast Norway, Horten, Norway

Being Peer Gynt - negotiating player identity in a serious game about a literature classic

Magnus Henrik Sandberg¹, Kenneth Silseth²

¹Norwegian University of Science and Technology (NTNU), Trondheim, Norway. ²University of Oslo, Oslo, Norway

Session II - NW14

Chair: Jenni Alisaari

Time: 16:15 - 17:45

Date: 4th March 2020

Location: Edu 360

Perceptions of multilingualism in educational contexts

Jenni Alisaari¹, Mikaela Björklund², Raisa Harju-Autti³, Kirsi Korkealehto⁴

¹University of Turku, Turku, Finland. ²Åbo Akademi, Vasa, Vaasa, Finland. ³University of Tampere, Tampere, Finland. ⁴Häme University of Applied Sciences, Hämeenlinna, Finland

Language Aware Multilingual Pedagogy (LAMP) – responding to current and future challenges in a new teacher education program

Kristiina Skinnari¹, Eija Aalto², Tiia Pappila³, Tamás Petér Szabó²

¹University of Jyväskylä, Department of Language and Communication Studies, Jyväskylä, Finland.

²University of Jyväskylä, Department of Teacher Education, Jyväskylä, Finland. ³University of Jyväskylä, Department of Education, Early Childhood Education and Care, Jyväskylä, Finland

Session II - NW15

SYMPOSIUM (part II)

Researching teaching quality across Nordic lower secondary classrooms – a cross disciplinary perspective

Chair: Catharina Tjernberg

Time: 16:15 - 17:45

Date: 4th March 2020

Location: Cal 2109

This is the second part of the symposium. The first part is in the previous session.
(all the symposium presentations are listed here too)

Literary discussions in Swedish and Norwegian Language Arts classrooms

Anna Nissen

Karlstad University, Karlstad, Sweden

Observing Democratic Citizenship Instruction in Nordic Classrooms

Peter Aashamar

University of Oslo, Oslo, Norway

Engagement and high order thinking in social science classrooms: Improving instructional quality through technology?

Valgardur Reynisson

University of Akureyri, Akureyri, Iceland

Student agency in digitally rich lower secondary classrooms

Jenny Högström

University of Helsinki, Helsinki, Finland

The role of teachers use of goal setting in Nordic mathematics classrooms

Alexander Selling

University of Oslo, Oslo, Norway

Intellectual Demand and Classroom Discourse in Icelandic Mathematics Classrooms

Johan Örn Sigurjónsson, Berglind Gísladóttir

University of Iceland, Reykjavik, Iceland

Comparing mathematics instruction in Norway and Finland

Jennifer Maria Luoto

University of Oslo, Oslo, Norway

Session II - NW16

Chair: Ole Andreas Kvamme

Time: 16:15 - 17:45

Date: 4th March 2020

Location: Edu 355

Session subtitle: Education and sustainability challenges

The scope of responsibility – Sustainability in moral education

Ole Andreas Kvamme

University of Oslo, Oslo, Norway

‘There is no PLANet B’: Creating Sustainable Pedagogical Environments in Times of Ecological Crisis

Elisabet Langmann, Lovisa Bergdahl

Södertörn University, Stockholm, Sweden

On presence and absence. The collaborative development of thought in face of the climate crisis

Eevi E. Beck¹, Birgit Schaffar²

¹University of Oslo, Oslo, Norway. ²University of Helsinki, Helsinki, Finland

Age of Ecological Crisis and Educational Ecological Imperative

Rauno Huttunen¹, Veli-Matti Värri², Leena Kakkori³

¹University of Turku, Turku, Finland. ²University of Tampere, Tampere, Finland.

³<https://leenakakkori.com/>, Jyväskylä, Finland

Session II - NW19a

SYMPOSIUM (part II)

Professional Digital Competence in Teacher Education

Time: 16:15 - 17:45

Date: 4th March 2020

Location: Cal 2108

Please note: This is the second part of the symposium. The first part is in the previous session Session I - NW19a

(all the symposium presentations are listed here too)

What is professional digital competence?

Toril Aagaard¹, Andreas Lund²

¹University of Southeastern Norway, Kongsberg, Norway. ²University of Oslo, Skien, Norway

Epistemological consequences of digitalization

Andreas Lund¹, Toril Aagaard²

¹University of Oslo, Skien, Norway. ²University of Southeastern Norway, Kongsberg, Norway

From plan to institutional practice – how teacher educators work with Professional Digital Competence in subjects

Hjørdis Hjukse¹, Agnete Bueie², Toril Aagaard³, Thomas Moser⁴, Karl Vika⁴

¹University of Southeastern Norway, Notodden, Norway. ²University of Southeastern Norway, Drammen, Norway. ³University of Southeastern Norway, Kongsberg, Norway. ⁴University of Southeastern Norway, Horten, Norway

Between reconfiguration and stabilization – The relation between pedagogy and technology in in-service training and everyday practice in school

Vibeke Schrøder, Mads Middelboe Rehder, Thilde Emilie Møller

University of Copenhagen, Copenhagen, Denmark

Hold that thought; a study of student teachers' joint meaning making in a simulation and interaction laboratory

Charlotte Beal, Magnus Hontvedt

University of Southeastern Norway, Horten, Norway

Becoming teachers through teaching in Future Classroom Labs in Teacher Education?

Ann-Therese Arstorp

University of Southeastern Norway, Drammen, Norway

Teacher students' experiences and reflections concerning Professional Digital Competence

Aslaug Grov Almås

HVL, Stord, Norway

Competent readers in digital contexts

Tonje Stenseth

University of Southeastern Norway, Horten, Norway

Session II - NW19b

Chair: Desire Baartman

Time: 16:15 - 17:45

Date: 4th March 2020

Location: Cal 2107

Designing Videos for Teacher Education on Inquiry-Based Learning - Investigating and Exploring Design Principles

Desire Baartman, Pauline Vos

University of Agder, Kristiansand, Norway

Multimodal logbooks as boundary objects in vocational teacher education

Ann-Britt Enochsson, Annica Ådefors, Annelie Andersén, Nina Kilbrink

Karlstad University, Karlstad, Sweden

Rethinking by linking – teacher educators learning by bridging gaps between university and student teachers’ practicum

Annelie Andersén, Ann-Britt Enochsson, Nina Kilbrink, Annica Ådefors

Karlstad University, Karlstad, Sweden

Strategy observation as core practice in Teacher Education ategy observation as core practice in Teacher Education

Marit Kulild, Camilla Bjelland

Western Norway University of Applied Sciences, Stord, Norway

Session II - NW21

SYMPOSIUM (part II)

Schooling and business: rethinking perspectives and processes

Time: 16:15 - 17:45

Date: 4th March 2020

Location: Pub 309

Please note: This is the second part of the symposium: first part is in the previous session - Session I - NW21a at 14.30.

(all the symposium presentations are listed here too)

“Follow the money”: Sweden and its education industry

Linda Rönneberg¹, Malin Benerdal¹, Sara Carlbaum¹, Ann-Sofie Holm²

¹University of Umeå, Umeå, Sweden. ²University of Gothenburg, Gothenburg, Sweden

Edu-policyneurs. The role of private actors in education governance in Sweden.

Anna Jobér

Malmö University, Malmö, Sweden

Edu-business in Finnish schooling

Piia Seppänen¹, Sonia Lempinen¹, Martin Thrupp²

¹University of Turku, Turku, Finland. ²University of Waikato, Hamilton, New Zealand

An analysis of the intertwinement of business in education through the investigation of edu-business events in Finland

Helena Hinke Dobrochinski Candido¹, Piia Seppänen², Martin Thrupp³

¹University of Helsinki, Helsinki, Finland. ²University of Turku, Turku, Finland. ³University of Waikato, Hamilton, New Zealand

‘Business accelerating’ in education: The case of xEdu and the Edtech startup networks in Finland

Nina Nivanaho, Iida Kiesi

University of Turku, Turku, Finland

Towards flourishing future of learning? Critical observations from a learning festival in Finland

Hanna Laalo, Heikki Kinnari

University of Turku, Turku, Finland

Session II - NW22

Chair: Bosse Bergstedt

Time: 16:15 - 17:45

Date: 4th March 2020

Location: Pub 368

What is onto-analysis?

Bosse Bergstedt

Østfold University College, Faculty of Education, Halden, Norway

Visions of 21st Century Education and Evolutionary-Teal

Simon Ceder

Konstfack, Stockholm, Sweden

Navigating pedagogical landscapes

Tove Lafton¹, Agnes Westgaard Bjelkerud²

¹OsloMet, Oslo, Norway. ²Innlandet University College, Hamar, Norway

Session II - NW23

Chair: Amela Pacuka

Time: 16:15 - 17:45

Date: 4th March 2020

Location: Edu 244

Key Competences: Citizens' Perspectives

Joonas Mannonen¹, Raija Hämäläinen², Joni Lämsä²

¹Finnish Institute for Educational Research, University of Jyväskylä, Jyväskylä, Finland. ²Department of Education, University of Jyväskylä, Jyväskylä, Finland

Social Pedagogical Education for Global Citizenship in an Age of Rising Nationalism

Elina Nivala

University of Eastern Finland, Kuopio, Finland

“What’s in it for us?”The Meaning of Academic Service-Learning for Asylum Seekers and University Students, in the Liberal Adult Education Context. A Case Study of Opinsauna - Learning Spaces Project

Malavika Jaikumar

University of Eastern Finland, Joensuu, Finland

Human rights goals and rights based practices as a framework for transformative learning and innovative thinking in social pedagogy

Vilborg Jóhannsdóttir

University of Iceland, Reykjavík, Iceland

Session II - NW25

Chair: Petra Røise

Time: 16:15 - 17:45

Date: 4th March 2020

Location: Pub 269

Helpfull supervision - How supervision is practiced, justified and experienced among students and supervisors in the first year of upper secondary school.

Anne Bang-Larsen

SDU, Odense, Denmark

Episodes of touch between classroom assistant and student in preparatory education

Maria Ahlholm, Ulla Karvonen

University of Helsinki, Helsinki, Finland

Qualification of mentors for NQT

Lisbeth Lunde Frederiksen, Elisabeth Halse

VIAUC, Århus, Denmark

Tools for mentoring of preservice teachers - a scoping review

Katrine Nesje, Eli Lejonberg

University of Oslo, Oslo, Norway

Welcome reception

Time: 18:00 - 20:00

Date: 4th March 2020

Location: Educarium gym hall

Welcome reception at the Educarium (gym hall)

Welcome by the City of Turku: *Elina Rantanen, Chairperson of the City Council*

Music performance by the Student Quartet of the University of Turku

Light buffet with wine will be served

THURSDAY 5 MARCH

Session III - NW2

Chair: Eva Ahlskog Björkman

Time: 9:00 - 10:30

Date: 5th March 2020

Location: Pub 299

Contemporary dance as being and becoming in the age of aging – existential aspects of (arts) education among elderly amateur dancers

Cecilia Ferm Almqvist

Södertörn University, Stockholm, Sweden

Music, other arts and physical activities to support learning?

Mari Tervaniemi

University of Helsinki, Helsinki, Finland

Pre-service teachers' communicating their beliefs about a good teacher through visual drawings

Eva Ahlskog-Björkman, Gunilla Karlberg-Granlund

Åbo Akademi University, Vasa, Finland

Entanglements of dance and poetry in students' reading and writing processes

Sofia Jusslin, Heidi Höglund

Åbo Akademi University, Vaasa, Finland

Session III - NW4a

SYMPOSIUM

Socially Mixed Schools, Urban Segregation, and Pedagogical Solutions: Comparative studies on inclusive policies and practices in (pre-)comprehensive education

Time: 9:00 - 10:30

Date: 5th March 2020

Location: Edu 357a

Please note: this symposium is divided into 2 sessions, this is the first part. The symposium continues in the next session IV NW4a at 14.00.

School segregation in egalitarian educational landscapes: links between neighborhood, school district and school in Amsterdam, Helsinki and Reykjavik

Willem Boterman¹, Venla Bernelius Bernelius², Auður Magnús Auðardóttir³

¹University of Amsterdam, Amsterdam, Netherlands. ²University of Helsinki, Helsinki, Finland. ³University of Iceland, Reykjavik, Iceland

Gerrymandering for educational equality? Exploring the possibilities of GIS tools in decreasing school segregation in local public schools

Venla Bernelius, Hertta Sydänlammi

University of Helsinki, Helsinki, Finland

(Breaking or reinforcing) The cycle of school choice, reputations and hierarchies

Heidi Huilla, Sara Juvonen, Sonja Kosunen

University of Helsinki, Helsinki, Finland

Power structures among primary school-aged children in Reykjavík: A qualitative social network analysis in diverse educational settings

Elizabeth Lay, Berglind Rós Magnúsdóttir

University of Iceland, Reykjavik, Iceland

Embodying disadvantage, escaping destiny? An ethnographic account of tutor-pupil relationships in a Dutch primary school

Yannis Tzaninis, Bowen Paulle

University of Amsterdam, Amsterdam, Netherlands

The purpose of education and shared understandings: an ethnographic study at two Finnish case schools

Sara Juvonen¹, Heidi Huilla¹, Sonja Kosunen¹, Martin Thrupp²

¹University of Helsinki, Helsinki, Finland. ²Waikato University, Hamilton, New Zealand

Session III - NW4b

SYMPOSIUM

The development of ethnography in educational research in the Nordic countries: Thinking forward and looking back

Time: 9:00 - 10:30

Date: 5th March 2020

Location: Edu 358

Please note: This symposium is divided into 2 sessions, This is the first part. The second session is session IV - NW4 b at 14.00.

On developments in ethnographic research. The case of two Swedish universities

Staffan Larsson¹, Dennis Beach^{2,3}

¹Linköping University, Linköping, Sweden. ²University of Borås, Borås, Sweden. ³University of Gothenburg, Gothenburg, Sweden

Introduction to the symposium theme, aims and content

Dennis Beach^{1,2}, Staffan Larsson³, Sirpa Lappalainen⁴, Ylva Odenbring²

¹University of Borås, Borås, Sweden. ²University of Gothenburg, Gothenburg, Sweden. ³University of Linköping, Linköping, Sweden. ⁴University of Eastern Finland, Jouensu, Finland

Technology in Education, between political demands and teachers' functions. Cross-case analysis from Denmark and Brazil

Karen Borgnakke¹, Magda Pischetola²

¹University of Copenhagen, Copenhagen, Denmark. ²Pontificia Universidade Catolica do Rio de Janeiro, Rio de Janeiro, Brazil

Gender, schooling and living in rural areas

Elisabet Öhrn¹, Dennis Beach¹, Monica Johansson¹, Per-Åke Rosvall², Maria Rönnlund²

¹University of Gothenburg, Gothenburg, Sweden. ²Umeå university, Umeå, Sweden

Going there and being there, and being here: Ethnographic encounters with gatekeepers in school ethnography

Sirpa Lappalainen¹, Heidi Huilla², Sara Juvonen², Sonja Kosunen², Linda-Maria Laaksonen²

¹Faculty of Social Sciences and Business, University of Eastern Finland, Joensuu, Finland. ²Faculty of Educational Sciences, University of Helsinki, Helsinki, Finland

Ethnography, Gender and Social Class in Early Childhood Educational Research: a Meta-Analysis

Ylva Odenbring¹, Sirpa Lappalainen²

¹University of Gothenburg, Gothenburg, Sweden. ²University of Eastern Finland, Joensuu, Kuopio, Finland

An explorative staging of camcorders generating a gender and justice perspectives on pupils' collaborative coping strategies in a goal and result steered school context at a Swedish municipal lower secondary school

Charlotta Rönn

Mid-Sweden University, Sundsvall, Sweden

Feminist ethnography in Finland: history and current trends

Elina Lahelma

University of Helsinki, Helsinki, Finland

Session III - NW5

Chair: Ninni Wahlström

Time: 9:00 - 10:30

Date: 5th March 2020

Location: Pub 150

Curriculum theory - a driving force for school equality? A re-scaling and re-theorizing of equality

Ninni Wahlström

Linnaeus University, Växjö, Sweden

Changes and continuities in school subjects: The case of Norwegian

Anniken Hotvedt Sundby, Berit Karseth

University of Oslo, Oslo, Norway

Curriculum renewal in Norway: Developing, assessing and validating transversal key competences for the 21st century

Kaja Reegård¹, Jon Rogstad²

¹NIFU, Oslo, Norway. ²Fafo, Oslo, Norway

Defining policy problems: Arguments for pre-vocational education in Norwegian lower secondary education

Maike Luimes

Kristiania University College, Oslo, Norway

Session III - NW6

Chair: Ann-Sofie Smeds-Nylund

Time: 9:00 - 10:30

Date: 5th March 2020

Location: Pub 469

Challenges in Theorizing Higher Education Pedagogic Leadership

Janne Elo, Michael Uljens

Åbo Akademi University, Vasa, Finland

Leadership competence in education: Attribute model or relational model?

Takumi Yada, Aini-Kristiina Jäppinen

University of Jyväskylä, Jyväskylä, Finland

Recognizing School Leaders as Masters of Organizational Complexity

Niclas Rönnström, Pia Skott

Stockholm University, Stockholm, Sweden

Good Leaders. How to define them?

Lars Frode Frederiksen

University of Southern Denmark, Odense, Denmark

Session III - NW7

SYMPOSIUM

Eyes on social relations and group processes: What are optimal learning interactions made of?

Time: 9:00 - 10:30

Date: 5th March 2020

Location: Edu 3

Please note: this Symposium is divided into 2 sessions. The symposium continues in session IV at 14.00.

Teacher Trainees' perceptions on their readiness to provide support before and after teaching training period

Piia Björn¹, Minna Kyttälä², Mikko Aaro³, Vesa Närhi³, Pirjo Savolainen¹, Hannu Savolainen³

¹University of Eastern Finland, Joensuu, Finland. ²University of Turku, Turku, Finland. ³University of Jyväskylä, Jyväskylä, Finland

Enhancing student teachers' classroom interactions and self-efficacy through small-scale intervention study

Sami Lehesvuori¹, Sanni Pöysä¹, Marja-Kristiina Lerkkanen^{1,2}

¹Department of Teacher Education, University of Jyväskylä, Jyväskylä, Finland. ²Norwegian Centre for Learning Environment and Behavioural Research in Education, University of Stavanger, Stavanger, Norway

Professional vision and instruction skills: Differences in student teachers' and experienced teachers' attention process and targeting of individual support

Maikki Pouta, Erno Lehtinen, Tuire Palonen

Department of Teacher Education and Centre for Research on Learning and Instruction, University of Turku, Turku, Finland

What makes mathematical word problem solving challenging and how to support students in overcoming these challenges?

Nonmanut Pongsakdi¹, Anu Kajamies², Koen Veermans¹, Kalle Lertola³, Marja Vauras¹, Erno Lehtinen¹

¹Department of Teacher Education and Centre for Research on Learning and Instruction, University of Turku, Turku, Finland. ²Department of Teacher Education, Centre for Research on Learning and Instruction, and Turku Institute for Advanced Studies, University of Turku, Turku, Finland. ³Department of Mathematics and Statistics, University of Turku, Turku, Finland

Development of children's participation in reading alouds: The roles of teacher's approach to dialogic reading and child's story comprehension skills

Janne Lepola¹, Mikko Tiilikainen¹, Anu Kajamies²

¹Department of Teacher Education and Centre for Research on Learning and Instruction, University of Turku, Rauma, Finland. ²Department of Teacher Education, Centre for Research on Learning and Instruction, and Turku Institute for Advanced Studies, University of Turku, Turku, Finland

Socio-emotionally and cognitively vulnerable children's peer interactions and teacher support during an intervention combining social and reading skills training

Anne-Elina Salo¹, Anu Kajamies², Marja Vauras¹

¹Department of Teacher Education and Centre for Research on Learning and Instruction, University of Turku, Turku, Finland. ²Department of Teacher Education, Centre for Research on Learning and Instruction, and Turku Institute for Advanced Studies, University of Turku, Turku, Finland

The significance of functional participatory roles on the quality of group outcome: Evidence from two collaborative science-learning environments

Olli-Pekka Heinimäki¹, Simone Volet², Marja Vauras¹, Cheryl Jones², Eero Laakkonen¹

¹Department of Teacher Education and Centre for Research on Learning and Instruction, University of Turku, Turku, Finland. ²School of Education, Murdoch University, Perth, Australia

Learning outside the curriculum, but inside the school. The case of an extreme productive deviation in an open STEAM learning environment.

Jaakko Hilppö¹, Reed Stevens²

¹Faculty of Educational Sciences, University of Helsinki, Helsinki, Finland. ²School of Education and Social Policy, Northwestern University, Evanston, Illinois, USA

Session III - NW9

Chair: Niclas Månsson

Time: 9:00 - 10:30

Date: 5th March 2020

Location: Pub 399

It was like the existential questions went out the window! Why should they not, they are so inconvenient. Perceptions on religious studies education in Swedish upper secondary school, 10 years after the reform

Linda Jonsson¹, Niclas Månsson²

¹Mälardalen university, Eskilstuna/Västerås, Sweden. ²Södertörn university, Huddinge, Sweden

Students' self-reported learning in an interdisciplinary learning module

Mirja Tarnanen, Kaukonen Vili, Toikka Teppo, Räikkönen Eija, Kostiainen Emma, Martin Anne, Vauhkonen Ville

University of Jyväskylä, Jyväskylä, Finland

What are children's responses to questions about the surrounding world, existence and life? Analyses of texts from 1970 and today.

Annika Lilja¹, Katarina Kärnebro², Christina Osbeck¹

¹Göteborgs universitet, Göteborg, Sweden. ²Umeå universitet, Umeå, Sweden

Session III - NW10a

Chair: Katriina Tapanila

Time: 9:00 - 10:30

Date: 5th March 2020

Location: Pub 209

Academics' social positioning towards the restructured management system in Finnish universities

Katriina Tapanila¹, Päivi Siivonen², Karin Filander¹

¹Tampere University, Tampere, Finland. ²University of Eastern Finland, Joensuu, Finland

Academics' time and tasks in research universities in South Korea and Finland
Yoojin Kim

University of Turku, Turku, Finland

Session III - NW10b

Chair: Eva Hansson

Time: 9:00 - 10:30

Date: 5th March 2020

Location: Pub 4

Development of teaching in higher education with video and peer observation as a starting point

Eva Hansson

Halmstad University, Halmstad, Sweden

Peer Teaching and video learning – Does it work?

Maximilian Sailer¹, Kimmo Kontio²

¹University of Passau, Passau, Germany. ²University of Oulu, Oulu, Finland

Session III - NW11

Chair: Marjo Nieminen

Time: 9:00 - 10:30

Date: 5th March 2020

Location: Pub 499

Looking to the future in 1953: The representations of higher education in a Finnish short film of university students' union

Marjo Nieminen

University of Turku, Department of Education, Turku, Finland

Evaluation, testing and measurement in Icelandic educational history (with focus on primary education)

Jón Torfi Jónasson

School of Education, University of Iceland, Iceland

Aspects of workers' education and the concept sivistys within the Finnish Workers' Educational Association

Elina Hakoniemi

University of Helsinki, Helsinki, Finland

Session III - NW12

Chair: Bjørn Hamre

Time: 9:00 - 10:30

Date: 5th March 2020

Location: Edu 359

Teachers' definitions of inclusive education and needs for professional development

Akie Yada¹, Hannu Savolainen^{1,2}

¹University of Jyväskylä, Jyväskylä, Finland. ²Optentia Research Focus Area, North West University, Vanderbijlpark, South Africa

Learning by imitation: teachers' experiences of inclusion

Ingrid Olsson¹, Gunilla Stenberg²

¹Department of Education, Uppsala University, Uppsala, Sweden. ²Department of Psychology, Uppsala University, Uppsala, Sweden

Psychometric properties of the Teacher Self-Efficacy for Inclusive Practices (TEIP) scale: A systematic literature review

Heidi Selenius, Hanna Ginner Hau

Stockholm University, Stockholm, Sweden

How can National Inspection lead to learning and a change of practice in schools?

Thorvald Røneid Moen, Marit Irene Uglum

Høgskulen på Vestlandet, Sogndal, Norway

Session III - NW13

Chair: Ari Tuhkala

Time: 9:00 - 10:30

Date: 5th March 2020

Location: Edu 340

Teachers' Attitudes towards Technology Education and their Relation to Teachers' Perceived Digital Competence

Ari Tuhkala, Antti Ström, Juhani Rautopuro

University of Jyväskylä, Jyväskylä, Finland

“We do things differently, so that pupils can learn” - teachers' experience with flipped classroom

Dorthea Sekkingstad, Ingrid Fossøy

Western Norway University of Applied Sciences, Sogndal, Norway

Collaborative Learning in a Virtual Simulation Context – The Importance of Communication, Collaboration and Self-Organization

Timo Lainema¹, Lainema Kirsi², Heinonen Kirsi², Hämäläinen Raija²

¹University of Turku, Turku School of Economics, Turku, Finland. ²University of Jyväskylä, Jyväskylä, Finland

Connected Classrooms Nordic Study. Rooms for professional development and teaching quality in digitally rich classrooms.

Marie Tanner¹, Anna Slotte², Christina Olin-Scheller¹

¹Karlstad University, Karlstad, Sweden. ²University of Helsinki, Helsinki, Finland

Session III - NW14

Chair: Miira Häkkinen

Time: 9:00 - 10:30

Date: 5th March 2020

Location: Edu 360

Teachers' conceptions of challenges in integration language education in two migration destinations

Miira Häkkinen, Mirjamaija Mikkilä-Erdmann

Department of Teacher Education, Turku, Finland

Designing and testing linguistically responsive exercises in Finnish schools

Elisa Repo, Riia Kivimäki, Jenni Alisaari

Department of Teacher Education, University of Turku, Turku, Finland

Health and wellbeing: Learning from recently-arrived asylum seekers

Valeria Varea

Örebro University, Örebro, Sweden

Session III - NW15

Time: 9:00 - 10:30

Date: 5th March 2020

Location: Cal 2109

Teachers' Figured Worlds About Early Literacy Instruction. An Extreme Case Study

Aslaug Fodstad Gourvennec

Norwegian Reading Centre, University of Stavanger, Stavanger, Norway

Literature education in Nordic L1: A study of national curricula for lower secondary education in Denmark, Finland, Norway and Sweden

Aslaug Fodstad Gourvenec, Margrethe Sønneland

Norwegian Reading Centre, University of Stavanger, Stavanger, Norway

INDIVIDUAL STORY ENDINGS AS REFLECTION OF EXPERIENCES ON PEER RELATIONSHIPS

Juli-Anna Aerila¹, Marita Neitola¹, Merja Kauppinen²

¹University of Turku, Rauma, Finland. ²Finnish Education Evaluation Centre, Helsinki, Finland

Teacher exchange on different literacy practices

Catharina Tjernberg, Karin Forsling

Karlstad University, Karlstad, Sweden

CHANGE IN THE PROGRAMME: THIS PRESENTATION WILL BE PRESENTED AS A POSTER

Session III - NW16

Chair: Thomas Astrup Rømer

Time: 9:00 - 10:30

Date: 5th March 2020

Location: Edu 355

Session subtitle: Pedagogical theory and the concept of education

Two pedagogical manifestos

Thomas Astrup Rømer

Aarhus University, Aarhus, Denmark

Education: Four Distinctions and a Definition

Carl Anders Säfström

Centre for Public Education and Pedagogy, Faculty of Social Sciences, Maynooth University, Maynooth, Ireland

Towards Initial Teacher Education quality

Paul Adams

University of Strathclyde, Glasgow, United Kingdom

Session III - NW17

Chair: Eva Kane

Time: 9:00 - 10:30

Date: 5th March 2020

Location: Edu 244

Pedagogues working in grades 7-10. A potential for students' well-being?

David Thore Gravesen, Lea Ringskou

VIA University College, Faculty of Education & Social Studies, Viborg, Denmark

Dialogue and children's perspectives - Developing a model for evaluation in Swedish school-age educare

Karin Lager

University West, Trollhättan, Sweden

ACTION RESEARCH AS A TOOL FOR QUALITY DEVELOPMENT WORK IN SCHOOL-AGE EDUCARE. Disrupting that which we take for granted.

Eva Kane, Anna-Lena Ljusberg

Stockholm University, Stockholm, Sweden

Session III - NW19a

SYMPOSIUM

Current reforms and challenges in Nordic teacher education

Time: 9:00 - 10:30

Date: 5th March 2020

Location: Cal 2108

A longitudinal approach to Finnish teacher education – lessons learnt from pre-service teachers' profiles

Marko Lähteenmäki¹, Mirjamaija Mikkilä-Erdmann¹, Anu Warinowski²

¹University of Turku, Department of Teacher Education, Turku, Finland. ²University of Turku, Faculty of Education, Turku, Finland

Renewing Swedish Teacher Education: How Learning Study may narrow the theory-practice gap and strengthen teachers as knowledge producers

Maria Jarl¹, Stefan Johansson¹, Angelika Kullberg², Maria Svensson²

¹University of Gothenburg, Department of Education and Special education, Göteborg, Sweden.

²University of Gothenburg, Department of Pedagogical, Curricular and Professional Studies, Göteborg, Sweden

Reforming the knowledge base of Norwegian teacher education: Integrating research-based education and professional relevance

Doris Jorde¹, Hege Hermansen²

¹University of Oslo, Department of Teacher Education and School Research, Oslo, Norway. ²University of Oslo, Department of Education, Oslo, Norway

Session III - NW19b

Chair: Per Lindqvist

Time: 9:00 - 10:30

Date: 5th March 2020

Location: Cal 2107

Net based Rebellion and Resistance in education

Annica Löfdahl Hulman¹, Andreas Bergh², Håkan Löfgren³

¹Karlstad University, Karlstad, Sweden. ²Örebro University, Örebro, Sweden. ³Linköping University, Linköping, Sweden

"Let teachers be teachers" - ideas on teacher work in the public conversation about teacher assistants in Sweden

Per Lindqvist

Mälardalens högskola, Eskilstuna, Sweden

A performative preschool teacher education – teacher educators' perspective

Katarina Ribaeus, Annica Löfdahl Hultman

Karlstad University, Karlstad, Sweden

First year teacher education students' professed motivations and worries about being a teacher in the Finnish education system

TEIJA KOSKELA, ÇİĞDEM HASER

UNIVERSITY OF TURKU, TURKU, Finland

Session III - NW20

Chair: Pasi Koski

Time: 9:00 - 10:30

Date: 5th March 2020

Location: Edu KH 441

Young people in the social world of physical activities: meanings and obstacles

Pasi Koski¹, Mirja Hirvensalo²

¹University of Turku, Department of Teacher Education, Rauma, Finland. ²University of Jyväskylä, Department of Sport Sciences, Jyväskylä, Finland

Existential Learning in Youth Sport: Lessons Learned through Negativity

Noora Ronkainen¹, Tatiana V. Ryba¹, Kenneth Aggerholm², Jacquelyn Allen-Collinson³

¹University of Jyväskylä, Jyväskylä, Finland. ²Norwegian School of Sport Sciences, Oslo, Norway.

³University of Lincoln, Lincoln, United Kingdom

The contradictory role of technology in Finnish young people's images of future schools

Elina Nikula, Tero Järvinen, Anne Laiho

University of Turku, Turku, Finland

Child Sexual Abuse in China: A Review of the Impact of Sex-related Culture on Children and Future Directions

Xiaoning Zhu

University College London, London, United Kingdom

Session III - NW21a

Chair: Fred Rune Bjordal

Time: 9:00 - 10:30

Date: 5th March 2020

Location: Pub 309

Teachers' professional knowledge in policy documents concerning digitalisation of Norwegian and Swedish compulsory school

Fred Rune Bjordal, Hilde Afdal

Østfold University College, Halden, Norway

Exploring the dynamics of data-driven governance in adult education

Paula Kuusipalo, Hanna Toiviainen

Tampere University, Tampere, Finland

Teachers' negotiation of partiality and bias in externally produced curriculum resources

Maria Andrée¹, Lena Hansson²

¹Stockholm University, Stockholm, Sweden. ²Kristianstad University, Kristianstad, Sweden

Session III - NW21b

Chair: Monika Merket

Time: 9:00 - 10:30

Date: 5th March 2020

Location: Pub 5

Knowledge and Money; Future Equal Concepts? A comparative analysis of the orientation of knowledge in the five-year-integrated teacher education in Norway and OECD

Monika Merket

NTNU, Trondheim, Norway

The role of economic capital in the interrelated process of privatization and (non-)access to higher education in Finland

Linda Maria Laaksonen, Sonja Kosunen

University of Helsinki, Helsinki, Finland

Exploring discourses on teacher education in policies promoting international student mobility

Tea Dyred Pedersen

Nordic Institute for Studies in Innovation, Research and Education (NIFU), Oslo, Norway

Political and institutional discursive practices of Finnish education export

Helena Hinke Dobrochinski Candido, Kristiina Brunila

University of Helsinki, Helsinki, Finland

Session III - NW22

Chair: Sofie Sauzet

Time: 9:00 - 10:30

Date: 5th March 2020

Location: Pub 368

Pedagogues in flexible timetables

Sofie Sauzet

University College Copenhagen, Copenhagen, Denmark

Managing and supporting professional judgement – Do we need a more developed epistemology?

Thomas Dahl, Eirik Johannes Irgens

NTNU, Trondheim, Norway

Becomings of ‘the disturbing pupil’ in Danish classrooms

Marianne Brodersen

Professionshøjskolen Absalon, Center for Pædagogik, Roskilde, Denmark

The entanglement of Swedish secularised natural scientific upper secondary sexuality education and the phenomenon virginity

Sara Planting-Bergloo, Auli Orlander Arvola, Britt Jakobsson

Department of Mathematics and Science Education, Stockholm University, Stockholm, Sweden

Session III - NW24

Chair: Veronica Sülau

Time: 9:00 - 10:30

Date: 5th March 2020

Location: Edu 440

The role of the facilitator in teachers' collegial conversations

Veronica Sülau

Didaktikcentrum, Vänersborg, Sweden

Mythbusting our understanding of teamwork and cooperation.

Laura Emtoft, Jonatan Karnøe, Bettina Buch

University College Absalon, Roskilde, Denmark

A Study on Teacher's Collaboration on Curriculum Improvement triggered by Changes of Timeframe

Daisuke Choshi¹, Masahiro Nakada¹, Tetsuhito Sakata², Keiko Aramaki¹

¹Teikyo University, Tokyo, Japan. ²Otsuma Women's University, Tokyo, Japan

Teacher's data literacy and collaborative work culture: Still intuition-based and individualistic?

Tobias Werler, Vibeke Foldnes, Margaret Kleppstad Færevaaag

Western Norway University of Applied Sciences, Bergen, Norway

Session III - NW25

Chair: Tine D. Krogen

Time: 9:00 - 10:30

Date: 5th March 2020

Location: Pub 269

'Unpacking the problem' - Analysing the implementation of peer-group mentoring for master supervisors

Sofie Bastiansen, Thomas de Lange, Anne Line Wittek

The University of Oslo, Oslo, Norway

'And then I felt a little less alone'. The power of Internet-based reflection and supportive, tailored response in educational leadership development for children's rights and ethics.

Line Jenssen¹, Tom Eide², Brit B. Ballangrud¹

¹Faculty of Humanities, Sports and Educational Science; University of Southeast-Norway, Drammen, Norway. ²Faculty of Health and Social Sciences, University of Southeast-Norway, Drammen, Norway

The role of professional supervisor in higher education: Ethics and professional development

Jostein Paulgård Østmoen, Lise Juritsen, Berit Oddrunn Sletten, Terese Wilhelmsen

University of South-Eastern Norway, Drammen, Norway

Coffee break

Time: 10:30 - 11:00

Date: 5th March 2020

Coffee break at the lobbies of Educarium, Publicum and Calonia buildings. Special diets in Educarium.

Parallel Keynotes: Kirsti Klette and Risto Rinne

Time: 11:00 - 12:00

Date: 5th March 2020

Location: Edu 1 (K. Klette), streamed to Edu 2 & Edu 3, Pub 1 (R.Rinne) streamed to Pub 4 & Pub 5

Professor Kirsti Klette, University of Oslo, Norway

Professor Risto Rinne, University of Turku, Finland

More information and keynote abstracts on the congress website: <https://nera2020.fi/keynote-speakers>

Lunch

Time: 12:00 - 13:15

Date: 5th March 2020

Location: Educarium gym hall & Macciavelli restaurant

Lunch will be served at the gym hall of the Educarium building, entrance from the lobby. A limited number of seats also in the lunch restaurant Macciavelli.

NERA annual general meeting

Time: 13:15 - 14:00

Date: 5th March 2020

Location: Edu 1

Session IV - NW1

Chair: Christina Wikström

Time: 14:00 - 15:30

Date: 5th March 2020

Location: Edu 361

Session subtitle: Feedback

Bridging feedback and dialogue: Teacher-student interactions and target language use in teaching EFL

Kim-Daniel Vattøy, Siv M. Gamlem

Volda University College, Volda, Norway

The implications of digital assessment technology for transforming student learning in Norwegian higher education

Robert Gray¹, Aleksandra Lazareva²

¹University of Bergen, Bergen, Norway. ²University of Agder, Kristiansand, Norway

Session IV - NW3

Chair: Marja Syrjämäki

Time: 14:00 - 15:30

Date: 5th March 2020

Location: Pub 126

Session subtitle:

Child social-emotional considerations

Enhancing peer interaction – practical and theoretical perspectives

Marja Syrjämäki

University of Helsinki, Helsinki, Finland

Supporting the social and emotional development of toddlers in Finnish early childhood education and care

Marianna Heinonen¹, Päivi Pihlaja¹, Riitta Viitala², Suvi Puolakka¹

¹University of Turku, Turku, Finland. ²University of Jyväskylä, Jyväskylä, Finland

Children's special educational needs, temperament and play behaviour

Jonna Kesäläinen¹, Eira Suhonen¹, Alisa Alijoki¹, Nina Sajaniemi^{1,2}

¹University of Helsinki, Helsinki, Finland. ²University of Eastern Finland, Joensuu, Finland

Social competence and problem behavior of Finnish preschoolers: Effects of child gender, age, and language skills on parent-teacher agreement

Maarit Silvén, Jingwen Jiang, Wenwen Yang, & the JUMP ALONG Intervention Study Group

Department of Teacher Education, University of Turku, Turku, Finland

Session IV - NW4a

SYMPOSIUM (part II)

Socially Mixed Schools, Urban Segregation, and Pedagogical Solutions: Comparative studies on inclusive policies and practices in (pre-)comprehensive education

Time: 14:00 - 15:30

Date: 5th March 2020

Location: Edu 357a

Please note: this is the second part of the symposium, the first part is in the earlier session III - NW4a at 9.00!

(all the symposium presentations are listed here too)

School segregation in egalitarian educational landscapes: links between neighborhood, school district and school in Amsterdam, Helsinki and Reykjavik

Willem Boterman¹, Venla Bernelius Bernelius², Auður Magnús Auðardóttir³

¹University of Amsterdam, Amsterdam, Netherlands. ²University of Helsinki, Helsinki, Finland. ³University of Iceland, Reykjavik, Iceland

Gerrymandering for educational equality? Exploring the possibilities of GIS tools in decreasing school segregation in local public schools

Venla Bernelius, Hertta Sydänlammi

University of Helsinki, Helsinki, Finland

(Breaking or reinforcing) The cycle of school choice, reputations and hierarchies

Heidi Huilla, Sara Juvonen, Sonja Kosunen

University of Helsinki, Helsinki, Finland

Power structures among primary school-aged children in Reykjavík: A qualitative social network analysis in diverse educational settings

Elizabeth Lay, Berglind Rós Magnúsdóttir

University of Iceland, Reykjavik, Iceland

Embodying disadvantage, escaping destiny? An ethnographic account of tutor-pupil relationships in a Dutch primary school

Yannis Tzaninis, Bowen Paille

University of Amsterdam, Amsterdam, Netherlands

The purpose of education and shared understandings: an ethnographic study at two Finnish case schools

Sara Juvonen¹, Heidi Huilla¹, Sonja Kosunen¹, Martin Thrupp²

¹University of Helsinki, Helsinki, Finland. ²Waikato University, Hamilton, New Zealand

Session IV - NW4b

SYMPOSIUM (part II)

The development of ethnography in educational research in the Nordic countries: Thinking forward and looking back

Time: 14:00 - 15:30

Date: 5th March 2020

Location: Edu 358

Please note: this is the second part of the symposium. The first part is at session III - NW4b at 9.00!

(all the symposium presentations are listed here too)

On developments in ethnographic research. The case of two Swedish universities

Staffan Larsson¹, Dennis Beach^{2,3}

¹Linköping University, Linköping, Sweden. ²University of Borås, Borås, Sweden. ³University of Gothenburg, Gothenburg, Sweden

Introduction to the symposium theme, aims and content

Dennis Beach^{1,2}, Staffan Larsson³, Sirpa Lappalainen⁴, Ylva Odenbring²

¹University of Borås, Borås, Sweden. ²University of Gothenburg, Gothenburg, Sweden. ³University of Linköping, Linköping, Sweden. ⁴University of Eastern Finland, Joensuu, Finland

Technology in Education, between political demands and teachers' functions. Cross-case analysis from Denmark and Brazil

Karen Borgnakke¹, Magda Pischetola²

¹University of Copenhagen, Copenhagen, Denmark. ²Pontificia Universidade Catolica do Rio de Janeiro, Rio de Janeiro, Brazil

Gender, schooling and living in rural areas

Elisabet Öhrn¹, Dennis Beach¹, Monica Johansson¹, Per-Åke Rosvall², Maria Rönnlund²

¹University of Gothenburg, Gothenburg, Sweden. ²Umeå university, Umeå, Sweden

Going there and being there, and being here: Ethnographic encounters with gatekeepers in school ethnography

Sirpa Lappalainen¹, Heidi Huilla², Sara Juvonen², Sonja Kosunen², Linda-Maria Laaksonen²

¹Faculty of Social Sciences and Business, University of Eastern Finland, Joensuu, Finland. ²Faculty of Educational Sciences, University of Helsinki, Helsinki, Finland

Ethnography, Gender and Social Class in Early Childhood Educational Research: a Meta-Analysis

Ylva Odenbring¹, Sirpa Lappalainen²

¹University of Gothenburg, Gothenburg, Sweden. ²University of Eastern Finland, Joensuu, Kuopio, Finland

An explorative staging of camcorders generating a gender and justice perspectives on pupils' collaborative coping strategies in a goal and result steered school context at a Swedish municipal lower secondary school

Charlotta Rönn

Mid-Sweden University, Sundsvall, Sweden

Feminist ethnography in Finland: history and current trends

Elina Lahelma

University of Helsinki, Helsinki, Finland

Session IV - NW5

SYMPOSIUM

Transnational Shifts in School Reform Policy beyond the State: a Comparative Perspective

Chair: Berit Karseth

Time: 14:00 - 15:30

Date: 5th March 2020

Location: Pub 150

Managing Expectations by Projecting the Future School: Observing the Nordic Future School Reports via Temporal Topologies

Petteri Hansen¹, Kirsten Sivesind², Rune Thorstrup³

¹University of Helsinki, Helsinki, Finland. ²University of Oslo, Oslo, Norway. ³Aarhus University, Aarhus, Denmark

Policy of suspiciousness—The mobilization of educational reforms in Sweden

Ninni Wahlström, Andreas Nordin

Linnaeus University, Växjö, Sweden

Session IV - NW7

SYMPOSIUM (part II)

Eyes on social relations and group processes: What are optimal learning interactions made of?

Time: 14:00 - 15:30

Date: 5th March 2020

Location: Edu 3

Please note: this is the second part of the symposium. The first part is in session III at 9.00.
(all the symposium presentations are listed here too)

Teacher Trainees' perceptions on their readiness to provide support before and after teaching training period

Piia Björn¹, Minna Kyttälä², Mikko Aaro³, Vesa Närhi³, Pirjo Savolainen¹, Hannu Savolainen³

¹University of Eastern Finland, Joensuu, Finland. ²University of Turku, Turku, Finland. ³University of Jyväskylä, Jyväskylä, Finland

Enhancing student teachers' classroom interactions and self-efficacy through small-scale intervention study

Sami Lehesvuori¹, Sanni Pöysä¹, Marja-Kristiina Lerkkanen^{1,2}

¹Department of Teacher Education, University of Jyväskylä, Jyväskylä, Finland. ²Norwegian Centre for Learning Environment and Behavioural Research in Education, University of Stavanger, Stavanger, Norway

Professional vision and instruction skills: Differences in student teachers' and experienced teachers' attention process and targeting of individual support

Maikki Pouta, Erno Lehtinen, Tuire Palonen

Department of Teacher Education and Centre for Research on Learning and Instruction, University of Turku, Turku, Finland

What makes mathematical word problem solving challenging and how to support students in overcoming these challenges?

Nonmanut Pongsakdi¹, Anu Kajamies², Koen Veermans¹, Kalle Lertola³, Marja Vauras¹, Erno Lehtinen¹

¹Department of Teacher Education and Centre for Research on Learning and Instruction, University of Turku, Turku, Finland. ²Department of Teacher Education, Centre for Research on Learning and Instruction, and Turku Institute for Advanced Studies, University of Turku, Turku, Finland. ³Department of Mathematics and Statistics, University of Turku, Turku, Finland

Development of children's participation in reading alouds: The roles of teacher's approach to dialogic reading and child's story comprehension skills

Janne Lepola¹, Mikko Tiilikainen¹, Anu Kajamies²

¹Department of Teacher Education and Centre for Research on Learning and Instruction, University of Turku, Rauma, Finland. ²Department of Teacher Education, Centre for Research on Learning and Instruction, and Turku Institute for Advanced Studies, University of Turku, Turku, Finland

Socio-emotionally and cognitively vulnerable children's peer interactions and teacher support during an intervention combining social and reading skills training

Anne-Elina Salo¹, Anu Kajamies², Marja Vauras¹

¹Department of Teacher Education and Centre for Research on Learning and Instruction, University of Turku, Turku, Finland. ²Department of Teacher Education, Centre for Research on Learning and Instruction, and Turku Institute for Advanced Studies, University of Turku, Turku, Finland

The significance of functional participatory roles on the quality of group outcome: Evidence from two collaborative science-learning environments

Olli-Pekka Heinimäki¹, Simone Volet², Marja Vauras¹, Cheryl Jones², Eero Laakkonen¹

¹Department of Teacher Education and Centre for Research on Learning and Instruction, University of Turku, Turku, Finland. ²School of Education, Murdoch University, Perth, Australia

Learning outside the curriculum, but inside the school. The case of an extreme productive deviation in an open STEAM learning environment.

Jaakko Hilppö¹, Reed Stevens²

¹Faculty of Educational Sciences, University of Helsinki, Helsinki, Finland. ²School of Education and Social Policy, Northwestern University, Evanston, Illinois, USA

Session IV - NW9

Chair: Saku Määttä

Time: 14:00 - 15:30

Date: 5th March 2020

Location: Pub 399

Mathematical relations around us: Enhancing spontaneous focusing on multiplicative relations in late primary school students

Saku Määttä, Minna Hannula-Sormunen, Hilma Halme, McMullen Jake

University of Turku, Turku, Finland

Potentials, opportunities and obstacles for Capability Development in Norwegian Upper Secondary Education.

Tobias Werler, Åshild Berg-Brekhus

Western Norway University of Applied Sciences, Bergen, Norway

Session IV - NW10

Chair: Josephine Lau

Time: 14:00 - 15:30

Date: 5th March 2020

Location: Pub 209

Triaramas as support for teacher student reflections after teaching practice in schools.

Lars Opdal¹, Thomas de Lange², Sigrun Wessel Svenkerud³

¹University of Southeast Norway, Drammen, Norway. ²University of Oslo, Oslo, Norway. ³University of Southeast Norway, Hønefoss, Norway

Meanings of formal sport education in the life stories of graduates

Kaisa-Mari Jama

University of Jyväskylä, Jyväskylä, Finland

Individual agency in employability -The reflection on employability agency of international master degrees graduates after a decade

Josephine Lau

University of Jyväskylä, Jyväskylä, Finland

Session IV - NW12

Chair: Christel Sundqvist

Time: 14:00 - 15:30

Date: 5th March 2020

Location: Edu 359

Danish islands in projects of extreme exclusion in the welfare state – the cases of Lindholm and Sprogø/Livø

Bjørn Hamre, Lisa Storm Willadsen

University of Copenhagen, Copenhagen, Denmark

Politics of Belonging in national curriculum

Marjatta Takala¹, Barbara Piškur², Anita Berge³, Liselotte Eek⁴, Sarah Meuser², Sara Margrét Ólafsdóttir⁵

¹University of Oulu, Oulu, Finland. ²Zuyd University of Applied Sciences, Sittard, Netherlands. ³University of Stavanger, Stavanger, Norway. ⁴Linneaus University, Kalmar, Sweden. ⁵University of Iceland, Reykjavik, Iceland

Session IV - NW14

Chair: Dukkeum Sun

Time: 14:00 - 15:30

Date: 5th March 2020

Location: Edu 360

Dialogical view on the interplay between agency and identity : a case of immigrant pupils in a Finnish preparatory language classroom

Dukkeum Sun

University of Jyvasjyla, Jyvaskyla, Finland

Comparative analysis of schooling's impact on Muslim identity construction: Independent Islamic school and municipal school in Sweden

Shu Tabira

Graduate School of Human Sciences, Osaka University, Osaka, Japan

Session IV - NW16

Chair: Tomas Stølen

Time: 14:00 - 15:30

Date: 5th March 2020

Location: Edu 355

Session subtitle: Resisting evil, promoting tolerance, and the concept of educational justice

Delivering Ourselves from Evil: Kant's Ethical Community and the Education of Humanity

Tomas Stølen

University of Bergen, Bergen, Norway

From the education of tolerant citizens to the construction of tolerant habits, Deweyan view

Hanna-Maija Huhtala, Katariina Holma

University of Oulu, Oulu, Finland

Justice in education and recognitive justice – theoretical grounds towards educational justice in the Nordic context?

Teemu Hanhela

University of Oulu, Oulu, Finland

Session IV - NW17

Chair: Helene Elvstrand

Time: 14:00 - 15:30

Date: 5th March 2020

Location: Edu 244

Pedagogical quality in School-Age Educare Centres in relation to their premises and material learning environments

Christina Grewell

Mid Sweden University, Sundsvall, Sweden

Inside the lines: The spatial work of being a pupil

Helene Elvstrand Elvstrand, Lina Lago

Linköpings University, Norrköping, Sweden

Conceptions of philosophy –a study at a School-Age Educare centre in Sweden

Liza Haglund

School of Culture and Education, Södertörn University, Stockholm, Sweden

Session IV - NW19a

SYMPOSIUM

Embracing issues of sustainability through cross-curricular educational settings in teacher education: Storyline at the fore-front

Time: 14:00 - 15:30

Date: 5th March 2020

Location: Cal 2108

Teaching towards sustainability through Storyline: A systematic review with focus on theoretical concepts, research evidence and recommendations for future inquiry

Kristine Høeg Karlsen¹, Virginia Virginia Lockart-Pedersen²

¹Østfold University College, Faculty of Education, Halden, Norway. ²Østfold University College, The Faculty of Business, Languages and Social Sciences, Halden, Norway

Being in the moment. An investigation of aesthetic learning processes in a Storyline

Solveig Toft¹, Gunhild Brænne Bjørnstad²

¹Østfold University College, Faculty of Education, Halden, Norway. ²Østfold University College, Faculty of Education, Halden, Norway

Narratives as a gateway to interdisciplinarity in Teacher Education

Ali Ludvigsen, Ragnhild Louise Næsje, Stein A. Berggren, Kristine Høeg Karlsen

Take action! Encountering Disorienting Dilemmas in order to Include the More-than-Human-World - An Act of Sustainable Thinking

Margaretha Häggström

University of Gothenburg, Gothenburg, Sweden

Session IV - NW19b

Chair: Elaine Munthe

Time: 14:00 - 15:30

Date: 5th March 2020

Location: Cal 2107

A systematic mapping and synthesis of field practice in Initial teacher education: Future research and development needs

Elaine Munthe, Tamara Kalandadze, Erik Ruud

University of Stavanger, Stavanger, Norway

Getting beyond the “theory/practice-gap”: Constructions of knowledge relations in research on teacher education

Hege Hermansen¹, Sølvi Mausestagen²

¹University of Oslo, Oslo, Norway. ²Oslo Metropolitan University, Oslo, Norway

Student Teachers Perspectives on Teaching Practice in Teacher Education

Associate professor Yvonne Sørensen¹, Associate professor Ole Petter Vestheim²

¹UiT The Arctic University of Norway, Tromsø, Norway. ²Nord University, Levanger, Norway

Research-practice partnership: An argument for praxis in education

Dmitri Leontjev, Pirjo Pollari

University of Jyväskylä, Jyväskylä, Finland

Session IV - NW20

Chair: Gry Paulgaard

Time: 14:00 - 15:30

Date: 5th March 2020

Location: Edu KH 441

Qualification trajectories in time and space; young people outside of upper secondary school in the northernmost region in Norway.

Berit Lødding¹, Gry Paulgaard²

¹NIFU, Oslo, Norway. ²UiT The Arctic University of Norway, Tromsø, Norway

Session IV - NW21a

Chair: Dion Rüsselbæk Hansen

Time: 14:00 - 15:30

Date: 5th March 2020

Location: Pub 309

Digitalization, Big Data and fantasies in education

Dion Rüsselbæk Hansen, Jakob Ditlev Bøje, Gitte Miller Balslev

Department for the Study of Culture University of Southern Denmark, Odense, Denmark

School data markets under formation: How platform infrastructure policies regulate public education and teachers' work

Annika Bergviken Rensfeldt, Catarina Player-Koro

University of Gothenburg, Dept of Education, Göteborg, Sweden

Learning outcomes changing education policy and education practice

Tine Prøitz, [Magnus Hontvedt](#)

University of South-Eastern Norway, Vestfold, Norway

Session IV - NW21b

Chair: Renata Svedlin

Time: 14:00 - 15:30

Date: 5th March 2020

Location: Pub 4

School development utilizing local-based evaluation

[Renata Svedlin](#)

Åbo akademi University, Vaasa, Finland

Can attempts to make schools more reliable render them less trustworthy?

[Atli Hardarson](#)

University of Iceland, School of Education, Reykjavík, Iceland

Teacher professionalism in a post-bureaucratic reform context. Challenges and opportunities of "A-schools" and "B-schools" in Oslo, Norway.

[Hanne Stavelie](#)

Kristiania University College, Oslo, Norway

Session IV - NW22

Chair: Helene Falkenberg

Time: 14:00 - 15:30

Date: 5th March 2020

Location: Pub 368

Young peoples´ spatial becoming and belonging through urban street sport projects

Helene Falkenberg

University College Copenhagen, Copenhagen, Denmark

Participatory and deliberative methods in adult Education for Sustainable Development

Tove Holm^{1,2}, Catharina Groop³, Cecilia Lundberg³

¹City of Turku, Turku, Finland. ²University of Gävle, Gävle, Sweden. ³Centre for Lifelong Learning at Åbo Akademi University, Turku, Finland

EcoTechnoDataPhilosophical workshops- Knowledgeconstructions in/as Education for Sustainability

Anita Tvedt Crisostomo

Western Norway University of Applied Sciences, Bergen, Norway

POSTER SESSION

Time: 14:00 - 15:30

Date: 5th March 2020

Posters are presented at the 2nd and 3rd floor lobbies of the Educarium building.

P1

Self-assessment as Feedback for Student Learning in Higher Education (VET)

Frank Egeland, Stefanie A. Hillen

University of Agder, Kristiansand, Norway

P2

Language learning outcomes at the end of basic education and upper secondary education in Finland

Raili Hilden¹, Juhani Rautopuro², Ari Huhta³, Emma Laihanen¹, Jonna Pulkkinen³

¹University of Helsinki, Helsinki, Finland. ²Finnish Institute for Educational Research, Jyväskylä, Finland.

³University of Jyväskylä, Jyväskylä, Finland

P3

Balancing Formative and Summative Use of Assessment

Jens Dolin

University of Copenhagen, Copenhagen, Denmark

P4

Side by Side (Rinnalla) – Mentors of Arts- and Narrative-based Approaches as a Support for Social-Emotional Learning and Growth in Early Childhood Education

Katri Moisio^{1,2}, Mari Siipola^{1,2}, Juli-Anna Aerila^{1,2}, Merja Kauppinen³, Marita Neitola^{1,2}

¹University of Turku, Turku, Finland. ²Department of Teacher Education, Rauma, Finland. ³University of Jyväskylä, Jyväskylä, Finland

P5

Rethinking colour in art pedagogy

Nina Laaksonen

Aalto University, Helsinki, Finland

P6

Self-perceptions of children with social and emotional difficulties in early childhood

Marianna Heinonen, Päivi Pihlaja

University of Turku, Turku, Finland

P7

Intensive vocabulary intervention, depth of word knowledge within reading program

Rasmus Andersson¹, Mara Westling Allodi¹, Eva Siljehag¹, Sven Bölte²

¹Department of Special Education, Stockholm, Sweden. ²KIND, Karolinska institute, Stockholm, Sweden

P8

The teaching subject: understanding society and practice through sexual education

Rebecka Fingalsson

Malmö university, Malmö, Sweden

P9

Teacher self-assessment of the learning environment with GAVIS

Carina Wikman¹, Mara Westling Allodi¹, Laura Ferrer-Wreder²

¹Specialpedagogiska institutionen, Stockholm, Sweden. ²Psykologiska institutionen, Stockholm, Sweden

P10

Adolescents' self-reported psychosocial well-being in lower secondary school

Venla Panula

Department of Teacher Education, University of Turku, Turku, Finland

P11

“So That Everyone Can Be Themselves” – Teachers’ Experiences about Secret Life Skills School Project and its Influences on Group Safety of the Classes

Hanna Laine

Pornaisten kunta, oppilashuolto, Pornainen, Finland

P12

Being and Not-Being at NERA. Towards Research Practices Responsive to Planetary Capacity

Eevi E. Beck, Rolf Steier, Thale K. Stalenet, Elin Rødahl Lie

University of Oslo, Oslo, Norway

P13

Peer-rated social competence as a predictor of self-reported social anxiety symptoms during lower secondary school years.

Pamela-Zoe Topalli, Niina Junttila

University of Turku, Turku, Finland

P14

Students as facilitators - experiences of student-led simulation prior to mental health experience

Alette Svellingen, Anneline Røssland, Kari Røykenes

VID Specialized University, Bergen, Norway

P15

Hidden life of farmed animals – the role of higher education as a change maker

Taru Konst

Turku University of Applied Sciences, Turku, Finland

P16

Employability Goals of Higher Education: Aligning Authentic Learning Goals of Courses and Self-Determination of Students

Md Saifuddin Khalid^{1,2}, Elbæk Lars¹

¹University of Southern Denmark, Odense, Denmark. ²Copenhagen Business School, Copenhagen, Denmark

P17

Employability - a challenge for Sport Science students at the Department of Sports Science and Clinical Biomechanics, University of Southern Denmark

Karoline Kjemtrup, René Engelhardt Hansen, Annemari Svendsen

University of Southern Denmark, Odense, Denmark

P18

Rethinking intercultural thesis supervision as a post-colonial pedagogical approach

Kalypso Filippou

University of Turku, Turku, Finland

P19

Developing academic writing workshops for students writing their bachelor and master theses

Sofia Jusslin, Anna Widlund

Åbo Akademi University, Vaasa, Finland

P20

Employer expectations help students to understand what skills they need

Lars Elbæk, Md. Saifuddin Khalid

University of Southern Denmark, Odense, Denmark

P21

University teachers' experiences of their work environment and community in relation to the experiences of support

Siru Myllykoski-Laine¹, Liisa Postareff², Mari Murtonen³

¹University of Turku, Turku, Finland. ²Häme University of Applied Sciences, Hämeenlinna, Finland.

³Tampere University, Tampere, Finland

P22

The use of information and communication technology (ICT) in language teaching materials: investigating foreign language teacher attitudes in the Finnish context

Luliia Zhelezovskaia, Mirjamaija Mikkilä-Erdmann

University of Turku, Turku, Finland

P23

Teacher's role and pedagogical practices in a technology-rich primary school classroom

Minttu Johler

University of Stavanger, Stavanger, Norway

P24

Aesthetic Learning Processes in Technology Fluid Environments in Higher Education

Elin Bøen, Joanna Magierecka

University of South-Eastern Norway (USN), Notodden, Norway

P25

Number Navigation Game: Developmental Process and Gaming Experience

Minh Phuong Bui, Gabriela Rodríguez-Aflecht, Boglárka Brezovszky, Minna Hannula-Sormunen, Samuli Laato, Erno Lehtinen

University of Turku, Turku, Finland

P26

New learning material promoting linguistically and culturally responsive pedagogy in basic education

Jenni Alisaari, Heli Vigren, Riia Kivimäki, Elisa Repo, Niina Kekki

Department of Teacher Education, University of Turku, Turku, Finland

P27

Exploring dance as embodied learning in early language education

Kaisa Korpinen

University of Turku, Turku, Finland

P28

The Core-project – Creating Communities of Readers in Finnish Basic Education

Johanna Lähteelä¹, Merja Kauppinen², Juli-Anna Aerila¹, Eeva-Maija Niinistö³

¹University of Turku, Rauma, Finland. ²University of Jyväskylä, Jyväskylä, Finland. ³Teacher Training Schools, Rauma, Finland

P29

Student’s development of phronesis in Culinary Arts higher education in Sweden. A study in progress.

Daniel Östergren

Örebro University, School of Hospitality, Culinary Arts and Meal Science, Grythyttan, Sweden

P30

Lack of time? Let's do natural science and technology!

Alma Memisevic

Department of Behavioural Sciences and Learning (IBL), Linköping University, Linköping, Sweden

P31

Teachers’ professional knowledge in the age of digitalization across policy and practice in the cases of Norway and Sweden

Fred Rune Bjordal

Østfold University College, Halden, Norway

P32

Research-based early childhood teacher education and cooperation with Early Childhood and Teacher Education Centre (ECTEC) in University of Turku in Rauma campus

Meri Pihanperä, Inkeri Ruokonen, Jaana Lepistö

Turun yliopisto, Turku, Finland

P33

Visioning How to Teach 21st Century Creative Skills: Combining “Exploratory Talk” and “Exploratory Gaze”

Tellervo Härkki, Markku Hannula

University of Helsinki, Helsinki, Finland

P34

Educating general teachers by considering entrepreneurial behavior through an ‘educational lens’

Lenita Hietanen¹, Karine Oganisjana², Mats Westerberg³

¹University of Lapland, Rovaniemi, Finland. ²Riga Technical University, Riga, Latvia. ³Luleå University of Technology, Luleå, Sweden

P35

VET-teachers continuing vocational education

Kjersti Hovland

Western Norway University of Applied Sciences, Sogndal, Norway

P36

Student teachers' discursive understanding of linguistic diversity as relational competence

Jenny Haagensen, Mari Bergroth

Åbo Akademi University, Vasa, Finland

P37

Training for impact: optimising the training of infection prevention and control in the context of elderly care

Riikka Eronen

University of Turku, Turku, Finland

P38

Building a pathway towards innovative language education

Josephine Moate, Tea Kangasvieri, Anu Palojärvi, Liisa Ranta-Ylitalo

University of Jyväskylä, Jyväskylä, Finland

P39

How do pre-service teachers perceive the role of language in learning - A mixed methods study

Niina Kekki¹, Elisa Repo¹, Leena Maria Heikkola^{2,3}

¹University of Turku, Turku, Finland. ²Åbo Akademi University, Turku, Finland. ³University of Oslo, Oslo, Norway

P40

Challenges in Facilitating Innovative Pedagogies - Perspectives from In-service Teachers.

Malavika Jaikumar

University of Eastern Finland, Joensuu, Finland

P41

Barriers and facilitators expressed by teachers in implementing cooperative learning in a Swedish kindergarten

Lisa Fohlin, Mina Sedem, Mara Westling Allodi

Stockholm University, Institution of Special Education, Stockholm, Sweden

Coffee break & Network meetings

Time: 15:30 - 16:15

Date: 5th March 2020

Location:

Edu 361	NW 1	Educational Measurement...
Pub 126	NW 3	Arts, Culture and Education
Pub 299	NW 2	Early Childhood Research
Edu 357a	NW 4	Justice through Education
Pub 150	NW 5	The Curriculum Research
Pub 469	NW 6	Educational Leadership
Edu 3	NW 7	Value Issues and Social Relations...
Edu 358	NW 8	Gender and Education
Pub 399	NW 9	General Didactics
Pub 209	NW 10	Higher Education
Pub 499	NW 11	Historical Research
Edu 359	NW 12	Inclusive Education
Edu 340	NW 13	ICT & Education
Edu 360	NW 14	Multicultural Educational...
Cal 2109	NW 15	Literacy Research Network
Edu 355	NW 16	The Nordic Society for Philosophy of ..
Edu 244	NW 17	Leisure-Time Pedagogy
Cal 1006	NW 18	Families, Institutions and Communities...
Cal 2108	NW 19	Teacher's Work and Teacher...
Edu KH 441	NW 20	Youth Research
Pub 309	NW 21	Politics of Education and Education Policy..
Pub 368	NW 22	Post Approaches to..
Cal 2107	NW 23	Social Pedagogy
Edu 440	NW 24	School Development
Pub 269	NW 25	Mentoring, Guidance and Counselling

Network convener meeting

Time: 16:15 - 17:15

Date: 5th March 2020

Location: Edu 3

Congress Dinner at LOGOMO

Time: 19:00 - 23:59

Date: 5th March 2020

Congress Dinner is included in the "full fees". Dinner ticket is in your name badge. Tickets will be checked at the entrance to Logomo.

Bus transportation at **18.30** from

-Congress hotel Holiday Club Caribia, *address: Kongressikuja 1*

-Turku Cathedral, *address: Tuomiokirkonkatu 1*

-Congress hotel Radisson Blu Marina Palace, *address: Linnankatu 32*

Logomo address: *Köydenpunojankatu 14*

Return transportation from 22:00 onwards (last buses at 00:00)

FRIDAY 6 MARCH

Session V - NW1a

Chair: Mari-Pauliina Vainikainen

Time: 9:00 - 10:30

Date: 6th March 2020

Location: Edu 361

Session subtitle:

Construct validation

Validation of the Cognitive Complexity of Differential Calculus Problems from the Perspective of Mental Measurement.

Jerry Obiekwe

The University of Akron Wayne College, Orrville, United States Minor Outlying Islands

Digitally Measuring Management of Design Processes

Anna Rusmann¹, Jeppe Bundsgaard²

¹Aalborg University, Copenhagen, Denmark. ²Aarhus University, Copenhagen, Denmark

Validity, Generalization and Luck in Danish Oral Examinations in Upper Secondary Education

Julie Marie Isager

University of Southern Denmark, Odense, Denmark

Session V - NW1b

Chair: Bente Walgermo

Time: 9:00 - 10:30

Date: 6th March 2020

Location: Edu 358

Session subtitle:

Implications of assessment

Swedish pupils' collaborative coping strategies when dealing with national tests in 9th grade; a pupils' perspective of schoolwork in a goal and result oriented school context.

Charlotta Rönn

Mid-Sweden University, Sundsvall, Sweden

The relation between parents' education level and student performance in the PISA study.

Berglind Gísladóttir

University of Iceland, Reykjavík, Iceland

Session V - NW2

Chair: Marie Koch

Time: 9:00 - 10:30

Date: 6th March 2020

Location: Pub 299

Pre-primary and primary school children's experiences of listening to the music

Inkeri Ruokonen, Serja Turunen

University of Turku, Rauma, Finland

Facilitating the transitions from education to working life for music students

Bettina Backstroem-Widjeskog

Høgskulen på Vestlandet, Sogndal, Norway

School Musical: Rethinking Language-Strengthening Teaching Pedagogies

Mindy Svenlin¹, Jan Jansson¹, Ria Heilä-Ylikallio²

¹Åbo Akademi University, Vaasa, Finland. ²Åbo Akademi university, Vaasa, Finland

Session V - NW3

Chair: Bente Reimann Jensen

Time: 9:00 - 10:30

Date: 6th March 2020

Location: Pub 126

Session subtitle:

EC Literacy

Early literacy and everyday life in ECEC

Ida Kornerup, Bente Reimann Jensen, Sharmila Holmstrøm Juhlin

University College Copenhagen, Copenhagen, Denmark

Different settings in early childhood education - different possibilities?

Eva Staffans

Åbo Akademi, Vasa, Finland

Early interventions in the Swedish preschool – daily activities for all children and children with Special Educational Needs

Eva Siljehag, Mara Allodi Westling, Lisbeth Bäck, Birgitta Leymann, Katja Persson, Camilla Suarez

Stockholm university, Stockholm, Sweden

Session V - NW5

Chair: Ninni Wahlström

Time: 9:00 - 10:30

Date: 6th March 2020

Location: Pub 150

Sustainability in Icelandic Elementary Schools – Case Studies

Bryndís Sóley Gunnarsdóttir¹, Sólveig María Árnadóttir¹, Bragi Guðmundsson¹, Ólafur Páll Jónsson²

¹University of Akureyri, Akureyri, Iceland. ²University of Iceland, Reykjavík, Iceland

Health and life skills as new interdisciplinary topics in Norwegian schools - a theoretical exploration

Jorid Avdem, Lene Nyhus

Inland Norway University of Applied Sciences, Lillehammer, Norway

Engagement and reluctance – The Norwegian response to the UN Decade on Education for Sustainable Development

Ole Andreas Kvamme

University of Oslo, Oslo, Norway

Session V - NW7

Chair: Camilla Forsberg

Time: 9:00 - 10:30

Date: 6th March 2020

Location: Edu 3

School climate, bullying and (gender) norms

Camilla Forsberg

Department of Behavioural Sciences and Learning Linköping University, Linköping, Sweden

Leaning on each other's shoulders - student-to-student touches during task activities

Pilvi Heinonen¹, Tainio Liisa²

¹University of Helsinki, Helsinki, France. ²University of Helsinki, Helsinki, Finland

Elementary and secondary school students' perspectives on school climate

Camilla Forsberg, Eva Hammar-Chiriac, Robert Thornberg

Department of Behavioural Sciences and Learning, Linköping University, Linköping, Sweden

Session V - NW10

Chair: Suvi Jokila

Time: 9:00 - 10:30

Date: 6th March 2020

Location: Pub 209

Bridging the transition to higher education: 'Open day' open for all?

Suvi Jokila¹, Nina Haltia¹, Sonja Kosunen²

¹University of Turku, Turku, Finland. ²University of Helsinki, Helsinki, Finland

Applying to law studies – Factors affecting decision-making among first-year law students

Mirka Mäkinen-Streng, Janne Salminen

University of Turku, Turku, Finland

Supporting students' adjustment to higher education

Katarina Perander, Monica Londen

University of Helsinki, Helsinki, Finland

Institutionalizing and organizing support for academic writing at university: The Writing Centre Exchange Project

Ann-Marie Eriksson¹, Katrin Girgensohn², Ìde O'Sullivan³

¹University of Gothenburg, Gothenburg, Sweden. ²the European University Viadrina, Frankfurt (Oder), Germany. ³University of Limerick, Limerick, Ireland

Session V - NW12

Chair: Jónína Sæmundsdóttir

Time: 9:00 - 10:30

Date: 6th March 2020

Location: Edu 359

Children's self-evaluation

Lise Aagaard Kaas, Mathias Sune Berg, Sine Penthin Grumløse

University College Copenhagen, Faculty of Teacher Education, Copenhagen, Denmark

Are students treated equally in special education? Trends in the Finnish special education in 2011-2018

Jonna Pulkkinen¹, Tanja Kirjavainen¹, Markku Jahnuainen²

¹University of Jyväskylä, Jyväskylä, Finland. ²University of Helsinki, Helsinki, Finland

Session V - NW14

Chair: Søren Jensen

Time: 9:00 - 10:30

Date: 6th March 2020

Location: Edu 360

Let's do this together: On methodological concerns with regards to conducting children-centred research among migrant students. A literature review.

Søren Jensen

The University of Southern Denmark, Odense, Denmark

A Multicultural School Festival: Hybridity, the Third Space, Strategic Essentialism and Cultural Identities

Shpresa Basha

Innland Norway University, Hamar, Norway

Session V - NW16

Chair: Eva Alerby

Time: 9:00 - 10:30

Date: 6th March 2020

Location: Edu 355

Session subtitle: Bodily presence, affectivity, and materiality in education

The Digital Student: Beyond the Boundaries of the Body

Eva Alerby, Niclas Ekberg

Luleå University of Technology, Luleå, Sweden

The Role of Affectivity in Societal Change by Public Discussion: A Husserlian–Merleau-Pontian Approach

Minna-Kerttu Kekki

University of Oulu, Oulu, Finland

Unscheduled Sex Education: A sociomaterial analysis of Skam

Simon Ceder

Konstfack, University of Arts, Crafts and Design, Stockholm, Sweden

Session V - NW18

Chair Marita Neitola

Time: 9:00 - 10:30

Date: 6th March 2020

Location: Cal 1006

The Role of Parents' Networks in Formation of the Children's Social Networks

Marita Neitola^{1,2}, Piia af Ursin^{1,3}, Päivi Pihlaja^{1,3}

¹University of Turku, Turku, Finland. ²Department of Teacher Education, Rauma, Finland. ³Department of Education, Turku, Finland

The significance of significant others: the perspective of high achieving students from different backgrounds

Ali Osman¹, Niclas Månsson², Carina Carlhed Ydhag³

¹Stockholm university, Stockholm, Sweden. ²Södertörn university, Huddinge, Sweden. ³Stockholm university, Stockholm, Sweden

Bedtime Story Shelf activity creates safe spaces for discussions on social-emotional skills and reading experiences

Juli-Anna Aerila¹, Merja Kauppinen², Marita Neitola¹

¹University of Turku, Rauma, Finland. ²Finnish Education Evaluation Centre, Helsinki, Finland

Session V - NW19a

SYMPOSIUM

Teacher education in Nordic countries - theory and practice

Time: 9:00 - 10:30

Date: 6th March 2020

Location: Cal 2108

Patterns of tensions in Finnish Teacher Education

Sven Erik Hansén¹, Jari Lavonen², Jan Sjöberg¹, Jessica Aspfors³, Tom Wikman¹

¹Åbo Akademi, Åbo, Finland. ²Helsinki University, Helsinki, Finland. ³Åbo Akademi, Åbo, Finland

Teacher education in Denmark

Lis Madsen¹, Elsebeth Jensen²

¹Copenhagen University College, Copenhagen, Denmark. ²VIA University College, Aarhus, Denmark

Research based teacher education or not

Baldur Sigurdson¹, Thuridur Johannsdottir²

¹University Of Iceland, Reykjavik, Iceland. ²University of Iceland, Reykjavik, Iceland

Theory and practice interaction in teacher education in Norway

Eyvind Elstad, Knut-Andreas Christophersen, Are Turmo

University of Oslo, Oslo, Norway

Session V - NW19b

Chair: Hannu Heikkinen

Time: 9:00 - 10:30

Date: 6th March 2020

Location: Cal 2107

The Finnish Peer Group Mentoring Model: Results of a Literature Review.

Ilona Markkanen, Hannu L. T. Heikkinen, Matti Pennanen, Päivi Tynjälä

Finnish Institute for Educational Research, University of Jyväskylä, Jyväskylä, Finland

Systemic approach to professional learning and collaboration in school community

Teppo Toikka¹, Emma Kostainen¹, Anne Martin¹, Vili Kaukonen¹, Mirja Tarnanen¹

¹University of Jyväskylä, Jyväskylä, Finland

Supporting change or causing additional burden: Co-teaching while stepping onto unfamiliar grounds of group invention projects

Tellervo Härkki

University of Helsinki, Helsinki, Finland

Multi-agency collaboration of pre-service special teachers': relational knowledge through knotworking

Anitta Melasalmi, Saija Tanhuanpää, Teija Koskela

University of Turku, Department of Teacher Education, Turku, Finland

Session V - NW21a

SYMPOSIUM

Rethinking inclusive policies, concepts and practices

Time: 9:00 - 10:30

Date: 6th March 2020

Location: Pub 309

Rethinking inclusive policies, concepts and practices

Ellen Saur, Britt Karin Utvær, Hans Petter Ulleberg, Lena Buseth

Norwegian University of Science and Technology, Trondheim, Norway

The significance of the schools' ethos

Britt Karin Utvær

Norwegian University of Science and Technology, Trondheim, Norway

Learning Spaces - The physical design of schools and its impact on inclusion, relations and quality in education.

Hans Petter Ulleberg

Norwegian University of Science and Technology, Trondheim, Norway

Caring, a foundation for form teachers work in secondary upper school?

Lena Buseth

Norwegian University of Science and Technology, Trondheim, Norway

Inclusive schools; policies, concepts and practises. The significance of the physical learning environment on well-being and education for students with cognitive and sensory challenges.

Ellen Saur

Norwegian University of Science and Technology, Trondheim, Norway

Session V - NW21b

Chair: Paul Plummer

Time: 9:00 - 10:30

Date: 6th March 2020

Location: Pub 5

Swedish Policy-making on Education for Sustainable Development (ESD): Institutional Alignments and Misalignments

Paul Plummer, Stefan Bengtsson

Swedish International Centre of Education for Sustainable Development (SWEDES), Uppsala, Sweden

Education for Sustainable Development in the Nordic Countries: A Comparative Examination

Ólafur Páll Jónsson¹, Bragi Guðmundsson², Anne Bergliot Øyehaug³, Robert James Didham³, Lili-Ann Wolff⁴, Stefan Bengtsson⁵, Jonas Andreasen Lysgaard⁶, Bryndís Sóley Gunnarsdóttir², Sólveig María Árnadóttir², Jørgen Rømoen³, Marianne Sund³, Emelie Cockerell⁴, Paul Plummer⁵, Mathilda Brückner⁶

¹University of Iceland, Reykjavík, Iceland. ²University of Akureyri, Akureyri, Iceland. ³Inland Norway University of Applied Sciences, Hamar, Norway. ⁴Helsinki University, Helsinki, Finland. ⁵Uppsala University, Uppsala, Sweden. ⁶DPU Aarhus University, Copenhagen, Denmark

Active citizenship in public and nonprofit schools – the case of Norway

Karl Henrik Sivesind, Håkon Solbu Trætteberg, Audun Fladmoe

Institute for Social Research, Oslo, Norway

The implementation of programming in the Swedish education system as means to democracy

Anthemis Raptopoulou, Brendan Munhall

Stockholm University, Stockholm, Sweden

Session V - NW21c

Chair: Taina Saarinen

Time: 9:00 - 10:30

Date: 6th March 2020

Location: Pub 4

“Finnish” in parliamentary language debates on Finnish higher education in the 2000s: from postnationalism to new nationalism?

Taina Saarinen, Sofia Kotilainen

University of Jyväskylä, Jyväskylä, Finland

Nationhood in Early Childhood Education: Multi-Sited Comparison between Pedagogies of Nation in Australia and Hungary for Nordic pedagogies

Sirpa Lappalainen¹, Zsuzsa Millei²

¹University of Eastern Finland, Joensuu, Finland. ²Tampere University, Tampere, Finland

Swedish school as a battlefield for right-wing politics? A media analysis of an ongoing debate

Magnus Hultén¹, Malin Ideland²

¹Linköping university, Linköping, Sweden. ²Malmö university, Malmö, Sweden

Session V - NW23

Chair: Aneta Ostaszewska

Time: 9:00 - 10:30

Date: 6th March 2020

Location: Edu 244

Educational intervention focused on teaching Qualified Empathy

Eija Raatikainen

Metropolia University of Applied Sciences, Helsinki, Finland

Socialpedagogical professionalism in a service user perspective

Hanne Meyer-Johansen

University College Copenhagen, Copenhagen, Denmark

Session V - NW24

Chair: Kimmo Kontio

Time: 9:00 - 10:30

Date: 6th March 2020

Location: Edu 440

Rethinking the Futures of Education: The Complexities of Educational Efficiency

Kimmo Kontio¹, Maximilian Sailer²

¹University of Oulu, Oulu, Finland. ²University of Passau, Passau, Germany

School-based development online: Resources for professional learning and school development?

Hege Havm, Kristin Helstad

Inland Norway University of applied sciences, Lillehammer, Norway

**A critical search for the learning object across school and out-of-school contexts:
A case of entrepreneurship education**

Leena Käyhkö, Ritva Engeström

University of Helsinki, Helsinki, Finland

Coffee break

Time: 10:30 - 10:45

Date: 6th March 2020

Short coffee break at the lobbies of Educarium, Publicum and Calonia buildings. Special diets in Educarium.

Session VI - NW1

Chair: Jeppe Bundsgaard

Time: 10:45 - 12:15

Date: 6th March 2020

Location: Edu 361

Session subtitle: Applied psychometrics

Examining the Accuracy of Pass/Fail Decision-making for the Objective-Structured Clinical Examination (OSCE) Test-Format in Medical Education.

Haakon Haakstad

Centre for Educational Measurement, Oslo, Norway

Loneliness classification of higher education students: is it affected by differential item functioning?

Tine Nielsen

University of Copenhagen, Copenhagen, Denmark

Comparing measures of numeracy across grades

Henrik Galligani Ræder, Björn Andersson, Rolf Vegar Olsen

The Norwegian 10th grade exams during three years:How well do they work?

Julius Bjørnsson

Department of Teacher Education and School Research, University of Oslo, Oslo, Norway

Session VI - NW3a

Chair: Marita Neitola

Time: 10:45 - 12:15

Date: 6th March 2020

Location: Pub 299

Session subtitle: EC Teacher Emotion

Early Childhood Educators' Assessments of Their Own Social-Emotional Competence

Marita Neitola^{1,2}, Juli-Anna Aerila^{1,2}, Mari Siipola^{1,2}, Merja Kauppinen³

¹University of Turku, Turku, Finland. ²Department of Teacher Education, Rauma, Finland. ³University of Jyväskylä, Jyväskylä, Finland

Early childhood education teachers perception on self-efficacy

Eva Staffans, Johanna Hirvi

Åbo Akademi, Vasa, Finland

Emotions and dilemmas as driver and resistance in early childhood sustainability education

Katrine Dahl Madsen, Tejs Møller, Nanna Jordt Jørgensen, Mia Husted

University College Copenhagen, Copenhagen, Denmark

Session VI - NW3b

Chair: Minna Hannula-Sormunen

Time: 10:45 - 12:15

Date: 6th March 2020

Location: Pub 126

Session subtitle: EC Mathematics

Playful math training in daycare supports multilingual children's early numeracy skills

Luomaniemi Katri, Aino Mattinen, Anne Sorariutta, Minna Hannula-Sormunen

University of Turku, Turku, Finland

The effects of two programs promoting spontaneous focusing on numerosity (SFON) and cardinality and counting skills at day care

Minna Hannula-Sormunen, Cristina Nanu, Milja Heinonen, Anne Sorariutta, Katri Luomaniemi, Ilona Södervik, Aino Mattinen

University of Turku, Turku, Finland

Session VI - NW4a

SYMPOSIUM

Rethinking the future of human rights education in the Nordic region

Time: 10:45 - 12:15

Date: 6th March 2020

Location: Edu 357a

Human rights education and the right to an open future

Bjørn Flatås

University of Southeastern Norway, Drammen, Norway

The future of human rights education and challenges posed by postcolonial and decolonial scholarship

Audrey Osler

University of Southeastern Norway, Drammen, Norway

Decolonizing Religious Education: a child rights-centered approach for empowerment

Christian Stokke

University of Southeastern Norway, Drammen, Norway

Representations of Europe in Norwegian history textbooks

Marta Stachurska-Kounta

University of Southeastern Norway, Drammen, Norway

Session VI - NW4b

Chair: Mats Deutschman

Time: 10:45 - 12:15

Date: 6th March 2020

Location: Edu 358

Session subtitle: Teaching, sustainability and social justice

Learning about equity and social justice in Finnish teacher education

Crystal Green

University of Jyväskylä, Jyväskylä, Finland

“I don’t stereotype, do I?” - results from the project Raising Awareness through Virtual Experiencing (RAVE).

Mats Deutschmann¹, Anders Steinvall²

¹School of Humanities, Education and Social Sciences (HumES), Örebro University, Örebro, Sweden.

²Department of Language Studies, Umeå University, Umeå, Sweden

Students’ experiences of teaching actions that encourage respect for the intrinsic value of each person

Lotta Björkman

Södertörn University, Stockholm, Sweden

U-Turn on a Highway to Hell. Practice architectures of ecologically sustainable education.

Mervi Kaukko¹, Hannu Heikkinen², Tomi Kiilakoski³

¹Tampere University, Tampere, Finland. ²University of Jyväskylä, Jyväskylä, Finland. ³Finnish Youth Research Society, Helsinki, Finland

Session VI - NW5

Chair: Bettina Vogt

Time: 10:45 - 12:15

Date: 6th March 2020

Location: Pub 150

Assessment for learning what? Formative assessment as curriculum events in a performance-oriented curricular context

Bettina Vogt

Linnaeus University, Växjö/Kalmar, Sweden

Mapping the language of Civics

Evelina Möllenborg

Linnaeus University, Växjö, Sweden

How are they responded to? Children's existential questions and educational responses in Scandinavian curricula

Karin Sporre

Dept. of Applied Educational Science, Umeå University, Umeå, Sweden

Is pedagogikk powerful knowledge for teacher education? Approaching a curriculum analysis.

Tobias Werler, Christian Huseby

Western Norway University of Applied Sciences, Bergen, Norway

Session VI - NW7a

SYMPOSIUM

When emotions come into play: examining the role of empathy and compassion in students encounters with science in three different contexts

Time: 10:45 - 12:15

Date: 6th March 2020

Location: Edu 3

Practical and emotional management of fieldwork practice: human-nonhuman relations during an overnight field-trip to a bog

Kristin Persson, Maria Andrée, Cecilia Caiman

Stockholm University, Stockholm, Sweden

A case study of empathy in pre-service chemistry teachers role-play

Jaakko Turkka

University of Helsinki, Helsinki, Finland

Enactments of self-examination, compassion and narrative imagination in students' examination of sustainable lifestyle choices

Jonna Wiblom¹, Maria Andrée², Carl-Johan Rundgren²

¹Stockholm, University, Sweden. ²Stockholm University, Stockholm, Sweden

Session VI - NW7b

Chair: Golaleh Makrooni

Time: 10:45 - 12:15

Date: 6th March 2020

Location: Edu 355

Cross-Cultural Friendship in Educational Pathway in Finland: Perception and Experiences of First-Generation Migrant Family Students in Higher Education

Golaleh Makrooni

Tampere University, Tampere, Finland

Deficits of the moral climate of the school class and its relationship with bullying

Robert Thornberg¹, Linda Wänström¹, Gianluca Gini², Kris Varjas³, Joel Meyers³, Rasmus Elmeli⁴,
Alexandra Johansson⁵, Emelie Mellander⁶

¹Linköping University, Linköping, Sweden. ²University of Padua, Padua, Italy. ³Georgia State University, Atlanta, USA. ⁴Central Student Health Services, Karlskrona, Sweden. ⁵Central Child and Student Health Services, Finspång, Sweden. ⁶Vrinnevi Hospital, Norrköping, Sweden

Session VI - NW12a

Chair: Jonna Pulkkinen

Time: 10:45 - 12:15

Date: 6th March 2020

Location: Edu 359

Rethinking education to meet pupil diversity in Sámi education – Conceptualizing an Indigenist model of Special Education

Anne Lindblom¹, Ylva Jannok Nutti²

¹Inland Norway University of Applied Sciences / Karlstad University / Charles Darwin University, Lillehammer / Karlstad / Darwin, Norway. ²Sámi University of Applied Sciences, Kautokeino, Norway

Researching diversity and inclusion in education - Ethics in categorizing ethnicity and disability in research with children

Ingfrid M. Thorjussen^{1,2}, Terese Wilhelmsen³

¹Norwegian school of sport sciences, Oslo, Norway. ²NLA Høgskolen, Oslo, Norway. ³University of South-Eastern Norway, Drammen, Norway

Session VI - NW12b

Chair: Liya Magnusson

Time: 10:45 - 12:15

Date: 6th March 2020

Location: Edu 360

Meeting the needs of children with ASD and other related special educational needs

Jonina Saemundsdottir

University of Iceland, Reykjavik, Iceland

School performance of children treated for brain tumors: What can we learn from nationwide population based registry studies?

Malin Lönnerblad^{1,2}, Ingrid van't Hooft³, Klas Blomgren^{3,4}

¹Department of Special Education, Stockholm University, Stockholm, Sweden. ²Neuropediatric Unit, Astrid Lindgren Children's Hospital, Karolinska University Hospital, Stockholm, Sweden. ³Department of Women's and Children's Health, Karolinska Institutet, Stockholm, Sweden. ⁴Pediatric Oncology, Karolinska University Hospital, Stockholm, Sweden

Special educational groups and special classes for pupils with neuropsychiatric disorders. Educational teams as learning organizations?

Johan Edin

Department of Education, Umeå, Sweden

An exploratory study of communication and AAC practice in Swedish schools for students with intellectual disabilities

Sofia Wallin¹, Helena Hemmingsson¹, Gunilla Thunberg², Jenny Wilder¹

¹Department of Special Education, Stockholm University, Stockholm, Sweden. ²Dart, Sahlgrenska University Hospital, Gothenburg, Sweden

Session VI - NW13

Chair: Norbert Erdmann

Time: 10:45 - 12:15

Date: 6th March 2020

Location: Edu 340

Internet learning culture among six-graders in learning context in school

Norbert Erdmann, Mirjamaija Mikkilä-Erdmann

University of Turku, Turku, Finland

“Construction of learning around virtual laboratories”

Sanne Lisborg

Aalborg University, Copenhagen, Denmark. University Collage Copenhagen, Copenhagen, Denmark

ePortfolios in Craft Education: to observe, monitor and support learning and assessment

Auli Saarinen, Pirita Seitamaa-Hakkarainen, Kai Hakkarainen

University of Helsinki, Helsinki, Finland

Session VI - NW15

Chair: Marie Tanner

Time: 10:45 - 12:15

Date: 6th March 2020

Location: Cal 2109

Computerized flash-card method as a reading intervention for incarcerated youth

Heidi Selenius

Stockholm University, Stockholm, Sweden

Reading on iPad or in print - Can Students Read and Understand Linear Texts in a Digital World?

Bettina Buch

University College Absalon, Roskilde, Denmark

Creating Communities of Readers as an Innovative Model for Language Education

Juli-Anna Aerila¹, Merja Kauppinen², Johanna Lähteelä¹

¹University of Turku, Rauma, Finland. ²University of Jyväskylä, Jyväskylä, Finland

Becoming reader. Making sense of reading

Liv Fabrin

Danish School of Education, Aarhus University, Copenhagen, Denmark

Session VI - NW19a

Chair: Mirva Heikkilä

Time: 10:45 - 12:15

Date: 6th March 2020

Location: Cal 2108

Tools for the Age of Post-Truth: Making Research Skills Visible in Promoting Student Teachers' Epistemic Agency

Mirva Heikkilä¹, Hege Hermansen², Tuukka Iiskala¹, Mirjamaija Mikkilä-Erdmann¹, Anu Warinowski¹

¹University of Turku, Turku, Finland. ²University of Oslo, Oslo, Norway

Assessing the teachers' attitudes and motivation towards science - perspectives of a national LUMA2020 program and international TIMSS 2015 study

Antti Ström, Ari Tuhkala, Juhani Rautopuro

University of Jyväskylä, Jyväskylä, Finland

Supporting Student Teachers' Perceptions of Field Trips Through Participation in a Research Group

Helene Uppin, Anne-Mai Näkk

University of Tallinn, Tallinn, Estonia

Teachers' role in promoting physical activity for the least active pupils

Anette Bentholt

Physiotherapy Department, University College Nordjylland, Aalborg, Denmark. Center for Governmental Health Research, Municipality of Aalborg., Aalborg, Denmark. Research and Development, UCN, Aalborg, Denmark

Session VI - NW19b

Chair: Amalia Bjornsdottir

Time: 10:45 - 12:15

Date: 6th March 2020

Location: Cal 2107

Teacher Education for 21st century teachers: subject didactics for inclusive settings

Jónína Vala Kristinsdóttir, Hafdís Guðjónsdóttir, Gunnhildur Óskarsdóttir, Samuel Lefever

University of Iceland, Reykjavík, Iceland

Pre-service subject teachers integrating science and language learning in a multilingual classroom

Eija Aalto, Sanna Mustonen

University of Jyväskylä, Jyväskylä, Finland

The background and circumstances of distance student teachers compared to traditional on-campus student teachers at the University of Iceland

Thurídur Jóhannsdóttir, Amalía Björnsdóttir

University of Iceland, Reykjavík, Iceland

Distance preschool student teachers and traditional on-campus students at the University of Iceland, their circumstances and background

Amalia Bjornsdottir, Thuridur Johannsdottir

University of Iceland, Reykjavik, Iceland

Session VI - NW21b

Chair: John Benedicto Krejsler

Time: 10:45 - 12:15

Date: 6th March 2020

Location: Pub 5

DANISH SCHOOL POLICY AND HER ANGLO-SAXON CONNECTIONS

John Benedicto Krejsler, Lejf Moos

Aarhus University, Copenhagen, Denmark

Mapping the educational field in the Netherlands: expert discourses about challenges in education

Yannis Tzaninis, Bowen Paulle, Willem Boterman

University of Amsterdam, Amsterdam, Netherlands

The extent, nature and impact of Nordic cooperation within the field of education from the Icelandic perspective.

Jón Torfi Jónasson

School of Education, University of Iceland, Iceland

Theories of knowledge and the curriculum: Failed trails, conflicts and the development of a new school system in late 20th century Sweden

Magnus Hultén

Linköping university, Linköping, Sweden

Session VI - NW21c

Chair: Kristiina Brunila

Time: 10:45 - 12:15

Date: 6th March 2020

Location: Pub 4

EDUCATION AND THE NEUROLIBERAL SUBJECT

Kristiina Brunila

University of Helsinki, Helsinki, Finland

Democratic Education and Conflict: A Poststructural Discourse-Theoretical Analysis of the prevention of abusive behaviour in Swedish Educational Policy

Ami Cooper

Karlstad University, Karlstad, Sweden

Session VI - NW23

Chair: Teresa K. Aslanian

Time: 10:45 - 12:15

Date: 6th March 2020

Location: Edu 244

Climbing, hiding, and having fun: Understanding schoolchildren's memories of kindergarten with a biosocial learning perspective

Teresa K. Aslanian, Anne Kristin Hansen Andresen, Turid Baasland

University of South-Eastern Norway, Porsgrunn, Norway

Social pedagogical work with young people in youth and leisure clubs -How young people's participation in youth and leisure clubs in multicultural and socially deprived housing areas, may help preventing social exclusion and marginalization.

Kirsten Elisa Petersen¹, Lotte Hedegaard Sørensen²

¹DPU/Aarhus University, Copenhagen, Denmark. ²DPU, Aarhus University, Copenhagen, Denmark

Ethical issues in research involving young people with intellectual disabilities

Gitte Lyng Rasmussen

University College Copenhagen, Copenhagen, Denmark

Session VI - NW24

Chair: Gaute Rydland Nilsen

Time: 10:45 - 12:15

Date: 6th March 2020

Location: Edu 440

"What next?" Collective development in schools after completing a school based online course in assessment for learning.

Gaute Rydland Nilsen

Inland Norway university of applied sciences, Lillehammer, Norway

Teachers' Knowledge Work In A Regional Innovation Project

Guro Kirkerud

OsloMet, Oslo, Norway

Processing professional research questions: a collaborative development in schools?

Pernilla Granklint Enochson, Jeanette Sjöberg, Annette Johnsson

Halmstad University, Halmstad, Sweden

Grab a sandwich

Time: 12:15 - 12:45

Date: 6th March 2020

Location: Educarium gym hall & lobby (special diets in the lobby)

Panel discussion: Actors and ideas shaping the futures of higher education in the Nordic countries

Time: 12:45 - 14:15

Date: 6th March 2020

Location: Edu 1 (streamed to Edu 2, Edu 3 & Pub 1)

Panel discussion: ”*Actors and Ideas Shaping the Futures of Higher Education in the Nordic Countries* ”

Chairs:

Adjunct Professor Johanna Kallo, University of Turku, Finland

Associate Professor Ulpukka Isopahkala-Bouret, University of Turku, Finland

Panelists:

Professor Jussi Välimaa, University of Jyväskylä, Finland

Professor Ivar Bleiklie, University of Bergen, Norway

Professor Fazal Rizvi, University of Melbourne, Australia

More information on the panelists on the congress website: <https://nera2020.fi/panel-discussion>

Closing ceremony

Time: 14:15 - 15:15

Date: 6th March 2020

Location: Edu 1 (streamed to Edu 2, Edu 3 & Pub 1)

Closing ceremony

Arto Jauhiainen, Conference Chair

University of Turku, Finland

John Benedicto Krejsler, NERA's President

Denmark

Organiser of NERA 2021

Exhibitors (exhibition at the main building Educarium's lobby)

We warmly thank the following exhibitors for their valuable support:

