



Program NOCIES 2017
Research in Comparative and International Education
in the Nordic Countries

Date: March 22, 2017

Venue: [Aalborg University, A.C. Meyers Vænge 15](#)

09.00-09.45 Registration

Outside auditorium 1.008 (main building)

09.45-10.00 Welcome and opening

NOCIES President Marcella Milana, University of Verona

Room: Auditorium 1.008

10.00-10.45 “The role and impact of international organisations in the shaping of a global education space”

Associate Professor Christian Ydesen, Aalborg University

Room: Auditorium 1.008

10.45-11.00 Complementary coffee/tea

11.00-12.30 Parallel sessions 1.1 and 1.2

Session 1.1 Educational epistemes, discourses and imaginaries

Room: Auditorium 1.008

Chair: Marcella Milana

This session investigates the epistemes, discourses and imaginaries that in the Nordic countries affect that way educational issues are framed. Yet they do so through different methodologies and angles. The first contribution examines available research that compares school systems and their performances through international large-scale assessments, to interrogate how educational comparativism has been put forward, the premises on which it lays, and what implications it brings about. The second contribution acknowledges the borrowing and lending of hegemonic concepts in education. With a focus on focusing ‘social justice’ in the Nordic countries, this contribution questions where the concept comes from, who uses it, and what for. Finally, the third contribution draws on a larger comparative research project to discuss global imaginaries and epistemes of internationalisation in higher education in Norway and Finland.

1.1.1 International Comparisons and the Re-modelling of Welfare State Education

Sverker Lindblad, Daniel Petterson & Gun-Britt Wärvik, Göteborgs Universitet och Högskolan i Gävle

1.1.2 “Social Justice“ in the Nordic context – paradigm shift?

Jette Steensen, University of Tromsø

1.1.3 Internationalising higher education by three P’s of comparison: intersecting pedagogy, policy and practice in the Nordic academy

Meeri Hellstèn, Stockholm University

Session 1.2 Education: Practices, politics and possibilities

Room: 21.021

Chair: Jesper Eckhardt Larsen

This session explores practices, politics and possibilities of education seen from a Nordic and comparative perspective. Two contributions focus on teacher education, its material conditions and ideals. Firstly, the flipped classroom approach in Norwegian teacher education is analyzed for both its strengths and weaknesses, opportunities and threats. Secondly a comparative analysis of democratic ideals and practices of teacher educators in Norway, the Netherlands and England uses the Pestalozzian concepts of “head, hand and heart” to indicate intellectual, material and emotional aspects of democratic teaching and learning. The final paper discusses global rankings like TIMSS and PISA and their impact on political and public debate on education seen from a Norwegian perspective.

1.2.1 The use of flipped learning in a teacher education program in Norway

Kristin Vasbø & Greta B. Gudmundsdottir, University of Oslo

1.2.2 The Aftermath of PISA and TIMSS - Competition or Confirming

Lasse Skogvold Isaksen, Norwegian University of Science and Technology (NTNU)

1.2.3 Democracy with the head, the heart and the hand: Teacher educators conceptualizing democracy teaching

Ingrid C. R. Christensen, University College of Southeast Norway

13.30-14.15 Keynote: Beyond “what works”: Re-envisioning educational research to address critical issues of equality/inequality

by Professor Halla B. Holmarsdottir, Oslo and Akershus University College

Room: Auditorium 1.008

14.15-15.45 Parallel sessions 2.1 and 2.2

Session 2.1 Comparing across countries and across contexts

Room: Auditorium 1.008

Chair: Greta B. Gudmundsdottir

This session provides four quite different studies. All of them explore the role and contribution of comparative and international education in exploring the situation or conditions for educational practice and research/policy. The first study explores how we can improve our understanding of inequality in learning outcomes in post-conflict, disadvantaged settings in the South. The second study is concerned about globalization and public adult education policy. It explores who and what contributes to international public policy developments in adult education; and how international public policy developments relate to state policies and consequently educational praxis. The third paper presentation explores in particular the Nordic influence on the Turkish Education system in light of the many recent changes that have been made to the Turkish education system. The last presenter problematizes the Finnish practice of addressing the national languages (Finnish and Swedish) for international students and views how the higher education policy promotes active participation and the use of national languages when participating in the labour market.

2.1.1 Impact of learning environments on learning outcomes and child development in basic education

Teklu Abate Bekele, University of Oslo

2.1.2 Globalization and public adult education policy: A comparative study of Northern and Southern countries

Marcella Milana, University of Verona

2.1.3 The Comparative Research of Nordic and Turkish Education Systems: The Replication of Nordic Methodologies into Turkish Concept

Merve Şanlı Bulut

2.1.4 National languages for international students - but what's national, and who's international? Conceptualising international study programmes from the point of view of local language teaching

Taina Saarinen, University of Jyväskylä

Session 2.2 Diversity in educational spaces

Room: 21.021

Chair: Suvi Jokila

This thematic group focuses on multiculturalism and diversifying educational spaces in Nordic countries. Schools and communities face ever more heterogeneous pupil groups, which shape the learning and teaching spaces. With comparative approach, this group discusses issues on teacher's collaborative knowledge production in urban multicultural setting, socially just learning spaces and structural change in schools to affect the immigrant student dropouts.

2.2.1 Educational structures preventing school pushout among newly arrived immigrant youth

Heidi Biseth & Sofie Haug Changezi, University College of Southeast Norway

2.2.2 Why ask the 'why' question? Exploring teachers' collaborative knowledge practices in a multicultural urban setting in Norway

Galina Shavard, Oslo and Akershus University College

2.2.3 Learning Spaces for Inclusion and Social Justice: Success Stories from Immigrant Students and School Communities in Four Nordic Countries

Hanna Ragnarsdóttir, University of Iceland

15.45-16.00 Complementary coffee/tea

16.00-17.30 Workshop: Dilemmas of doing comparative and international education research

Room: Auditorium 1.008

Chair: Lennart Wikander & Halla B. Holmarsdóttir

This workshop concentrates on and encourages participants in different stages of their research work and academic career to bring to the fore the dilemmas that they have encountered while doing comparative and international education research. The aim of the workshop is to collectively address various dilemmas (theoretical, methodological, empirical, ethical etc.) that are difficult to solve alone, to engage with theoretical approaches that are or can be useful for research, and to familiarize with productive research methods.

Dilemma 1: Comparing higher education institutions at home and abroad – the dilemma of involvement

Raakel Plamper, University of Turku

Dilemma 2: Theoretical underpinnings in comparative education: defining space and time

Suvi Jokila, University of Turku

Dilemma 3: Dilemmas of doing comparative and international education research

Galina & Veli-Matti Ulvinen, University of Oulu

17.45-19.00 NOCIES General Meeting

Room: Auditorium 1.008

19.00-22.00 Complimentary Dinner for NOCIES members

Venue: Somewhere around Nørreport Station, info in the General Meeting

Registration and gratuities

Participation is free of charge, but participants must register by **March 1, 2017**. Registration occurs via email to: conference2017@nocies.org.

All participants are invited to the NOCIES General Meeting. Those who are NOCIES members by March 1 are also invited to a follow up dinner (immediately after the General Meeting), paid by NOCIES.