

which without being forced on the individual member states, nevertheless appear necessary, and in practice comes gradually to function as an ever more evident situation of peer pressure. **Expected conclusions/findings:** The logic of OMC comparisons is based on the idea of “identity” and “diversity” that is the sovereignty of each member states, “leading nevertheless to similar solutions” (Nóvoa 2003). The reason of comparability is not in the first room a way of knowing or justifying, but a mode of governance, regardless of its conclusions or recommendations. Empirically the study will be based on the stocktaking’s of the Bologna Process.

Relevance for Nordic Educational research: The OMC is a governing technology much in need to be analysed in Nordic educational contexts.

European governance of teacher education. The creation of new futures for nordic education

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Research topic/aim: New conditions are emerging in European policymaking. Teacher education policies must be aligned with new templates for constructing the present. This necessitates construction of new genealogies of the present that construes new possible futures and retell the past according to new needs of understanding the context for the present. National questions and concerns of learning, education and educational policy become more and more intertwined with the European political space. A part of this political reframing is the so called providing technologies of how to govern ourselves and nations as learning subjects and societies. The purpose with the project is to compare how contemporary European, Bologna Process, and global discourses on educational policy acquire a governing influence on the discussions about teacher education in four Nordic countries.

Theoretical framework: The study is rooted in a Post- Foucauldian tradition. The thinking on educational policy that is characteristic of the European Union is ultimately about safeguarding the internationally competitive success of nations. The EU is, in Foucauldian terms, concerned with bio-politics thus, political governance on entire populations as well as on separate individuals. In this new space, new forms for governance and influence, for instance, The Open Method of Coordination is developed. By focusing on modes of thought and reasoning around questions of EU educational policy and problems, it is possible to study how rules, norms and styles of thinking also function by giving direction for how individuals should think, behave and talk in this educational space.

Methodology/research design: The study is empirically founded upon discourse analysis of relevant European and national documents. The discursive approach to the analysis of the documents means that we will be studying concepts, meanings and relationships that frequently recur, are created and recasted in the meeting of the teacher education programmes with transnational discourses.

Expected conclusions/findings: The preliminary results can be summarized as follows: The

impact of the EU agenda on Nordic teacher education policies can surely be detected. However, the EU policy mostly touches on the national educational agendas in rather indirect ways that tend to take the form of knowledge-production in terms of comparisons, peer – reviews, stocktaking, emerging standards, indicators, bench-marking. Another result is that teacher education policies in the Nordic countries differ from one another, due to different national traditions, legislation and political conjunctures. We thus can see that these countries do not engage with and interpret transnational agendas in identical ways. They do, however, all integrate transnational agendas into the coding of new policies in relation to teacher education as well as other higher education areas.

Relevance for Nordic Educational research: The study will make a contribution towards meeting current research requirements in the field of educational science, such as increased research into teacher/higher education from a comparative perspective; research from an educational science perspective into the development of global and European educational policy discourse, and the role of the supranational organizations in these contexts; research into how the educational programmes of individual nations interact with these movements, and comparative research of teacher education and training in general, and teacher education in the Nordic countries in particular.

In search for the assessment culture of teachers in times of increased international testing - the Swedish case

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In recent years, many countries have increased their participation in international comparative tests. The outcome of these tests is often used in national debates on education for legitimizing educational (non-)reforms. The aim of our research project International student assessments, national assessment culture and reform history is to develop knowledge about the relationships between international comparative tests and national reform history. We claim that participation in as well as use of international tests both are related to the national assessment culture and the national reform history. This project is designed as a historical-comparative study, comparing Sweden and Germany, two countries with divergent assessment cultures and reform histories.

In this particular study - restricted to the Swedish case - I explore Swedish teacher union press debates on assessment and international comparative tests from 1990 and onwards. In Sweden, there are two major teacher unions, with different historical roots. Lärarnas Riksförbund (The National Union of Teachers in Sweden) traditionally has organized subject teachers in secondary education. In Lärarförbundet (The Swedish Teachers' Union) the typical member has traditionally been a class or a subject teacher in comprehensive school. The member journals of these two unions, Skolvärlden and Lärartidningen, reflect and strive to affect school practice as well as school politics, and to some extent school research. Articles from these two journals make the empirical basis for the study. My aim is to map discursive patterns in how to address the issue of assessment, and thereby to describe and analyze the assessment culture of the Swedish teachers, including variations over time and between the two teacher groups.

The conclusions to be drawn from this comparative analysis are still at a preliminary stage.