



STRÖMSTAD AKADEMI

Nordiskt institut för avancerade studier

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Editor's 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.

Educator Åsa Morberg reviews a newly published book about leadership in pre-school, school and leisure centre. She also critically discusses current political proposals to reintroduce entrance exams to teacher education.

Psychiatrist Lennart Wetterberg, Pediatrician Gudmund Bergqvist, Pharmacologist Marylou Wadenberg and Chemist Ulf Berg made a call about fetal alcohol syndrome (FAS). <https://lakartidningen.se/opinion/debatt/2022/09/fetalt-alkoholsyndrom-kan-forebyggas-infor-varningstext/>

Pediatrician Gudmund Bergqvist warns of the enemies of democracy in the world.

In the video series no 51 **Oceanologist Gunnar Kullenberg** has published Global oceans <http://stromstadakademi.se/SAV/SAV-51.pdf>

In Folklore. Electronic Journal of Folklore vol. 86 2022 **Ethnologist Anders Gustavsson** has published An Experienced. Ethnologist's Thoughts on Digitalization, Open Access, and Open Data as new Research Assets. <https://www.folklore.ee/folklore/vol86/gustavsson.pdf>

Editor: Anders Gustavsson
Layout: Per Flensburg

same journal volume he has also reviewed Ida Hughes Tidlund's ethnological doctoral thesis in Stockholm in 2021 with the title Autonomous

Åland: A Hundred Years of Borderwork in the Baltic Sea. <https://www.folklore.ee/folklore/vol86/n03.pdf>

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

I wish new contributions to the October issue of the Newsletter sent to my e-mail address with deadline on 27 October 2022: 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 Strömsta-diensis, AAS, and the video series SAV to the e-mail address: gudmundbergqvist@hotmail.com

Chairman's report

Colleagues in Strömstad Academy

It has been, and is, a "turbulent" time in Sweden. The parliamentary election is decided and we have a new political situation to deal with. What significance this may have for research, and for Strömstad Academy, the future will tell. Regardless, we in the research community work as usual and advocate in all contexts the undeniable academic freedom.

A "small" problem has arisen with regard to our five local chapters, some of which work very well, f. ex. Gothenburg under the leadership of Jens Allwood, and Falun under the leadership of John Fletcher. However, our convener, Bode Janzon, has announced that he will not continue in that position, but that he will continue as a member of the Board, thanks for that Bode!

Working in, and holding together, an interdisciplinary Academy is a decisively interesting and at the same time challenging task for everyone, and not least for the Board and all working groups. It is important to keep our purpose and goals in mind at all times. What is good and best for all of us, both from an "internal" researcher and an "external" societal perspective.

It feels crucially important to me, as Chairman, that we in the Academy strive to collaborate in an open/transparent way, and that at the same time we have deep humble/understanding that we have members with widely different experiences from, not least, research life, who should be able to meet and reinforce each other.

This perspective of experience can be very stimulating, and sometimes very annoying, I think. It is important to be able to "shrug your shoulders" sometimes. Which can be easier said than done in specific situations.

The local chapters should, all together, contribute to the base of the Academy, and I urge all members to work actively to secure our five "legs" (Strömstad - Gothenburg - Malmö/Lund - Stockholm/Uppsala - Falun).

We must, in line with the Academy's goals, do everything to share our experiences. This includes posting all the material we can on our website. Send everything you consider important to Per Flensburg.

In the Executive Committee (AU), and on the Board, we focus on the above, and also on the Website and on courses for university students, where Åsa Morberg has interesting experiences and suggestions. See Appendix

All in all, we must work to ensure that an optimal scientific experience and knowledge base via all our members can be maintained and further developed in Sweden and internationally. We have many members from other countries.

Membership of the Academy is therefore an important issue, and I urge you all to talk to your colleagues about this.

In conclusion. Before every new project, I recommend a relevant impact analysis. Both the project and the impact analysis must be published on the appropriate place on the Website.

Peter Fritzell

Vice-Chancellor's report

In my last report I stated there was a catastrophic loss of members and I hoped I had miscalculated. Well, I didn't! Only 47 people have paid the membership fee for 2022! Getting more paying members should now be the highest priority within the Academy. Åsa and John will call around to those who paid in 2021 but not in 2022. I myself will contact those I recruited and ask if they really want to leave the Academy. Then we must run an active recruitment campaign at colleges and universities. Maybe we can advertise in *Universitetsläraren*? Trying to start a national campaign against ageism? Ideas and initiatives are needed here. What Strömstad Academy can offer a senior researcher is primarily the possibility of publication. The office in Strömstad City Hall may be attractive to some people.

I have received some advice on how to recruit more members. One is that each of us recruits at least one member. There is a text on the website that describes what Strömstad Academy can offer a prospective member. It is reproduced here.

Are you an academic/researcher with the drive and desire to keep your academic activity going but lack an academic affiliation? Then maybe Strömstad Academy is something for you.

Strömstad Academy gives you opportunities: to continue your research, to participate in academic debates and to make your knowledge available to society by joining the social debate. If you want to write an article or a book, we are a publisher who can publish your work. But if you want it printed you have to find funding for it.

Currently we see the following types of activities:

1. **Knowledge transfer:** The members write articles in their area of expertise and publish them in our research series *Acta Academiae Strömstadiensis (AAS)* or in an external journal.
2. **Project activities:** Members participate in various projects formulated within the Academy.
3. **Teaching:** For those members who want to continue their teaching, Strömstad Academy offers a number of opportunities: public webinars, project participation, collaboration with study associations, etc.
4. **Debate:** Members participate in the public debate. Strömstad Akademi can help review the texts and make them attractive for publication in the daily or trade press.
5. **Meeting activities:** A social gathering between members. This essentially means seminars and webinars where the discussion can become truly academic.
6. **Support:** Members who believe that Strömstad Academy is doing valuable work and would like to support it, but not be active themselves.

We also carry out extensive project activities, which are described on our research page. Within these projects, we write books, articles and have webinars. We create a true Academy, where thoughts and ideas are bumped and wetted, and new projects are born.

A member can of course participate in several types of activities, and can also create new ones. Some continue their existing research, and some throw themselves into something new. We find interdisciplinarity to be particularly interesting; getting under the skin of another science is one of the most stimulating things you can do.

There can certainly be more reasons to join Strömstad Academy and I would very much like to know them. If you come up with more opportunities to recruit more members, get in touch and above all: Act!

On a positive note: Strömstad gymnasium will organize a kind of study day around the Nobel Prize with lectures, award ceremony and a fine dinner. It will be on the 9th of December. We were asked if we could contribute with something, and we can hand out some books and talk about research and education. I tried to get Edvard and May-Britt Moser there, but they were unfortunately busy. I will have some meetings with the teachers who are planning the day and if anyone can come up with something suitable please let me know!

Otherwise, I would like to wish the members of the Academy a lovely fall month with the hope that the darkness will not be too burdensome.

Per Flensburg

Åsa Morberg: Leadership in preschool, school and leisure center

Newly published book: Leadership in the middle of the business - leading colleagues in preschool, school and leisure center.

by Åsa Morberg, Docent in Didactics

In the rich flora of leadership literature, another book has appeared. The title of the book is: Leadership in the middle of the business - leading colleagues in preschool, school and leisure center. The author is Mikael Jensen, university lecturer, who has been doing research in an impressive number of areas: learning, communication, conflict management, personality, relationships, groups, small organizations, and leadership. The author also has a focus on leadership communication and knowledge management in smaller organizations. It is extensive experience that is expressed in the leadership book.

The picture on the cover of the book is very interesting. It is a signpost with eight different arrows pointing in different directions. How should the image on the cover be understood? What should the image actually show the reader? They are "vague and slightly blurred" arrows, i.e. no texts are on the arrows. Perhaps the reader is on his way to the unknown? Or maybe you can imagine where and enter what you want to see on the arrows? The reader can thus choose his own path.

The publication of management and leadership literature is extensive and if a book is to sell, it actually has to "stand out" among all other leadership and management publications! The book should of course also contribute important knowledge to the book's readers, whoever the readers may be. Many school leaders are employed because turnover is still high and the time between employment and start working can be short and limited. Then there might be time to at least read the newly published book. The book is also aimed at students who intend

to assume a leadership role at some point in the future. The book is also said to be a support for those who work with guidance in educational work. Last but not least, it should also help provide continued deepening for an already ongoing leadership. The book has a very broad target audience. Some common needs for knowledge are certainly found among these groups, but some needs are more group-specific. The author seems to invest in broad, more general knowledge, rather than narrow and specific ones.

The publication of literature for leaders and managers is large and comprehensive. So what is new and attractive about the book that is likely to make it sell? It is important in a review to try to describe what is unique and what really adds something important to the flora of leadership literature. Part of the book's title says that the leader should be in the middle of the business, what does that actually mean? The leader seems to be a kind of focal point in the business, perhaps? Perhaps the leader is out and about taking active part in the workplace activities? I.e. does not sit locked in his office, as unfortunately many leaders do today.

The book comprises a total of 237 pages divided into a total of 11 chapters. There is a huge reference list covering 11 pages at the end of the book. The chapters contain concrete cases and they are marked with a light gray tone so that they are clearly visible. Each chapter starts with a case and the case shows concretely what the text will cover. This means that the reader with limited experience in leading still gets the idea of the text content. The author seems to have good experience of leadership and the need for support.

The book's texts are information-dense. Reading is certainly not done with a few fixed points per page. It's about actually reading more line by line and really reflecting on what you read.

The author first and foremost explains what it really means to lead a business in the middle of a business and that is a good basis for the book which goes back to the book's title. Furthermore, there is a chapter on leadership theories, since the author uses research, the theories become necessary. The author also develops informal leadership. Communication must take a large place in the book, as well as the dialogue. Ethics and conflict management are also covered. Cultural aspects, knowledge communities, knowledge sharing and management are also discussed. Finally, the group leader's role and collaboration are discussed. The author covers a very large area in leadership.

In summary, so there are several good reasons to read the book on leadership in the middle of the business: to lead colleagues in preschool, school and leisure center. Wherever you are in your career, you can pick up interesting facts and important perspectives. The book can be read like picking chocolates out of a box of chocolates. You can botanize and choose the very best first.

Åsa Morberg: Entrance exam for teacher education

Entrance exam for teacher education - new old attempt does not solve the quality problems of schools and teacher education, but now it is coming back

By Åsa Morberg, Docent in Didactics

Four political parties are now proposing that prospective teacher students should have at least grade C in the subjects they are to teach. A mandatory entrance exam should also be introduced, the four parties think. Anna Ekström does not share their view. I am happy about Anna Ekström's reluctance to take the mandatory teacher suitability test.

Entrance exams ceased to be used in 1968, when the seminary was replaced by the teacher training college. There have been local entrance exams sporadically and they still occur today, in 2016, e.g. at Linnaeus University. These entrance exams were arranged locally and took place over one thru three days. The seminars were filled a couple of times a year with nervous would-be seminarians, who had received an invitation to attend. Entrance exams were conducted for both fall and spring intake. Up to five partial tests could occur.

An example from the Folkskoleseminariet in Gävle, late summer, 1964: A teacher in pedagogy talked to the prospective seminarian about why he/she wanted to become a teacher and what background the applicant had, and whether it was suitable for studying to become a teacher. Then came two lesson-like tests, that dealt with the ability to tell and describe. Sometimes the students of the training school were involved, but just as often it was the seminar's teachers who were the audience. The seminarians were given a topic and only a short time to prepare, in order to then deliver the presentation. The seminarians were also tested in the practice subjects and they had to sing along as well as act out, as music teaching was compulsory for primary school teachers. The combined result of the entrance exam was weighed together with the exam grades from the real school or from the upper secondary school.

No justifications were given to that did not pass the tests. These entrance exams were said to measure "teacher suitability". Whether the entrance exams measured anything at all was debated, because unsuitable students still were accepted and, unfortunately, they also came out as teachers. (In what vocational training can this be prevented?) There was no evaluation for these entrance exams, and confidence in the sorting ability of the entrance exams was mixed. Experienced teacher educators administered the tests. They had seen many prospective teachers and they had naturally acquired a certain ability to see whether a person had the conditions to be trained as a teacher or not. What they probably looked at was the contact skills, the communication skills and the interest and commitment. The entrance exams were abolished and admission became more uniform in the university, in 1977.

Teacher suitability, or conditions for developing into a good teacher, is a complicated concept. You cannot measure what is required through some homemade entrance exams. There are also not that many experienced teacher educators today, who have the ability to sort out unsuitable student teachers. Today, by the way, there are no teacher trainers at all. There are teachers in the university with tenure on the teaching program and that is something different than an experienced teacher trainer.

In the past, there were requirements for teacher educators to have their own teacher training and their own experience of the school, but there are no special requirements at the university today. The teaching program has become the entire university's program with all that this entails. It is important to first and foremost see the problem from the students' perspective. It is about helping the students who do not find a place in the teaching profession. Being a teacher and not having the prerequisites for the teaching profession is a pure disaster both for the individual himself and for everyone the individual meets. UKÄ believes that today there are a whole range of unsuitable students, who should be separated from teacher training. Many authorities accuse the teacher training courses of not having fulfilled their task in examining teachers who absolutely should not have become teachers. Maybe there is something to the accusations too?

There are various models that have been used to make an assessment of the student teachers' ability to cope with the teaching profession. During the first part of the program, the structure and content of the courses have been of a vocational nature. Such a way of working is based on a belief that the teaching profession is something you can learn. The new teacher student

has been placed in situations where it was possible to train and at the same time get a good picture of the teacher student's prerequisites for the teaching profession. During, for example, the professional introduction in the work-based part of the teacher education, an effort has been made to develop the teacher student's ability to establish contact with children and adults and to develop communication skills with children and adults. Furthermore, an attempt has been made to find out what interest and commitment the teacher student shows. The teaching on the teacher's program has since been of such a nature that the ability for development has been reasonably reliably assessed. With these models applied, a lot of teacher students are then dissuaded from further teacher training and are helped to form a new perspective on their professional choice. If many students quit, the teaching program has problems with the examination rate, which is a paradox. There has been criticism of the teacher training courses because too many people finish their teacher training without a degree. With an admission system based solely on grades, this is perfectly fine and nothing to worry about. Advisory talks meet the students who, for various reasons, do not get approved and need to think about another education. If a teacher student wishes to change programmes, there are study counselors who provide professional advice. The method applied to the teacher's program with admission based on grades and a vocational testing arrangement of the first part of the teacher's program is a good way to weed out students who, for various reasons, should not continue the teacher's program. The most important thing is to see if the students can develop into good teachers who can eventually meet the requirements of the degree system. You can see that in a good way when they have studied in the teacher's program for a whole semester and above all it is visible in the work-based part of the education. An older, very experienced teacher trainer of the old tribe put it something like this: "There is nothing wrong with the foot, because it doesn't fit the shoe. That is, it is not your fault as a person that you do not fit in as a teacher". This will play down an advice.

What will the reintroduction of the mandatory entrance exam to teacher education mean? Today, there is hardly any opportunity to throw out those who work in schools without any education whatsoever. If there are no clear requirements for teachers to have adequate teacher training, it hardly helps to evict teacher students from teacher training, as they can easily start working as untrained and unauthorized teachers instead. Unfortunately, most people consider themselves experts at school. All adults have gone to school for many years and think they know what they are talking about. These "quasi-experts" are devastating for the school. There is a political opinion, on a very weak basis, about how we should go about solving the school's problems. The ones who should really be asked about the school's problems are the trained and graduated professional teachers who work in the school.

Unlike other activities, for example the field of caretaking, the teachers are regarded more as part of the school's problems, rather than the experts in the school's field that they actually are. Teachers are not heard and they are not asked. It has to do with the fact that the teachers are also on the accused's bench and constitute the school's problem, according to many quasi-experts. The school's teachers are the ones who are faced with these political opinions which result in constant reorganization according to what is politically correct at the moment. Now, for example, it is politically correct to think that entrance exams are a good model for "separating the chaff from the wheat." Entrance exams are absolutely no guarantee that we won't admit less suitable teacher students to teacher training.

I fully agree with former Chancellor Anders Flodström's statement in LR's newspaper: "Everyone should enter teacher training - but not everyone should graduate."

Gudmund Bergqvist: Enemies of democracy

Enemies of democracy

Gudmund Bergqvist

We live in a decade where authoritarian states and views are gaining increasing influence and actively attacking liberal democracy through war, desinformation, propaganda, cyberattacks and financial aid. The Putin regime's support and loans to various extremist movements in Europe are well known, as is the Chinese Communist Party's methods of economically threatening and punishing those states or corporations that are "displeasing" by criticizing, for example, the regime's human rights abuses.

At home, the authoritarian states control public opinion and prevent free expression of opinion by shutting down the opposition media and putting journalists and opposition individuals in prison or worse.

One of the pillars of liberal democracy is freedom of expression. in speech and writing. This is threatened by various authoritarian forces in different ways throughout the world.

We have recently witnessed how Salman Rushdie was assaulted and seriously injured during a lecture. This was done with some applause from the hypocritical mullahs in Iran.

Another example is that the Belarusian authorities are investigating the possibility not only in libraries and other public institutions, but also in the private prohibiting having books by one of their own greatest authors, Svetlana Alexievich.

Borrow and buy books by these authors to lend your support to free speech!

Do not give in to those who want you not to "offend" authoritarian states or ideologies. These are usually so-called "mimophants", i.e. have elephant skin under the sole of the foot and mimosa on the upper side and deserve no lack of criticism.

Praeterea censeo Kaliningradum esse demilitari.

Anders Gustavsson: Review of thesis

BORDERLINE ISSUES CONCERNING THE AUTONOMOUS ISLAND OF ÅLAND IN THE BALTIC SEA

Ida Hughes Tidlund. Autonomous Åland: A Hundred Years of Borderwork in the Baltic Sea. Doctoral Thesis. Department of Ethnology, History of Religions and Gender Studies, Faculty of Humanities, Stockholm University, 2021. 219 pp.

(Från Folklore 86, 2022, News in Brief)

Ida Hughes Tidlund presented her doctoral thesis in ethnology at Stockholm University and the Centre for Maritime Studies in Stockholm (CEMAS). The thesis reviews issues regarding the definition of borders surrounding the autonomous archipelago of Åland with more than 30,000 inhabitants as of 2021 and located in the Baltic Sea between Finland and Sweden. Altogether, there are 6,700 islands, 60 of which are inhabited. A law adopted by the League of Nations prevised that the inhabitants' language, culture, and traditions should be protected. The land of Åland was to be used and owned by the inhabitants of Åland. The right of domicile grants regional citizenship. This is required to permit political activities, business ownership,

and ownership of fixed property. The right of domicile as well as the demilitarization are protected by an international treaty. Åland's autonomy includes decisions regarding education, industry, commerce, communications, postal services, health care, radio, TV, police, culture, and museums. The local government has the executive power within the framework of local legislation.

Åland is not required to offer education in languages other than Swedish, which is the only official language. Therefore, Åland is even more Swedish-speaking than Sweden, where several languages can occur as part of education. In 2018, 87% of Ålanders spoke Swedish as their mother tongue. Åland's autonomy is symbolized, among other things, by the Åland flag and its own stamps. The Finnish authority extends to foreign policy, border controls, monetary policy, and civil and criminal law.

This thesis gives an overview of the methods used to establish borders by legal means, which might change over time, and of how they shape everyday life for the individuals affected by them. Micro- as well as macro-perspectives are investigated, bearing in mind that borders and actions are linked to each other.

The theory behind the thesis is inspired by the phenomenology of Jean-Paul Sartre as well as that of the philosopher and phenomenologist Edward Casey and the social anthropologist Sarah Green, and their view that borders are legal and cultural constructions to convey understanding to the individuals concerned. A border is a point where something begins – and something else ends. A border thus is immaterial. "Here" 230 www.folklore.ee/folklore News in Brief is separated from "there". Åland can be deemed by its inhabitants to be "here", while Finland is seen to be "there".

The author's material consists of fifteen interviews conducted by her in 2017, and participant observations during 2016–2019. The author lives in Stockholm but has been able to build on having relatives living in Åland during her field studies. Her own experience from field studies is that it is not easy to establish relationships with the inhabitants of Åland. Older archival source material has also been used for the thesis, for example interviews with senior inhabitants between 1952 and 2015, statute books, newspaper articles, maps, and schoolbooks.

Participant observations have been recorded, among others, on the rocky islet Märket and on ferries to and from Åland, on which duty-free commerce takes place. This commerce is an important part of Åland's economy. Tobacco and alcohol as well as Swedish snuff, which is prohibited in Finland, constitute large sales. Contraband sales of (among other products) Swedish snuff are also made.

After the first, introductory chapter, the second one reviews the legal framework of autonomy. The first law regarding autonomy was enacted in 1921 and the second one in 1952, both strengthening the protection of minorities. The third law was enacted in 1993, further strengthening the protection of the Swedish language.

The third and fourth chapters of the thesis focus on maritime borderlines which are less precise and harder to identify than land borders. There is only one land border on Åland – on the rocky islet Märket. One part of the island belongs to Finland, the other being Swedish. The Skiftet region separates Åland from Finland and the Åland Sea separates Åland from Sweden. The borders need to be reviewed every five or ten years not least due to the strong isostasy in the Baltic Sea. New islets appear. A map in the thesis (p. 78) shows how the rocky islet Märket has grown between 1810 and 1980.

Chapters five and six investigate how the Åland inhabitants deal with the border in their day-to-day life, in connection with hunting seals, fishing, and trade with Finland as well as Swe-

den. The author uses the concept 'hodological navigation' inspired by Sartre's phenomenology to show how the inhabitants relate to their borders in everyday life. This means that people act to achieve certain objectives. There is a strong awareness of the borders because the inhabitants need to deal with them frequently. The author writes that the border is a recurring issue. Moving over water makes it necessary to consider the weather, waves, and ice conditions. A prolonged personal experience of navigating these border waters adds to this awareness.

Chapter seven summarizes one hundred years of Åland's autonomy and the expression of this autonomy in handling the borders.

The thesis offers an extensive summary in Swedish (pp. 184–199). This is unusual in Swedish theses written in English, and strengthens the impression that Åland is more Swedish than Finnish.

The thesis is thorough with regard to material, use of theory, and analysis. It constitutes an important contribution to maritime ethnological research. There is plenty of material regarding legal developments and international treaties, as well as the inhabitants' handling of the maritime borders in day-to-day life.

I failed to find, however, comparisons with research concerning other border areas. In the 1990s, I participated in a research project entitled "Cultural Meetings along Borders". The scientists analyzed border relations from the late nineteenth through to the twentieth century in the Swedish regions of Bohuslän and Dalsland along with Østfold fylke on the Norwegian side. The key findings were published in the book titled *Gränsmöten* (Border Meetings, 1999). This is not mentioned or commented on in Tidlund's thesis. Comparisons with other territorial autonomies would also have been useful, not least the Faroe Islands and Greenland. These are islands under Danish authority but are mentioned only in passing in the thesis. For example, ethnologist Jóan Pauli Joensen has conducted several studies of the Faroe Islands from a historical perspective. Another ethnologist who is missing in the references is Nils Storå, former professor at the Åbo Academy, who has strong links with Åland. In 2003, he published a book titled *Fishing and Fishing Culture in Åland*. The Archipelago Research Institute at Åbo Academy University, which was established in 1978, is also missing. Since 1978 the Institute publishes the journal *Skärgård* (Archipelago), in which Nils Storå has had an important role.

Anders Gustavsson
University of Oslo

Anders Gustavsson: DISCUSSION ON DIGITALIZATION, OPEN ACCESS, AND OPEN DATA

DISCUSSION AN EXPERIENCED ETHNOLOGIST'S THOUGHTS ON DIGITALIZATION, OPEN ACCESS, AND OPEN DATA AS NEW RESEARCH ASSETS

Anders Gustavsson

Department of Culture Studies and Oriental Languages University of Oslo, Norway. anders.gustavsson@ikos.uio.no

(From Folklore 86, 2022).

During the last two years of Covid pandemic we have seen the issues related to digitalization, Open Access, and Open Data (meaning open access to research results and research data) become more salient. Scientists have been unable to access archives and libraries in person, or to meet colleagues and students in physical meetings in the form of seminars, conferences or

congresses. Distance has become the key word. Digital contacts have become the norm that shapes the scientific working day. In this subjectively oriented article, I intend to describe and comment on the new situation scientists have to face. These comments are based on my own background as a scientist since the 1970s. Scientists need to recognize the new opportunities that are offered by the new digital tools. This became particularly important in the conditions of the sudden pandemic outbreak in the early 2020s. What can we, scientists, learn from this development?

OPEN ACCESS AND INTERNATIONAL NETWORKS

I was educated as an ethnologist during the late 1960s, and defended my doctoral thesis in 1972, and then served as an associate professor during the remainder of the 1970s. The only means to present academic accomplishments was through analogue publications. My career as a scientist continued in Bergen, Norway, and then as a professor at Uppsala University from 1987.

While working on my thesis, I learned about the importance of establishing an international professional network. This led to many contacts with both West and East German ethnological institutions from the 1970s onwards. The dissolution of the Soviet Union in 1991 occurred during my professorship in Uppsala. This led to the reestablishment of the three Baltic nations – Estonians, Lithuanians, and Latvians – as independent states. Being the head of the Department of Ethnology at Uppsala University, it was a natural step to assist in the reestablishment of the institutions of ethnology and folkloristics that had been discontinued during the Soviet era, from the 1940s onwards. Young Baltic scientists were invited to participate in a number of Nordic postgraduate courses in ethnology. Some of these scientists learnt Swedish so as to be able to participate in the scientific debates in the Nordic countries.

From the mid-1990s onwards, the focus for these scientists shifted away from learning Swedish. Instead, they turned towards the Anglo-Saxon world, preferring to work in ever-better English. This had not been possible during the Soviet era when contacts with the West were regarded as a political threat. I saw the same Anglo-Saxon and anthropological change in Sweden during the 1970s.

Prior to this, contacts with German ethnology had been more important, and I have maintained these contacts throughout the following years along with my connections with Anglo-Saxon anthropology.¹ The historic dimension has been more important in German ethnology than in Anglo-Saxon anthropology. Nordic ethnology is not common in the Anglo-Saxon world, whereas anthropology and folkloristics attract more interest – particularly the latter in the US.

One indication of this growing interest in contacts with the Anglo-Saxon world was the establishment of the Open Access academic journal *Folklore: Electronic Journal of Folklore* in Tartu, Estonia, in 1996, published in English. Publishing in digital form as was done in Tartu was not known in ethnology in Uppsala, but I was very much impressed by what I saw. The Baltic states had suddenly overtaken Sweden in the field of new technical tools in ethnological research. I have had several opportunities to publish in this journal.²

Online publication allows scientists to reach the world fast and develop new research networks at no cost. It is possible for me to see how many views and downloads my texts have received/attracted. Scientists from the whole world have contacted me regarding these texts.

In 1997 I moved from Uppsala to Oslo to work at the University of Oslo as professor of ethnology. This helped me to develop broader contacts with Scandinavian research outside Sweden. As an ethnologist, I find it important to understand developments outside Sweden and to par-

ticipate in international projects and networks. In the early 2000s, the issue was raised in Norway whether research which had received government funding should be made freely accessible to society at large.³

Today, publications should appear in both print and digital form. In the beginning, this raised objections from some scientists. It might make publishers less interested in publishing research reports since they might make less money. During the two first decades of the twenty-first century, I published nine books through the publishing house Novus Press in Oslo.⁴ The empirical material was collected from Norway as well as Sweden. Six of these publications are written in English in order to develop international research contacts outside the Nordic countries.

During the years I have been working at the University of Oslo, a digital register has been established, covering all peer-reviewed research reports as soon as they are published in printed form or digitally.⁵

During the 2010s international journals made a growing number of offers to publish articles soon after the peer review. This meant a certain cost for the author. In 2014, I published two articles in the *Open Journal of Social Sciences* (JSS).⁶

When in 2011 I became senior professor at the University of Oslo, I became a member of Strömstad Academy. The Academy is meant primarily for scientists who have left their university positions. In the same year, the Academy started a digital series of reports, *Acta Academia Stromstadiensis* (AAS). Fellows of the Academy can publish, without any cost, reports which are peer reviewed (anonymously).⁷ Since 2016 I have been responsible for editing or co-editing five interdisciplinary anthologies which have been issued in digital as well as hard cover book form by the Strömstad Publishing House, a non-profit organization focussed on spreading current research information.⁸

I was elected a Science Fellow of the Royal Gustavus Adolphus Academy for Swedish Folk Culture in 1987. The Academy issues the journals ARV: *Nordic Yearbook of Folklore*, *Ethnologia Scandinavica*, *RIG: Kulturhistorisk Tidskrift*, *Saga och Sed*, and *Svenska landsmål och Svenskt folkliv*. The latest issues are freely available as PDF files. Earlier issues are being digitalized. The series *Acta Academiae Regiae Gustavi Adolphi* has been issued in 162 volumes from 1933 and is now digitalized.⁹ Responsibility has been vested with the Academy's Secretary Fredrik Skott and also Gunnar Ternhag.

The Folk Life Archives in Lund also include digitalized publications in the series *Skrifter från Folklivsarkivet i Lund*.¹⁰ This digitalization of old publications makes the ethnological history (which tends to be forgotten among today's ethnologists) easily available, enriching their work and contributing to the universities' third task, giving a broad public access to ongoing research. The research pursued at universities is largely financed through taxpayers' money, which is a strong argument for making the results available to the public as it contributes to the financing of that research. It is my impression that at least humanistic scientists do not envisage making money through publishing. Instead, they focus on reaching their peers as well as the interested public. Research findings in ethnology should, when published, be written in a language that is interesting and easy to understand.

It is also becoming increasingly more important to publish reports in English so as to reach far outside the borders of Sweden and the Nordic countries, in books and English-language journals such as *Ethnologia Scandinavica* and *Arv: Nordic Yearbook of Folklore*. I have spent an increasing share of my time on these matters. Digital publication becomes ever more important in this context, allowing me to broaden my contacts with scientists working in many different parts of the world. International databases such as *researchgate.net* and *academia.edu*

give me continuous updates on how my books and articles have been noted by scientists around the world.

OPEN DATA – ACCESSIBLE RESEARCH MATERIAL

It is important that a scientist can publish research findings digitally, but equally important is that research findings made by other scholars are becoming accessible on the web. It is a very positive development that cultural science archives have arranged digitally published older material. This rarely causes difficulties with regard to research ethics and respect for the personal integrity of the informants. The situation is different with current material on sensitive issues. I faced that difficulty when working on the answers in questionnaire 236 of the Nordic Museum, under the heading “Alcohol in my life”. The questions were posed to informants in the early 2000s, and the answers contained information about the misuse of alcohol that could not be published in a digital form. In a letter dated 23 February 2022, the archivist told me that “due to the sensitive – and the relatively current nature” of the information, it could not be published. Matters concerning sensitive issues of a relatively current date raise the importance of anonymity or pseudonymization of material in cultural science archives before digital publishing. This is also valid for the publication of ethnological studies based on the collection of data through interviews. At the same time, making archival material available saves a tremendous amount of time in collecting information as compared to my own experiences as a young scientist. I had to travel to each archive, spending days searching for and then transcribing or copying material. Digital publishing became even more important during the pandemic, which made physical visits impossible.

DIGITAL TECHNOLOGIES AND THE SCIENTIFIC DISCOURSE

The scientific discourse has been forced to find new approaches during the pandemic. Thanks to Zoom meetings, the individual scientist has been able to participate in conferences worldwide – without having to travel. This saves both Folklore 86 191 An Experienced Ethnologist's Thoughts time and money and makes it possible to participate in seminars, conferences, webinars, and theses defences in and outside of Sweden, sometimes all in the same day. Scientists from different institutions can all participate in seminars without having to leave their own department or their home. Requests for travel financing have been far fewer. I hope that there will be a large number of Zoom meetings once the pandemic has abated. The new digital tools have helped widen the scientific contacts, thus broadening the scientific discourse. It is my impression from digital seminars and conferences that willingness to participate and openness remains at least as high as during physical meetings around a table in a seminar. During 2022, I have experienced a hybrid form, with a few participants being physically present and others participating digitally via Zoom. This widens contacts outside one's own department and I hope that this will continue.

A LOOK AT THE FUTURE

I have written this article based upon my own research experiences over many years, to emphasize the immense value that digitalization offers for obtaining material and maintaining contacts with the scientific world. I find that a great deal of value is added through Zoom meetings between scientists from different institutions and nations to discuss research reports and themes. Regardless of whether the scientist sits alone at home or at work, they are able to interact with others across the world both visually and aurally. You can hear and see well in front of the screen. The sense of distance actually diminishes and the perspectives widen. Digitalization also offers new means of communication with a broad public. This can be achieved through Open Access and presentations through webinars. The rapid development of Open

Data over the last few years will, I am certain, continue on a large scale to the benefit of science. I can see no negative consequences for science in such a development.

NOTES

1. On 4–7 April 2022, I participated on Zoom in the 43rd congress arranged by Deutsche Gesellschaft für empirische Kulturwissenschaft on the theme “Zeit: Zur Temporalität von Kultur”. The issue of Open Data was raised in some of the presentations.
2. This touches upon my research within a network which studies conceptions and rituals connected with dying and death (Gustavsson 2013). It is possible to obtain a printed version of the different volumes.
3. Swedish contributors now have the same obligations as the Norwegian ones.
4. The agreement with this commercial publishing house during the 2010s was that I was allowed to publish my texts as PDF files one year after the printed version had come out. Anders Gustavsson www.folklore.ee/folklore
5. The research archive is available at duo.uio.no. DUO stands for the Digital Library of the University of Oslo. Most of the publications can be reached as PDF files.
6. The article on cycling as an innovation in Sweden and Norway (Gustavsson 2014a) has been downloaded 4,580 times since the time of publishing. Another article under the heading “Swedish Belief Narratives on Afterlife Earlier and Today” has been downloaded 3,962 times in 2022 (Gustavsson 2014b).
7. One of my studies concerned alcohol-related contacts over the Swedish-Norwegian national border from a historical perspective (Gustavsson 2018).
8. The most recent anthology (2021) was a study of pandemics. I studied several cholera outbreaks in the nineteenth century (Gustavsson 2021).
9. This relates to the anthology titled *Döden speglad i aktuell kulturforskning* (Death Reflected in Current Cultural Research), edited by me (2009).
10. It contains my doctoral thesis titled *Kyrktagningsleden i Sverige*, which is dedicated to the custom of churching of women after childbirth in Sweden and was published in 1972.

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Anders Gustavsson is senior professor of cultural history/ethnology at the Department of Culture Studies and Oriental Languages at the University of Oslo, Norway. His research fields are folk religion, culture of national borders, coastal culture, rituals around life cycle, symbols of grave memorials, history of medicine and history of tourism.

