



# STRÖMSTAD AKADEMI

*Nordiskt institut för avancerade studier*

## Newsletter July 2022, international edition

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### Editors corner

#### Editor's corner, Anders Gustavsson

**Surgeon and Chairman of the Board Peter Fritzell** informs about current events in Strömstad Academy.

**Vice-Chancellor and Information System Scientist Per Flensburg** informs about current events in Strömstad Academy.

**Linguist Jens Allwood** wrote in Strömstads Tidning on 2 July a column about the Science Festival in Strömstad on 20-23 June. The importance of multidisciplinary and interdisciplinary studies at Strömstad Academy is emphasized.

**Educator Åsa Morberg** presents the Government's new proposal for a national professional program for teachers, preschool teachers and principals. She also critically discusses the development that the Government is increasingly managing the work within the school in detail. This can threaten the teaching staff's autonomy in teaching. Morberg also discusses the place and function of the local chapters in Strömstad Academy.

**Ethnologist Anders Gustavsson** has in the Swedish online journal *Kulturella perspektiv* volume 31 2022 published an article about digitalization, open access and open data <https://publicera.kb.se/kp/article/view/2290>

**Pediatrician Gudmund Bergqvist** reports on a lecture on 21 July within the project Fossilsnålt Koster about storing electricity from solar panels.

In *Acta Academia Strömstadiensis* AAS no 68 **farmakolog Marylou Wadenberg** has published *Therapeutic drug, toxic drug, and narcotic drug; the fascinating story of the same chemical molecule having three 'faces'*. <http://stromstada-kademi.se/AAS/AAS-68.pdf>

Redaktör: Anders Gustavsson  
Layout: Per Flensburg

In the Free series no. 25 **Emma C. Bergqvist** has published The Impact of the SARS-Cov-2 Pandemic in Rural Areas: A Public Health Analysis <http://stromstadakademi.se/FSS/FSS-25.pdf>

In the Free series no. 26 Abstracts from the Science Festival in Strömstad on 20-23 June have been published <http://stromstadakademi.se/FSS/FSS-26.pdf>.

In the Free series no. 27 **Linguist Jens Allwood** posted a list of offline lectures within Strömstad Academy 2021-2022.

At a conference with the International Society for Folk Narrative Research (ISFNR) on 20-23 July 2022, **ethnologist Anders Gustavsson** gave the lecture A Folklife Artist and Narrator in Twentieth Century Sweden.

In the fall of 2022, Strömstad Academy will organize a lecture series at Bohuslän's museum in Uddevalla in collaboration with the Folkuniversitetet and Bohuslän's museum. Project manager has been **historian Bode Janzon**.

I want to urge a previous call for all members to verify and complete their personal information on the Academy website. Also try to recruit new members to the Academy, not least young scholars. Please, send suggestions to **Vice-Chancellor Per Flensburg** [per.flensburg@stromstadakademi.se](mailto:per.flensburg@stromstadakademi.se)

I wish new contributions to the August issue 2022 of the Newsletter sent to my e-mail address with deadline on 27 August 2022: [anders.gustavsson@ikos.uio.no](mailto:anders.gustavsson@ikos.uio.no). Send short articles, opinion articles and/or reviews of new scientific literature. Swedish contributions should have an English translation. Texts should be in Word- or OpenOffice format!

Please, also send contributions to the Academy's publication series Acta Academia Strömstadiensis, AAS, and the video series SAV to the e-mail address: [gudmundbergqvist@hotmail.com](mailto:gudmundbergqvist@hotmail.com)

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## Chairman's report

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### Colleagues in Strömstad Academy

We are in the middle of the Swedish summer and the work in the Academy continues with undiminished vigor. It is a sign as good as any that senior academics contribute to the development of knowledge in society, regardless of vacations and other holidays.

The newly elected board members, who will take office at the turn of the year, are, together with the departing members, active within the framework of current and future assignments.

The debate about titles continues, and it is really interesting how such a question could be allowed to take such a large place in the Academy's internal operations. It is probably a completely legitimate expression of how different fields of science work, and how we as individuals work. I fully respect both of these perspectives, even though on several occasions I have both initiated and taken a stand for a simplified and at the same time what I mean inviolable solution, i.e. we are members of Strömstad Academy and refer to our previous position within the institutions where we have been active.

Enough about this! What is most important is that we all jointly strive to offer the Academy's skills to all the target groups in society! And that we do it in a way that is optimal from the perspective of accessibility. Here the website is crucially important!

I want to wish you all a continued nice summer, and those of you on the other side of the globe a nice winter.

Otherwise, I believe that new projects proposed by members of the Academy should contain a well-thought-out and relevant impact analysis, also on a specified timeline.

All the best, Peter

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## Vice-Chancellor's report

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Marylou and the undersigned have an unusual characteristic in common: We work best when it's over 30°/86 Fahrenheit hot! By work I mean physical work. Now that it got really warm, I started to fix a fence, to do some weeding, and of course the usual: Mowing 4000 m<sup>2</sup> of lawn. When I was at the same time working, I continued to catch up on some publication work that was lagging behind. Gudmund had made a compilation of all our online seminars since 2021. There were 43 of them! Impressive! Many of them are published and there are a number of more, either not to be published or pending.

From this we learn two things: First, we are very productive. In addition to these 43 seminars, we have written 7 articles (one of which is a book) in 2022 published in AAS, 5 in 2021 (one of which is another book), during the same time we have written 12 articles in the free series, two of which are thick books. The second thing we learn is that a secretary would have facilitated the publication, in any case it would have gone faster and with fewer reminders. We have Carina Blom who helps us with the website and I can delegate some work to her (which I've been bad at!) but in many cases the work with the web is the smaller part. One thing that would make it a lot easier is if you always use the same template, so I don't have to spend a lot of time reformatting and making a nice layout. I will write up a document for this and post it on the website.

According to the participants I spoke with, the Science Festival was quite successful. I myself am not as enthusiastic, a lot of the practical things worked this way and that, above all the sound system and my hearing aids were not at all on the same wavelength, so I had a very hard time understanding what was said. And two presentations didn't work, they simply weren't in my drip box in Strömstad, even though they were there at home. Lesson learned: Always have a copy of your presentations on a USB stick! The marketing in Strömstad did not work, but we now have Sveza who lives there and has a large network of contacts. She has promised to help. Chairman Peter should also have an honorable mention because he stepped in and helped many times completely unsolicited!

The concert in the church with the Gothenburg Chamber Choir and our honorary professor Gunnar Eriksson was absolutely fantastic! Those of you who weren't there missed out on a great experience. But on Youtube there is a lot about the choir, so you just have to browse!

Strömstad Academy and the future are now on the agenda. I want to remind you of what I said in the last newsletter: Complete my scant summary with what you yourself perceived. And those of you who weren't there: Read the article starting on page 13 of the last newsletter and react!!! Once you've done that, you can continue your vacation!

*Per Flensburg*

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## Åsa Morberg: The Government proposes a national professions program

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**The Government proposes a national professions program from 1 July 2024. High expectations are placed on the program.**

*By Åsa Morberg, Associate Professor*

The government is proposing legislation that means that there should be a national professional program in the school system for principals, teachers and preschool teachers. The program will create a national structure for competence development that will ensure a structured range of competence development of high quality during the entire professional life of principals, teachers and preschool teachers (utbildningsdepartementet.se). This is now posted on the Ministry of Education's website.

What is a professional program? A professional program for the Ministry of Education is about creating a systematic and continuous competence development and a kind of gradual recognition of acquired professional skills throughout the teacher's career. Professional programs are available all over the world, but they will only come now in Sweden. It is inconceivable that it did not previously exist in Sweden, according to the teachers' unions. Teaching is a profession that needs to continue to develop throughout the professional life. Teachers have a great need to try out their experiences, deepen their skills or specialize. A profession that aims to make others develop and learn new things should have the best conditions for the learning and development of professionals.

Why a professional program? Who really needs it? Quote by the Minister of Education "If Sweden is to once again have one of the world's best and most equal school systems, teachers and school leaders need to be given the right conditions at all schools throughout the country. Skilled preschool teachers, teachers and principals with the right conditions are the most important thing for children and students to learn a lot and for the knowledge results to continue to rise. We are now introducing what the teachers' trade unions have long demanded, " says Minister of Education Lina Axelsson Kihlblom (utbildningsdepartementet.se). Individual teachers and pre-school teachers and principals have always developed competence within the framework of colleges and universities' regular educational offerings. They have also graduated within the regular examination system. They themselves have chosen education according to their own wishes and needs, and of course the employer's needs.

What will be the difference when a professional program is introduced? The Government wants to create a cohesive system for competence development that strengthens the profession and that develops the competence of principals, teachers and preschool teachers throughout their professional lives. Of course, teachers, preschool teachers and principals have been able to develop competence earlier on their own. They themselves have chosen and put together courses according to their own wishes. When it comes to how to graduate, there is an established system in higher education in the regular degree system. Of course, teachers have developed skills according to their and their employer's needs even before this so-called professional program was in place. Now the professional program will give teachers and principals a so-called slotted trajectory. It must guarantee that conditions are provided for reaching higher knowledge results among the students. School segregation will also be reduced through the professional program. There are high expectations for a new professional program.

How should the professional program be organized? The professional program shall consist of a national merit system for licensed teachers and licensed preschool teachers. The national

merit system then means an opportunity to apply for a certain level of merit. If certain specified conditions are met by the teacher or preschool teacher, the National Agency for Education decides on the level of merit. In addition to the first step into the profession, certification, there must be different merit levels, one of which must require a degree at the doctoral level. What then distinguishes the professional program from the ordinary degree program in higher education?

What is the National Agency for Education doing now? The National Agency for Education has, on behalf of the Government, begun work on producing content in a national structure for competence development. It will be incredibly exciting to see what the content looks like! The Government has also stated in the National Agency for Education's instructions that within the authority there should be a council for professionals in the school system with representatives of teachers, preschool teachers and principals, principals and universities and colleges and who, among other things, should assist the National Agency for Development in a national structure for competence development. The Government has also taken the initiative for certain profession-strengthening initiatives, including a recruitment training for future principals and a mentor training for a qualitative introductory period.

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## Åsa Morberg: The government's plan for security and student peace

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### **The government's plan for security and student peace in the school: the Government takes a tougher grip and detailed control and now provides a statutory opportunity to ban mobile phones in the classroom**

*By Åsa Morberg, Associate Professor of Didactics*

Already in the January agreement, a document was produced that deals with the national plan for security and study peace. It was based on a referral of Ds 2021: 13 "National plan for security and study peace". It is an extremely important document to read for everyone who works at the school, but also others outside the school should study the document. Now there has also been a change in the law that gives teachers greater opportunities to take action.

This is another expression of the Government stepping in and controlling the school activities for school staff in detail and depriving the teaching staff of its newfound autonomy. The control system has previously worked so that politicians provide overall goals, set frameworks and guidelines and the professionals implement these in school. There has been a very clear division of tasks, but now a big and important change is taking place! The Government intervenes and controls the work of teachers on the classroom floor in detail, and the Government thus takes over the role of the professionals. It is negative for teachers' professional status.

The mobile phones that have now been regulated by law are an example of detailed control. I compare with the development of the television medium in society and in school. In the 70's when TV was introduced, the TV medium was intensely discussed among teachers. Some teachers placed the school's television sets far away in the equipment rooms and covered them and did not want to use television in their teaching. We can laugh a lot at this today. The TV medium is excellent to use in school. So many good and informative TV shows available to use. Now we compare with mobile phones.

Mobile phones are not just a mobile phone, but mobile phones are a good and effective working tool. Of course, it is important to learn to use them as working tools in school. The mobile phones should of course not be used in a disturbing and uncontrolled manner. The professionals specify if and when they are to be used and also in what way.

The investigators as well as the Minister of Education and all members of the Riksdag/Swedish Parliament use mobile phones as working tools. How can it be that politicians can go in and control details at this level in the school?

The school is about to become government-controlled in detail again. Politicians believe that there will be better order if they can control the details. This is seen in all measures that come from the Government. The Government is gradually taking a tougher grip on the school's governance. One report after another are clear examples of a changed control system.

What confidence do teachers and school staff then have in politicians? Many believe that politicians at both national and local level have poor insight into school activities and thus a lack of knowledge and understanding. Politicians do not understand what they are deciding on and many teachers believe that the decisions made affect their professional role and professionalism negatively!

The Government is now taking step by step towards a government-controlled and centralized school. The problem is that the professional teaching staff loses its autonomy. A government-run school is by many seen as the solution to the school's problems. However, professions where unpredictable events easily occur are difficult to control in detail.

Subscribe to news from the Ministry of Education and read the reports that are posted. They speak their clear language.

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## Åsa Morberg: The local chapters' place and function

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### **The local chapters' place and function in Strömstad Academy - there will never be more activity in the local chapters than the members themselves can do and want to do**

*By Åsa Morberg, Associate Professor, elected chairman at the annual meeting 2022-06-20*

There has been a discussion online about the local chapters' purpose, goals, working methods and content of e.g. Bodil Frisdal. She is herself chairman of the Southern Chapter and she puts forward a conceivable opinion which means that the local chapters should be the hub around which developing work revolves. That's a very good idea. The local chapters work in different ways and with different things and it should be in the nature of the organization. Different members create a business that suits the local chapter.

Using e-mail is good if you want to raise a problem, but if it is to become a workshop, it must be something else! If members want to change something, a letter to the Board is needed, an e-mail is fine, but it needs to be formalized to be dealt with (Not bureaucratized!).

I quote Bodil Frisdal: *"I need (as suggested) no" assistant "or" advice "on how to fix lecturers or connect to various organizations such as Rotary and others. As a senior lecturer, I have worked with developing students and booked lectures and study visits at both Lund and Malmö universities both within and outside the country for more than 40 years. It's not my problem! One of the first questions that should be raised at both the local meetings and the board meetings is: How come so few of the members outside the Board are noticed or not taken advantage of. How do you go about changing this?"*

What Bodil Frisdal seems to want is an active exchange between the Board, local chapters and members. Bodil says she is alone in this. Everyone who works actively in Strömstad Academy has nevertheless pointed this out and discussed this in detail being concerned about the fact that it is so. It is about increasing the commitment to the Academy that Bodil so persistent-

ly points out. Bodil Frisdal believes that one of the first questions that should be addressed at both the local meetings and the board meetings is: How come so few of the members outside the Board are noticed or not taken advantage of. How to go about changing this, she wonders.

Is there now a concrete proposal by Bodil Frisdal about this matter? There is a group of so-called "activists" in Strömstad Academy, and a group that is of the opposite kind. How could more people become involved in the work at Strömstad Academy? It is not only a question for Bodil Frisdal but actually a question for all of us in the Academy. Bodil is not alone here. I myself do not really see only the local chapters as the hub for developing work, because I myself need colleagues with a similar interest as mine and a willingness to work with the areas in which I am interested. I believe that the academy level is needed to create operational development groups.

If the Southern Chapter is so homogeneous that development can be conducted there, it is only to be congratulated. In the Falugruppen, this is not really the case, but there are activities. If you are to work interdisciplinary, a heterogeneous group is very developing. But for me, interdisciplinary work is not the only answer for Strömstad Academy.

The function, purpose, goals, content and working methods of the local chapters really need to be discussed. What Bodil Frisdal is talking about, I interpret so that she wants the local chapters to be the hub of Strömstad Academy. Then a review of the local chapters is needed. There is also a need for an exchange of experiences between the local chapters. We need to review the local chapters and it does not have to wait until after New Year. How many members are in the chapters? What do the chapters work with? The chapters can work with different things but inspire each other.

It is also about what members want to get from their membership in the Academy. Should it be that activists are the norm, and non-activists violate the expectations of behaviors that apply within a social community in academia? For my part, you can use Strömstad Academy in the way you want and can. It is nice to have activists for the activities in Strömstad Academy, but if you have no desire to get active, it must also be possible! Right? In the associations I have been a member of, there have almost always been some activists and others who do not get active.

The goal may be to increase the proportion of activists, but those who do not want, can or have the strength to be active must still be welcome in Strömstad Academy.

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## **Gudmund Bergqvist: On the future and energy solutions**

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### **On the future and energy solutions**

*Gudmund Bergqvist*

On July 21, in collaboration between Naturum Koster and Strömstad academy, a lecture was held at Naturum Ekenäs by Hans-Olof Nilsson. He is an engineer and founder of Nilsson Energy, which works on solutions for storing electricity from solar panels through hydrolysis of water into oxygen and hydrogen. This is then burned and you get electricity and hot water. The process can be used to "off grid units" i. e. one that is not dependent on the power grid. The lecture is linked to the Fossil Fuel Koster project.

In detail and compelling, Nilsson told us about this use both in an ordinary villa and also in a large preschool as an example of a larger building. Hydrogen can also be used to power cars. It is becoming more common but there are still few filling stations. This method has great ad-

vantages over electric cars with batteries. This is especially true for heavy transport. It can be mentioned that EU is investing heavily in hydrogen in its transition to green energy.

Nilsson's lecture was detailed and inspiring. A lively discussion followed. About 20 individuals were present.

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## Lars Broman: Accepted paper

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*International Solar Energy Society*

*SWC2021 Proceedings*

### **Interactive Solar Energy Exhibition**

**Lars Broman and Tara C. Kandpal**

Strömstad Academy, SE-45280 Strömstad, Sweden

#### **Abstract**

Public understanding of science PUS is a central concept among science communicators. In 2011 we introduced the acronym PURE, Public understanding of renewable energy. PURE is proposed as an important sub-concept of PUS. Four reasons for the importance of public understanding of renewable energy are: (i) The earth is a lonely planet in a vast space, (ii) The earth is a planet alive with a dead sister and a dead brother. (iii) Anthropogenic influence on the world's climate. (iv) One major source of greenhouse gases is combustion of fossil fuels, which has to be replaced by increased energy efficiency and renewable sources of energy. There are many channels that can be and are tried to achieve PURE, among them interactive exhibits in science centres. We have over the years built a number of interactive solar energy exhibitions and we suggest that an interactive exhibition could both be part of the newly established digital ISES Solar Energy Museum and a Science Center IRL in Strömstad or elsewhere.

*Keywords: public understanding of science, public understanding of renewable energy, ISES Solar Energy Museum*

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