

Professor Roger Johansson, Dept. of Educational sciences, Lund 2015-01-15

The department of educational Sciences has;

10 doctoral students in doctoral school within subject didactics;

9 licentiate students in a doctoral school within the field of Science Communication (started on the 12th of January 2015)

Short presentation of the Doctoral students

Katarina Blennow, PhD student

Social Studies Education in Ethnically Diverse Classrooms. The purpose the project is to investigate how Social Studies education can be accomplished and how it is understood by pupils and teachers in ethnically diverse classrooms. The study focuses on questions about content, controversial and emotive topics and is conducted at a couple of upper secondary schools in Malmö and at similar schools in Germany.

Due to the fact that a part of the investigation will be carried out in Germany, there will be a possibility to analyse similarities in the process of adapting education to major changes in society, but also differences related to e.g. the understanding and organization of the education.

The empirical material is gathered through observations in the classrooms and video-stimulated interviews with pupils and teachers. That means that the classroom activities are filmed and the films used as a base for the interview; both the researcher and the participant can pause the film and make a comment when they find that something interesting is happening.

The study has an explorative approach. The purpose is to gather as broad as possible a spectrum of experiences, viewpoints and personal narratives regarding the education.

Mail: katarina.blennow@uvel.lu.se

Ingrid Bosseldal, PhD student:

What is a child?

In my dissertation I study the discursive constitution of the child in parenting educations and Swedish compulsory school curriculums. I am interested in how the child is constructed, as this in turn affects how the adults interact with and treat, or legitimate the treatment of, children. I.e. "what is a child" and how does the construction of the child influence the way adults (in my dissertation especially parents and teachers) are told to nurture and discipline the child? If possible I will try to translate the six main logics of justifications that Luc Boltanskis and Lauren Thévenots define in their book *On justification; Economies of Worth* to the intended and unintended consequences of our definitions of a child.

Mail: Ingrid.Bosseldal@uvet.lu.se

Malin Christersson, PhD student

In Swedish school the question "How can we use ICT in mathematics education?" is frequently asked. In my research project I will try to answer the reverse question "What mathematics can children learn when using a computer?". In order to answer the question I study children in computer clubs where the main activities are computer programming. The structure of the computer clubs resembles computer user groups and there are no instructions given to the participants. Based on the activities in the computer clubs, activities that are based on the interest of the children, I also lead programming workshops for children. At the computer clubs I try to understand the driving forces of the children, and during the workshops I try to get a deeper understanding of the learning process.

Mail: Malin.Christersson@uvet.lu.se

Magnus Grahn, PhD student:

My dissertation is to analyse the Upper Secondary School in Sweden, its reforms during the 1960s and the consequences of these reforms. The Swedish education system – not only the Upper Secondary School - changed a lot during the 1960s. In the beginning of the 1960s the Upper Secondary School had about 60 000 pupils and ten years later there were more than

180 000 pupils. These quantitative changes must also have influenced the amount of teachers, officials and school buildings.

I also focus on the content in the reforms and so far in my investigations I have found out that one of the most dramatic changes in the curriculum was the importance of independent work. One aim was to raise the young people to become independent citizens and the education system had to encourage this.

Furthermore, my focus is on the consequences of the reforms: How did the Upper Secondary School implement the independent work? Was it successful? How did they handle drop outs? Today it's a big challenge to reduce the amounts of drop outs. Were the efforts influential during the seventies?

My dissertation can be summed up in three questions *Why? What? and Then?*

Mail: Magnus.Grahn@uvt.lu.se

Ämma Hildebrand, PhD-student

Teachers' choice of subject content and teaching strategies in the new Sex Education in the subject Science in Swedish **secondary schools**

In the year of 2011 the Swedish upper secondary school received a new curriculum in which sex education was added to the subject of Science. Before 2011 sex education was mainly situated in elementary school, and then, the topic of norms was not included. Science teachers now received an explicit assignment to work with the topic of *sex, sexualities and norms* didactically, and it is about this occurrence my research circles.

My research deals with the various processes leading to teachers' choice of subject content and teaching strategies in the new sex education, *sex, sexualities and norms*, in Swedish secondary schools. The dissertation makes teachers' didactically choices of subject content, *what* they teach, and teaching strategies, *how* they teach, visibly. A large part of the thesis thereto deals with teachers didactically choices according to *who* the teachers are. The overall question in the thesis is *why* the teachers make the didactically choices that she or he makes.

The methods used are qualitative semi-structured individual interviews and observation of lessons. The analysis of the empirics is based on the hermeneutic approach and I will overall

have the ambition of to read my empirics in a reparative manner (Kosofsky Sedgwick, 2003). I have not fully decided on which the analysis I will use, but as I see it today I will use the concepts of PCK (Shulman, 1986, 1987), dimensions of shame (Ahmed, 2004) and pedagogics in the postmodern age (Hargreaves, 1994). I am still open to allow the received empirical material to extend, modify and refine my choices of possible analysis.

Mail: amma.hildebrand@uvel.lu.se

Ingemar Karlsson, PhD student

Students with low achievement in math - Causes and Remedies. The problems to find a suitable explanation of the concept of dyscalculia have relevance to how we can give appropriate help to the pupils with special educational needs in mathematics. I aim to give a theoretical background to the concept dyscalculia and focus in what way this concept and various cognitive difficulties are scientifically established in the international research literature.

Another part will consist of a quantitative investigation containing facts about how many pupils who don't pass the examination in mathematics in year 7, 8 and 9 in eleven municipalities. In one municipality I will also get a picture of how many pupils who do not pass the examination in the other subjects at school.

A third study will include a qualitative study using semi-structured interviews with mathematics teachers for those students who have not attained pass in grade 8 and a number of these students when they join grade 9. I will also examine how the teachers observe the student's low performance and the reasons that may underlie these difficulties.

Mail: ingemar.karlsson@uvel.lu.se

Janna Lundberg, PhD student

My name is Janna Lundberg and I am a PhD-candidate at the department of educational sciences in the University of Lund, Campus Helsingborg. I am a teacher in upper secondary school and I have worked within upper secondary school for eight years before entering the

PhD-programme. I have a have a master both in educational science and in literature. Social science/civics/politics and Swedish language and literature are the subjects in my diploma.

My research concerns social science education. I am interested in active citizenship, participation and its connection to the in-active, un-participatory and passive way of being a student in social science education. My participatory observational studies are performed in a school of high/over-achieving students with high status, regarding themselves – and regarded by others – as privileged. So far I have noticed an appearance of a calculating, passive, society-reproducing type of student in the classroom of social science in this school. I want to know more about how these students are calculating their own personal agency in relation to the aims of social science and society at large. I will apply a theory of alienation to find out how this separation of knowledge and education can be done in relation to agency.

Mail: janna.lundberg@uvel.lus.se

Martin Malmström, PhD student

I am interested in views of writing and the different mechanisms that can explain these views. In my Ph.D. project I study the view of writing as it is manifested in course plans in Swedish (mother tongue) and other subjects, and in the media. I analyse present and earlier curricula and course plans in Sweden. I also study media debates about writing. In Sweden there is a rather tiring media discourse about the students' bad writing. I try to find out whether this discourse has been prevalent earlier as well, and also make a comparison with a few other countries (so far only the U.S.). Additionally, I study what mechanisms can explain the conceptions of writing and what effect societal changes have had. Theoretically I am influenced by critical discourse analysis, systemic functional linguistics, and, to some extent, critical theory.

Mail: martin.malmstrom@uvel.lu.se

Hans Teke, PhD student

I am making an effect study where I ask myself how the teaching of ethics in the upper secondary school, particularly in the religious studies, should be performed to be able to make the students more intellectually aware of ethical issues and problem situations, even a long

time after examination.

In order to investigate this I will, supported by skillful religion teachers, compare different methods for ethics teaching, regarding how they differ in ability to affect the students' ways of thinking about everyday ethical problems. The evaluation will be made by the students filling in questionnaires, which will afterwards be compared and interpreted.

In connection to this I will also, in my thesis, discuss the concept of autonomy, how it is being used by theorists as Kant and Piaget, and how it can be applied in the development of ethics teaching.

Mail: hans.teke@uvt.lu.se

David Örbring, PhD student

Research in Educational Sciences - Geographical Education. My name is David Örbring and I am a doctoral student in Educational Sciences at the department of Educational Sciences at Lund University specializing in Geographical Education. I am also a qualified teacher in Geography and Swedish, author of educational material, currently the secretary of *Geografilärarnas Riksförening* and one of the editors of the magazine *Geografiska Notiser*.

My research aims to seek answers to how geography teachers describe their work to develop students' geographical abilities. Furthermore I want to relate the teachers' descriptions of geographical abilities to how the term is used in a national and international context and in compare with other related terms such as geographical skills and competencies. My aim is also to relate the teachers' description to the traditions of geography, to the view of knowledge and the teachers' goals and to the purpose with their teaching. Also relevant is to do research about the intentions behind the policy documents for geography teachers. My research is a case study, consisting of various qualitative methods: reflections of recorded lessons together with the teachers' and interviews with teachers' and others which are involved in the process of making the policy documents.

Mail: david.orbring@uvt.lu.se