



## NEWSLETTER MARCH 2023, international edition

### Innehåll

Editor's corner.....	1
Åsa Morberg: Chairman's report.....	2
Per Flensburg: Vice-Chancellor's report.....	4
Per Flensburg: On AI.....	6
Jens Allwood: Religion and political power.....	8
Per Flensburg: Program for the Science Festival 2023.....	11
Carl Olivestam: Time to act.....	13

### Editor's corner

#### E\_d\_i\_t\_o\_r\_s\_c\_o\_r\_n\_e\_r Anders Gustavsson

**Educator and Chairman of the Board Åsa Morberg** informs about current events in Strömstad Academy.

**Vice-Chancellor and Information System Scientist Per Flensburg** informs about current events in Strömstad Academy. He writes about AI. He also informs about the next Science Festival in Strömstad on 22-25 May.

**Linguist/Philologist Jens Allwood** discusses relationships between religion and political power on a national, local and individual level. The starting point is media discussions about Rasmus Paludan's burning of the Koran.

**Teacher educator and Education Scientist Carl E. Olivestam** discusses new change ment projects regarding teacher education and school based on stated intentions in the Tidö Agreement.

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 April issue of the Newsletter sent to my e-mail address with deadline on 26 April 2023: [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 Open Office format!

Redaktör: Anders Gustavsson  
Layout: Per Flensburg

Please, also send contributions to the Academy's publication series Acta Academia Strömstadiensis,

AAS, to [peter@wahrborg.se](mailto:peter@wahrborg.se), the video series SAV to: [gudmundbergqvist@hotmail.com](mailto:gudmundbergqvist@hotmail.com) and the Free Series to: [per.flensburg@stromstadakademi.se](mailto:per.flensburg@stromstadakademi.se)

---

## Åsa Morberg: Chairman's report

---

### **The Chairman's report - about the work in the Nominating Committee, about the report and the business plan**

*by Åsa Morberg, Docent/Asc Professor and Chairman of the Strömstad Academy Board*

**Introduction:** We have reached the end of March. Our regular newsletter will appear at the end of this month. We have now had a board meeting and a constitutive meeting and we have had two Working/Executive Committee (AU) meetings. So far it has gone really well.

Strömstad Academy has a board meeting in April and then we have an AU meeting in May before the Science Festival. There we will have another board meeting, our annual meeting and a constitutive meeting after the annual meeting. We have three important tasks ahead of us. We have the Nominating Committee and the activity report as well as the business plan. Now, kindly enough, our Vice-Chancellor has drafted a business plan, which we in the AU and the Board have to process.

I choose to write something about the work of the Nominating Committee, about the activity report and about the business plan because I see the need for a qualitatively good collaboration. As much wisdom as there is in the Academy, we must take advantage of that.

### **The Nominating Committee work - a few words about this**

Preparatory work for the Annual Meeting has been underway for some time. I have contacted the Nominating Committee that will work on the nominations for the new board. Ulf Berg has promised to introduce/inform our new Nominating Committee, which consists of Peter Borenstein and Sveza Filipova, on how the previous Nominating Committee has been working. We thank Ulf Berg so warmly for that. It provides an opportunity for continuity. There is one person missing in the Nominating Committee and that person should be joining as soon as possible and support the Committee work with the new board. We wish the new Nominating committee the best of luck in their work.

The time in the Nominating Committee's work could, as a suggestion, look something like this.

It is always the Nominating Committee's decision how it should work. The Board doesn't really have anything formally to do with the work in the Nominating Committee, but it's good that the Board knows something about the thinking in the Committee.

1. **Research:** Discuss with the Board and other officials to get facts, opinions and suggestions. Happening now on Sunday.
2. **Analysis of the conditions for the Nominating Committee.**
3. **Determine the starting position.** Who is leaving? Who will stay for another year? Who is running again?
4. **Clarify which positions and functions will become vacant.**
5. **Determine requirement profiles.** Which officials will be needed and which characteristics and skills are needed? As individuals and as a group?

6. **Obtain proposals for candidates.** This should take place well ahead of time for the annual meeting. The Nominating Committee can of course also produce its own list of candidates.
7. **Check candidates:** Make a list of all proposed candidates. Check that everyone is actually running. Interview the candidates if necessary or ask them to fill out a survey with some questions.
8. **Analyze candidates' strengths and weaknesses and compare with previous requirement profiles.**
9. **Select the most suitable ones.** Make sure the proposal is balanced. Please write a justification for each of them.
10. **For democratic reasons,** the Nominating Committee's proposals should be sent out to all members before the Annual Meeting (along with other annual meeting documents). The members should be given time to think about the proposals and possibly be able to prepare their own candidates to present at the annual meeting.
11. **Present and justify the proposal at the Annual Meeting.**

Well-organized associations may also have special guidelines for Nominating Committee work. Strömstad Academy does not have that. In that case, these must be determined by the Annual Meeting. It is part of good association practice that a Nominating Committee does not nominate itself. If a member of the Nominating Committee runs for office, he must first leave the Nominating Committee.

### **Activity report for 2022/2023 is being prepared**

An activity report must describe the activities that the association has carried out during an operating year. The activity report must report on the number of member meetings and the number of board meetings. Furthermore, the activity report must state which activities the association has carried out, for members but also for the public.

A good annual activity report should contain an attractive introduction with a summary of the year. A text about the association's social benefit can also be entered here. But can also be added later in the document.

- Information about who was on the Board, who were Auditors, if any, committees and working groups.
- Member development.
- Degree of utilization of the Strömstad Academy office in the Strömstad City Hall. The operations in general in Strömstad Akademi. Number of board meetings, if applicable. working committee meetings and member meetings. Preferably with a description of the content of member meetings.
- Representation – describe whether the Board has been represented on another association's Board and any proxy representation.
- Information - what information efforts have taken place, if the association has a website.
- With regard to finances, it is practice to refer to a special financial report in the annual report, and comment on the association's financial results
- Final words. Here the Board can address preferred issues for attention, if this was not done at the beginning and also thank the members for the trust shown.

## The business plan for 2023/2024

### Business plan

A well-executed business plan provides energy and focus. It should create a feeling that what we do contributes to the whole and the overall purpose of the organization. What happens during the planning itself – the exchange of knowledge, the priorities and the discussions – is often more important than the completed business plan.

### Business planning with your employees

Because we create the business plan together, we also take joint ownership of it. We take advantage of everyone's knowledge and perspective in planning, and at the same time increase all employees' understanding of the business' direction and goals. This creates increased commitment and good motivation.

When the organization requires a detailed plan: In some businesses, it is expected or required that each part of the business is planned in detail, even in the long term. That way of managing business can be very challenging given the rapid pace of change in the outside world. If we feel like working in such an organization, we need to have a dialogue, where we can explain and ask for support for any deviations from the strategy and our overall planning. Example of content in a business plan:

The business plan may include the following:

- How your part of the business should contribute to vision and strategy.
- The objectives of the business.
- How the budget should be distributed.
- How the plan should be followed up in order to adapt and ensure quality.
- An overall activity plan with division of responsibilities.

---

## Per Flensburg: Vice-Chancellor's report

---

The Vice-Chancellor of Strömstad Academy's task is to lead the Academy. Strömstad Academy Chairman of the Strömstad Academy Association's task is to lead the Association. Academy and Association are not the same organization. Therefore, the Vice-Chancellor is not on the Board of the Association. But the Academy and the Board have a symbiotic relationship and therefore the Vice-Chancellor is constantly adjunct to the Board and AU for the Association. The entire Swedish university system is structured according to this basic model, and if we want to become part of it or receive part of funds in this area, we must adapt to that world. You can have any idea about ethical guidelines, gender equality plan, diversity plan, sustainability plan, development plan, decommissioning plan, etc. but foundations demand that they exist, so they must exist. But they should cause as little trouble as possible, require minimal work to set up, simply because we still work in the way prescribed. You could use ChatGPT, which I did and the result can be seen here: <http://stromstadakademi.se/M-plan.pdf> (It is in Swedish but you use Google translate).

You can make some changes, including removing everything about students, but otherwise I think that very few members would oppose it. That thing with workshops and seminars on diversity, I think we've all been exposed to, not just once but several times. It always ends up with treating everyone the same way.

The point of this is that many of these administrative documents are partly self-explanatory, partly standardized so they are easy to accomplish. Since they should be self-explanatory, there is no problem to follow them either. But they must exist!!! On the other hand, you can point out that we are an independent academy and can do whatever the hell we want! Certainly, but then we have only our membership fees as resources. And we have actually done that so far. Pretty good too!

But to return to the introduction: The Academy is headed by the Vice-Chancellor and I have a feeling that I mostly deal with administration. I wrote in a previous newsletter that I practically was the Academy secretary. But we need to talk more about the purely academic activities! The result of this is books, articles, lectures and workshops. We have produced a lot of that and I think this is what attracts members: The possibility of continuing to publish. So far it has happened in a rather ad hoc way and we have not shown the outside world how we achieve quality in a convincing way. I have long called for guidelines for both reviewers and authors. This is on the Editorial Committee's table and as the Committee meets very rarely, not much happens. The Editorial Committee is our only purely academic body and should answer to the faculty committee of a university. I therefore believe that it should become significantly more active and not only deal with publications. The roles of the Vice-chancellor and the Editorial Committee must be made clear.

Another thing of concern is making our publications well known. We no longer get them published in DiVA and have to find other ways. One such way could be to use Publicera, a library run by KB (Royal Library) with a focus on open access journals. Please read more at <https://publicera.kb.se/> Here you can publish your open access journal for free. Examples of journals you will find there: Kulturella Perspektiv – Swedish Ethnological Journal, META – Historical Archeological Journal, Scandinavian Journal of Public Administration, Nordic Journal for common Didaktik, Journal for Literary Studies, etc. My idea is that the Academy should publish an interdisciplinary journal where each issue has a given theme. Kind of an anthology. Or really just like an anthology, except that we avoid the publishing problems. Publicera requires the following:

- publish content directly as open access and to use a Creative Commons license
- publish at least 15 peer-reviewed articles over a three-year period. This can be supplemented by other material such as editorials, general magazine information, reviews, debates, etc.
- on the public website provide:
  - a description of the editorial process including routines for peer review
  - a list of, and contact information for, the journal's owner, editorial staff and editorial board
  - the journal's "aims & scope" as well as clear author instructions including information on how to submit articles and whether there are any publication fees
  - use persistent identifiers (DOIs) and structured metadata for published material
  - publish all content as PDF files with populated metadata and XML files. See the Publish Technical Standards for more information.

As far as I can see, there is no problem for us to fulfill this. I imagine a publication of one or two issues per year. We manage the limit of 15 articles in three years without a problem. Publicera provides a free DOI if you publish there. I think this would be a great chance for SA to become more well known. In addition, it would probably attract more members to publish in this journal. The relationship between AAS and our journal needs to be clarified. I see no problem publishing old AAS in the journal if:



- 1) They fit the topic
- 2) 2) The author(s) have given their consent.

Here we have an excellent idea. There are people who can be on the Editorial Committee, can be reviewers etc. The only thing that is needed is a decision to start or at least do a more thorough investigation. Who makes this decision? In principle, as Vice-chancellor I can gather people interested in participating and get the whole thing started. It is not associated with expenses, so the Board does not need to be involved. But if the journal is to be published in the name of Strömstad Academy, the Academy must stand behind it. Here I need a faculty committee, which we don't have. But if we set one up, there will be even more administration and neither you nor I want that. So I'm simply going to tinker with this, ask for theme suggestions for the first issue, write instructions for authors and reviewers according to the guidelines we talked about in the Editorial Committee. Already now you can send me theme suggestions. And name suggestions! "Journal for Cross Science" is one such, "International Journal for Cross Science" is another, "Scientific collaboration", "Science across" yes, it's just fantasizing.

*Per Flensburg*

---

## Per Flensburg: On AI

---

### About AI

*Per Flensburg, Professor of Informatics*

Right now there is a lot of talk about AI and especially about the chatbot ChatGPT. Below follows a conversation I had with it:

I asked for a description of "research institute Strömstad Academy" and received the following;”

Strömstad Academy is a research institute located in Strömstad, Sweden. It focuses on interdisciplinary research in the fields of marine biology, ecology, and environmental science. The institute is dedicated to studying the complex relationships between marine ecosystems, human activities, and climate change.

Strömstad Academy has a team of renowned scientists and researchers who are committed to advancing our understanding of the ocean and its importance to the global ecosystem. The institute conducts cutting-edge research in a variety of areas, including marine biodiversity, ocean acidification, and sustainable fisheries management.

In addition to its research activities, Strömstad Academy also offers training and education programs for students and professionals in the marine science field. These programs include workshops, courses, and internships designed to provide hands-on experience in the latest research techniques and methods.

The institute is equipped with state-of-the-art facilities, including laboratories, research vessels, and remote sensing equipment, which enable researchers to conduct studies in the field as well as in the lab. Strömstad Academy also collaborates with other research institutions and organizations around the world to further its research efforts and promote international cooperation in the marine science field.

Overall, Strömstad Academy is a leading research institution dedicated to advancing our understanding of the ocean and its vital role in sustaining life on Earth. Its interdi-

disciplinary approach, cutting-edge research, and commitment to education make it an important contributor to the global scientific community.

According to this, Gunnar Kullenberg has apparently had a great influence on Strömstad Academy. What conclusions do we then draw?

### **Credibility and authority**

The descriptions sound very impressive but are completely incorrect. I have seen similar experiences described in mass media. The credibility of the robot is not particularly high, but it sounds very impressive and the style makes you inclined to believe it is true. But anyone familiar with the area will see that this is not correct. Therefore, I think that it would be immediately obvious if a student used ChatGPT. The teachers at universities and colleges see this immediately, but the journalists who do not know the subject mainly see the validity. All examples I have seen reported contain gross inaccuracies. For example, I asked ChatGPT to tell me about myself and was told that I am a civil engineer, have a PhD in production logistics at Chalmers and have written a large number of articles and books in production logistics, quality control and leadership. None of this is true!

I asked the robot to tell me about Sweden's first computer, BESK, and got a surprisingly correct answer. Admittedly, the clock frequency was made up: ChatGPT claimed that BESK could perform about 500 operations per second. Actually, it was over 17,000. But at the end it derails completely:

After BESK, several other computers were constructed in Sweden, including DASK (Datorn för Andra Syftet i Karolinska Institutet) and SMIL (Siffermaskinen för Informatik och Logistik at Stockholm University). These computers helped to establish Sweden as a leading nation in computer technology during the 1950s and 1960s

DASK was in fact Denmark's first computer (Danish Arithmetic Sequence Calculator) and SMIL means the Number Machine in Lund and nothing else. Incidentally, I have used it myself! However, the last sentence is correct. What is somewhat strange, however, are the abbreviations, which are completely made up. How did ChatGPT come up with them? It actually looks like it has imagination and a lot of humor!

### **How does it work?**

Programs that write texts have actually been around for a long time. I myself wrote a program in the late 90s that produced insults. It was very simple: I had lists of appropriate words and a fixed structure to insert them into. The program is long gone but an example could be this prompt: Take the green-smelling steamer to the manure pile, you goat-bellied buffalo! That kind of writing was very popular at the time. I found a website that produced complaints and I asked for a complaint at my former workplace: Växjö University. It was in perfect English of course and it was completely incomprehensible what I was complaining about! The same technique was probably used here: Glossaries and fixed sentence structures. But there were many more words than in my little program and the structures were several. But I think ChatGPT is more advanced than that and uses artificial intelligence.

### **Neural networks**

The basis of all AI is the neural network. It consists of interconnected nodes, which can have multiple inputs and multiple outputs. In between there can be one or more layers with nodes that have both inputs and outputs. Each input and output has a certain weight.

A neural network must be trained for a particular task. It is available so that you have a lot of training data; it can be about hundreds of thousands or even millions of examples, which are

fed into the network. In each node, for example, a statement about meteorological conditions is entered and the answer is compared with the current weather at that time. Depending on the result, the weights are adjusted until the correct response frequency is high enough. In principle, this is how the human brain works. This is why we talk about intelligence, but the only similarity is that both a human brain and a neural network can learn a number of character sequences purely mechanically. The fact that the entered information is meteorological conditions has absolutely no effect on the network. The neural network knows absolutely nothing, it is us humans who assign some meaning to the input and output data. The human brain is significantly more efficient than a neural network. The interesting thing is that this can be trained to anything that is measurable and can be compared to something else.

Neural networks are nothing new either; it was already invented in the late 50s. A special kind of network is untrained networks. There is no given correct answer, instead the weights are adjusted depending on various conditions in the process being controlled. When the changes between each iteration are close enough to zero, the network is fully trained. This type of network is particularly good at finding hidden patterns, for example in data mining, pattern recognition, weather forecasts and stock prices.

## Conclusions

I have explained above some simple principles regarding neural networks which are the core of what is called artificial intelligence. By combining these principles, astonishing imitations of human behavior can be achieved. But we must be clear that these are only imitations, they are mechanical compilations of more or less true facts. ChatGPT is probably an untrained network combined with extensive lists of words and sentences taken from online texts. Presumably there is some sort of selection mechanism somewhere in the system.

The gist of it all is, in today's situation, we don't have to worry about cheating on exams with ChatGPT's help! And I don't think we need to worry much in the future either. A neural network does not know what is correct or not correct. It can't even say that 75% of all hits say it's this way and 13% that way and... Even less can it determine whether a statement is reasonable or not. So I think humanity should not be afraid of our computers taking over. They are actually inhuman!

---

## Jens Allwood: Religion and political power

---

### Religion and political power – some taxonomic reflections

*Jens Allwood*

Here are some taxonomic reflections on the relation between religion and political power, stimulated by an e-mail discussion in Strömstad Academy. The reflections are accompanied by some attempts at exemplifying some of the proposed categories using cases from different religions and states, with a certain focus on Protestantism, since that was what initiated the discussion. Finally, a comparison between Protestantism and Islam is initiated in the same spirit.

#### 1. Levels of organization

The first point of departure is a distinction between a national-state level, a local level (within national states) and an individual level (Nation – local – individual (group)).



## 2. Power relations between a religious and non-religious organization on the three organizational levels

### A. National level

- (i) **Church-state:** "Church" is here used metaphorically for a religious organization. Religiously dictated political organization.  
Example: The Vatican State (Christianity), Iran, Tibet (before the communist invasion), IS Caliphate and Iran (Sunni and Shia Islam).
- (ii) **State-church:** The state governs the religious organization with a certain strength; sometimes called "Caesaropapism".  
Examples. East Rome, Russia, North Europe (after Luther) Sweden (-Finland), Denmark, (Norway, Iceland), Prussia, Hannover etc., England, Turkey, Egypt.  
Puritan England (1649 – 60) under Oliver and Richard Cromwell lies in-between church-state and state-church. The difference between the two forms church-state and state-church is, thus, rather a difference of degree than a difference of category.
- (iii) **Separation of state and church:**  
Example: today most countries in the world, e.g. the US, Sweden (to some extent since 2000), France (laïcité).
- (iv) **Attempts to eliminate church:**  
Example: Communist states like the Soviet Union and Albania, where churches were made into museums to propagate atheism.

### B. Local level within a national state

Independently of how the superordinate state is organized, local variation can probably occur. In Iran today Christianity, Zoroastrianism and Bahai are to a certain extent allowed.

All the four power relations outlined above can probably occur (church-state, state-church, independence between church and state, attempts to eliminate church).

In Sweden, after the introduction of Lutheranism, the church was used to support the organization of the state; for example through a parish organization, population registration and parish catechetical examinations. This sometimes implied a certain local power shift from national state-church to local church-state.

In a later historical stage, Sweden allowed so called "free churches", most often protestant; these could, besides the state church, dominate or compete with each other in a local community.

Examples: Pentecostal church, Mission church, Baptist church etc.

### C. Individual and group level

Individuals can vary in religious conviction and political power ambitions. Some have both types of conviction and ambition and can then, if they come to political power, exercise this in different ways with more or less religious inspiration.

Current examples: George Bush (Born-again Christian), Jair Messias Bolsonaro (Evangelical), Angela Merkel (Christian Democrat), Dag Hammarskjöld (see his book "Markings").

Individuals can also form groups, for example, religiously inspired political movements in order to increase the influence of religion on state and society. Individuals as well as groups can exercise influence locally and nationally, and in some cases internationally.

Examples: political parties like Christliche Demokratische Union, CDU, (Germany), Kristdemokraterna KD, (Sweden), Recep Tayyip Erdogan's –"Adalet ve Kalkinma Partisi" (AKP), (Justice and Development Party), Turkey, Narendra Modi's – "Bharatiya Janata Party, (BJP), (The Party of the Indian People), (India). Dansk folkeparti (2020) wanted to strengthen the Christian traditions of Denmark.

Political movements also exist inside or outside political parties.

Examples: The social democratic Broderskapsrörelsen (Brotherhood movement) in Sweden, the Muslim Brotherhood started in Egypt and then spread over the Muslim world.

All distinctions above are gradual and there are many mixed forms. There are many more relevant examples than the ones I have mentioned above. But the purpose is to provide a first point of departure. In relation to the e-mail discussion we had, the examples show quite clearly that within the protestant Christianity there have been political ambitions on national, local and individual (group) levels. But this also applies to other religions and other variants of Christianity.

I will now try to use the analysis outlined above, to briefly discuss the historical development of the relation between religion and state in Europe after about 300 A.D. When Christianity was introduced in the Roman empire by Constantine, the state had power over the church. One of the backgrounds to this was that the Roman emperor often claimed to be divine. Here we get the background to the term "Caesaropapism". When East Rome and West Rome drift apart, the power of (the Christian) religion over the state increases in West Rome, but not in East Rome, where the state keeps its power over religion. This also applies to the third Rome = Moscow, where first the czars, then the communists and now Putin has frequently exercised this power.

When the pope and the emperor came into conflict with each other in West Rome (e.g. the emperor who had to walk to Canossa etc.) the church and the state in Western Europe start to part and we get a certain separation between church and state (category 3).

When Luther and certain other protestants get political influence, Caesaropapism (state power over the church) is reintroduced in northern Europe and England, but not in the catholic countries. Many of the features of today's Swedish church exist because of state influence (e.g. female priests and church elections with political parties. The (ecclesiastical) minister for church and education Arthur Engberg (social democrat) did not find this so bad. The state church in Sweden was to some extent abolished only in the year 2000. We now have a national Swedish church instead.

In Muslim countries it is also possible to distinguish state power over religion (among others in Egypt and Turkey, e.g. power over what should be preached) and religious power over the state like in Iran, where the mullahs now decide over the politics of the country.

Thus, historically Protestantism is not so different from Islam. However, in most protestant countries, like in most catholic countries, there is today a separation between church and state (category 3). I am, however, unsure about England – the Church of England – is perhaps not yet independent.

If you now want to compare, for example, Protestantism and Islam, this can be done on all three levels with the help of the 4 different power relations I have suggested above.

This can be done synchronically as well as diachronically (historically),

1. Tendency towards church-state – probably somewhat (historically) more common in Islam than in Protestantism.
2. Tendency towards state-church – probably more common in Protestantism than in Islam.
3. Separation – historically more common in Protestant countries than in Muslim countries.
4. Individual level – hard to determine – influence exists in both.

Finally, a short comment about the “freedom of expression” and the burning of books. In Sweden, we have had a long tradition of scientific and often social democratically inspired criticism of religion – especially of Christianity, which has now (not earlier) made it permitted to publicly burn religious writings in Sweden.

However, I believe that this may not be the case in all Protestant countries. Personally, I am in this respect, positive to a critical discussion of all religion, but do not quite agree with book burning. I don't think that we should prohibit book burning, but I do not like book burning because of its anti-intellectual character. Consider the book fires of the Nazis, the Chinese emperor Qin Shi Huangdi, who had books burned or the book fires of the Christians in Alexandria. The topic is complex and multifaceted. It is not entirely clear how we would react today if Muslims started to burn bibles publicly in Sweden.

---

## Per Flensburg: Program for the Science Festival 2023

---

After some dividing, we have filled all the places and got it all in good order. Now only the final titles and the final confirmation from the participants remain. On Monday and Tuesday we are in “Fars sal”, Strömstad City Hall. There we concentrate on conditions for the Academy such as project descriptions, annual meetings and scientific presentations likely less interesting for the general public.

This year we have also managed to engage Gunnar Eriksson and one of his choirs, this time the Rilkeensemble. It's an absolutely fantastic choir; I had the privilege of listening to them in the Fristad Church a few years ago. Tuesday evening we hope will be a fantastic experience for all of us.

The municipality, the church and the Academy sponsor us so the conference fee can be kept at SEK 300 this year as well. Register with me or Anders and pay according to the instructions on our homepage: <http://stromstadakademi.se/wp2/kontakt-2/> . All lunches are paid for by the participants. The installation of new members takes place on Wednesday afternoon in Skagerack, followed by mingling on its terrace and then dinner at Laholmen. We appreciate if you dress up to the installation. The dinner is optional, consists of three dishes and costs SEK 545. It is paid on the spot. Drinks are not included, so if you want a glass of wine you have to pay extra. But coffee is included. At the same time you register for the festival, you must also register for the dinner.

**Speaker:** We also want an abstract for your talk as soon as possible. Send it to Anders, he is in charge of this!.

The presentations must be accessible to an international audience. This means that overhead images must be in English and the talk can also be in English.

Time	Activity	Place, participant
<b>Monday 22<sup>[1]</sup></b>		<b>Fars sal</b>
13:30 – 14:00	Inauguration and parentage	Per Flensburg
14:00 – 14:30	Responsiveness project?	Bodil Frisdal?
14:30 – 15:00	Methods anthology	Per
15:00 – 15:30	Metal exposure from dental materials redistributes zinc in blood cells	Ulf Lindh
15:30 – 16:00	Coffee	Guldtuppen
16:00 – 16:30	Rune's and Per Staffan's project	Rune Wigblad/Staffan Broström
16:30 – 17:00	The first mathematics textbooks	Alfred Holl
17:00 – 17:30	ISES Online Museum on Solar Energy.	Lars Broman
17:30 – 18:00	The Drug Project (Video)	Elaine Bearer
<b>Tuesday 23</b>		<b>Fars sal</b>
09:00 – 9:30	The Drug Project (video)	Lennart Wetterberg
9:30 – 10:00	Right and left in the drug and pharmaceutical world	Jens Allwood
10:00 – 10:30	Presentation (possibly panel debate)	Rune Wigblad
10:30 – 11:00	Coffee	Guldtuppen
11:00 – 11:30	The roles we play in the theater of life	Gudrun Olsson
11:30 – 12:00	Research communication	Bengt Johannisson
12:00 – 12:30	Sanctions against Iran	Rune Wigblad
12:30 – 14:00	Lunch on your own	
14:00 – 14:30	Board meeting	
14:30 – 15:00	Board meeting	
15:00 – 15:30	Coffee	Guldtuppen
15:30 – 16:00	Annual meeting	
16:00 – 16:30	Annual meeting	
16:30 – 17:00	Development of the academy	
19:00 -	Concert with the Rilke Ensemble	The Church
<b>Wednesday 24</b>		<b>Skagerack</b>
09:00 – 9:30	School matters	Åsa Morberg
9:30 – 10:00	Teacher education - the universities' playhouse subject to the government's reconstruction plans	Carl Olivestam
10:00 – 10:30	The countryside as a life choice. Life trajectories in emigration settlements on Orust during the beginning of the 20th century.	Bode Janzon
10:30 – 11:00	Coffee	Skagerack
11:00 – 11:30	The world is overpopulated, and since we have a common world, Sweden is also overpopulated and should do something about it	Dag Lindgren
11:30 – 12:00	Dangerous distraction or elephant in the room? The role of population growth during three decades of increasing carbon emissions	Lucia Tamburino
12:00 – 12:30	Population: Why are we so pessimistic?	John Fletcher
12:30 – 14:00	Lunch on your own	
14:00 – 15:00	One earth for all	Anders Wiljmark

15:00 – 15:30	Covid-19	Anders Gustavsson
15:30 – 16:00	Coffee	
15:30 – 16:00	Installation	Per Flensburg, Anders Gustavsson
16:00 – 16:30	Installation	
16:30 – 18:30	Mingle	
19:00 – 22:30	Dinner 3 courses SEK 545 (Voluntary)	Laholmen
<b>Thursday 25</b>		<b>Skagerack</b>
09:00 – 9:30	Immigration and culture	Jens Allwood
9:30 – 10:00	Immigration and culture	Cenab Turunc
10:00 – 10:30	Immigration and culture, gang crime	Per Flensburg
10:30 – 11:00	Coffee	
11:00 – 11:30	Panel debate immigration and culture (possibly)	
11:30 – 12:00	Physical touch - a pedagogical dilemma in the school subject Sports and health	Marie Öhman
12:00 – 13:00	Lunch on your own	
13:00 – 13:30	Brainstorming, new projects	
13:30 – 14:00	Brainstorming, new projects	
14:00 – 14:30	Evaluation	

<sup>[1]</sup> On Monday and Tuesday, we have presentations mainly oriented towards the Academy

---

## Carl Olivestam: Time to act

---

### The Swedish government has formed an agenda. It is time for us to act

*Carl Olivestam, Teacher trainer and Educational Scientist*

On January 20, 2023, the current Swedish government published an account of what it spent its first 100 days in office. The governing parties and the cooperation party Sweden Democrats announced that they are prioritizing six cooperation projects where reforms are to be implemented to solve, what they perceive to be, our country's most important social problems <https://www.regeringen.se/artiklar/2023/01/regeringens-forsta-100-dagar/>.

The project I want to concentrate on here is the school with points of change that this agenda already indicated. Primary and secondary schools will be given a lift, but demands for better timetables and higher quality teaching. In addition, lifelong competence development and career ladders for teachers. And an elevated teaching status should thereby be achieved.

Teacher training receives extra attention. Admission requirements for teacher education must be increased. The education should have an increased focus on subject knowledge instead of within the current education in project form learn how to plan, implement, lead and evaluate projects including preparing for higher academic studies. The current established educational theories that were added a hundred years ago. Demands are now being made for the introduction of cognitive science (an interdisciplinary field that connects neuroscience, psychology, computer science, philosophy, linguistics). This is in line with the Education Act from 2010, which requires that all teaching must rest on a current scientific basis.

The theoretically oriented didactics that replaced the practically oriented methodology when the universities took over teacher education in 1977 may now see that the practical methodo-



logy has its renaissance. In addition reinforced by training schools that also existed before what I will call the “academization”. More theory and less practice.

With these reform efforts, the acquisition of knowledge in teacher education must consist of two parts: the first part provides theoretical background; the other concretizes what the work can look like in practice.

The government's goal is characterized by a high level of abstraction with only headlines in its ambition to return the academization of teacher education to the practice of craftsmanship. It is against this background that a number of associations have decided to jointly agree to ensure that the headlines become the main text, that the teacher regains their professional pride as the skilled craftsmen that they once were. We would need to give concreteness to the cognitive neuroscientific basis as well as to the didactic/practical methodology so that the exam objectives are concentrated on the teaching profession as a craft. At the same time, students, like future teachers, should gain knowledge and experiences during their education that give them confidence in a future and make them prepared and suitable for a future professional role.

At the same time, we are aware that in order to achieve the goals, concrete efforts are needed to achieve a living and well-being environment as a prerequisite for educational promotion measures based on a selection of good habits motivated on the basis of a cognitive neuroscientific basis. This applies to both school and teacher training. Efforts for the health and well-being of students and teachers is something that the government seems to have neglected in its ambition to raise student achievement and the status of teachers.

We who participated in a first conference on March 10 this year agreed to give our contribution in the processes around school and teacher training with multiple inputs and multimedia.