

to the general indicators. Findings provide us with clear patterns that teacher-report on instructional feedback is low in daily classroom work with students. This result seem to be supported by earlier cutting edge research within the field (e.g. Black and Dylan 1998; Hattie and Timperley 2007, Klette 2007). Second, we explore the same topic on teacher feedback to students according to the specific questions that TALIS has asked according to a given school subject taught on a given day (Tuesdays after 11:00 pm). We correlate the findings on feedback frequency according to specific school subjects, and discuss why the findings then raise other and perhaps more interesting questions related to instructional quality than what we may find with more “global” indicators. The paper contributes to the Nordic dimension in the congress by discussing rigorous large-scale perspectives on educational research using Norwegian lower secondary teachers as an example. As such, it aims to bring onto the scene a more nuanced understanding of the advantages of international subject-specific survey designs related to insights into classroom research.

Talk about content on two continents

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Research topic/aim: Studies carried out in Sweden show that Swedish teachers during collaboration time when planning teaching activities tend to focus on practical matters or methods. Discussions about what the content they are about to teach consists of, and what it takes to learn an ability or phenomenon are practically non-existent. The aim of this study is to find out if there is a difference between Swedish teachers and teachers from Hong Kong, whose pupils have high scores in the PISA-study, according to their focus while planning to teach an object of learning.

Theoretical framework: The study is inspired by the variation theoretical framework, which “focuses equally on what teachers do and what students learn at school” (Holmqvist, Gustavsson & Wernberg, 2008, p. 111), since teachers’ way of presenting the intended object of learning is of great importance. In order to present what is aimed to learn in a powerful way, teachers need to clarify what the object of learning is about – what do pupils have to discern, to understand the object of learning? If teachers do not take into account the content and how it is discerned by the pupils and instead focus on the organising part, they reduce their possibilities to succeed in learning.

Methodology/research design: Nine semi-structured open-ended interviews have been conducted with Swedish teachers teaching grades 3 to 6 and ten interviews with teachers teaching the same ages in Hong Kong. The teachers were all asked about their planning and what they focus on before, during and after teaching a literacy lesson. The answers have been transcribed and analysed. The analyse has generated categories, based on phenomenography (Marton & Booth, 1997), constituted by the qualitative different ways the teachers expressed their experiences of the phenomena, and thereafter arranged in categories depending on their ways to understand the phenomena.

Expected conclusions/findings: The results of the interviews with the Swedish teachers showed that only a minor part of the talk concerned what it takes to learn a specific object. The teachers chose mainly to describe what they had done, instead of their thinking before the lesson was carried out.

The results from the interviews with the Hong Kong teachers are not yet processed.

Relevance for Nordic Educational research: Sweden has lately dropped in the PISA-study so it is of great interest to find explanations to this, from different perspectives. To compare the ability to discuss and focus on the content during a lesson is one way to approach the matter.

Mediating policy aims into learning outcomes: a comparison of Danish and English teachers' expertise in educating the future citizen

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Education is seen as the key to empowering young people and enabling them to act as active citizens now and in the future. These aims are established as part of the national curriculum in England, just as educating pupils for a democratic society is part of the official goals of the Danish school. The aim of supporting students to become socially integrated citizens also features in teachers' discourse of their responsibility towards their students and in the kinds of relationships they develop with young people. In practice they have to mediate between historically and po-litically developed contexts of schooling, regulations and constraints, contemporary discourses of teaching and their ideal of teacher student relationships.

Methodology/research design: The paper is based on the results of a pilot study undertaken by a team of English and Danish researchers, which is the initial step of a larger study, 'Identifying, comparing and analysing teacher expertise'. A limited number of secondary school teachers of English and Danish were identified as expert teachers on the basis of their success in raising student test scores (England) or identified by their principals (Denmark). Data were gathered through collection of lesson plans, teachers' reflection notes and pupils' products as well as observations of two lessons per teacher two or three weeks apart, each observation followed by an interview with the teacher. This design aimed at illuminating questions around norms and values, discourses and practices.

Theoretical framework: Theoretical inspiration for the study has been found, e.g., in Bernstein's work on code modalities and discourse rules, in Schön's work on the reflective practitioner and Lave & Wenger's work on situated learning. Empirically, the study draws upon heterogeneous sources such as Alexander, Döbert et al. and Osborn et al., indicated the intention, at a further stage, to apply a mixed meth-ods approach to examining teacher expertise also in mathematics and citizenship education.

Expected conclusions/findings: At the present stage, findings may be described as heuristic, the main purpose being to assess and generate theoretical categories and hypotheses for further examination and analysis in the next stage of the project. Findings show the existence of different arrays of aims coexisting in teachers discourses and practices in both countries. Interviews revealed teacher awareness of national aims and showed strong teacher commitment to empowering students. However, ob-served class room practice did not always support interview discourses. As one dimension in this, tensions between subject outcomes and more general aims like enabling students to be seen and act as "learner citizens" could be identified. The comparative analysis of observations and inter-views allowed developing a number of ideal