STRÖMSTAD ACADEMY
Nordic institute for advanced studies

News Forum

Strömstad Interdisciplinary Academy

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Editor's corner Anders Gustavsson

Editor´s corner

Anders Gustavsson

Vice-Chancellor and Information System Scientist Per Flensburg and Educator and Chairman of the Board Åsa Morberg informs about news within Strömstad Academy. Morberg reflects on the Book Fair in Gothenburg where, according to her, Strömstad Academy should be represented in 2024. She has written new responses/rebuttals to H**istorian KG Hammarlund's** article in Nyhetsforum September about teacher training in Sweden. **Hammarlund** has also written new responses/rebuttals to Morberg.

Neurolinguist Elisabeth Ahlsén reports on the symposium at Marston Hill in Mullsjö on October 20-21 about a forthcoming anthology on migration.

Physicist Lars Broman informs that a global solar energy museum will be inaugurated in November 2023 in New Delhi during the Solar World Congress

Physicist Lars Broman and Ethnologist Anders Gustavsson represented Strömstad Academy at the Vice-Chancellor's installation on 12 October at University West in Trollhättan.

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

Redaktör: Anders Gustavsson
Layout: Per Flensburg

I wish new contributions to the November issue of the Newsletter sent to my e-mail address with de-

adline on 26 November 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

Chairman's and Vice-Chancellor's report

Strömstad Academy currently has serious problems! Therefore, the Vice-Chancellor and the Chairman are writing a joint report this month, to show our unity and shared faith in the Academy's future. The background is as follows.

What has happened?

At the last board meeting, we talked about the Academy's organization in connection with the Vice-Chancellor not running for re-election, and one of the members, let's call him X, then brought up an old proposal that the Vice-Chancellor and Chairman should be one and the same person. He submitted that proposal as a motion to the Annual Meeting in 2022 with the justification that there could be disagreements between the Chairman and the Vice-Chancellor. However, he withdrew it as it turned out that there was very little risk that Åsa and I would start arguing with each other. Now he put forward the same idea but with the justification that this division, with two different individuals on these two positions, only created more bureaucracy and control by academically ignorant administrators. He used Gothenburg University as an example. We will respond to this proposal later. During the meeting there were some protests, mainly because the matter had not been announced and no documents had been sent out in advance. In a subsequent email conversation another member, let's call him Y, wrote, among other things, as follows:

> Presenting a proposal to the sitting board without preparation is similar to a coup, and that must not happen in a democratic assembly. And citing the University of Gothenburg as a role model is like considering that an elephant and an ant should move in the same way.

Now this was just a basis for discussion and not a proposal. X had brought it up in the Executive Committee (AU) where it was decided that the proposal would be presented at the board meeting, precisely as a basis for discussion.

The proposal that John Fletcher put forward was instead that we should have a webinar where we unconditionally discuss the future organization. And then in the following email discussion the question arose as to who would lead this discussion and with reference to democracy, neither Åsa, Per nor X could lead this discussion.

After the board meeting, a long and sometimes heated e-mail conversation took place in which accusations of undemocratic procedures and coup attempts were made. The tone became increasingly rude and the climax was reached when Y presented his proposal, which mostly consisted of insults to X. This is not worthy if the discussion is to be serious! By throwing out unfounded accusations, Y only contributes to creating discord in the Academy. The need for ethical rules for behavior appears very clear and very urgent!

The proposals

After this communicative low-water mark, we go into the proposals themselves. Proposal 1, as submitted by X, means that the assignments as Chairman and Vice-Chancellor are merged into one assignment: Vice-Chancellor. The Vice-Chancellor should be surrounded by a number of deputies with special task responsibilities, eg: Publishing, website maintenance, marketing, seminars, local chapters, secretary, treasurer. These are included in an executive committee (AU). In addition, there is a larger Academic Council, meeting once or twice per semester. The justification given at the board meeting was that this would reduce administration and increase academic affiliation, compared to the current organization. X expressed a fear that ignorant bureaucrats sitting on the money would prevent academic freedom. The ideal picture, which X presented to Per in a later conversation, is the classic institutional order: The whole department meets, for example, once a week, you go through what has happened, what will happen in the future is presented, discussed and you decide unanimously on what to be done.

Proposal number two from Y was described in more detail and, as said above, contains a number of less tasteful attacks on X. In addition, Y dwells extensively on the procedure and requirements for choosing a new Vice-Chancellor, something that has nothing to do with the organization. The organization he proposes is the existing, i.e, no change. The reasons are partly that it will be too much work for one person, and partly that it means a division of power between the Vice-Chancellor and the Chairman. He concludes with a recipe for C H Hermansson's minced meat gratin, the relevance to this matter we have difficulty seeing.

Other comments

In addition to requests for details in the proposal, it is estimated that there will be more than one proposal. In addition, Bodil Frisdal points out the importance of doing a proper investigation first and asking the following questions:

> First, it is about problematizing and asking questions about:
> -What has been good about the current organization?
> -What has worked less well?
> -How do we develop an organization that matches the purpose and basic vision of Strömstad Academy?
> -Are there any models that have worked well for similar purposes and approaches?
> -Who should be allowed to make comments and suggestions? (All members or just the Board or just AU?)

Y has similar comments, where he believes that one must do an impact analysis, for example a SWOT analysis. John Fletcher proposes an unconditional webinar where the organization as a whole is discussed. Most people thought this was a good suggestion, but there was immediately a discussion about the appropriate conversation leader. This shows a distrust between several board members. Y also objects to webinars and believes that there should be physical meetings instead. Lasse Broman, who has experience with both forms of organizations, points out that it is far too early to make proposals now. We must first investigate and discuss with as many participants as possible. He also points out that it can be difficult to find a person who is ideally prepared to spend almost all of his time being both chairman and vice-chancellor. Because it takes so much time.

Åsa's and Per's analysis

This matter has stirred up many strong feelings and increased the polarization within the Academy. Continuing with, for example, a webinar risks further increasing the polarization, something none of us want. In any case, the whole thing needs to calm down and an organizational review can be carried out by some impartial person or group if one can be procured.

With regard to the two submitted proposals, we are both against a merger of the Vice-Chancellor and Chairman assignments. The risk of ignorant administrators taking over is nonexistent because we are all academics and know what applies. We have to trust that none of us is interested in creating a lot of administration, just for fun. Hopefully we are all interested in developing the Academy, not disbanding it. As Lasse points out: The dual leadership assumes that the personal chemistry between chairman and vice-chancellor works, and it certainly does between Per and Åsa. We have no problem whatsoever to cooperate.

X ideal image is very appealing, but unfortunately not possible to implement in Strömstad Academy. Getting a hundred or so people with widely different backgrounds to meet every week and make a unanimous decision is, according to all previous experience from SA, impossible. However, smaller groups, local groups, project groups and work groups can use this way of working.

The background to X proposal is the fear of too much administration. He wants to discuss academic issues and not argue about various organizational conditions. We would like to point out that there is a delegation list, which the annual meeting decided on and where decisions on certain issues are delegated to specific functions. The board can also make temporary delegations when necessary. The delegation list must be reviewed every year, something that should be in the statutes. In addition, the academic activities must be strengthened with an active editorial committee, that not only deals with publications but also with other activities: Conferences, marketing, external lectures. This is now happening thanks to the efforts of individual zealots, (thanks Anders, Bode, Gudmund and Jens) but more people must get involved. The more people who participate, the livelier the Academy becomes and the more members it gets and the greater the attention the result will be.

Finally, we just want to emphasize that an organizational review just before a change of Vice-Chancellor is less appropriate. If something is to change, the new Vice-Chancellor should be involved in this. In addition, there are currently so many other activities going on within the Academy that it would be difficult for us to put effort into this as well, especially as important people currently are ill.

Åsa Morberg. Per Flensburg

Åsa Morberg: The Gothenburg Book Fair 2024

The Gothenburg Book Fair 2024, a positive opportunity for Strömstad Akademi?

Reflections by Åsa Morberg, PhD in Pedagogics, Associate Professor in Didactics

In summary, the book fair in Gothenburg is absolutely an important forum for Strömstad Academy to participate in. The book fair's exhibitions reflect the entire book industry, from publishers and agencies to libraries and antiquarians. There is also an extensive seminar program. No other book fair in the world can, for example, offer such an extensive seminar

program as the book fair in Gothenburg. The Gothenburg Book Fair is a very valuable meeting place in my opinion, also for Strömstad Academy.

I participated in the book fair now 2023 for a literary society of which I am chairman and I want to emphasize the value of Strömstad Academy's participation in the book fair 2024 in Gothenburg. Strömstad Academy can meet interested fair participants, and we might be able to get the occasional new member as well.

The most important thing is probably the contacts we can create with the organizations present and other visiting key people. Through these contacts, we have the opportunity to draw inspiration, take home good examples and good advice for the work at Strömstad Academy. There are many leaflets to take home for marketing, for example. I saw many good examples.

By participating in our own smaller booth, we would probably be able to cover the costs of participation? The costs are sky-high and you have to book a stand in time. You can of course also collaborate with others if you want? Region Västra Götaland was on site with its own large stand and Strömstad Academy could possibly cooperate with Region Västra Götaland or with others present at the fair. If we cooperate with publishers, we actually have all the possibilities for shared booths.

It has been said that the Gothenburg Book Fair does not attract researchers and teachers in higher education, but I would like to modify that opinion. At the book fair there is a special research square with stands and there is also an opportunity to hold open shorter lectures. I actually met a long line of colleagues basically from all over Sweden. Some who traveled down solely to participate in the 2023 book fair.

We could sell the anthologies that we cannot sell otherwise. Strömstad Academy can set attractive fair prices. It is possible to create book packages of Strömstad Academy's publications and market them. Naturally, participating members from Strömstad Academy can give their own lectures or alternatively their own seminars.

If Strömstad Academy is to participate, those who work in the booth need to live close to the book fair in Gothenburg. Hotel costs are very high. What also costs a lot is travel to and from the book fair. Travel by train costs a lot, as does travel by taxi. Carrying books around on buses or street cars does not work. The prices for coffee and lunch are also high.

Should Strömstad Academy try to participate? Do we have any members who live nearby who can take primary responsibility for our stand? You need to be at least two members. Would the theme for the 2024 book fair suit Strömstad Academy? Are we ready?

Anders Gustavsson: Installation of Vice-Chancellor at University West

Installation of Vice-Chancellor at University West in Trollhättan

Anders Gustavsson

On 12 October, Lars Broman and I attended the Vice-Chancellor's installation at University West in Trollhättan. The new Vice-Chancellor is Mats Jägstam. Lars gave an important speech to applause about Strömstad Academy. He mentioned, among other things, that we have some Nobel Laureates among our honorary professors in addition to well-known researchers such as Bodil Jönsson et al. After Lars' speech, I had the opportunity to hand over and present three of our publications, namely the pandemic book, my book about covid19 in

Norway and Sweden and not least the method book. The Vice-Chancellor gave us a nice speech of thanks and emphasized that he was very interested in methodological issues in research. He would certainly read our anthology, "even if I don't have time already tonight", as he put it.

In the mingling after the installation, Lars had the opportunity to talk at a small round table with State Secretary at the Ministry of Education Maria Nilsson (see attached link). I had an extra copy with me of the pandemic book that Lars could hand over to her. https://www.regeringen.se/sveriges-regering/utbildningsdepartementet/mats-persson/cv-maria-nilsson/

Lars and I also had an opportunity to speak personally with the new Vice-Chancellor about continued contacts with Strömstad Academy. I have promised to put him on the mailing list for Nyhetsforum, the external version. He seemed clearly interested. All in all, it was a very successful day in view of future cooperation with the University West and the Department of Education.

Elisabeth Ahlsén: Upcoming anthology on Migration

Planned upcoming anthology on Migration?

Elisabeth Ahlsén

Migration is one of the main global issues. According to the UN, there are 220 million migrants on earth. Strömstad Academy has, in cooperation with the Immigrant Institute, organized several on-line lectures about questions related to migration. A group of researchers in the Academy, therefore, decided to build on this interest to discuss issues related to migration with the aim of possibly producing a multidisciplinary and perhaps even interdisciplinary anthology on migration.

To follow up on this, a group of interested participants gathered for an introductory multidisciplinary symposium on October 20-21 in collaboration between Strömstad Academy and the Immigrant Institute (which provided the funds). The meeting took place at Marston Hill in Mullsjö. The participants were Diana Bravo (Spanish), Leif Eriksson (peace and development research), John Fletcher (industry and commerce), Mirella Forsberg-Ahlcrona (preschool pedagogy), Anders Gustavsson (ethnology), Merrick Tabor (political science), Cenab Turunc (religious studies and sociology), Jens Allwood (linguistics, communication, and cognitive science) and Elisabeth Ahlsén (neurolinguistics and speech-language pathology). It was a first meeting where ideas and suggestions for chapters in a possible anthology were presented. We also discussed whether such an anthology would be a good idea as well as what it should contain and how it should be structured.

That migration is a hot and timely topic does not need pointing out, but what can an anthology contribute? The participants represent expertise in different disciplines and functions in society and have the goal of discussing migration in different ways, i.e., not only immigration, but also, for example, emigration, re-migration, transmigration, internal and external migration. They also want to discuss how migration has developed in the world, from historical, current, and future oriented perspectives and put Swedish migration in relation to international developments. Challenges and problems as well as positive consequences and suggestions for solutions will be included. Other examples of the planned content are how different concepts and terms are used in relation to migration, how waves of migration have been and are directed between different countries, border migration between Sweden and Norway, cultural differences and their roles, clashes between contradictory laws and

political decisions affecting contacts between migrants and schools and other authorities, and an increased understanding of how migrants experience their situation. The participants agreed that an anthology addressing academic as well as non-academic readers, not least decision makers, is desirable. The next step will be that each participant who wants to contribute a chapter should write a synopsis, then during the spring of 2024 the content of the book will be decided on and following this, first versions of the chapters should be written, before the contributors meet for another symposium and continue their writing towards a finished anthology.

Lars Broman: ISES Online Solar Energy Museum

ISES Online Solar Energy Museum IOSEM

Lars Broman

A multinational working group, of which I am part, within the International Solar Energy Society ISES, has been working on the development of a digital solar energy museum for the past year. The museum, which will be inaugurated during the Solar World Congress in New Delhi in early November, consists of a number of rooms with different themes – solar heat, solar electricity, etc. One of the rooms deals with the history of ISES from 1995 up until today. Among all that has happened, the International Symposium on Renewable Energy Education 2017, which we hosted, is actually also mentioned.

IOSEM is already available at https://streams.vagon.io/streams/387bf8af-0886-4dc0-b107-f5ceed7bdf6b .

Åsa Morberg: Answer 3 to KG Hammarlund

Answer 3 to KG Hammarlund - No, we never ever agree, but debating is both fun and educational! Thank you KG for your persistence!!

Åsa Morberg Ph.D. in pedagogy and docent in didactics, teacher educator at heart and soul

My picture of teacher training today is unfortunately very bleak. I base it mainly on 20 years of work with new teachers' first time during the so-called induction period, but also on a series of studies. Today I am in contact with many new teachers who cannot cope with their work and who are about to leave the profession. My mission is then to provide support and help. When I hear their stories about the training, I get very angry but also sad.

Teacher education has been subjected to a series of reforms of very different kinds. All that is needed is a new minister of education and the circus is on. I mean that the change work in teacher education is constantly ongoing without a long-term plan. A number of experts are called in who are tasked with changing and developing. The experts should preferably have a different competence than regular teacher trainers. Right now national economists are in the call. It would be very funny if good pedagogues were called in when the education of national economists is to be reformed. I can register as interested. But it does not work. It is only the teacher training that is exposed to developers with other skills.

I also still work with teacher training, but mostly in the international field, both within the EU, outside the EU and in the USA. I receive various assignments from higher education

institutions to change and contribute to quality development. Abroad, teacher training expertise is always used when changing and developing. I also still work with teacher training in Sweden a little from time to time. There are slightly different assignments, but there has been a lot of supervisor training, methodology and didactics as well as teacher training history recently.

If KG Hammarlund is happier that I recognize good examples, then of course I can do it. But for me there are too many weaknesses and flaws for me to feel really happy myself.

KG Hammarlund and I may agree on some points, but not at all on all points and maybe we will never agree? No, we probably won't be? That is probably the dilemma of teacher education. We who work with and in teacher training think and think differently. But it is very fun to debate. Every university is filled with dissenting university teachers who try to create a teacher education based on their different ideals and different educational paths. Teacher education is actually a kind of tumbling ground for dissident university teachers. I also think it's about the same for other academic vocational courses?

It is true that there are practice schools in other countries. I myself have contributed to a book about teacher training in Finland (Bejerot & Hasselbladh Red, 2020) that you refer to. The training schools in Finland seem to function decently, but the school and teacher training have completely different conditions in Finland than in Sweden. You have to look at the whole context.

It is very difficult to compare a single phenomenon. You can't really just highlight one thing, the practice school, and discuss it. In Finland and Norway, teacher training has a completely different status. In Finland, for example, we have only had a couple of reforms since the 70s, while in Sweden we have countless reforms, at least one major reform every ten years and less in between.

In Sweden, the development of teacher training is much like dancing the tango, a few steps forward and a few steps back and then different turns to both sides. In Sweden, teacher training is, as I said before, a kind of tumbling ground for dissidents, but in Finland there is more consensus about teacher training. When Eva Bejerot et al. including myself, visited Finland and studied the teacher training on site, we saw the differences. It appeared conspicuous.

With the introduction of training schools, many schools miss out on the flow of student teachers. UKÄ itself warns that the schools without VFU students may find it more difficult to recruit newly graduated teachers. Training schools are not at all superior to the previous Swedish model with VFU schools outside the country. A comparative study of newly graduated teachers in Finland and Sweden showed marginal differences between the two countries' teachers with regard to how well prepared they saw themselves for the profession (Bejerot et al. 2018). Interesting that you highlight an article that I myself read carefully. However, I see big differences in the entire Finnish school system, which explains the good experiences of practice schools in Finland. I interpret the text in a different way than you. Most things are actually different and you need to study the entire Finnish school system to understand that there can be good experiences with practice schools. You cannot pull out the practice schools and look at them separately.

We are actually, hear and be amazed. agree on the criticism of the degree projects. The examination forms are not at all adapted to a vocational education for preschool and school. They are adapted to a more general degree in higher education which should lead to postgraduate education. Today there are 1008 (SCB) teachers working in Sweden's schools with

completed research training, but we still provide the iron to prepare the new teachers for research. This preparation is done at the expense of a solid education in professional skills. We should rethink. There are so few who will move on. But everyone should teach at best.

KG Hammarlund writes that he does not differentiate between proven experience and scientific basis. I don't understand how he came to that conclusion. Just as little as he understands my way of looking at proven experience and scientific knowledge. Proven experience, in my opinion, consists of knowledge that has emerged in the everyday work in preschool and school, through the employees trying and reconsidering together. For me, scientific activity or research is a systematic and methodical acquisition of knowledge in a certain area" which can be done by "collecting and classifying data, making observations and experiments or interpreting and analyzing available material (e.g. documents, objects) for to then be able to draw general conclusions and formulate results. To me it's not the same.

Referenser:

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Bejerot, E & Hasselbladh (red) 2020 Professionalisering av lärarutbildning: Reformer i Sverige och Finland, Lund: Studentlitteratur

KG Hammarlund: A fourth reply to Åsa Morber

A fourth reply to Åsa Morberg – About students’ reading comprehension and “practices” in teacher education

KG Hammarlund

It is great that Åsa Morberg is prepared to admit that good examples can be found in Swedish (and foreign) teacher education. Hopefully we might also agree on that such examples could be used as a basis for the improvements that we both see as desirable (increased collaboration between school and university, a continued development of examination tasks and degree projects), and also as a starting point for the changes that teacher education is facing, regardless of what Morberg and I think about them. Among those changes are the training schools, which are to be introduced (unless the most recently appointed enquiry concerning teacher education leads to something else). Here I see it as obvious to build on experiences gained in our neighbouring countries.

Åsa Morberg stubbornly repeats her claim that I wrote that I “do not differentiate between proven experience and scientific basis”. No, I haven’t written that, not in any previous my post in this discussion ,and nowhere else either. Only Morberg herself can tell what lies behind her statement.

Science (or scholarship) and proven experience are different, but also connected. In practical application, scientific findings can provide/develop/change proven experience, and conversely, proven experience can provide a basis for scientific studies and lead to re-examination of scientific assumptions.

I see that Morberg in his definition of proven experience leans towards what the Swedish National Agency for Education (Skolverket) writes on the subject. I myself would like to underline the significance of what is to be read a little further down on the same page:

“In order for experience to be called proven, the teaching or activities must be problematized and tested in a structured way. In order to see what is being done and what it leads to, the work must be documented in some form. The documentation also means that the work can be discussed with others and disseminated further” (Skolverket 2023, my translation).

And, as the Swedish National Agency for Higher Education (Högskoleverket) stated in one of its reports: Proven experience “must also be reviewed in a collegial context, based on criteria that are relevant to its operational content. It should also be tried on the basis of ethical principles: not all experience is of a benign nature and thus worthy of imitation” (Högskoleverket 2008, my translation).

References:

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Skolverket 2023: “Det här är vetenskaplig grund och beprövad erfarenhet”. https://www.skolverket.se/skolutveckling/forskning-och-utvarderingar/utbildning-pa-vetenskaplig-grund-och-beprovad-erfarenhet/det-har-ar-vetenskaplig-grund-och-beprovad-erfarenhet

Åsa Morberg: Answer 4 to KG Hammarlund

Answer 4 to KG Hammarlund – Åsa ends with this text the debate with KG about teacher training

Åsa Morberg, PhD in pedagogy, docent in didactics

There are actually more good examples abroad in teacher training than in Sweden, in my opinion. There are a great many improvements that are needed so that teacher training can once again become a purposeful professional training for all of Sweden's teachers. I agree with this. Teacher education is not a vocational education today, but rather a general university education with the aim of postgraduate education and research. Incidentally, this also applies to several academic vocational courses.

It is really unfortunate that research and postgraduate education are so attractive that they come before professional skills. The insufficient teacher training affects our student teachers' first time in the profession and there are many dropouts. The changes that are coming now are those that the Tidö parties have agreed on and which formed the basis for a new teacher education review. As soon as we get a change of regime in Sweden, the new government starts discussing teacher training, which is a kind of play ground for politicians. Everyone can. Everyone has gone to school. Everyone knows exactly how it should be. For example, they also venture into methodological discussions, which are the professionals' own domain. It is hardly past experiences and good examples that provide direction for the development work that KG brings forward. It is politicians' wild ideas and great need to assert themselves as politicians and change both the school and teacher training.

I understand that you do not differentiate between proven experience and scientific basis. I must have read something into it that was not intended, but unfortunately that's how it is! You write and I interpret what I read. But I differ anyway based on proven experience and scientific basis. No KG, I absolutely do not lean towards anything the Swedish National Agency for Education has written. What is a similarity is purely coincidental. The Swedish Education Agency's competence is nothing to raise to the skies here.

I read a lot of books about the concepts and now I have read a real brick, which I just reviewed. That book takes a deep dive into the concept of proven experience, how it can be interpreted and how it relates to scientific basis. It is a very good book. Recommend the book to you.

Experience, practical knowledge, judgment and ethical action are central concepts in the book: Proven experience in school operations by Philgren, A (ed) and the book also discusses what it means to test and spread experiences. The theory in the book is supplemented with practical examples from different areas such as teaching development, leadership, culture and digitization, and the reader thus becomes aware of different paths and choices in the process of developing, testing and spreading experiences.

School activities must, of course, be based on the best available knowledge, and the School Act here equates proven experience with a scientific basis. The School Act is a so-called framework law, which does not specify what is meant by proven experience or how it can be put into practice. In order to be able to apply the writing of the School Act, it is important to understand the meaning of scientific basis and proven experience and how they relate to each other.

Proven experience can be perceived as a vague and elusive concept, but it is central in the school as it is in many cases difficult to find support in research, and to also research many of the areas that student teachers, teachers and principals know are essential for good quality. Proven experience as described in the book consists of knowledge that has developed in the everyday work in preschool and school, through the professionals together testing and reconsidering, discussing and critically reviewing their own activities. It is thus the teaching profession's own, shared, knowledge that develops over time. Proven experience is at least as valuable and necessary as scientifically based knowledge.

The fact that the School Act highlights proven experience naturally means recognition of the professionals' knowledge of what works, and what can increase children's and students' opportunities to learn and develop. In order for the experience to be called proven, the teaching (or activity) must be problematized and tested in a more careful and structured way. In order to see what is being done and what it leads to, the work with proven experience needs to be documented in some form. The documentation also means that the work can be discussed with other professionals and also spread further.

The fact that the School Act highlights proven experience naturally means recognition of the professionals' knowledge of what works, and what can increase children's and students' opportunities to learn and develop. In order for the experience to be called proven, the teaching (or activity) must be problematized and tested in a more careful and structured way. In order to see what is being done and what it leads to, the work with proven experience needs to be documented in some form. The documentation also means that the work can be discussed with other professionals and also spread further.

In conclusion, I give up now! I hereby end the debate with KG. I don't know if we or anyone else who possibly read become so much wiser through our debate? It has mostly been a bit of cockfighting! You and I will not be working on teacher training together in any way and I think that is a blessing! Thank you for taking the time to debate.

Referens

Philgren, Ann (2022) ”Beprövad erfarenhet i skolverksamheten: Vad är det och hur man gör” Lund: Studentlitteratur.

KG Hammarlund: A fifth (and final) reply to Åsa Morberg

A fifth (and final) reply to Åsa Morberg – About students' reading comprehension and "practices" in teacher education

KG Hammarlund

The most fundamental difference of opinion between Åsa Morberg and me is that Morberg, unlike me, claims that an antagonistic relationship exists between research and professional knowledge. However, if Swedish teacher education has not been able to combine these two areas in a constructive way, perhaps it is towards Finland that we should look in our search for good examples.

Finnish teacher education has certainly been spared from sweeping structural reforms for a long time, but that does not mean that it has not changed. Already from the incorporation into the universities in the 1970s, and to an even greater extent since the 2000s when adapting to the so-called Bologna process, Finnish teacher education has become increasingly research-based.

This development (which was not free from resistance) has made visible dilemmas and challenges and has also highlighted opportunities and actual achievements. It might even have contributed to the status of the Finnish teaching profession. Much has been written about this (see e.g. Toom et al. 2010, Hansén et al. 2012, Hansén et al. 2015, Aspfors et al. 2019, Jegstad et al. 2021), and in my opinion Swedish teacher education should be able to make use of much of that knowledge. I am happy to participate myself in such development work to the best of my ability, but Åsa Morberg is most certainly correct: we will never meet or collaborate in that process. And that is a good reason for closing this discussion.

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