

PHD 901 Bildung and Pedagogical Practises (Autumn 2018)

Week 39 and week 45. Course Responsible: Tom Are Trippestad

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Week 39

Mon. 24.09 Room: E203

10.00 : Welcome and Introduction to the Course– Solvejg Jobst / Tom Are Trippestad

10.15– 12.00 History of Bildung - Tobias Werler

Literature:

Werler, Tobias (2010). Danning og/eller literacy? Et spørsmål om framtidens utdanning. In Midstundstadt, J.; Willberg, I. (Eds.). *Didaktikk : nye teoretiske perspektiver på undervisning*. Oslo, Cappelen Damm Akademisk, 76-96.

Hopmann, S. (2007). Restrained teaching: The common core of Didaktik. *European Educational Research Journal*, 6(2), pp. 109-124. <http://journals.sagepub.com/doi/10.2304/eeerj.2007.6.2.109>

12.00 – 13.00 Lunch

13.00 – 15.00 Education and Dilemmas of Upbringing. A Plea for Enlightened Judgement. – Lars Løvlie

Literature:

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

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

Lars Løvlie (2013) John Dewey - danning til demokrati. I I. S. Straume (red.) (2013): *Danningens filosofihistorie*, s. 252 - 263. Oslo, Gyldendal.

1500 – 1530 Discussion

Tue. 25.09 Room: E241

09.00 – 11.00 Researching Pedagogical Actions - Herner Sæverot

Literature:

Herner Sæverot (2017) *Pedagogikkvitenskap*. Bergen: Fagbokforlaget (s. 15-45, 185-215).

Herner Sæverot & Vegard Kvam (2018/19, forthcoming) An Alternative Model of Researching Educational Practice: A Pedagogic-Stereoscopic Point of View. *British Educational Research Journal*.

Herner Sæverot (2018/19, forthcoming). Education as Task and Education as Fact. Searching for an Autonomous Discipline of Education. *Educational Theory*.

11.15 – 13.00 *A Praxeological Approach to Education: Habitus, Change and Reproduction*
– Solvejg Jobst.

Literature:

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.

13.00 – 14.00 lunch.

1400 – 16:30 - *Curricular Spaces, Practice and the Formation of “requested subjects” – a Social Epistemological Perspective* - Thorolf Krüger

Literature:

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

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.

Wed. 26.09.Room: F234

Ecocriticism and didactics

09.00-10.00 *On Ecocriticism and the Research group Nature in Children’s Literature and Culture* - Nina Goga

Literature:

Text: Goga, N., Guanio-Uluru, L., Hallås, B. O. & Nyrnes, A. (2018). Introduction. I N. Goga, L. Guanio-Uluru, B. O. Hallås & A. Nyrnes (Red.), *Ecocritical Perspectives on Children’s Texts and Cultures: Nordic Dialogues* (s. 1-23). Basingstoke: Palgrave Macmillan.

Break

10.15-11.15 ***Green Topology and the Pastoral as a Figure of Thought* - Aslaug Nyrnes**

Literature:

Gifford, T. (2014) Pastoral, Anti-Pastoral, and Post-Pastoral. I L. Westling (Red.), *Literature and the Environment* (s. 17-30). Cambridge: Cambridge University Press.

Break /lunch

11.45-12.45: *On the Posthuman and Didactics. Analysing texts: Ecocritical Reading Roles Applied to Excerpts from The Hunger Games (chapters 1, 2, and 5) - Lykke Guanio-Uluru*

Literature:

Collins, S. (2011/2008) *The Hunger Games*. Scholastic UK. (Or use the Norwegian translation).

Break

13.00-13.45 *Discussion Based on the Work with The Hunger Games, Read Against the NatCul-matrix* (see Goga, N., Guanio-Uluru, L., Hallås, B. O. & Nyrnes, A. (2018)).

Break

14-14.45 *Reflection around Potential Ecocritical Perspectives in One's Own Project*

14.45-15.00 *Summing up / Evaluation*

Thur. 27.09. Room: F234

9.15 – 12.00 - 'Bildung' as a Productive Concept and Thinking Tool into Research with Aims of Education for Sustainable Futures - Elin Eriksen Ødegaard

- *Presentation of KINDknow – Centre of Systemic research on Diversity and Sustainable Futures – Elin Eriksen Ødegaard*

Break.

- *Institutional Conditions for Cultural Formation – Kindergarten as an Arena for Cultural Formation*
- *Elin Eriksen Ødegaard*

Break

- *Analysis and Discussion over the Importance of Transparency in Research.*

Literature:

Birkeland, Å. (2015), Comparative education – fortifying preconceptions or transformation of knowledge? *Policy Futures in Education*. ONLINE (DIOI) 10.1177/1478210315612647

Grindheim, L.T. (2018) Beyond uniform reproduction: Exploring children's imaginative play through the lenses of their teacher. *Contemporary Issues in Early Childhood* ONLINE (DOI) 10.1177/1463949118783384

Ødegaard, E.E. (2015) The importance of looking at someone through a pirates telescope. Reflections on the making of knowledge from empirical data. *Nordisk barnehageforskning* <https://journals.hioa.no/index.php/nbf/article/view/1302/1330>

Elin Eriksen Ødegaard & Jayne Elizabeth White (2016) Bildung: Potential and Promise in Early Childhood Education. *Encyclopedia of Educational Philosophy and Theory*. ONLINE (DOI) 10.1007/978-981-287-532-7_57-1

12.00– 13.00: Break/ Lunch

13.00- 16.00 *Educational Design Research: Balancing Bildung and Craft in Research Practices?* – Magne Ingolf Espeland

Literature: Mckenney, S. & Reeves, T.C (2013). Educational Design Research (ch.9). In [Handbook of research on educational communications and technology: Fourth edition](#) (pp.131-140). Eds: J. Michael Spector, M. David Merrill, Jan Elen, M. J. Bishop. Springer.

Open day - Bildung and Pedagogical Practises Fri 28.09. Room: F223

10.30– 12.30 – *Pedagogical Sovereignty. On the Educational Discourse Formation (Éducation, Sozialisation, Guidness, Bildung)* – Lars-Henrik Schmidt.

Schmidt, L-H. (2002) *Diagnosis III: Pædagogiske forhold*, Aarhus Universitetsforlag.

Break/Lunch -

Fredag 28.09– 13.30 – 15.00 *Forbudt skolevirkelighet? Om retorisk dannelse, utdanningskritikk og Osloskolens styringslogikk* – Simon Malkenes

Literature

Malkenes, S. (2014) *Bak fasaden i Osloskolen*. Oslo, Res Publica

Week 45

Tuesday 06.11. E241

0915 – 09.30 Welcome and practical information

09.30 -11.30 : – *Bildung of the Homo economicus? On the new and old Public management of the public* 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

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>

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 *The power of general bildung v/* Merethe Roos

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

14.00 – 16.00 **To write academic articles for *Norwegian Pedagogical Journal* - Advice, examples and practical exercises** – by chief editor. Merethe Roos.

Wednesday 07.11. F234

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

09.45 Phd 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 08.11 Room: F234

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.