**PHD 901 Bildung and didactical practises (Autumn 2017) Week 39 and week 43.** Course responsible: Tom Are Trippestad ([tat@hvl.no](mailto:tat@hvl.no))

***Week 39***

**25.09 Room: F119 (Auditorium 13, Kronstad)**

**The concept of bildung, philosophy and history of bildung.**

**12.15: *Welcome and introduction to the course****– Solvejg Jobst / Tom Are Trippestad*

1230 - 1330: ***"The Test of Practice"* –** *Lars Løvlie*

1330 - 1400: **Discussion**

1415 - 1500: ***"Pedagogikken, det uutsigelige og fiksjonen som virkelighet"* –** *Lars Løvlie*

1500 - 1530: **Discussion**

Litteratur:

Lars Løvlie: The Promise of Bildung. In Journal of Philosophy of Education Vol. 36 Issue 3, August 2002, pp. 467-487.

Lars Løvlie: The test of Practice - An Essay. In Education Sciences 2017, 7(1), 31; doi:[10.3390/educsci7010031](http://dx.doi.org/10.3390/educsci7010031)

Lars Løvlie: Dannelse og profesjonell tenkning. I B. Hagtvet og G. Ognjenovic (red.) (2011): Dannelse, s. 735 - 753. Oslo,

**26.09 Room: F204 (Kronstad)**

**The consept of bildung, philosphy and history of bildung.**

***9.15 – 10.45****:* ***History of bildung*** *- Tobias Werler*

**Bildung, democracy, politics**

**11.00 – 13.00*:*** – ***General bildung in politics, governance and reform* –** *Tom Are Trippestad*

**Litteratur:**

*Core curriculum for primary, secondary and adult education.* **Bring laptop to the lecture**

[*https://www.udir.no/Upload/larerplaner/generell\_del/5/Core\_Curriculum\_English.pdf?epslanguage=no*](https://www.udir.no/Upload/larerplaner/generell_del/5/Core_Curriculum_English.pdf?epslanguage=no)

*Trippestad, T.A (2011) The Rhetoric of a Reform: the construction of ‘public’, ‘management’ and the ‘new’ in Norwegian education reforms of the 1990s. Policy Futures in Education.Vol. 9. Num.5.*

[*http://journals.sagepub.com/doi/pdf/10.2304/pfie.2011.9.5.631*](http://journals.sagepub.com/doi/pdf/10.2304/pfie.2011.9.5.631)

*Trippestad, T.A, Swennen, A. & Werler, T. (2017) The Struggle for Teacher Education. International Perspectives on Governance and Reforms. London:Bloomsbury Academic. Read Introduction,* ***Ch 1, 2, 3 and 10.***

Trippestad, T.A (2014) Visjonærstillingen. *Norsk pedagogisk tidsskrift.* Vol 98. nr 06. s.410 - 423

**13.00- 14.00***: Lunch*

***14.00-16.00  Challenges and opportunities of “bildung” in a multicultural society*  -** *Bodil Ravneberg, Solvejg Jobst & Vibeke Solbue*

**Literatur**

Fraser, N.(1997): From Redistribution to Recognition? Dilemmas of Justice in a “Postsocialist” Age, 1-22 [http://www.ethicalpolitics.org/blackwood/fraser.htm]

Jobst, S. & Trippestad, T.A. 2015: Structures of identification in Curriculum – European examples, In: International Dialogues in Education: Past and Present, Vol2, nr. 2 [online: <http://www.ide-journal.org/article/2015-volume-2-number-2-structures-of-identification-in-curriculum-european-examples/>]

Solbue, V., Helleve, I., & Smith, K. (2017): “In this class we are so different that I can be myself!” Intercultural dialogue in a first grade upper secondary school in Norway. Education Inquiry, 1-14. <http://www.tandfonline.com/doi/abs/10.1080/20004508.2017.1290894>

Ødegård, G./ Loga, J./ Steen-Johnsen/Ravneberg, B. 2014:Fellesskap og forskjellighet. Integrasjon og nettverksbygging i flerkulturelle lokalsamfunn. Oslo [kap. 1]

**14:45-16.00**

**27.09 Room: F204 (Kronstad)**

**Practice, theory of practice and its meaning for education**

**9:15 – 10:30 *A praxeological approach to education: habitus, change and reproduction*** *–  Solvejg Jobst.*

Litteratur:

Bourdieu, P. 1990: The logics of practice. Cambridge. Polity Press. Her the chapters: “Structures, habitus, practices” (52-65) and “The logic of practice» (80-97) [https://monoskop.org/images/8/88/Bourdieu\_Pierre\_The\_Logic\_of\_Practice\_1990.pdf ]

Jobst, S./Skrobanek, J. (2010): Cultural Differentiation or Self-Exclusion: On young Turks’ and Repatriates’ Dealing with Experiences of Discrimination in Germany. In: Current Sociology. Vol. 58, No 3, pp. 468-488.

**10:45 – 12:00 - *Curricular spaces, practice and the formation of “requested subjects” – a social epistemological perspective -*** *Thorolf Krüger*

**Litteratur:**

**1 prioritet litteratur**

Krüger, Thorolf (2016), Profesjonsutdanning; makt, viten og vilkår for endring. I Grindheim, Krüger, Leirhaug og Wilson (red.)*: Lærerprofesjonalitet i utdanningspraksiser.* Bergen: Fagbokforlaget (pp.211-227)

Krüger Thorolf (1999), Undervisning som et ensemble av diskursive praksiser. I *forskningsrapport nr. 43/1999.* Høgskolen i Lillehammer (pp. 219-225)

Krüger, Thorolf, & Tiri Bergesen Schei (2008), Et Foucaultinspirert blikk på vokalfagets didaktikk. *I Nordisk musikkpedagogisk forskning, Årbok 10/2008,* (pp. 97-110).

Krüger, Thorolf (2000) Teacher Practise, Pedagogichal Discourses and the Construction of knowledge. Bergen University College press. (Will be given to PhD students by the lecturer9

**12.30 – 13.30 Lunch**

**We meet in the drama-room B410**

**13.30 – 16.30 – *Dramaturgy and learning – perspectives on triangular learning*** *- Thor Helge Allern.*

Literature

Tor-Helge Allern (2015) Dramaturgi og læring, i Halvor Kjelen (red). *Det utvidete*

*læringsrommet*. Fagbokforlaget, (side 31 – 58).

**17.00 Social program - a beer close by?**

**28.09. Room: G118 (Kronstad)**

**Bildung and didactical practices in research and teacher education disciplines**

*Reading*

**10.00 – 12.00**: ***Mathematics education and its (non-)relationship to bildung.*** *Tamsin Meaney and Troels Lange*

Meaney, T. & Lange, T. (2013). Learners in transition between contexts. In K. Clements, A. J. Bishop, C. Keitel, J. Kilpatrick, & F. Leung (Eds.), *Third international handbook of mathematics education* (pp. 169-202). New York: Springer.

Lange, T. & Meaney, T. (2014). It’s just as well kids don’t vote: The positioning of children through public discourse around national testing. *Mathematics Education Research Journal*, *26*(2), 377-397*.*

Lange, T. (submitted). Unpacking the Emperor’s new policies: How more mathematics in early childhood will save Norway.

**12.00– 13.00: Lunsj**

***13.00–15.00: Perspectives on music and bildung****. Tiri Schei Bergesen and Silje Valde Onsrud*

Frede V. Nielsen 2007. Music (and Arts) Education from the point of view of *Didaktik* and *Bildung*. L. Bresler (Ed.). *International Handbook of Research in Arts Education.* Springer <https://link.springer.com/content/pdf/10.1007%2F978-1-4020-3052-9_17.pdf>

Tiri Bergesen Schei & Elin Erikssen Ødegaard 2017. "Stories of style." Exploring teachers’ self-staging with musikal artefacts. S.Garvis & N. Pramling (Ed.). *Narratives in Early Childhood Education: Communication, Sense Making and Lived Experience*. (pp. 59-69) Routledge Research in Early Childhood Education <https://books.google.no/books?hl=no&lr=&id=YiwlDwAAQBAJ&oi=fnd&pg=PP1&dq=Schei,+Tiri+Bergesen,+and+Elin+Eriksen+%C3%98degaard.+%22Stories+of+style.%22+Narratives+in+Early+Childhood+Education:+Communication,+Sense+Making+and+Lived+Experience+(2017)&ots=bMQKuIw3-U&sig=_IHbijFRkCEULCKiz_j6e9Ae-og&redir_esc=y#v=onepage&q=Schei%2C%20Tiri%20Bergesen%2C%20and%20Elin%20Eriksen%20%C3%98degaard.%20%22Stories%20of%20style.%22%20Narratives%20in%20Early%20Childhood%20Education%3A%20Communication%2C%20Sense%20Making%20and%20Lived%20Experience%20(2017)&f=false>

Silje Valde Onsrud 2015. Gender Performativity through Musicking. Examples from a Classroom Study. *Nordic Network for Music Education Research, Yearbook 16* Oslo: NMH-publication <https://brage.bibsys.no/xmlui/bitstream/handle/11250/2425456/Onsrud_Gender_Performativity_through_Musicking.pdf?sequence=1&isAllowed=y>

**29.09. Room: F204 (Kronstad)**

**Bildung and didactical practises in research and disciplines**

***9.15 – 10.00: Bildung and literary didactics -*** Per Arne Michelsen

*Literature*

Michelsen, P.A. (2017) *Litteraturdidaktikk*. Oslo: Cappelen Damm akademisk

**10.15 – 11.00  *Posthumanism and green bildung - Nature in children's literature*** *– Lykke Guanio-Uluru*

*Litterature:*

*Guanio-Uluru, Lykke (2017)* “Katniss Everdeen’s Posthuman Identity in Suzanne Collins’ Hunger Games Series: Free as a Mockingjay?” *Jeunesse: Young People, Texts, Cultures*. Vol 9, NO 1.   
[*http://blogg.hib.no/nachilit/*](http://blogg.hib.no/nachilit/) *(Look at the files ‘About’, ‘Book report’, ‘Beings’*

***11.15 - 12.00 Spirit of play in physical education*** - *Ove Ronny Olsen Sæle*

Sæle & Akslen (2014). Fair play as a Concept in Physical Education in the Norwegian School System. I: *Handbook of Physical Education Research: Role of School Programs, Children's Attitudes and Health Implications. Nova Science Publishers*, s. 165-182.

Sæle (2017). Å Spille hverandre gode. I *Danningsperspektiver på kroppsøvingsfaget*, s. 88-117. Bergen: Fagbokforlaget

**12.30 – 13.15 Lunch**

**13.15 – 15.15 *The Kindergarten as an arena for cultural formation.***  ***How to work with the concept of bildung and didactichal practises in research*** *- Åsta Birkeland og Liv Torunn Grindheim*

Grindheim, L. T.  (2017) Children as playing citizens*, European Early Childhood Education Research Journal,* 25(4), 624-636, DOI: 10.1080/1350293X.2017.1331076

***15.30 - 16.30 Discussion on why and how to research danning, practice and didaktikk?***

**Week 43**

**Week 43**

**Monday 23.10, Room: Will be announced later**

**10.30-12.30** Writing the introduction to article-based dissertations – Kappe-workshop - Professor Kari Smith, NAFOL (voluntary course open to all PhD candidates)

**12.30-14.00 Lunch**

**14.15-16.00** Listening to Children: Researching with Young Children about Pretend Play   
using Participatory Methods - Triona Stokes (voluntary course open to all PhD candidates).

**Tuesday 24.10 Room: M8-221 (Møllendalsveien)**

**10.00. Welcome and practical information**

**10.15 – 1600 Library course for PhD students**

**Wednesday 25.10 Room: M8-221 (Møllendalsveien)**

**11.00 – 12.30 *The power of general bildung* v/** Merethe Roos

Forberedelseslitteratur: Roos, M. (2016) *Kraften i allmenn dannelse*. Portal akademisk. Kristiansand.

**12.30 - 13.30 Lunsj**

**13.30 – 15.30 To write academic articles for *Norwegian Pedagogical Journal* - Advice, examples and practical exercises** – by chief editor. Merethe Roos.

**Thursday 26.10, Room: L202 (Kronstad).**

**Presentation of outline for scientific article and discussions**

Individual oral presentation of outline for scientific article. Will be assessed as accepted or not The presentation will last 20 minutes and be discussed for approx. 10 minutes.

09.15 Phd student x

09.45Phd student x

10.15 – 10.30 pause x

10.30 – 11.00 Phd student x

11.00 – 11.30 Phd student x

**11.30 – 12.30 Lunch**

12.30 – 1300 PhD student

13.00 – 13.30 Phd student

13. 30 – 14.00 Phd student 1

14.30 Phd student 1

15.00 general discussion

**Friday 27.10, Room: L202 (Kronstad)**

09.45 10.15 Phd student

10.15 – 10.30 Pause

10.30 – 11.00 Phd student

11.00- 11.30 Phd student

**11.30 – 12-30**

**12.30 – 13.30** Phd student

13.30 – 14.30 Phd student

14.45 - 1500 Phd student

15.00 Comments ideas discussion evaluation of course.