



News Forum

Strömstad Interdisciplinary Academy

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Editor's corner Anders Gustavsson

Editor's corner: Anders Gustavsson

Educator and Chairman of the Board Åsa Morberg informs about news in Strömstad Academy. She comments on a new government investigation into grades and exams in schools. She has written a response to **historian KG Hammarlund's** article in Nyhetsforum July about teacher training in Sweden. **Hammarlund** has written a reply to Morberg.

Vice-Chancellor and Information System Scientist Per Flensburg informs about news in Strömstad Academy. He describes a difficult time of illness in covid 19. He is also critical of the value of reduction obligations for petrol and diesel. He describes a new Ukraine-project and the plans for the Science Festival 10-13 June 2024.

Pediatrician Gudmund Bergqvist has written an appeal in support of Ukraine in the war against Russia and its illegal attacks.

Ethnologist Anders Gustavsson's studies on Death and dying in Scandinavia open access <https://www.cemeteryresearch.org/publications/>. He has written a review of Hannah Kristine Børke Lunde's doctoral dissertation in Oslo, Norway 2022: Pilgrimage Matters: Administrative and Semiotic Landscapes of Contemporary Pilgrimage Relations in Norway. <https://www.folklore.ee/folklore/vol89/n01.pdf>

In the Video series SAV no 74 **Lucia Tamburino** has published "Dangerous distraction or elephant in the room? The role of population growth during three decades of increasing carbon emissions".

Redaktör: Anders Gustavsson
Layout: Per Flensburg

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 September issue of the Newsletter sent to my e-mail address with deadline on 26 September 2023: 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!

Please, also send contributions to the Academy's publication series Acta Academia Strömstadiensis, AAS, to peter@wahrborg.se, the video series SAV to: gudmundbergqvist@hotmail.com and the Free Series to: per.flensburg@stromstadakademi.se

Åsa Morberg: Chairman's report

This summer swished by very fast. It has been a strange summer. First we had a drought and a real heat wave and now we are almost drowning from all the water that comes down. In any case, we who live around Gävle and its surroundings.

It has been a very strange summer in other ways too. Per's illness has been very worrying. Now it is really gratifying that our Vice-Chancellor Per Flensburg has finally started to recover. We are very happy about this. How sad it was to be infected with Covid 19, even though Per and his wife were both vaccinated many times. Covid 19 is not over, as we actually thought. We take Per's illness into account and my ambition is not to overload him with work tasks. This means that we all together will do the best we can and some things can of course take time. We take Per's illness into account. That's how it is.

Vice-Chancellor Per Flensburg has announced that he does not wish to be re-elected as Vice-Chancellor after the end of the term in 2024. A process must therefore be started to appoint a new Vice-Chancellor after Per Flensburg. The Nominating Committee has this task and this work should start early so that it is ready before the next annual meeting. An initial discussion in the Working/Executive Committee (AU) is needed.

We, Per, John and myself have had some shorter working meetings in preparation for the first AU meeting which takes place on 2023-08-23. At 4 p.m. There are many important issues to write about in the monthly report, but I will make a small selection. The Science Festival is important and that's why I start with it.

The Vice-Chancellor and Pro-Vice-Chancellor have decided that the Science Festival will take place in June 2024/06/10-13. There is nothing special either the weekend before or the weekend after the week in question. It should therefore suit all members. However, there is possibly a problem with the venue, which we need to solve. Our nice venue Skagerack may not be available for us next year? Hopefully we will then again be able to use Fars Sal in the City Hall which we used before. It is at no cost to the Academy, which is very good.

The Vice-Chancellor and Pro-Vice-Chancellor have appointed a planning group and it will surely be very good. The group consists of four members Lasse Broman, Peter Fritzell, Rosa Jörgensson and Sveza Filipova. It is a good group with strong local connections. I compiled all the comments from the participants this year. I am passing on the collected views to the planning group. I wish the planning group the best of luck with the important work! And even though we have a planning group, the Vice-Chancellor and Pro-Vice-Chancellor are respon-

sible for the Science Festival. The Science Festival is a very important activity for all of us at Strömstad Academy.

The Science Festival is important both for Strömstad Academy's individual members and the social interaction between the members. But it is also important to make Strömstad Academy better known. Here, it is important to balance these two purposes. The anchoring of the program among the Academy's members is important.

We have many other things to work on besides the Science Festival. We have pending the adoption of our revised by-laws. Why we did not adopt the by-laws at the annual meeting is a mystery to me? In the preparation of the annual meeting, I recommended confirmation. We agreed on the by-laws in the Board in broad terms. We now have to determine it in the Board before the previously announced extraordinary annual meeting in March.

The same applies to the ethics policy and the ethics council. For some reason, we have taken the decision to the annual meeting, and then it would have been decided at the annual meeting. Why it ended up there I don't know. We have to make the decision in the Board, because we did not make the decision at the annual meeting. This is fully discussed, but not clubbed. Fiscal year and operating year is an important issue to proceed with. We can't have it the way it is now. John Fletcher has made some suggestions for us to study and decide on, so that we get a different order. We, the treasurer and I as Chairman, received the bank's views and they advised us to change the structure of the financial year and the operating year.

At the Working Committee, we will prepare a request for SEK 10,000 from the anthology group that writes about researchers and power structures at universities and colleges. It is a support for members who travel to a work conference in Mullsjö. But the decision must be taken at the Board's next meeting. We have also received a report on the previous anthology on method. The grant for the print is boxed at SEK 60,000. No print submissions/funding have been received yet. The edition will then be 300 copies because the price has increased with the fall of the Swedish krona. It will be a demanding job for the editor and writing team to try to market the anthology. We really need to sell the anthology to try to recoup some of the SEK 60,000 printing costs.

Rune Wigblad and I did an investigation some time ago about in-house produced literature versus literature produced by publishers. We need to go in and actually try to get publisher-produced literature going forward. If a publisher does the printing, we do not have to pay to have a publication printed. Marketing is also handled by the publisher. Often in a very good way. It's worth a try.

I wish you all a nice end of summer 2023. I wish Per and his wife a successful continued recovery. We hope for a nice fall with sun both inside and outside.

Per Flensburg: Vice-Chancellor's report

Yes, I have been at home for three weeks with a tube in my nose. You can read about how it was at its worst in a disease report in this News Forum. It contains some details that sensitive people may find offensive, so I warn you: If you are sensitive to detailed disease descriptions, do not read that article!

Otherwise, I have changed web hosting for my own pages, as a practice for our coming change in the Academy. I warn you: It is much more difficult than you think! But the gain is

greater control over the page and the possibility of a real make-over. I will come back with a more detailed plan.

In the fall we will continue working with quality. We all agree that we should produce texts and films of high quality. The problem is that different disciplines have different requirements and different types of quality. A professor of physics and a professor of choir conducting may have difficulty agreeing on a common definition of quality. Nevertheless, it is a problem we have to deal with within the Academy. We must tell the outside world what we mean by quality, what requirements we place on our publications, and these requirements must cover both the conductor and the physicist. Of course, the requirements cannot be exactly the same, but they must be known and documented. That is something the Editorial Committee must address.

The same applies to our anthologies and books. Åsa Morberg has a thoughtful article about this in this month's News Forum, and I just want to say in this matter that I consider it a waste of money to print books that are not sold. That's not how we become known. Instead it is as KG Hammarlund says: 'Online and with the right keywords and metadata'. Entering your publications on Researchgate is a good idea because it is the source of many other search services, eg Google Scholar. The need to access paid databases is decreasing as more and more articles are published as open access. It has actually been several years since I was on such a search service, although I have access to one in Umeå.

We will also establish a PR group that works with marketing of Strömstad Academy! It must have a budget and a mission, something the Board should address as soon as possible.

Within the academic world, nowadays, books are not published, but journal articles are instead written. It is through those that you become known and merit yourself. I have advocated in a number of News Forums that we should start a journal either in the field of digitization and technology evaluation or more generally in the field of "good science". The last one requires more preliminary work, so I'll get started on creating an editorial and a program statement for a magazine of the first kind. I started that work already in June, but then covid 19 came and put a stop to it. However, we have a group of interested people and we have to make sure to have some online meetings and discuss the plan.

Finally, it is very nice to be able to walk from the kitchen to the study without panting like a fish on dry land and almost suffocating. Now I can do it without even getting out of breath! This my friends is true happiness!

Per Flensburg: To be sick

WARNING: This article contains explicit disease descriptions. Those who cannot cope with such things are asked to skip this article. Now you are warned!

Between June 1 and 7, my wife and I went on a wine and asparagus trip to the Palatinate in Germany. There was nothing left of the asparagus because the season was already over and the wine was not good either. Instead, it became something else. We arrived home on Wednesday, June 7, both very tired and pretty much went straight to bed. Thursday and Friday we were still tired but walked around and were somewhat active. On Saturday I got really sick, had a bit of a fever and pretty much lay down all day. On Sunday and Monday it got even worse, I was lying down all the time and had difficulty controlling various body functions. On Tuesday, my wife took charge of the matter and arranged for me to be transported to the hospital.

When I got there, I was not in good mood, confused, it says in the records, but the staff was surprised that I could manage to joke and make fun with them. I was immediately given oxygen and after half an hour I was ready to go home. I didn't get there, instead it was found that I had covid 19 and I was hospitalized at the infection clique where I had to stay for a month. At first I had 14 liters of oxygen spraying up my nose every minute but it eventually decreased to 1 litre. They tried to remove the oxygen completely, but the blood did not get enough oxygen then.

Now I have to make a small digression to explain my model of how I work. The muscles in our body need oxygen to be able to work. They get this oxygen through the blood, which in turn receives oxygen in the lungs. The bigger the lungs, the more oxygen the blood can transport and the more endurance you have. This is why, in absolute terms, male athletes perform better than female athletes. At least in most sports. Now, however, my lungs are unusually small; a man normally has about 5 liters of lung volume, I have 2.5 liters! This means that long-term effort is not my tune, I'm pretty good at short distances, was actually among the best in the class in school, but when it came to longer races it was worse. The longest I've ever run in a stretch is 400m and I actually think I won that race. But was completely exhausted afterwards! The oxygen reabsorption capacity is met as a percentage of something, don't know what, and it would have to be above 88% for the doctors to be satisfied. It wasn't without oxygen, so after a month I was sent home with oxygen at home.

I had a noseband, a tube with two smaller tubes that you stick up your nose. And 1 liter of oxygen per minute. And then I had a wheelchair to be able to move around. But now I naturally breathe mostly through my mouth and that meant that I got less oxygen in me. I then got another mask to cover my mouth as well but it was open and I got even less oxygen then and got more and more tired. When it was at its worst, I couldn't walk from the bed to the wheelchair a meter away without feeling like I had run 100 meters. I was terribly out of breath and the two meters from the toilet door to the toilet seat was a near death experience for me.

I was at the hospital for some kind of control to try out portable oxygen and then they increased the oxygen to 2 liters per minute and it made me feel much better. Now I can actually walk between rooms without getting out of breath and that is a huge improvement. As I wrote in my Vice-Chancellor's report: Being able to walk from the kitchen to the study (10 m) without getting out of breath is true happiness! By the time you read this, I might actually walk back also!

Added 2 weeks later: Now I can walk both there and back again and don't need to rest in between. I park the wheelchair in the middle of the house and hardly ever use it, but go to my destination on my own. But after a couple of minutes, I must sit down, I haven't run hundred meters but I'm still really out of breath.

Per Flensburg: The reduction obligation - a shot in the night?

The reduction obligation – a shot in the night?

Per Flensburg

When I was in the hospital, I received an email from one of my friends, Bengt Ohlsson. In addition to asking me to be so kind to get better, he had a question about the reduction obligation for petrol and diesel. Did the incorporation of biofuel really reduce CO2 emissions? Because the biofuel also produced CO2 during combustion, right?

This simple question totally blew me away! Of course, it is, all combustion produces CO₂ and in this case it is actually really bad. As far as I know, two products are mixed in: Biodiesel is mixed in the diesel and ethanol in the petrol. Biodiesel is mainly produced from forest raw material, branches, tops and roots, called GROT. Ethanol is made from annual crops such as sugarcane and potatoes, but nowadays ethanol can also be made from straw, sawdust and slaughterhouse waste. First, let's look at biodiesel. It is considered CO₂-neutral because new trees are planted when the old ones are cut down. These new trees absorb the CO₂ released by the biodiesel. The only problem is that it takes 10-15 years before a newly planted forest absorbs more CO₂ than it emits (Hadden, 2017). If you look at the process in a 100-year perspective, it is CO₂ neutral; the only problem is that we don't have 100 years left! According to the UN Climate Commission, we have about 6.5 years before we reach the 1.5% target, and some researchers claim that we have significantly less time. At our latitudes we have already exceeded 2% increase compared to pre-industrial times. To then produce biodiesel and burn it up is extremely stupid from a climate point of view! It would have been much better if we had left the GROT in the forest and slowly rotted away, enriching the new forest with the minerals they took up.

Regarding ethanol, the matter is different. It is produced from annual crops, straw, sawdust and slaughterhouse waste. It is also done in a sustainable way. But much is imported and the land where ethanol is "grown" can be used for food production. In an increasingly densely populated world, it is ethically questionable to "grow" ethanol instead of food for the people.

However, we MUST reduce emissions from the transport sector, they account for 20% of total emissions in Sweden. Together with industry, transport is the biggest environmental culprit in Sweden. But according to my reasoning above, reduction is not a way to get there. It is instead an example of politicians' ignorance and inability to see more than four years ahead!

Reference

Hadden, D. G. (2017). Processes controlling carbon fluxes in the soil-vegetation-atmosphere system [PhD Thesis].

Per Flensburg: The Ukraine project

Stig Ottosson has engaged two national universities in Ukraine; The universities in Kyiv and Odessa. We have proposed both supervision for master students and supervision for PhD-students as well a couple of courses. Here is a tentative list:

Proposal for supervision

Many junior professors in the Ukrainian university system are conscripted and participating in the war, which means reduced resources for qualified supervision of master's and PhD students at the various universities. War also requires other types of education, with an emphasis on safety, creativity, and innovation. Strömstad Academy can contribute with such training. Here are suggestions for some courses. I have also in some cases suggested teachers, however they have not been asked. You will also be paid for at least part of your work. I think we will allocate about 500 000 sek for this purpose which will be about 7 000 sek/ECTS if every course starts.

WE now need teachers who can do the job. The application will be sent to the Swedish Institute on Sep 20 and the work will start in January 2024 if we are granted the money and can provide needed workforce. So, please consider if you can contribute to this area. You can also

suggest new areas and new courses. In this project you will experience a new culture, you will help suffering people and an exposed country. And you might learn a lot of new things too! Please sign up and let me or Stig know your take on this (stig.ottosson@tervix.se).

Scientific theory in an interdisciplinary environment (20 ECTS)

The traditional division into individual subjects has played its role. Success comes with collaboration across subject lines, by combining different perspectives and approaches. This requires in-depth knowledge of the specific conditions that apply to each subject or type of subject.

Responsible:

Content:

- Science 5 ECTS (Lasse Broman)
- Social science 5 ECTS ()
- Medical science 5 ECTS (Peter Währborg)
- System analysis 5 ECTS (Per Flensburg)

Scientific writing (10 ECTS)

The key to scientific success is publications. This is a normal writing course where the students learn to write correct references, outlines, etc. Works on both PhD educational and undergraduate educational levels.

Responsible: Per Flensburg

Content:

- To formulate problems
- Connection problems – method
- Disposition
- Impact factor
- Publication possibilities
- Reference management
- Library science

Basic course in innovation (15 ECTS)

Ukraine declared independence on August 24, 1991, but changing established patterns and routines from the Soviet era takes a long time. Change is synonymous with innovation and in this course, we will go through modern approaches and compare them with the classic ones in order to lay the foundation for faster and more efficient execution of whatever the activity may be. We will also go through methods to effectively achieve new technical and organizational solutions. Examples of new approaches that will be reviewed are dynamic approaches, lean and agile approaches and combinations of those to be able to create an optimal positive effect depending on organizational size, operations, internal and external culture, history, management system, etc.

Responsible: Stig Ottosson

Disaster Medicine (25 ECTS)

War is a state of disaster, and resulting injuries often require advanced treatment. In this course, Strömstad Academy's collective expertise in both physical and mental care is brought together.

Responsible:

Content (5 ECTS each):

- Internal injuries: Peter Währborg
- Neurological injuries: Peter Borenstein
- Back injuries: Peter Fritzell
- Pharmacology: Marylou Wadenberg
- Orthopedic surgery: Margareta Berg

Sustainable education (15 ECTS)

The war is taking a toll on schools in Ukraine. They need to be organized in a resilient and sustainable way so that teaching can be carried out even under difficult and war-like conditions. The content in the form of values, democracy and source criticism should also be reviewed.

Responsible: Åsa Morberg

Content:

- Organization of primary school (equivalent)
- Organization of higher education
- Coping with flexibility
- Education with sparse resources

Gudmund Bergqvist: Major war in Ukraine for 18 months

Major war in Ukraine for 18 months

Gudmund Bergqvist

It is now 18 months since Russia's, ie president and war criminal Putin's, revanchist militaries and kleptocratic oligarchs launched a brutal mass assault on a peaceful neighbor because of its desire to be a democracy.

In fact, the war had in a limited scale been going on since 2014 with the illegal annexation of the Crimean peninsula and fighting in the Donbass region.

The planned special military operation has not unfolded as Putin would have liked. Russia has lost a not insignificant part of the land it initially took and the war has turned out to be a position war in which Ukraine slowly and methodically retakes areas. The losses to Russia have been very large both in terms of manpower and materiel.

The united West, that is to say the EU, the US and the UK and NATO have given massive support to Ukraine both military and economically and are also trying to reduce Russia's military capability with financial means in the form of sanctions. They also have the support of the Asian "ideological west " ie. Australia, New Zealand, Japan and South Korea. Unfortunately, much of the global south has shown itself unwilling to support Ukraine and is trying to remain neutral. The whole thing can possibly be explained by the fact that many of these countries

are not, or only by name, democracies. Others try to strengthen their position by working for a multipolar world, which would correspond to what historian Samuel Huntington in the 1990s in the book "The Clash of Civilizations and the remaking of World Order" described as cultural blocs predestined to conflicts between each other: Western, Orthodox, Russia, China, Islamic, Hindu, African and possibly a South American.

The only difference is that Japan, South Korea and Taiwan now belong to the West. Development towards a multipolar world order with many conflicts seems to be a dystopia.

More and more countries are slipping down on ranking lists of democracy. This is bad for the inhabitants of these countries, that really need liberal democracy and the rule of law. Russia's brutal war against Ukraine is not only an illegal attack on a neighboring country, but an attack on the prevailing world order. We should not forget that Ukraine's fair struggle for its independence is also a fight for democracy throughout the world and for security in Europe. Therefore, Ukraine must for all of us win the war!!

Those responsible must be brought to justice and convicted and Russia must pay for the reconstruction of Ukraine such as schools, hospitals, infrastructure which they have systematically attacked to break the Ukrainian resistance.

All stones must be upturned in order to legally confiscate various Russian assets in the West besides compensation from the Russian state. Their assets in various tax havens should be investigated and the possibility of being seized or frozen. The same should also be considered for countries that actively support Russia such as Iran and North Korea. Just as one has to think about the Western companies that do not cooperate in the sanctions. Time for a You Too# with social media hangout?

To support Ukraine, you can also check out United 24 with the option to donate to Ukraine: military, healthcare or reconstruction.

The processes associated with a future peace after Ukraine's victory should take place in ways that also benefit Russia's development into a democracy and the rule of law! In connection with peace, care must be taken to prevent Russia's opportunities for new attacks, and the development into a liberal democratic state governed by the rule of law is essential. The Russian people would be better off if their representatives are coworkers in Brussels and not vassal princes in Beijing. Finally, in this I would like to point out something that contributes to a better and safer future

Praeterea censeo Kaliningradum esse demilitari.

Science festival 2024

It is now decided that the Science Festival 2024 will take place on June 10-13. Two groups have been formed to distribute the work. There is a program group consisting of Per Flensburg and Anders Gustavsson and an organization group consisting of Peter Fritzell, Lars Broman, Sveza Daceva and Rosa Jörgensson. Peter is convener. Per and Anders will put together the program, with the aim that as many people as possible should come from the Academy and as many as possible should be able to give presentations. We will not have parallel sessions, so there will be room for about 25 presenters, if we, as usual, have the Annual meeting on Monday afternoon. If we move the Annual meeting, we can accommodate about 30 presentations. Anders and I are happy to receive suggestions for appropriate themes.

The organization group takes care of all the practical things: Coffee, gala dinner, possible joint lunch, mingling, music, etc. A lot of ideas have come in through Åsa's survey this spring. For example, there is an idea to have the gala dinner at Furholmen instead of Laholmen. Islet like islet...("holme" in Swedish is "islet" in English).

What is still uncertain is the venue. I have tried to book Skagerack, but it may be booked by a company all summer. Fars Sal in the City Hall is OK for meetings but less suitable for presentations. I will try to find another venue via the cultural committee's Tove Meyer.

Overall, the idea is that the price should be as low as possible. It is expensive enough to stay and have meals for four days in Strömstad. We believe that a low conference price attracts more participants.

We look forward to receiving requests and tips about both

Åsa Morberg: Answer to KG Hammarlund

Answer to KG Hammarlund - About students' reading comprehension and "practices" in teacher education

reply by Åsa Morberg

I am a very diligent writer, but most of the time my articles are allowed to stand completely unchallenged. I receive individual comments in the form of e-mail or SMS, but rarely reply in the form of an article. Therefore, I especially thank KG Hammarlund for the article, to which I give an answer here.

First, we agree that skilled and experienced teachers are a poorly utilized resource in teacher education. It was gratifying that we agreed on this. I do not mean that the so-called the methodology lecturers must be reintroduced, but the former the Minister of Education, Jan Björklund, did reintroduce methodology in the examination system. Current education minister Lotta Edholm's statement about professional affiliation could be interpreted that way as well.

I refer to my thesis on the topic of methodology (Morberg, Å, 1999, The topic that almost became: A study of the topic of methodology 1842-1984). The method lecturers were abolished with the entry of teacher education into the university. There needs to be a stronger professional aspect in teacher training, but I have not stated how that should be accomplished. On the other hand, I believe that professional practical competence must be reintroduced, developed and strengthened. Internationally, teacher educators are an important profession in higher education. In Sweden, there are no teacher educators in the true sense of the word. There are teachers in higher education with tenure on the teaching program. They are employed without a clear definition of their responsibility. It is something completely different from professional representatives of the teaching profession!

I can largely agree with KG Hammarlund's analysis of PIRL, but I claim that the declining results cannot be solely blamed solely on immigrants and the immigrants' poorer knowledge of Swedish. I am referring to the National Education Agency's report: "What affects the results in the Swedish primary school?" by Jan Erik Gustafsson, (2023), University of Gothenburg. Swedish students are growing less and less able, and the reasons are many. Free school choice, the municipalization of the school, and increasingly large classes, as well as the declining teacher density. Gustafsson claims in the report that the teachers' competence is very important for the students' results. I certainly agree with that, but there are definitely several factors causing the

declining results. After my years in Brussels, I also have a low level of trust in both PISA and PIRLS.

The school must compensate for shortcomings in the students' home environment, and the most important resource is well-educated and competent teachers. I am very doubtful about the expansion of special education teachers. It is the ordinary teachers that you need to focus on first and foremost. Special education teachers become less important if the general competence of teachers is increased. The new government has decided on school libraries, and the municipalities actually have to invest. You can already see that. Out in the country. I am also referring here to individual universities' employment regulations, which are usually available online. I have studied how teachers who will serve on the teaching programs are recruited. It is below all criticism. The teacher trainer title is abolished. That is not the case elsewhere. The institutions of higher learning hire postgraduate teachers without any teaching training of their own, without experience in school and without experience in teacher training. The competence is often indescribably thin. In my opinion, science has completely eliminated the areas that have to do with the professional skill. The reforms carried out since 1968 (Teaching College Charter) have all increased the time for subject knowledge and scientific knowledge (theory and method courses and scientific writing courses). The professional practical elements have consequently decreased, and those who have taught and are teaching in these areas lack the necessary competence.

I started a network for Sweden's methodology teachers together with Mikael Alexandersson, the so-called NUM project. National development of the methodology subject. There, we could follow how the representatives of the methodology subject were thrown out of higher education throughout Sweden, except for those who chose to attend postgraduate training. If there are only about 1,000 teachers who have a doctorate in the school system, I think it is wrong to invest only in scientific research. If you invest in research, the newly qualified teachers will not stay in primary or secondary school. This is shown by the low figures from Statistics Sweden (SCB). There are no promotion positions for teachers with a doctorate in the school system in their own profession, i.e. the teacher's. If teachers with a doctorate are to pursue a career, they must change professions. They can, for example, go to higher education. But there are also other career paths for teachers with a doctorate.

The scope for scientificity that has been created within academic vocational training is generally far too large. Too much educational time is spent learning to write scientifically at the expense of the scientifically applicable content. The template-like and stereotypical essays that result from the efforts of the future teachers means that the professional tools fall into the background for scientific writing. However, most become "just" teachers, very few become researchers. It is more adequate for teacher education to invest time and focus on teaching practice itself.

The scope for scientificity that has been created within academic vocational training is generally far too large. Too much educational time is spent learning to write scientifically at the expense of the scientifically applicable content. The template-like and stereotypical essays that result from the efforts of the future teachers means that the professional tools are crowded out by scientific writing. However, most become "just" teachers, very few become researchers. It is more adequate for teacher education to invest time and focus on teaching practice itself.

KG Hammarlund: A second reply to Åsa Morberg

A second reply to Åsa Morberg - About students' reading comprehension and "practices" in teacher education

KG Hammarlund

We certainly agree that skilled and experienced teachers from primary and secondary schools are – or could be – an important resource in teacher education. The previous government also took some steps in that direction through the regulation (2021:1335) on Teacher and Pre-school Teacher Education, where it is stated that the teacher training/internship provided by the institutions should be given in specific practice schools/practice preschools under the supervision of specially skilled teachers (with supervisor training), and that the training schools should also provide insights into praxis oriented research. The educational institutions should also strive to include specially qualified teachers and preschool teachers from the school system in teacher and preschool teacher education, and it is particularly pointed out that the Higher Education Ordinance allows for offering temporary positions.

But change comes but slowly. My own experience of teaching within teacher training, as responsible for the history subject within secondary teacher education in Halmstad between 2003 and 2019 (and with professional contacts at several other institutions), is that the teacher education reform in 2001 became a major challenge for many subject institutions. Where you previously had students who studied traditional courses on their way to a bachelor's degree, in the long run perhaps to a postgraduate education or a PhD in the subject, departments were now to provide a profession-oriented education that included subject matter didactics and (for a number of years) in-school training integrated into the subject studies. It took time for the institutions to adapt to this, and after 20 years this adaptation still differs substantially between various institutions (see e.g. Hammarlund 2021, Bagerius et al. 2022). This also applies to the focus on scientific writing. Although I personally regard it as an important skill, not least because scientific writing also trains students in scientific reading (and that is a valuable skill for a teachers), I agree with Åsa Morberg that degree theses in teacher education often (but not always!) are stereotyped. This has been noticed before (see e.g. Forsberg & Lundgren 2006) but much remains to be done.

From my perhaps limited perspective (from one specific subject within secondary teacher education), I cannot, however, that (as Åsa Morberg claims) "employing research-educated teachers without their own teaching training, without experience in school and without experience in teacher training". As a pensioner one is often asked to review applications for academic positions, and in the last four years I have reviewed applications for four different positions as senior lecturer at institutions. This can of course be dismissed as mere anecdotal evidence but in all these cases, documented pedagogical skills from teacher education as well as a teacher exam have been if not a requirement so at least an important merit that should be regarded in the reviewer's assessment.

And finally: I see no contradiction or any competitive relationship between a scientifically based and a practice-preparatory education. Swedish universities have not yet fully succeeded in uniting these elements, but there are international role models – for example the Institute of Education, today a unit within University College London, which for several years has been ranked as the world's leading institution in educational research and teacher education.

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