WERA-IRN Conference

Extended Education
Practices, theories and activities

Program of the
2nd WERA-IRN EXTENDED EDUCATION Conference

September 26 – 28, 2019, Stockholm University, Sweden

Organizing Committee

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Keynote Lectures (Aula Magna, right)

Keynote Lecture 1, Prof. Dr. Marianne Schuepbach,
Thursday, September 26, at 13.00-13.45 (Aula Magna, right)

Extended Education – Concepts and Terms, Methods and Practices from an International Point of View

Prof. Dr. Marianne Schuepbach, Freie Universität Berlin (Germany)

MARIANNE SCHUEPBACH, Freie Universität Berlin, Germany

Marianne Schuepbach is an empirical researcher whose research focuses on extended education predominantly in Switzerland, school career transition: grade retention, school teaching and school at the Institute of Educational Science, University of Bern (CH). Since 2014 she is a chair of Primary Education at the Institute of Educational Science, University of Bamberg, Germany. In the last years she has carried out different studies funded by the Swiss National Science Foundation in the field of extended entry and multi-professional collaboration in school and teaching. She received her PhD from University of Fribourg, Switzerland (CH) in 2004 and her Habilitation from University of Bern (CH) in 2009.

From 2010 till 2014 she has been an assistant professor of research on teaching and school at the Institute of Educational Science, University of Bern (CH) and from 2014 till 2019 she was a chair in Primary Education at the Institute of Educational Science, University of Bamberg, Germany. Since March 2019 Marianne Schuepbach is a chair in Primary Education at Freie Universität Berlin, Germany. Since 2017 she is co-organizer of the WERA-IRN Extended Education

Abstract

Extended Education – Concepts and Terms, Methods and Practices from an International Point of View

In the last two decades, an interest in the field of extended education has been growing worldwide. On all continents, countries have been investing in the development of systems to support student learning after traditional school hours. I will talk about extended education based on different ways of understanding its concepts and terms, methods and practices. In my presentation, I will clarify currently used concepts and terms from an international point of view, and focus on English terms in this new research field.

Keywords: extended education, concept, terms, methods

Keynote Lecture 2, Prof. Dr. Daniel Thomas Cook,

Friday, September 27 at 09:00-10.00 45 (Aula Magna, right)

Play and its Duplicities

Prof. Dr. Daniel Thomas Cook, Rutgers University, Camden, NJ (USA)

DANIEL T. COOK, PhD, Professor of Childhood Studies, Rutgers University-Camden, US.

Daniel's work focuses on moral configurations of childhood. In particular, he explores the various ways in which tensions between "the child" and "the market" play themselves out in various sites of children's consumer culture, such as advertising, food, rituals, clothing and media. Cook is Editor of Childhood.

Abstract
Play and its Duplicities

After an extended historical sequestration, 'play' has burst its imposed confines within the nursery and playground to spill into virtually every crevasse of cultural life, threatening to imbue most anything with its imputed aura of freedom, individuality and creativity. In the process, children's play has come to represent a significant pathway for education and for learning of all sorts— from school curricula to the practices and structures of educare and leisure-time, out-of-school activities and centres. Regularly, and often with little reflection, theorists and practitioners invoke 'play' uncritically to stand for an unqualified good and thus as a remedy for a variety of social ills like ineffective parenting, media culture and an unimaginative learning environment.

Underlying such normative notions of play resides an equally normative and selective conceptualization of an ideal 'child' whose

imagination, health and, indeed, biography depends on an idea of appropriate play to be delivered, in a proper amount and with a particular cadence. In this general view, the role of educator and care worker (as well as the parent and perhaps the legislator) focuses on discerning and delivering the 'right' play to produce desirable childhoods. This scenario, familiar enough to many, makes both play and the child into known and knowable things or entities. Play, here, thereby sheds most of its ambiguity, paradox and uncertainty—elements that some consider central features of ludic activity—and, in the process, postulates the child as an outcome or potential outcome, even if allowed to engage in the process of choosing her own play practices.

Approaching play as enmeshed in ambiguity, uncertainty and paradox allows educators and practitioners to move beyond this strong tendency to subject the 'child' to conceptual and social closure. The crux of the matter resides in acknowledging and embracing the inevitable and necessary slippage of meaning—characteristic of play encounters—whereby things said are not meant and things meant are expressed in and as contradiction. Embracing play and its duplicities—its' epistemological, philosophical and lived duplicities—offers those concerned with children an alternative point of entry into their life worlds.

Keynote Lecture 3, Prof. Dr. Ann-Carita Evaldsson

Friday, September 27, at 13.00-13.45 (Aula Magna, right)

Examining children's peer culture in action: Micro-ethnographic approaches to children's everyday participation in afterschool practices PhD

Prof. Dr. Ann-Carita Evaldsson, Uppsala University (Sweden)

ANN-CARITA EVALDSSON, PhD in Communication and Professor in Education, Uppsala University, Sweden.

Evaldsson's research comprises micro-ethnographic approaches to children's interaction with peers and adults in schools, after schools and homes. Her research focuses particularly on the role of language, affect and morality in children's peer/sibling practices and in adult-child practices, and how identities (gender, class, ethnicity, disability, age) are accomplished in educational contexts. She has long-term experiences of carrying out ethnographic research based on video and audio recordings with a particular focus on the perspectives of the child and children's ways of (inter) acting with others in multiethnic/multilingual low-income settings.

Abstract

Examining children's peer culture in action:
Micro-ethnographic approaches to children's everyday participation in afterschool practices

Micro-ethnographic approaches, based on long-term fieldwork and extensive audiovisual recordings of children's interactions with peers and adults, are used in childhood studies for gaining access to and become accepted into children's worlds, and to document children's

social practices (Corsaro, 2017; Goodwin, 2006). In this presentation, I will show how micro-ethnographic approaches, based on video and audio recordings are needed for understanding the social and moral dynamics in children's everyday peer group practices (Goodwin & Kyratzis, 2011). Afterschool-programs are approached here as zones of transitions where children are allowed to interact with peers relatively freely and where there are movements and leakages between what goes on in schools and in children's homes (Evaldsson, 1993).

The starting point is my long-term experiences from doing longitudinal micro-ethnographic studies of children's peer language practices in afterschools (Evaldsson, 1993; Evaldsson, 2002; Evaldsson & Aarsand, 2011; Evaldsson & Corsaro, 1998; Evaldsson & Aarsand, in press) and in schools (Evaldsson, 2004, 2005, 2007, 2019; Evaldsson & Svahn, 2012, 2017) located primarily in multiethnic low-income areas. By the use of micro-interactional approaches based on ethnomethodology and conversation analysis and Goffman's work (1961, 1981) (Goodwin, 2006) I have discovered and documented the existence of often, invisible aspects of children's peer cultures. It will be argued that such micro-analytical perspectives and methods provide a way of taking the participants' (i.e. children's) perspectives on how moral orders and identities are constituted in social interaction.

Based on data, from micro-ethnographic studies among children in multiethnic groupings, I will show how boys and girls engage in play and conflicts where they accomplish elaborated processes of social exclusion. Despite apparently similar language practices I found that groups of boys organized aggravated practices to police the moral order of their peer group where they supported forms of social degradation with respect to valued features of their peer culture (bodily demeanor, clothing, language proficiency) that indexed their masculine gender, social class and ethnicities (Evaldsson, 2002, 2005; Evaldsson & Aarsand, in press). By attributing negative descriptions to others, the boys demonstrated that they were not simply victims of an all-powerful social order. Thus, what is playful and what is threatening become here a matter of participants' perspectives (Aronsson, 2011).

In more recent research I have explored the integration of digital technologies into children's everyday peer group practices across the interconnected contexts of afterschool, schools and homes. The

findings demonstrate how both girls and boys make sense of and deal with unexpected and problematic events in social networking by using multiple strategies, including instructing and monitoring each other's actions, and problem solving (Evaldsson & Melander, 2018). In this process, a collaborative peer culture is established as the children take each other's perspectives, and share digital experiences and devices (Danby, Evaldsson, Melander & Aarsand, 2018). In capturing children's own strategies, we have also highlighted how digital media practices level out differences in children's competencies and how some children position themselves as experts.

Overall, a focus on children's peer culture, as constituted in action challenges researchers to take children seriously and permits a nuanced understanding of children's social worlds while it demonstrates the micro-political character of children's everyday peer group practices.

Keynote Lecture 4, PhD Kirstin Kerr

Saturday, September 28, at 09.00-10.00

Learning from contemporary extended education offers in England

PhD Kirstin Kerr, University of Manchester (UK)

KIRSTIN KERR, PhD, Senior lecturer in Education at The University of Manchester and co-director for the Centre for Equity in Education.

Dr Kirstin Kerr is Senior Lecturer in Education at the Manchester Institute of Education, University of Manchester. Her research is concerned with understanding how educational inequalities come to be ingrained in particular neighbourhoods and communities, and how policy can intervene more effectively in the link between education, disadvantage and place. She is expert in supporting the development and evaluation of locally-designed and -led extended education initiatives in disadvantaged neighbourhoods, which aim to develop long-term, comprehensive programmes of support for children – both throughout their schooling, and in their family and community contexts. These initiatives typically involve the development of bespoke local strategies tailored to an analysis of needs within their target neighbourhoods, and bring together schools, wider services, and voluntary and community organisations.

Abstract

Learning from contemporary extended education offers in England

Like many countries internationally, England has entrenched patterns of educational inequality. As a whole, the most disadvantaged and vulnerable children do least well in school and most often live in poor areas, where access to good quality services and positive life chances are particularly limited. These patterns of disadvantage are being exacerbated by a combination of: (i) austerity measures, which are placing unprecedented pressure on schools to 'fill the gaps' created by the withdrawal of specialist child and family services; and (ii) the competitive nature of the English school system which encourages schools to 'go it alone' within the market place, losing links with the community resources that are available, and further disadvantaging schools serving disadvantaged areas in particular.

What schools can do in response is a major policy concern. In an English context, extended school offers have traditionally been seen a mechanism for addressing disadvantage, and this presentation argues that they are becoming increasingly important as vehicles for developing innovative approaches to this at a local level. The presentation will draw out learning from empirical research with schools and other public service providers in disadvantaged areas in England, who are working to develop new forms of extended education offers. Together, these newly emerging extended offers point to a number of features, which appear as important underpinnings for innovative approaches. These include:

- generating and acting on shared contextual knowledge about how disadvantage shapes children's and families' lives
- front-line professionals sharing and acting upon relational values
- an explicit focus on the interrelationship between processes and outcomes
- schools serving as 'anchor institutions' in disadvantaged areas, acting as co-ordinating hubs for the activities of multiple stakeholders
- the creation of 'liminal spaces' for innovation, which can then inform sustained mainstream provision

- there is a connection between the extended offer being developed, and the history and desired future trajectory of the area where it is being developed.

In exploring these features, the presentation will argue that these examples of newly emerging extended education offers are, to greater or lesser extents, and more or less robustly, working against dominant market models of education and service provision, and finding ways to do things differently – and indeed, to do different things – in contexts of austerity. Collectively, they suggest that it is possible to develop new thinking and practices through extended education offers which have relevance to some of the biggest challenges currently facing the English education system – and also countries such as Australia, Sweden and the USA, which are following similarly market-led policies, in often increasingly austere times.

Program in Detail

Wednesday, September 25, 2019

12.00	Visit Extended Education Practice
Location:	
City Center, meet up	

Thursday, September 26, 2019

10.30-12.00 **Location:** Aula Magna	Registration

12.30 **Location:** Aula Magna, right	Opening Speech by Stockholm University's President Astrid Söderbergh Widding

12.45 **Location:** Aula Magna, right	Organizers Welcome Conference Participants

Keynote Lecture 1

13.00-13.45 **Location:** Aula Magna, right	**Keynote Lecture 1** *Title: Extended Education – Concepts and Terms, Methods and Practices from an International Point of View* Prof. Marianne Shuepbach

13.45-14.15 **Location:** **Aula Magna**	Coffee Break

Symposium 1, Session 1

14.15-15.45 **Location:** Bergsmannen (50), Aula Magna, upper level	**Symposium 1** Session 1
	Extended Education at School in Sweden, Germany and Switzerland: Perspectives of Primary School Children
	Organizers and Chairs: Prof. Dr. Natalie Fischer, Chair of Education with an Emphasis on Social relationships at school at Kassel University, Germany; PhD Helene Elvstrand, Senior Lecturer at the Department of Social and Welfare Studies (ISV), Linköping University, Sweden
	School-based leisure time and extracurricular activities are facets of extended education. Sweden has a long tradition of School-Age Educare centres (SAEC). They have been present since the 1960s, replacing former afternoon centers. SAEC have been integrated into public schools since the beginning of the 1990s. Since the beginning of the 21st century school-based afternoon programs were extended in Germany.
	In Switzerland public all-day schools are nowadays being implemented step-wise in the bigger cities. Although there are considerable differences in terms of political requirements, qualification of staff and other contextual features, scholars in all three countries identify similar problems and challenges.
	Overall, children in Sweden, Germany and Switzerland seem to spend their leisure and learning time in similar ways at school. Based on

current sociological theories of the nature of childhood and political shifts towards children's rights, it is essential to include children's perspectives and issues they consider important to develop learning opportunities and socialization contexts for them. However, there is a lack of research on primary school children's perspectives on the extended school day.

This symposium will provide knowledge on extended education from children's perspectives by exploring children's views in Germany, Switzerland and Sweden with qualitative and quantitative measures. Thus, the symposium will contribute to a deeper understanding of differences and similarities of extended education for pupils in Switzerland, Sweden and Germany. In addition, dissimilarities in children's, parents' and politicians' views can be identified.

1). Pupils' Perspectives in School-Age Educare in Sweden

Helene Elvstrand, PhD. Senior Lecturer at the Department of Social and Welfare Studies (ISV), Linköping University, Sweden;
Lina Lago, Senior Lecturer, Department of Social and Welfare Studies, Linköping University, Sweden;
Anna-Liisa Närvänen, Linneaus University, Sweden

In Sweden, most 6 to 9 years old participate in School-Age Educare Centre (SAEC). Thus, SAEC is an important educational practice, with an aim to enhance pupils learning but also to create a meaningful leisure time for pupils. Another central goal in the Swedish Education Act, which also includes SAEC, is democracy, which covers

pupil's participation and their right to have a say.

The aim of the paper is to analyze and describe pupils' experiences of their possibility to participation in SAECs everyday practices.

The study draws on the theoretical framework of sociology of childhood emphasizing children as actors in their own lives and with a capacity to give their own valid interpretations of their lives (James, Jenks & Prout, 1998) and was conducted in three different schools in Sweden (n= 28 pupils). Data consist of draw-and-talk conversations with pupils who were first asked to draw a map of their SAEC centre and then to describe different themes in relation to their drawing.

Results of constructive grounded theory analyses (Charmaz, 2014) show that the pupils highlight SAEC as an arena to build social relationships with both pupils and teachers. Further, they consider the uniqueness of SAEC as important, which means that SAEC should be different from school and is associated with higher degrees of freedom and an opportunity to make their own choices.

2). Primary School Children's views of the Afternoon in German All-Day Schools

Natalie Fischer, Prof. Dr., Kassel University, Germany;
Annika Majewski, Kassel University, Germany;
Lea Stahl, Kassel University, Germany

All-day schools in Germany have to fulfil certain quality criteria on extracurricular activities, lunch, and cooperation of staff, which are represented in the conceptual frameworks of

each federal state. However, research regarding children's own perspectives on all-day schools is lacking in Germany.

Exploring children's views of their lives, their priorities and concerns can give new insights in key features of extended education. The purpose of the paper is to analyse children's perspectives on their all-day schools and their views on quality based on a qualitative assessment method similar to participatory mapping (Elvstrand & Närvänen, 2016). The method allows children to focus on aspects they consider important. Thus, it is possible to assess time-use of children in the afternoon and to analyse their concepts and meanings of learning opportunities and social relationships.

The study will be conducted in four urban all-day schools in Hesse, Germany in March 2019 (n=32; eight pupils of grade 4 (age 9 to 11) per school, voluntary participation). Results of content analysis can contribute to the development of all-day schools by centering children's needs. Thus, gaps in political guidelines and differences in children's, parents' and politicians' views can be identified. In the discussion, a comparison to children's perspectives on Swedish leisure time centers (assessed with the same method) is possible.

3). Swiss children's view on all-day school and out-of-school learning

Patricia Schuler, Prof. Dr, Zurich University of Teacher Education, Switzerland;
Christa Kappler, Zurich University of Teacher Education, Switzerland

The concept of all-day schools is to purposefully

extend the curriculum in the classroom with out-of-school learning. Out-of-school learning means more or less organized activities outside of the traditional teaching lessons. These activities are held at the school building.

Due to societal changes all-day schools are being implemented in the bigger cities in Switzerland, and an alignment of out-of-school activities to the classroom lesson teaching has started. All day schools become a melting pot of informal, non-formal and formal learning opportunities (e.g. Züchner 2013). The question arises, how do children perceive this educational change?

Data from interviews conducted with primary and secondary school children before and after the educational change with a focus on meaning of extended education, formal and non-formal learning in all-day schools in Switzerland (n=32) is analyzed using Grounded Theory Methods.

Whereas children at primary school highly appreciated the possibility of social learning with peers and opportunity to pass leisure time at school, adolescents feared the constant supervision by adults and the lack of private time during the day. The question arises what kind of out-of-school activities all-day schools can offer within their space and time to serve children's and adolescents' needs.

4). Time-use, well-being and social relationships in the afternoon: Survey data from German Primary Schools

Leah Stahl, Kassel University, Germany;
Natalie Fischer, Prof. Dr., Kassel University, Germany;
Selina Mütze, Kassel University, Germany

If children participate in afternoon programs, they spend most of their time at school. Thus, well-being at school (which is strongly related to social relationships) is not only a prerequisite for learning and attainment of children but also for their health in general (WHO, 2003). Besides formal learning environments, children need unstructured time to develop initiative and social skills (Larson & Verma, 1999). German all-day schools offer such opportunities. To date, there are only a few studies investigating how children use their time and how this relates to well-being. Thus, we investigate time-use, social relationships and well-being in the afternoon in German all-day schools.

About 1000 pupils of grade 3 and 4 in 29 primary schools in Hesse filled in questionnaires in April 2018. Descriptive statistics and regression analyses indicate: When they can organize their time by themselves, children tend to play with friends and do sports or handicrafts; half of them also does work for school. Overall, they report high well-being in the afternoon and good relationships with pedagogues. This relates to high well-being in school in general. As in Sweden, similar data is to be collected; discussion could include a comparison with Swedish Leisure Time Centers.

Discussant: Professor Hans Peter Kuhn, Kassel University, Germany, Department of Social and Welfare Studies (ISV)

Paper: Session 1

14.15-15.45	**Individual Paper Presentations**
Location:	Session 1
Spelbomskan (40), Aula Magna upper level right	**Theme 1: Disadvantages, Compensations**
	1). The leisure-time centre and equal education
	Catarina Andishmand, Senior Lecturer, University of Gothenburg, Sweden
	Over the past fifteen years the ability of leisure-time centres (henceforth LtC) to compensate for children's different abilities and needs, backgrounds and living conditions have been reduced through decreasing resources and larger groups of children. In the presentation, I will present the result of my thesis *Leisure-time centre or service centre? – An ethnographic study of leisure-time centres in three socioeconomically diverse areas* (Andishmand, 2017) and particularly pay attention to the variety of local and school-specific factors and show how social changes and developments taking place during the last three decades impact educational opportunities within the LtCs.
	The theoretical point of departure originates in a social constructionist perspective (Berger & Luckmann, 1966). Theoretically, the study is influenced by Giddens' (1984) theory of structuration, which holds that focus is directed to the context and actors' interactions in that context. The study is based on ethnographic fieldwork in three schools, over the course of one semester respectively.
	The empirical findings show that housing segregation, where certain groups are excluded,

as a result of social position and economic resources, together with free school choice have consequences for the social practices in LtCs, as the groups become increasingly homogeneous based on the children's ethnic and socio-economic backgrounds. The results also show that the resources given to the LtCs, are subordinated to the compulsory school. The social practices in the LtCs appear to be a result of local rules, norms and conditions rather than the policy documents.

2). Tackling educational disadvantage through an innovative cradle-to-career school design: The Case of BerryHill

Dr Kirstin Kerr, Senior Lecturer in Education, University of Manchester;
Victoria Hirst, ESRC CASE Studentship PhD researcher at Manchester University's Institute of Education.

This paper explores a persistent issue in the field of educational disadvantage, that of schools' limited capacity to tackle the web of social issues that many children face before they reach the school gates. It is clear that schools cannot tackle these issues on their own and in response, this project explores an innovative approach: a cradle-to-career school design. Using an all-through school in BerryHill, South-East England, as a case study, this project scrutinises the understandings of the professionals leading the design and explores how a sample of children and their families are impacted upon by it.

We are reporting on an early scoping stage empirical study, drawing on a socio-ecological conceptual framework (Bronfenbrenner, 1979) to deepen our knowledge of the multifaceted and

interacting disadvantages present within the children's ecologies. We also use findings from ethnographic style notes and immersion in the school and community context over the past 10 months to illuminate key issues.

The initial findings reveal some key dilemmas for the cradle-to-career school design. First, there seems to be a tension between offering immediate symptomatic responses to social issues in the local area and acting from a deeper socio-ecological understanding. Second, is the question of whether the school's cradle-to-career design intends to change the local area or change individual lives. Third, the persistent pressure of a competitive education system poses problems for the pipeline in practice, with potential 'leaking points' at key transition phases.

3). Shadow education in the Nordic welfare state

Sidse Hølvig Mikkelsen, Associate Professor, VIA University College, Aarhus, Denmark;
David Thore Gravesen, Ph. Dr., Lecturer, VIA University College, Aarhus, Denmark

In a Scandinavian extended education tradition, supplementary private tutoring has not drawn much research attention, even though it in these years sees a massive intensification and is becoming very prevalent in many parent's and pupils' educational choices. The phenomenon is called shadow education, as it mimics, or shadows formal schooling procedures and obligations (Bray, 2013).

In this research project, we aim at examining the phenomenon in a Danish and Scandinavian setting as its upcoming and range may have

substantial educational policy implications that might change the educational scene, as we know it.

We discuss the nature of shadow education in the Danish setting, and present our tentative analysis on the following question; is shadow education remedial in its nature and therefore narrowing down the inequity of schooling or is it creating a larger gap between high and low achievers, with the socioeconomically strongest pupils drawing the longest straw?

Our theoretical inspiration in this project is based upon the work of leading shadow education researcher Mark Bray (Bray & Lynkins, 2012; Bray, 2010; Bray, 2013). And we investigate the phenomenon by visiting the concept of concerted cultivation presented by Annette Lareau (Lareau, 2011).

We will be using a mixed-methods research design as our aim is to both quantitatively examine the magnitude of the phenomenon in Denmark and qualitatively study how and why pupils and their parents in a welfare state choose to complement public schooling with private tutoring.

14.15-15.45
Location:
Mimer (30),
Aula Magna,
upper level

Individual Paper Presentations
Session 1
Theme 2: Movement

1). "A hotbed for conflicts": Four square as a school yard activity

Björn Sjöblom, Associate Professor, Department of Child and Youth Studies, Stockholm University;
Jonas Linderoth, Professor, University of Skövde
Jonas Ivarsson, Senior Lecturer, University of Gothenburg;
Carl Heath, Vice President Professional Education at RISE Interactive, RISE Research Institutes of Sweden

Four square is a very popular game on Swedish school yards, played as a recess activity and as part of school age educare. It is a multi-sided competitive and hierarchical ball game, where players attempt to eliminate each other, which in turn lets new players enter the game. It is a game that is prone to conflicts amongst players, and which pedagogues often have to supervise and organize.

This study examines the experiences of pedagogues organizing children's play in this game, and asks in what ways the game's design influences the way that this game is organized as a school-yard activity. The study used an online survey with open questions, receiving 69 replies from Swedish schools.

Results show that local rules are often instated in order to regulate in-game actions, cooperation and social conduct. The experiences of organizing

four square were mixed, and while some praised the positive qualities of the game, many respondents found it very problematic and a "hotbed for conflicts".

The analysis shows that respondents often perceived the problems with this game, but failed to address the underlying rules mechanism that lead to conflicts and problematic player behavior. Providing pedagogues with more insight into game design could lead to a better selection of games as recess activities in Swedish schools.

2). Children' s Unedited Places in School-age Educare Centres

Maria Hammarsten, PhD student in Pedagogy, School of Education and Communication, Jönköping University, Sweden

Pressure for housing is reducing the green space in urban areas for children's play and their needs and preferences are often neglected in planning. It is therefore important to study what kind of meaning children make in different outdoor places. There are more studies of regulated spaces such as schoolyards, but very few about 'unedited places' around educare centres. By unedited, I mean not designed or supervised by adult. My aim was to investigate what school-age educare children do in these unedited places from the children's perspectives.

The theoretical framework is Social Studies of Childhood, which focuses on the competent child. The child is seen as being able to actively participate in the research process. Grounded Theory has been used as an analytical method to explore unedited places and their meaning for children in school age educational settings. Previous studies show that outdoor places have

different meanings for children's lives based on their place experience, affordances and memories.

The main method was walk and talk-conversations and photographs of their chosen places and included non-participatory observations in one urban and one rural centre. The data are from 4 educare centres based in 3 diverse geographical areas in Sweden with 17 school age educare children.

The main theme emerging from the data was a 'place for play' with five sub-themes about children's relations to place: two concerning imagination 'using natural items for other things' and 'doing whatever you want to do'; 'specific activities/functions'; 'allowing different physical movements' and 'stimulating different feelings'.

3). A description of how sedentary behavior unfolds among first graders in Norwegian After-School Programs

*Knut Løndal, Professor, PhD, Oslo Metropolitan University (presenting author);
Anders Lund Haugen, Assistant Professor, Oslo Metropolitan University;
Siv Lund, Assistant Professor, Oslo Metropolitan University;
Kirsti Riiser, Associate Professor, PhD, Oslo Metropolitan University*

After-school programs (ASP) provide opportunities to influence children's physical activity and sedentary behavior. In this presentation, we explore how children's sedentary behavior unfolds during ASP-time.

As part of the research project 'Active Play in ASP', we observed 42 six-year-old children one-

on-one for an entire ASP-day. We checked predefined categories about activity type, activity place, organizational form and social context in a structured observation form. Additionally, we wrote qualitative field notes. We performed descriptive statistical analysis of the quantitative data, and analyzed the qualitative data using thematic content analysis.

On average, the children spent 2.5 hours in ASP the observation day, and they were engaged in sedentary behavior 54.9 % of this time. The girls were significantly more engaged in sedentary behavior than the boys were. The longest periods of sedentary behavior occurred indoors and during adult-managed time. Indoors, most sedentary time was accumulated during adult-managed meals, during adult-managed and child-managed arts and crafts activities, and when the children were engaged in self-managed card games, board games and drama games. Outdoors the sedentary periods were shorter than indoors, and appeared often during child-managed activities in the sandpit, in short and prolonged periods during adult-managed physical activities, and as very short periods in child-managed play.

Our investigation revealed that employees influenced the children's sedentary behavior in ASP, often in a way that increased such behavior. Thus, employees should be conscious in their way of intervening in children's activities in ASP, and reflect on whether they contribute to increase sedentary behavior or not.

14.15-15.45	**Individual Paper Presentations**
Location:	Session 1
Polstjärnan (30), Aula Magna, upper level	**Theme 3: Children's Perspectives**

1). More than just bored. Re-theorising older children's waiting in Australian Outside School Hours Care

Dr Bruce Hurst, Researcher and Lecturer, University of Melbourne, Australia

In Australian Outside School Hours Care (OSHC), older children (aged 9 to 12 years) are often seen as more difficult to program for than younger children. Australian practitioners commonly draw upon developmental understandings of childhood to understand and program for older children. This means that older children are often constructed negatively as 'too old', bored and having outgrown OSHC (Hurst, 2017).

This paper draws on recent participatory and ethnographic research conducted in Melbourne, Australia. The method supported a re-theorisation of older children in OSHC drawing upon Foucault's theories of power and knowledge. Foucault (1977, 1980) argues that the conduct of individuals is governed by dominant discourses, the perception of surveillance, and self-monitoring.

The re-theorisation presented in this paper raises the possibility that what the older children in this research desired from OSHC and how they conducted themselves was more than just a simple expression of developmental processes. It instead showed that the participants understood

developmental and gendered discourses and drew upon them to actively construct themselves as older and more capable (Hurst, 2017).

This paper focuses on the time late in the day at OSHC when participants were often bored and waiting for family members to take them home. It describes different forms of waiting that took the form of individualised engagements with dominant discourses that preserve older children's aged and gendered identities, and shift over time and context. It offers new programming possibilities for this age group in extended education settings.

2). "Do grown-ups even think?" – school environment from children's perspective

Anita Beckman, Senior Lecturer, University West, Trollhättan Sweden;
Marita Lundström, Senior Lecturer, University West, Trollhättan Sweden

This presentation highlights a part of an ongoing project about children's experience of non-supervised places and situations and in schools and leisure-times centers, focusing on ages 8-9.

In Sweden nearly a half million children, aged 6-9, are served by leisure-time centers, which mostly are integrated into school buildings. Children's activities take place in various rooms and locations in the school environment, and so, often with the attendance of adults, but, at times, situations take place where children are left alone. Previous research has shown that some children tend to feel uncomfortable without adults around (Hvitfeldt Stanek, 2015).

The presentation is based on data from a leisure-

time center located in a small municipal of Sweden. The center serves 40 children. The children were asked to walk the environment and take photographs (Rasmussen, 2014) of places associated with wellbeing, and places that where not. Afterwards, in order to capture the narratives (Johansson 2003; Klerfelt & Haglund, 2011), the photographs were discussed in focus group interviews. Theoretically, we are inspired by Masseys concept of space and place (2005) as well as the theory of production of space (Lefebvre, 1991).

In analyzing the material, we make use of a three-piece model presented by Gitz-Johansen, Kampmann & Kirkeby (2001). The three perspectives are: the children's perspective, the professional perspective and, finally, the perspective of architecture. An overall result shows that children have unexpectedly many thoughts and ideas about the environment. They are for example strongly aware of the presence of dirty toilets and narrow hallways, of scary pictures, odd marks and fluttering curtains. The study also shows that the children consciously and frequently make use of the environment for example by finding their own space away from adults.

3). In search of a Child's perspective – Children´s writings on their own experiences from School age Educare

Anneli Hippinen Ahlgren, PhD student and Teacher in the School age Educare teacher program at Stockholm University;
Lars Lagergren, Associate professor at Department of Sport Science, Malmö University

Is it possible for us as researchers to see and understand the world from a child´s perspective?

And to collect their experiences and stories about their everyday life. Here we present an attempt to do so. The arena for our study is School age Educare (SaE). The SaE setting has an educational and care focus before and after school, on children between ages 6 and 9.

The premise of our study is the belief in the importance of finding research methods that can enhance our understanding of children's everyday life from their own perspective – a child's perspective – in contrast to the dominating child-perspective.

The aim of this article/presentation is to discuss a research method tested in the of the SaE setting. Our theoretical framework is based on the sociology of childhood. Children´s worlds and peer culture are concepts in our analysis (Corsaro, 2009, 2015).

The results show what the 15 children participating in the study do in the SaE setting, what they do with other children or teachers and where the children have done their activities. Some of the children have written answers to all of the questions and some have not. We wanted to examine if a method where the researcher had a minor role or visibility in the data collection could give another dimension for capturing children´s perspectives. The results told us about what the children have done in the SaE, with whom they have done it, what seemed to be important and what was not.

The conclusion is that the research method is promising although it needs to be developed further.

14.15-15.45 **Location:** Kungstenssalen (30), Aula Magna, upper level	**Individual Paper Presentations** Session 1 **Theme 4: *No name***

1). The dual competence requirement - **A study of teacher student competences in a new teacher education**

Jan Gustafson, Associate Professor, University West, Trollhättan, Sweden;
Karin Lager, Post doc/Ph.D. University West, Trollhättan, Sweden;
Emilia Berglund, Senior Lecturer, University of Gothenburg;
Jennifer Lundqvist, Ph. D. student, University of Gothenburg

"The dual competence requirement - A study of teacher student competences in a new teacher education" examines students dealing with a dual competence requirement in teacher education.

The study has its' background in educational trends that aim to bring together a social pedagogical tradition with an educational tradition, with a focus on teacher training in School age educare (fritidshem). Focus group interviews have been used to interview 16 students in teacher education at a university in Sweden with a focus on working in school-age educare. A thematic analysis was implemented, where development of three different competences emerged that correspond to a dual competence requirement, which are Re-creators, Co-Creators and Innovators.

The analysis highlights both the differences and

similarities between the three competences, while also showing how the competences complement each other. The Re-creators are characterized by adapted and reproduced skills development, in which the student actively chooses to become either a teacher in the school-age educare or his subject.

The Co-creators are characterized by the students adapting to the education's implementation and producing parallel skills and becoming teachers in the school-age educare and their subject. The Innovators feature a productive creative competence in which the students use their practical aesthetic subject knowledge in the school-age educare activities, and their school-age educare skills in the teaching of the practical aesthetic subject. Findings are discussed in relation to the offering of creative skills.

2). "Leisure pedagogues at all-day schools in Styria/Austria"

Dr. Gerald Tritremmel, University College of Teacher Education Styria, Graz, Austria;
Dr. Martin Auferbauer, University College of Teacher Education Styria, Graz, Austria;
Dr. Werner Moriz, University College of Teacher Education Styria, Graz, Austria;
Markus Neubauer, University College of Teacher Education Styria, Graz, Austria;
Christian Neuper, University College of Teacher Education Styria, Graz, Austria

The pedagogical staff at all-day schools in Austria are mostly teachers but there are also professionals, who accompany the students throughout the day (Federal Ministry of Education/BMBWF, 2019).

For this pedagogical staff a separate training is

compulsory. The leisure pedagogues need a separate training in the extent of 60 ECTS, which includes basic training concerning pedagogy, school law, personality and communication, diversity, supporting giftedness and social skills, music, arts, sports and practical trainings (PHST, 2019).

We do not know much about the professional life conditions, problems and challenges of leisure pedagogues in Austria due to the fact that the training was established shortly and the idea of leisure education has no long-standing history.

The other point, which differentiates these special pedagogues from others, is the fact that general qualification for university entrance is not required. Hence, the research questions run as follows: Which conditions let the working lives of leisure pedagogues at school succeed? What are the problems and challenges the leisure pedagogues at school are confronted with?

So, as to answer these questions a team of 5 researchers of the University College of Teacher Education Styria/Austria analyzes perspectives, chances and prospects of leisure education at Austrian all-day schools. 5 graduates of the leisure professionals training are interviewed in order to generate items for a questionnaire of about 120 to 150 participants of various schools in the south of Austria.

3). Professional identities of Danish pedagogues working in youth clubs

Lea Ringskou, Professor, VIA University College, Viborg, Denmark;
Caroline Bach, Assistant Professor, VIA University College, Horsens, Denmark;
Christoffer Vengsgaard, Assistant Professor, VIA

University College, Viborg, Denmark

We will present and analyze preliminary findings from a mixed methods research project concerning the professional identities and constructed narratives of Danish pedagogues working in youth clubs. A working area, where there, in spite of major changes the last 10 years, is a lack of research knowledge, not least knowledge concerning the pedagogues and their professional identities. Knowledge about these professional identities can contribute to the knowledge about youth clubs in general. Our research question is:

Which professional identities of the pedagogues working in youth clubs today may be constructed?

In our research project and construction concerning professional identities, we operate with a theoretically approach to (professional) identities inspired by narrative research and cultural anthropology. We consume, that professional identities are (re)constructed in the meeting between different narratives on both micro-, meso- and macro level. That is, the meeting between narratives constructed both in the everyday practice of the leisure-time pedagogues, on institutional and organizational level and by local governments, politics and laws concerning the area and unions. Our empirical data consists of 12 qualitative semi structured interviews and document analysis from three Danish municipalities.

We will present the findings so far in our work in progress analysis based on the empirical data, identifying the different narratives that can be constructed at the different levels, analyzing both potentially resemblances and differences between the different narratives. Narratives, that influence

on the daily practice in and content of Danish youth clubs.

Symposium 2, Session 2

16.00-17.30 **Location:** Bergsmannen (50), Aula Magna, upper level	Session 2 **Symposium 2** **What makes a quality workforce to develop the practice and activities in Extended Education?** *Organizers and Chairs: Dr. Jennifer Cartmel, Senior Lecturer, Griffith University, Australia* This symposium will focus on the research and practice associated with the workforce in extended education services. It will include international examples of practice and research that have used a variety of qualitative and quantitative research tools to examine the features of the individuals employed to work with school age children who attend services after school. The workforce who staff extended education services are critical to the delivery of the service and to ensuring that children are supported. This symposium will examine the research and practices from four countries who have vested time to examine the characteristics and needs of the workforce. The data about the workforce has been gathered using a variety of research methodologies and has included the perspectives of children as well as their families. Developing high quality staff to work in after school programs hinges on building effective orkforce through knowledge and understandings, qualifications, professional development processes and professional standards. The

workforce is required to provide a service for parents, and in this context are to support the wellbeing and development of children. With increasing demand for services, it is important that the practices are well articulated, so that services and grow and respond to their needs of children and families and support the productivity agendas of governments. Without a gamut of expert opinion or investigation, it is hard to ensure maintain a professional identity and status for the workforce.

1). Surveying to survey: Scottish Out of School Care Network

Andrew Shoolbread, Policy and Research Manager, Scottish Out of School Care Network (SOSCN), Glasgow Scotland

Workforce has been an integral source of information for planning and advocacy for the Scottish Out of School Care Network (SOSCN). The demands on the out of school care workforce in Scotland has changed in the past ten years as it has moved from 'a job, to a profession'. Most significantly, all staff must now be registered with, and regulated by a professional body; 'The Scottish Social Services Council' (SSSC), and managers (Lead Practitioners) are required to have a degree-level qualification. Other staff members must also be registered either as Practitioners or Support Workers and be qualified to a level appropriate for their job role.

We have conducted an annual survey of the workforce since 2008, prior to the changes in legislation and requirements, and have been able to map the developments over a ten-year+ period.
Although some of the survey questions have

varied over time, there has been a consistent set core, which cover things such as: age, gender, length of time working in out of school, pay, hours of work, and attitude towards working in out of school care. Initially, the survey was distributed to member services through hardcopy, however, it is now additionally available through an online survey app. It is mostly a quantitative survey with the majority of answers being chosen from a variety of options.

This presentation will give a brief overview of the legislative and regulatory requirements relating to the workforce as well as the findings of our surveys over a ten+ year period.

2). Developing professional standards: An Australian Response

Kylie Brannely, Chief Executive Officer of the Queensland Children's Activities Network, Ipswich, Australia;
Bruce Hurst, PhD. Lecturer/Researcher, University of Melbourne, Australia;
Jennifer Cartmel, Senior Lecturer, Griffith University

Outside School Hours Care Educators (OSHC) educators share a significant responsibility in preparing children to lead successful and productive lives. The OSHC sector is the fastest growing child-care sector in Australia. It has an emerging workforce that has been an eclectic mixture of disciplines and often linked inappropriately to the workforce for very young children.

In 2018 Queensland Children's Activities Network in collaboration with their membership developed Professional Standards for Educators

(the Standards). The Standards reflect and build on national and international evidence that an educator's effectiveness has a powerful impact on children's wellbeing and development. The professional standards for educators are intended to guide professional learning, practice and engagement and facilitate the improvement of educator quality and contributes positively to the public standing of the profession. They articulate what educators are expected to know and be able to do at four career stages: Foundation, Developing, Proficient and Lead.

This presentation reports on research undertaken to examine the implementation of the use of the professional standards in services. The research has been framed by a five-level model of evaluation (Guskey, 2016) to provide a systematic evaluation of the learning associated with the professional standards for an emerging workforce.

The process included interviews undertaken with OSHC stakeholders including service leaders, educators, and school principals about their experiences of the implementation of the set of professional standards and the associated professional development, and how this undertaking process has influenced developing a sense of identity for the workforce.

3). Children's perspective about workforce practices

Karin Lager, Senior Lecturer, Göteborg University, Sweden

This research project is directed towards children's perspectives of their leisure in school-age educare. In Sweden, more than 80 percent of

all children 6-9 years attend school-age educare. Yet, we lack knowledge of children's experiences in these centres and reports from The Swedish school inspectorate have several times stated that school age educare in Sweden do not live up to the standards.

In my previous research about quality work in school-age educare and preschools, I experienced themes about children's perspectives that I want to investigate further.

The aims with this new project are to generate knowledge about children's leisure in school-age educare and to develop methods for evaluation with the perspectives of children and teachers. The theoretical framework is grounded in sociology of childhood were children's everyday lives are focus. With this framework, children are "beings" not "becomings" and includes children's voices, and children's possibilities to participate and having influence of their leisure.

The design comprises rapid ethnographical fieldwork in 10 school-age educare centres, one week per centre, with observations and interviews continuous during the week. Also, two different methods for quality will be used together with children and teachers, as a boundary object, to start discussions about what to evaluate in school-age educare and to fetch their perspectives to develop new methods for evaluating. Within this week also group interviews with teachers and with children are carried out.

Expected findings from this project are knowledge of children's leisure in school-age educare as well as methods for evaluating from perspectives of children and teachers.

4). Job demands, job resources and well-being of staff in after-school programs

Regula Windlinger, Lic. Phil. / Research associate, Pädagogische Hochschule Bern (PHBern), Bern, Switzerland;
Laura Züger, *Pädagogische Hochschule Bern (PHBern), Bern, Switzerland*

In Switzerland, many after-school programs have been established and/or have expanded their offerings in the past few years. These after-school programs are workplaces of teachers and other educational staff. To date, little is known about the characteristics of these employees and of their working conditions. Because research shows that the staff is an important factor for the quality of after-school programs, our study investigates staff characteristics and working conditions.

We use the Job Demands-Resources (JD-R) model (Bakker & Demerouti, 2007) to explain how job demands and job resources affect outcomes by combining a health impairment process and a motivational process. In particular, we investigate the following questions:
What is the relevant job demands and job resources in after-school staff's work?
What are the relationships between job demands, job resources and positive and negative health-related outcomes (e.g. work engagement, job satisfaction, emotional exhaustion) over time?

Data stems from a stratified sample of leaders and employees in after-school programs in three Cantons. Over 100 after-school programs with more than 500 employees participated in the study. A longitudinal design (cross-lagged panel design) was used with three measurement points, each separated by 6 months. Questionnaires for

after-school staff and leaders use established scales.

Data are analysed by means of multilevel structural equation modelling (ML-SEM) in Mplus. Results of these analyses will be presented and implications for the field and directions for future research will be discussed.

Discussant: Associate Professor Anna Klerfelt, Department of Child and Youth Studies, Stockholm University.

Paper: Session 2

16.00-17.30	**Individual Papers Presentations**
Location:	Session 2
Spelbomskan (40), Aula Magna, upper level	**Theme 1: Norms**

1). Unequal Distribution of Digital Learning Activities at Leisure Time Centres – Pushing for Educational Change

Linnéa Stenliden, PhD. Senior Lecturer, Department of Social and Welfare Studies, Linköping University, Sweden;
Helene Elfstrand, PhD. Senior Lecturer, Department of Social and Welfare Studies, Linköping University, Sweden;
Lina Lago, PhD. Senior Lecturer, Department of Social and Welfare Studies, Linköping University, Sweden

This study examines teachers' accounts of what is happening in practices of leisure time centres (LTCs) when faced with pressure from policy reforms to adopt digital technology and promote digital competence as both a requirement and a right for all children. The aim is to explain emerging tensions that may produce the (im)possible digital practices of LTCs. The study is conducted with teachers from three leisure time centres in Sweden. Reflection meetings and interviews are used to produce data that was analysed using a constructivist grounded theory approach.

The study contributes to understandings of teachers' main concerns when LTCs encounter

new demands and change. It explains how tensions emerge and affect LTC teachers' actions towards revised curricula and reforms. Thereby, an unequal distribution of digital learning activities emerges, which in turn pushes for educational change to ensure that the rights of pupils are upheld in the digital world of today and tomorrow.

2). Children's Responsibility in School Age Educare: Enabled and Limited Through Adult's Discourses

Sanna Hedrén, PhD student, University West, Trollhättan, Sweden

Children have the right to develop their ability to act responsibly in school age educare. This right is due to both curriculum and the Convention on the Rights of the Child. But how is that done and how are the school age educare-staff enabling and limiting childrens possibilities?

In this paper, the theoretical view is that School age educare-staff are constructing and reproducing discourses of children's responsibility in talking and acting in every-day practice. Their talk and actions articulate discourses and enables possibilities for children to develop responsibility. This paper aims to explore the following questions:

• What discourses on children, school age educare and children's responsibility constructs in school age educare-staff's collegial talk and actions in every-day practice?
• How does these discourses contribute to opportunities and limitations for children to develop responsibility in school age educare-settings?

Results shows that the staff's speech constructs the educare-setting constructs in two different ways: a) the child in need of school age educare b) the society in need of school age educare. Within the former discourse, the child's opportunities for responsibility are limited to meet expectations of adults. These expectations include keeping track of one's things, engaging and finding someone to play with. The latter discourse, emphasize that responsibility is an inner ability developed through reflection. Responsibility enforced in this discourse is making informed and reflected choices based on the best interests of the child, the group and the family.

3). Children's sport capital: gender, cultural diversity and creation of norms

Peter Carlman, Senior Lecturer, University of Karlstad, Sweden;
Birgitta Ljung Egeland, Senior Lecturer, University of Karlstad, Sweden;
Maria Hjalmarsson, Associate Professor, University of Karlstad, Sweden

Research questions
This project will focus on the creation of norms related to femininities, masculinities, cultural diversity and sport capital in three Sport for All Programmes (SAP), organized in collaboration with schools/leisure- time centres and the Swedish Sports Confederation to provide pupils with opportunities to try various sports.

These research questions are proposed:
• How are the norms of cultural diversity, femininities and masculinities negotiated, created and challenged in SAP activities?
• How is the creation of cultural diversity,

femininities and masculinities related to pupils'
sport capital?

Theoretical framework
We view masculinities and femininities as
positions expressed in various ways due to
aspects such as time, place, ethnicity, social
background and age (Connell, 1999), and
propose that sport capital can affect how norms
of femininity and masculinity are created
(Mannesson, 2012).

Research methodology
The study will be built on data from
observations of the activities offered in three
SAP contexts. SAP is often organised so that
activities are offered one afternoon each week
during a semester. Consequently, each group of
pupils enrolled in leisure-time centres will be
observed for approximately 15 occasions over as
many weeks. We will observe pupils when they
participate in various sport activities and will
meet a number of leaders representing various
activities.

Results
The study will provide knowledge on creation of
sport related norms on the educational arena
that is shaped in the point of intersection
between school/leisure-time centres and
external actors – in this case SAP.

16.00-17.30	**Individual Paper Presentations**
Location:	Session 2
Mimer (30),	**Theme 2: Aesthetics, Seminar 2**
Aula Magna,	
upper level	

1). Multimodal and Project Based Teacher Education

Maria Pemsel, Adjunct Lecturer in Music Education, The Department of Humanities and Social Sciences Education, HSD, Stockholm University, Sweden;
Mimmi Larsson, Adjunct Lecturer in Art Education, The Department of Humanities and Social Sciences Education, HSD, Stockholm University, Sweden

The aim of this paper is to present the outcome of working trans-disciplinary with a colleague at The Department of Humanities and Social Sciences Education at Stockholm University.
This paper will address the possibilities and obstacles that arise working in multimodal projects in teacher education.

As educators we meet students from the Teacher Education Programme for Primary School, Specialising in School-Age Education and Care, 180 credits. When students apply to the program they choose one subject; Art in School, Music or Sports. As professionals, the students will teach the subject in school and facilitate children's playing in afterschool activities. As lecturers at the programme, we have to find ways of teaching that suit both these settings. Students apply to this specific teacher education because they believe in creating trans-disciplinary and multimodal learning environments for children.

In our study, we constructed authentic student projects inspiring the students to use multimodal methods, and at the same time we became teacher models for trans-disciplinary work in teacher education (Loughran, 2006). We found inspiration participating in intensive courses for teacher educators and students. The aim was to learn innovative and sustainable aesthetic methods for citizenship education in Nordic and Baltic perspectives.

To study ourselves, and our learning outcomes as teacher educators, we used the method Scholarship of Teacher Education (SoTE), an experience-based learning where learning takes place through exploratory and reflective activities (Handal, 1999; Kreber, 2002; Lave &Wenger, 1991; Schulman, 1986).

2). "Emotion as Incentive. The Use of Fiction Film in Extended Education"

Malena Janson, Senior Lecturer at the Centre for the Research of Children's Culture, Stockholm university, Stockholm, Sweden

Reports show that film is by far the most popular art form among Swedish kids (Statens medieråd, 2017). Nonetheless, only 45 per cent of them get the chance to see and discuss fiction films in school (Svenska filminstitutet, 2017), while most probably 100 per cent of them read and discuss novels during schooltime. By intercrossing cinema studies and the science of education, this paper describes film education as a concupiscible, inclusive and meaningful activity, especially well-suited in extended education environments.

In what ways can film education contribute to

extended education? What can children and educators, respectively learn from fiction film activities? How does one best utilize the kids' own preferences, experiences and knowledge – and how does one challenge these? The theoretical framework is mainly drawn from the field of aesthetic learning processes (Lindstrand & Selander, 2009; Burman, 2014), and carries out the distinction between *market-related*, *modest* and *radical* aesthetics (Aulin Gråham, Persson & Thavenius, 2004). It also relates to the growing research field of film education, inter alia expressed in the freshly launched *Film Education Journal*.

The paper shows that the fiction film's strong emotional effect can become a great asset within film education in educare centres and after-school clubs, since it works as a shortcut to the pupils' inducement to learn (Janson, 2016). The process of 1) curating a film programme; 2) introducing the screening; 3) watching the film together and; 4) sharing thoughts during a moderated discussion, adds to a multifaceted and joyful pedagogical model where educators and pupils alike contribute.

3). Learning film - The children's own perspective

Linda Sternö, Senior Lecturer, Valand Academy, University of Gothenburg, Sweden,
Miriam von Schant, Senior Lecturer, Media and Communication Studies, Örebro University, Sweden

How can we as pedagogues make possible to organize extended learning platforms, where the children themselves takes over the initiative for their own learning? And if we manage to do that

- what is then the role of the pedagouge?

Through two different case studies drawn upon projects in Barnfilmskolan (the children film school), at University of Gothenburg, this presentation tries to map out what didactic framings makes possible children to take command, initiative and responsibility for their own learning.

In the presented case studies, we see examples from children in the age from 3 – 9 years old meeting on Sunday mornings, experimenting with film together. The purpose of these experiments was for to encourage the children to each create an individual relation to film practice from their own intentions and will.

Another case study in this presentation is about project involving a group of tweenies from different parts of Göteborg meeting in the City Art Gallery to plan and organize how to hack an exhibition and take over the City Art Hall for one day. The questions posed to the tweenies in the beginning of the project was whether they wished to share their media usage (with focus on moving images), with other tweenies and their parents.

This presentation draws upon theory such as critical pedagogy (Hooks, Freire and Ranciére), visual and performative ethnography (Pink, Rose and Denzin).

16.00-17.30 **Location:** Polstjärnan (30), Aula Magna, upper level	**Individual Paper Presentations** Session 2 **Theme 3: Society/Parents/Effects** **1). Contributing factors in building the afterschool program-driven village education community** *Eun Won Cho, Ph. D. Student, Sungkyunkwan University, Seoul, Republic of Korea* *Eunwon Cho, Eunju Kwak, Haeran Ju, HyunSeok Jung, Songie Han, SungBum Cho, Sanghoon Bae* This study examined factors that contribute to building and strengthening the village education community in Korea. In this paper, the village education community is defined as the education community that is formed by the collaborative efforts between the town/village community and the education community – i.e., collaboration between residents and teachers in a certain area. This study investigated the village education community in which afterschool programs play an important role in blurring the wall between schools and the community and involving education professionals and resources of the area in public education. This study used the method of multiple case study and employed the ecological perspectives. Four cases were examined. The study found four factors. First, the human factor was important including participants' motivation, shared values, and the strong belief in

the power of collaboration. Second, the economic factor has contributed to keeping afterschool programs of the village education community working. It includes money for afterschool program implementation and financial incentives for those working for the education community. Third, the policy factor, particularly legal and financial support of the local municipality, was essential in triggering and promoting the partnership between schools and the community. Finally, the social capital as the community factor was found to be influential in forming the education community in the area.

This study suggests that afterschool programs can be employed to bridge schools and the community and therefore build and strengthen the village education community.
The aim of this paper is to present the outcome of working trans-disciplinary with a colleague at The Department of Humanities and Social Sciences Education at Stockholm University.

2). What does the integration of homework into the all-day school schedule signify for the parental engagement?

Patricia Schuler, Prof Dr, Zurich University of Teacher Education, Zurich, Switzerland

All-day schools extend education in time and space as extracurricular activities are added to the regular curriculum. Lunch, free play, sports/arts activities and structured classes are combined to a meaningful set of learning opportunities. All learning matters including homework is integrated within the educational system. Homework is a possibility of parental engagement into school issues (Epstein et al, 2009). Integrating homework at school is striking the opportunity of parental engagement and

requires new negotiation processes. A change of agency suggests that both parents and school staff undergo a re-interpretation of their own, but also the other's role and agentic position).

We ask *What does the integration of homework into the all-day school schedule signify for the parental engagement?*

We analyse 8 interviews with parents from 4 different all-day schools retrieved from a qualitative longitudinal study with grounded theory methods (Corbin & Strauss 1998). Different patterns of relational connection between parents and professionals were found. Parental engagement in children's learning at home depends on individual parents' resources, attitudes and trust toward school as well as the student's success at school. Higher trust enables full delegation of formal learning from family to school; little trust goes along with the need for increased parental control over formal learning. Relational trust seems to be the key factor that allows families to delegate formal learning to the professionals to a higher extend. The challenge is an adapted arrangement that respects the parents' need for engagement in children's learning and keeps in mind equal educational opportunities.

3). Parental Involvement in Education Extends the Spectrum of Children's Extracurricular Activity

Mikhail Goshin, Research Fellow of Center of Social and Economic School Development Institute of Education, National Research University Higher School of Economics, Moscow, Russia;
Sergey Kosaretsky, Director of Center of Social and Economic School Development Institute of

Education, Moscow, Russia;
Dmitry Grigoryev, Junior Research Fellow of
International Laboratory for Socio-Cultural
Research, Moscow, Russia;
Tatyana Mertsalova, Leading Expert of Center
of Social and Economic School Development
Institute of Education, Moscow, Russia

The article presents an overview of classifications of parental involvement in education and the effects of different types of parental behavior in relation to the education of children and their success in school. In the situation of voluntary extended education, the strategy of parental participation in education have a significant impact on the chosen trajectory and intensity of extra-curricular activities. The classification of types of parental involvement in education was compiled on the basis of their participation in the educational process and school life of children by latent class analysis.

There are three classes of parental participation in education: «Mentors», «Liberals» and «Invisibles». It is shown that the strategies used by parents belonging to different classes of involvement, have different effect on the participation of students in extracurricular activity, depending on the level of studying. In primary school, children of "Mentors" attend the largest number of extracurricular activities. At secondary school, they attend fewer activities compared to the children of "Liberals". Children of "Liberals" often choose on their own and continue to attend the selected activity, or change activity on their own initiative. The children of "Invisibles" are little involved at primary school. In some cases, they choose their own extracurricular activities as they grow older. The children of "Invisibles" more often choose sports, while the children of "Mentors" are more

frequently sent to art or science activities. The children of "Liberals" characteristically choose social activities and volunteering.

16.00-17.30
Location:
Kungsstens-
salen (30),
Aula Magna,
upper level

Individual Paper Presentations
Session 2
Theme 4: Education Policy/Policy

1). The new curriculum for Swedish school-age educare

Maria Norqvist, PhD Student, Umeå University, Umeå, Sweden

This study aims to explore which issues and areas that have been the subject of discussion during the formulation and referral process preceding the introduction of a revised curriculum for Swedish school-age educare. Swedish school-age educare is a comprehensive practice for children in the ages six to twelve, that is governed by the same curriculum as the compulsory school. The curriculum was revised in 2016 with a new part that focused the practice in school-age educare. The design of the doctoral project is inspired by policy enactment.

This paper presents a content analysis of documents created during the referral process. In this process, different interest groups (i.e., representatives of municipalities, teacher unions, universities, researchers in the field and school age educare teachers) were invited to comment on drafts of the curriculum text. The documents comprise 320 pages. The content analysis of the text documents resulted in three categories of core content; 'teaching', 'the task of school-age educare' and 'play'.

2). Integrating after-school programs into the public-school system: A case study

Michelle Jutzi, Researcher, Bern University of Teacher Education, Bern, Switzerland;
Thomas Wicki;
Laura Züger;
Ueli Hostettler, Professor, Head of Research Priority Program 'Governance in Education' (Institute for Continuing Education & Institute for Research, Development and Evaluation), Bern University of Teacher Education, Bern, Switzerland

In this study we investigated the process of educational reform in one pilot school in Switzerland. The opening of an all-day school with mandatory after-school attendance poses new questions about how we can best integrate after-school programs into the public-school system. The multimethod approach allowed describing the implementation process form various perspectives. We combined focus groups and expert interviews with the protocols of observation of practice.

The study showed that although the different actors only rarely coordinated their actions, the recently opened all-day school offers new possibilities for social learning, care and especially for participation, that have to be elaborated over time. The two measurement waves make it possible to follow the implementation process over the course of one year. The integration of after-school programs into the public-school system, is therefore described as an ongoing process that involves changing strategies, structures and cultures of education.

3). Transformation of the Soviet additional education system on the example of the Russian Federation

Aleksandr Belikov, Analyst, National Research University Higher School of Economics, Moscow, Russian Federation

The existing system of additional education of children in the Russian Federation has several specific features that distinguish it from the countries of the world. The main one is the large public sector. According to official statistics, at this moment more than 55 thousand organizations have the state license for the implementation of additional educational programs. The vast majority of them are educational organizations of all levels, from kindergartens to universities. More than 25 million education services are provided annually in the public sector of additional education.

At the same time, the existing system is largely the successor of the Soviet system of additional education of children[1]. Moreover, the existing data suggest that the changes in the system of additional education were not as significant as in other levels of education, especially in higher education[2].

As a result of the proposed study, it is expected to obtain a complete picture of the retrospective analysis, which allows to trace the changes in the system of additional education of children from

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[1] Silova I. (2009) Varieties of Educational Transformation: The Post-Socialist States of Central/Southeastern Europe and the Former Soviet Union. In: Cowen R., Kazamias A.M. (eds) International Handbook of Comparative Education. Springer International Handbooks of Education, vol 22. Springer, Dordrecht

[2] Gulzhan Azimbayeva | Judith Harford (Reviewing Editor) (2017) Comparing post-Soviet changes in higher education governance in Kazakhstan, Russia, and Uzbekistan, Cogent Education

the late Soviet period to 2018 inclusive. Thus, the results of the study are expected to answer the main research question: how was the system of additional education of the RSFSR and Russia changing in the period from the mid 80-ies of XX century.

The analysis is performed on the basis of official open statistics of the Soviet period, published in collections of statistical materials of the late 80-ies of XX century, as well as statistical data of the modern period, published by the Federal State Statistics Service.

17.30 **Location:** Aula Magna	Reception and mingle at Aula Magna

Friday, September 27, 2019

Keynote Lecture 2

09.00-10.00 **Location:** Aula Magna, right	**Keynote Lecture 2: Prof Daniel Cook** *Play and its Duplicities* Prof Daniel Cook

10.00-10.30 **Location:** Aula Magna	Coffee Break

Symposium 3, Session 3

10.30-12.00 **Location:** Bergsmannen (50), Aula Magna, upper level	Session 3 **Symposium 3** **Students with a migration background in the field of extended education.** *Organizer and chair: Prof. Dr. Marianne Schuepbach, Professorship of Primary Education, Freie Universität Berlin, Germany.* In many countries, students with a migration background continue to show lower academic performance, independently of the average performance level in their education system. This was evident in the PISA 2015 survey results, among others. However, PISA also shows that the association between students' background and their academic performance varies across countries. In some countries, the association is

weaker than the average, which indicates that good performance and equity in education are not mutually exclusive. In 2015, the OECD average percentage of students with a migration background was 12.5%. Forty-five percent of second-generation immigrant students and 67% of first-generation immigrant students do not speak at home the language in which the PISA test was conducted.

In this symposium, four contributions from three European countries—one from Iceland two from Germany, and one from Switzerland—deal with students with a migration background, or students who do not speak at home the language of instruction in their education system. The contributions focus on the possibilities and effects of extended education for this group of students in the four countries regarding reducing this performance gap and having a compensatory effect.

The first paper, from Iceland, explores what kind of organized leisure activities immigrant children participate in and what hinders their participation. The research question is investigated based on data from the international 'Health and Behavior of School-aged Children' study.

One study from Germany examines whether homework support and remedial education offerings have an effect on the achievement of students whose first language is not German. It compares the mathematics and reading achievement development of students participating in these extracurricular activities and of students not participating, focusing on students who are non-native speakers of German. The research questions are investigated based on data from the longitudinal National Educational

Panel Study (NEPS).

The second study from Germany aims to explore what enables all-day schools to provide culturally competent support for immigrant students with different acculturation orientations. According to Berry (1997), immigrant students can be characterized as having one of four acculturation orientations. This study considers the impact of the provision of special teaching programs for immigrant students at all-day schools and professionalization of pedagogical staff on the reading achievement of immigrant students. It also examines whether differential effects occur regarding immigrant students' acculturation orientation. The research questions are again investigated based on data from the NEPS.

The last paper, from Switzerland, examines whether utilization of extended education offerings in all-day schools in the German-speaking part of Switzerland has a positive effect on the development of school achievement and whether effects of family background on the development of school achievement can be reduced. The focus is on students with low socioeconomic status and students with a migration background who speak German as a second language. The research questions are analyzed in the framework of 'EduCare-TaSe,' a longitudinal study funded by the SNSF.

The papers will be examined and discussed by a discussant from the United States from his outside perspective.

1). Participation of immigrant children and youth in leisure and after-school activities in

Iceland.

Kolbrún Þ. Pálsdóttir, Dean and Associate Professor, University of Iceland, School of Education, Iceland;
Ársæll Már Arnarsson, Professor, University of Iceland, School of Education, Iceland

Extended education is provided in a variety of programs, such as organized leisure programs and youth centers. In Iceland, there have been indicators that immigrant children do not participate in extended education programs as much as their native peers. International research has shown that child immigrants are more likely to live in low socio-economic households, and are at a higher risk for social exclusion.

This paper seeks to answer the research question: What kind of organized leisure activities do immigrant children participate in and what hinders their participation?

The research builds on data from the international study *Health and Behavior of School-aged Children,* which was administrated in the spring of 2018. Standardized questionnaires were answered by all students in the 6th, 8th and 10th grades, who attended school on a given day in March 2018, in all 7.159 participants.

The findings indicate that a number of things hinder the participation of immigrant children and youth, such as and language barriers, and program fees. Furthermore, the study findings showed that immigrant children were more likely to report less communications with friends than other participants.
The authors conclude that putting structures in place to increase participation of immigrant

children in organized leisure programs should be a public priority.

2). Achievement effects of extracurricular homework support and remedial education for non-native speakers in Germany.

Isa Steinmann, Center for Research on Education and School Development (IFS), TU Dortmund University

The present study investigates if school-based extracurricular homework support and remedial education offers have an impact on mathematics and reading achievement developments of students who did not learn German as first language. Such extracurricular activities at schools provide afternoon extended education and aim at fostering student achievement, especially of educationally disadvantaged social groups like non-native speakers.

Two samples of N=315 fifth-graders and N=363 seventh-graders from the National Educational Panel Study (NEPS) who did not learn German as first language were followed over two years.

In longitudinal regression models, the mathematics respective reading achievement developments were compared between students who participated in homework support or remedial education and those who did not participate.

In the regression models, selection bias on student and higher levels, is circumvented by controlling for nine student level variables including prior achievement and estimating school-fixed effects.

The longitudinal regression models reveal no significant differences in mathematics and reading achievement between participating and nonparticipating non-native speaking students.

3). Cultural-competent support for immigrant students of different acculturation orientation in all-day schools.

Nanine Lilla & Marianne Schuepbach, University of Bamberg, Germany

In Germany, all-day schools are expected to provide extra opportunities for students at risk of academic underachievement. One group of students at risk is students from immigrant families: International school achievement studies have repeatedly shown that immigrant students' academic achievement is below the average achievement of their native peers.

However, little is known about the role of all-day schools to provide cultural-competent support for immigrant students. Theoretically, immigrant students can be characterized by one of four acculturation orientations: integration, assimilation, separation, or marginalization.

Empirical research has shown that immigrant students' acculturation orientations have differential effects on academic achievement, with negative effects especially for separated and marginalized students. Therefore, we assume that it differs for immigrant students of different acculturation orientation what makes cultural-competent support.

In this study, we aim to explore what enables all-day schools to provide cultural-competent support for immigrant students of different

acculturation orientations. More specifically, we consider the impact of (1) the provision of special teaching programs for immigrant students in all-day school and (2) professionalization of pedagogical staff employed in all-day schools on immigrant students' reading achievement. Furthermore, we investigate whether differential effects regarding immigrant students' acculturation orientation occur.

Our study uses data from a representative sample of primary school students in Germany (National Educational Panel Study; Blossfeld, Roßbach & von Maurice, 2011). We expect our results to help understand what conditions of all-day schools can offer cultural-competent support for immigrant students, especially if they are among the separated and marginalized groups.

4). All-day Schools and Students' with a Migration Background and low Socioeconomic Status Development of School Achievement

Marianne Schuepbach, Benjamin von Allmen, Lukas Frei, and Wim Nieuwenboom, University of Bamberg, Germany

This contribution examines whether long-term utilization of extended education offerings in the German-speaking part of Switzerland has a positive effect on the development of school achievement (mathematics and reading achievement) and whether effects of family background on the development of school achievement can be reduced.

For the analyses, multilevel latent growth curve models were calculated. There were no compensatory effects of long-term utilization of extended education offerings on the development

of school achievement. This was the case for both students with German as a second language and students with low socioeconomic status.

The investigation does reveal that when the quality of extended education offerings is higher, long-term utilization of extended education offerings at least tend to have a positive effect on the development of school achievement.

Discussant: Associate professor Gil Noam, Harvard University.

Paper: Session 3

10.30-12.00 **Location:** Spelbomskan (40), Aula Magna upper level right	**Individual Paper Presentations** Session 3 **Theme 1: Inclusive** **1). Emotional Energy in Children's Interaction.** **The importance of children's group affiliation in social and educational activities.** *Maria Heintz, PhD Social Work, School of Social Work, Lund university, Lund, Sweden* Children spend a large part of their day within the school context. Most of this time is spent interacting in different types of groups. The emotional energy generated in theses interactions have a profound effect on the way the interactions are perceived as well as the prevalence for further

interactions in the same groups. Furthermore, several studies show that social interaction and friendship effect children's wellbeing, academic performance and identity development. Thus, the understanding of group affiliation and social interaction in school is of great importance.

The aim of this presentation is to present results from my thesis on children's interactions within the school context. The empirical material was collected through an ethnographic approach taking the children's perspective. A range of qualitative methods were used: participatory observations, individual and focus group interviews and retrieval of policy documents. The study was performed in a fourth-grade school class of 23 children at the age of 10-11 years during one school year.

From the perspectives of interactionism and group psychology with an emphasis on Randall Collins theory of interaction ritual chains, the results showed that children's interactions understood as friendship-making group processes, consist of a chain of interaction rituals. The interaction ritual chains influence both how the interaction between children is performed and how the children perceive the interactions.

From this I will elucidate how different forms of belonging emerges through the emotional energy generated in the children's interactions and the consequences this has on working with children's activities.

2). Special needs in Leisure Time Centers (LTC) – Sweden, "We shadow them"

Assar Hörnell, Lecturer, Mid Sweden University, Sundvall, Sweden

1. <u>Research topic / aim</u>

The overall aim for this study is to understand how Special needs Education teaches in LTC and is described by Leisure time teachers (LTT).

Research Questions:

- How do LTT describe conditions for Special needs Education and what Special needs Education is at LTC?
- Are LTC an inclusive arena for children with special needs?

2. <u>Theoretical framework</u>

A. The dilemma perspective

Nilholm mean that dilemmas in the school system are inevitable. Nilholm describe three perspectives. The Compensational perspective, the Critical perspective and the Dilemma perspective that criticize the critical perspective and with no given solutions and there are inherent dilemmas in the system.

B. The role of the LTT

It´s common that LTT during school day becomes resource/ assistant and work in the classroom with children with special needs. LTT have a strong focus and tradition to work with social relations and children needs. LTT spend a lot of time organizing the children group and activities / activities.

3. <u>Methodological design</u>

The study is based on a survey with 341 answers.

- Descriptive statistical analysis
- Quantitative and qualitative content analysis
- Hermenuetical interpretation

4. <u>Conclusions/ findings</u>

The study shows that LTC teachers works with comprehensive adaptations for children. When pupils need support at the LTC they work mainly with social adaptations. They also work with preventive support. They work very limited with subject support. The have limited support from special needs teachers and the special needs teams.

3). "With others, I can be myself". Young adults with intellectual disabilities talk about their participation in inclusive extended education programs.

Ruth Jörgensdóttir Rauterberg, MA, Adjunct lecturer and PhD-student, University of Iceland, Reykjavík, Iceland

The paper builds on the narratives of four young Icelandic adults with intellectual disabilities, who reflect on their experience of taking part in inclusive out-of-school leisure programs and the impact of this experience on their personal development, social relations, career choices and free-time activities as adults.

The paper recognises the field of extended education as an essential part of the educational system and an important platform for inclusion and inclusive education. The out-of-school field is considered to provide an ideal setting for children and young people to develop social and emotional

skills and other competencies associated with self-determination and personal autonomy.

The paper will outline the role of inclusive leisure education in preparing children and young people for life in a diverse society and preparing society for individual diversity. The focus will be on the importance of social acceptance by peers and social inclusion in the community.

In the research presented, the method of life-story narratives was used to capture the experience of four young adults with intellectual disabilities, who all attended inclusive out of school leisure programs from the age of 10 until they finished secondary school at the age of 19. The narratives shed light on the importance for children and young people with intellectual disabilities to be accepted in their peer community and to have the opportunity of making learning experiences together with their non-disabled peers.

10.30-12.00 **Location:** Mimer (30), Aula Magna, upper level	**Individual Paper Presentations** Session 3 **Theme 2: Content**

1). Extended education: different pathways towards common goals. Cross-cultural analysis

Nataliia Zhuliabina, Analyst, NRU HSE, Moscow, Russia;
Sergey Kosaretsky, Director, Center for Socioeconomic Aspects of Schooling Organisation, National Research University Higher School of Economics, Moscow, Russia

The existing knowledge about extended education for kids doesn't contain the clear international perspective and analysis of the main cross-points. Our research is an exploration of 7 national extended education systems: Russian, Swedish, American, British, Singaporean, Spanish and Australian. The study begins by the determination of local terminology and the reveal of the formulated aims of such studies. We figure out what is considered to be extended education in each country and which expectation it should meet according to the government.

The second part of the study deploys our classification of the extended education in 7 countries. We outline the different service supply based on the provider's type and subject field. Depending on the provider and cost of the studies for the client, the extended education can be mandatory, recommended or not-regulated. For example, in Sweden the main supplier is commune supplementary education school and the additional- state museums. Courses at both

places are paid by clients, so the participation is voluntary and the results are not measured. Meanwhile in Singapore the main provider is state mainstream school, the participation is mandatory to all kids and the results of the studies are often evaluated.

The third and final section overviews the regulation systems in different countries, including such factors as educational standardization, personnel policy, governmental support, access barriers and accessibility policy. The study concludes with the reveal of the results, statements about the significance of international case study in extended education and suggestions of some topics for a future research agenda.

2). Technological out-of-school education - Russian answer to the challenges of the fourth industrial revolution

Andrey Viktorovich Pavlov, Deputy Director of the Center for Social and Economic Development of the School of the Institute of Education, National Research University Higher School of Economics, Moscow, Russia

Our research is devoted to the analysis of the Russian case of development of out-of-school education in the sphere of scientific and technical creativity of children, including the identification of Russian educational system peculiarities comparing to other countries.

The research included the poll (students and parents), semi-structured interviews (experts and leaders of associations) -total of 76 conversations in 15 different cities of Russia. For interpretation of data, the Learning Ecosystem Theory (the OECD (2017) of Schools at the crossroads of

innovation in cities and regions) is used.
In our research, we defined the drivers of development of technological clubs. We also compared the role of local private initiatives, large business company's invests and state help in the development of practical engineering education. The specifics of the educational practices and features of organizational and business models in technological clubs are described.

Our study revealed both the motives of participation (children and parents) and state regulatory problems in out-of-school technological education. The noticeable inequality in the access to out-of-school technological education of children from rural areas and needy families is revealed.

We discovered that the main reason behind the high demand for such studies is the dissatisfaction of families with school education, especially lack of motivation, special knowledge and future career-path advice for kids.
The new educational formats in practical engineering education (project work, group work, mentoring) have potential in the flexible and advancing reaction to changes of society and the requirements of labor market.

3). Pedagogical orders and agency in Extra Curricular Activities in German all-day schools

Gunther Grasshoff & Till-Sebastian Idel, Full Professor, University of Bremen, Bremen, Germany

The paper presents the findings of an ongoing ethnographic research project on extracurricular activities in all-day schools called JenUs (Jenseits des Unterrichts. Ethnografische Studien zu

Lernkulturen an den Rändern von Schule/Beyond the classroom. Ethnographic studies on learning cultures at the borders of schools).
The project is funded by the German Research Foundation (DFG). The study focuses on four all-day schools (secondary schools). Two research questions are stressed: First the location and integration of extracurricular activities in school culture (institutional ethnography).

In the second project phase, more in-depth participant observations were then carried out over several weeks in selected extracurricular activities. The aim of this second project phase was to analyse the pedagogical order and the agency in the practice of the arrangements. The theoretical framework in the project combines school ethnographies (Trondmann/Willis/Lund 2018) with practical theories (Hui/Schatzki/Shove 2016). The main topic refers to the question of changes in the Grammar of Schooling (Tyack/Tobin 1994) as a result of the typical German way in which these offers are settled in schools, but without having them carried out by teachers.

10.30-12.00 **Location:** Polstjärnan (30), Aula Magna, upper level	**Individual Paper Presentations** Session 3 **Theme 3: Action Research** **1). Together we can raise achievements - A study of co-operation between Swedish School-age Educare Centres, Primary School and Preschool Class** *Lina Lago, Ph.D. in Educational Practice, Linköping University, Norrköping, Sweden;* *Helene Elvstrand, Senior Lecturer, Linköping University, Sweden;* *Marie Karlsson, Linköping University, Sweden;* *Caroline Bötrius, Norrköpings Municipality, Norrköping, Sweden* This paper investigates what meanings teachers in Swedish School-age Educare Centres (SAEC), Primary School (PS) and Preschool Class (PSC) assigns to co-operation; and how do they describe the conditions for co-operation at their schools? The project is conducted in line with the principles of action research where it is important that the teachers' own questions shape the research process and builds on reflection meetings with teachers from LTC, PS and PSC at three schools. In addition to these conversations, individual interviews were conducted to gain further insight to how teachers understand co-operation. The methodological starting point is constructivist grounded theory (GT) (Charmaz 2014). GT focus the "main concerns" of the

participants, making this well in line with the research question. The theoretical framework is Symbolic interactionism (SI) that focuses on how people interpret their everyday life and how such definitions are negotiated and put emphasis on meaning-making processes.

The preliminary findings show four categories: *To work together with vs to work with* where the teachers make a distinction between those they work closely with and others. The teachers also *describe desire to work together but also keep your own uniqueness. A gap between vision and reality* and emphasizes that they want more than is possible in practice. One recurring condition that prevents or enables co-operation is *the place and space for co-operation* – the teachers describes that the location of LTC, PS and PSC is important in relation to co-operation.

2). The concept of interest in the context of school-age educare.

Ann-Lena Ljusberg, PhD, Dpt. of Child and Youth Studies, Stockholm University, Stockholm, Sweden;
Eva Kane, PhD, Dpt. of Child and Youth Studies, Stockholm University, Stockholm, Sweden

The National Curriculum govern Swedish school-age educare and demands an "educational programme ... based on the pupils' needs, interests and experiences" (SNAE, 2018, p.23). The action research project explores how this is, and can be, put into practice. Two researchers work together with school-age educare staff teams in two schools in areas with different socio-economic status.

The aim of the paper is to explore the meaning of

the concept of "interest" based on a first analysis of how staff in the two school-age educare projects gave meaning to it during the first semester of the project.

Practice theory, or theory of arrangements (Schatzki, 2012), is used as a tool for analysis. What is said and done and how one relates are intertwined in practices, which are enabled and constrained by cultural-discursive, material-economic and social-political arrangements (Kemmis et al., 2014).

Staff identify interests as being what pupils want to do during their time in school-age educare, and determine this in different ways. They talk about discovering interests during informal conversations with pupils, by listening to their discussions and by observing play. They also talk about asking the pupils in different ways, they try to "sparc" their interest and they offer a variety of activities, materials or venues. When challenged, staff started to explore how they more informally pick up on interests. This has led to discussions about what kind of interests may be considered "good" and therefore used to develop activity offers, which may be considered not so good and therefore ignored.

3). Action research in Australian school age care services

Kylie Brannelly, CEO, Queensland Children's Activities Network (QCAN), Ipswich, Australia
Rarni Rothwell, Lead Trainer, Queensland Children's Activities Network, Ipswich, Australia
Angus Gorrie, Program Manager, Camp Hill OSHC, Brisbane, Australia
Jennifer Cartmel, Dr, Griffith University, Brisbane, Australia

In Queensland, Australia school age care (SAC) educators are taking an active role in contributing to the evidence base as action researchers. This action research initiative has been facilitated by Queensland Children's Activities Network (QCAN) and includes partnerships with local universities. This presentation provides an overview of the initiative including the action research process and shares of the research projects that examined "The Benefits of Loose Parts in An OSHC Setting".

Action research is a valuable tool for building workforce capacity and is a very effective way for educators in SAC services to interweave practice and theory. Action research while not conventional social research has social value in its capacity to meet the demands of emerging fields of research that are grounded 'in real world contexts in front of knowledgeable stakeholders' (Greenwood & Levin, 2007, p 18).

Through Action Research, QCAN sought to explore the impact that involvement in process has on educator practice and furthermore the development of the workforce.

Methodology
Action research is a practical way of building research competency. It involves being both a participant and an observer. Action research is a cyclic process whereby educators plan, implement, observe and reflect on their practice to inform future actions. Educators practice becomes visible to them as they engage in this process and increase their self-awareness. It also requires teams to come together, collaborate and share their thinking thus providing opportunities for feedback and critical reflection.

Findings

The knowledge and competence of educators who participate in Action Research has increased while simultaneously contributing to the evidence base about the sector. It is an approach that educators' value as it empowers them to consider their own practice, circumstances and environments, and work collaboratively with all stakeholders to examine opportunities and implement change.

10.30-12.00	**Individual Paper Presentations**
Location:	Session 3
Kungsstens-	**Theme 4: Representations of Extended**
salen (30),	**Education**
Aula Magna,	
upper level	

1). Existing research literature in the field of extended education in Denmark: A review project

David Thore Gravesen, PhD, VIA University College, Viborg, Denmark;
Lea Ringskou, VIA University College, Viborg, Denmark

Although extended education has existed for a long time in Denmark, it was not until 2014 that a choice-based specialization on extended education was established in the Pedagogue Education. The aim of this review project is to create an overview of the existing research literature on extended education from 1980 up to now. In the presentation, we will shortly account for our methodological design. However, the key point in our presentation will be a critical discussion of our findings, based on the following distinction:

A majority of the literature is based on research questions related to the interdisciplinary collaboration between pedagogues and regular school teachers
A minority of the literature is based on research questions solely related to the pedagogues and their profession.

In the presentation we will critically discuss the following questions related to this distinction:

1. Given the fact that only a minority of the research addresses question solely directed at the pedagogues and their profession, what does that mean for the knowledge basis underlying the work of the pedagogues?
2. What does a relatively week knowledge basis underlying the work of the pedagogues mean for the autonomy, decision making and practice strategies of the pedagogues?
3. What does the above questions imply for future research on pedagogues working in the field of extended education?

2). Representations of 'educare' and 'pupils well-being' in a performative school system

Maria Lindgren, PhD Student, Umeå University, Department of Applied Educational Science, Umeå, Sweden

In this paper I scrutinize how the concepts of 'educare' and 'pupils well-being' are presented and filled with meaning in contemporary Swedish educational discourse. Policy developments since the 1990s have reshaped the Swedish education system into one of multi-level governance, where aspects such as performativity (Larsson et al., 2010), school competition, decentralization (Lundahl, 2005, 2016) and performance-based management (Alexiadou et al., 2016) are given increasing importance. In this context the institution of 'school-age educare' is also being reshaped, as recent policy initiatives indicate a growing emphasis on the goal of learning (subject) knowledge, while more value-laden and abstract goals risk becoming marginalized.

By applying the critical discourse analysis

approach *What's the Problem Represented to be* (Bacchi, 2009) to central contemporary policy documents such as the curriculum, the Education act and related commentary material, I investigate the current policy landscape for the institution of school-age educare. How does the current educational discourse change the meanings of the concepts of 'educare' and 'pupils well-being'? How does this affect the roles and functions of the institution of school-age educare? Who are defining – and have the possibility to influence – this (re)shaping discourse.

Preliminary results indicate *a)* an ongoing process of 'schoolification' of school-age educare both in terms of content/goals and by what is expected from its professionals; *b)* that the roles and functions of school-age educare are changing and becoming more regulated and specified; and *c)* that the voices of professionals in school-age educare seem to be silenced in these processes.

3). "It´s bursting with activities"
Impression management as edu-business in school-age educare

Linnéa Holmberg, PhD, Senior Lecturer, Department of Child and Youth Studies, Stockholm, Sweden

This paper aims to explore how competitiveness can be discursively managed in the Swedish education system. More precisely, an edu-business logic is studied as found on 350 school-age educare websites, and where self-presentations are available, they are analyzed in terms of impression management and image-boosting business. Furthermore, the paper argues that this logic is staged by managing an appearance as equivalent but still unique. That is,

in their presentations the school-age educare claim to offer the requested education by the steering documents, but simultaneously give the impression of offering something more, beyond the political assignment.

The analytical focus is directed towards these research questions: What recurrent basic messages are communicated through the self-presentations, and how do they relate to the school-age educare curriculum? What discursive recourses are used, and how is the presentations organized to appear trustworthy, convincing and selling?

Theoretical and methodological starting points used to analyze the edu-business logic staged on the websites is based on an understanding of the contemporary society as occupied by a dominant trend described as an image-boosting business. This trend can be summed up in the importance of creating a flawless surface, and where individuals as well as organizations construct illusionistic projects with a desirable visual approach, devoting more attention to impressive presentations and less on the actual content.

While trying to depict the school-age educare as attractive and enticing, discursive impression management is concentrated around talk about easiness and `free´ time *and* learning, development and planned activities, to suit various readers (potential costumers, i.e. guardians and their children).

The main conclusion is that the edu-business logic found on the websites is not primarily about competition between different school-age educare settings, but is instead about a competition between the compulsory school and the school-

	age educare, as well as the choice to take part in the activities offered, or not. After-school programs (ASP) provide opportunities to influence children's physical activity and sedentary behavior. In this presentation, we explore how children's sedentary behavior unfolds during ASP-time.

12.00-13.00 **Location:**	**Lunch**

Keynote Lecture 3

13.00-13.45 **Location:** Aula Magna, right	**Keynote 3:** *Examining children's peer culture in action: Micro-ethnographic approaches to children's everyday participation in afterschool practices* Prof Ann-Carita Evaldsson

13.45-14.15 **Location:**	Coffee Break

Symposium 4, Session 4

14.15-15.45	Session 4
Location:	**Symposium 4**
Bergsmannen (50), Aula Magna, upper level	

School-age educare (SFO) in Norway

Organiser and chair: Anna-Lena Ljusberg, PhD, Department of Child and Youth Studies, Stockholm University, Stockholm, Sweden

The Norwegian day care facilities for schoolchildren (SFO) extend back to the fifties. Today's model sparked speed in the late 80's, both in scope and attention, and it was with the introduction of Reform 97 that SFO as we know it today, was introduced. The change of school-enrolment age from seven to six year increased the need for supervision of the youngest children after regular school hours. Today, SFO has become a natural part of the first years at school for most children. A national evaluation of SFO was conducted in 2002, but beyond this there is a lack of updated and comprehensive knowledge about SFO in Norway.

This evaluation report focuses on SFO for students from first to fourth grade, and children with special needs from first to seventh grade. The main themes in the evaluation are as follows:

1. The priorities of the municipalities
2. Content and organization of SFO
3. Competence and educational background among SFO-staff
4. Cooperation between SFO and other relevant actors
5. Parents satisfaction with SFO, and how SFO

works as an inclusive arena
6. Financing and payment schemes

The project is carried out through five different work packages (WP). WP1 is an analysis of data from the primary school information system (GSI) with particular emphasis on price and moderation schemes. WP2 consists of a survey sent to all SFO leaders in Norway, as well as SFO-staff in thirty municipalities, in addition to Oslo and Trondheim. WP3 is based on case studies of two SFOs in Oslo, four SFOs in Trondheim, two SFOs in a larger city in Eastern Norway, a smaller municipality in North West Norway and a smaller municipality in northern Norway. WP4 is an analysis of municipal plans and statutes for SFO. WP5 is a questionnaire survey for parents with and without children attending SFO, with the purpose of gaining insight into their choices and experiences related to SFO. We have also conducted a special survey for parents with disabilities, in cooperation with the Disabled Children's Parent Association (HBF).

The combination of data sources has provided insight into several aspects of how SFO works and is organized in Norway. Although there are some weaknesses in the data collected, we would argue that the overall quality is good and the conclusions drawn from empirical data are appropriate, meaningful and usable for further developing SFO in Norway.

One of the main findings is that there is a very large variation in design, organization, content, objectives and quality in SFO, and this is not necessarily reflected in the price. In many places, local plans for SFO have been elaborated and the organization is well-suited to the children. Elsewhere, SFO is more characterized by supervision and providing a place where children

can wait until their parents come home. SFO can be described as decentralized, where content and organization can be determined on the individual SFO and is contingent on the staff and composition of the children's group.

We suggest two main strategies for developing SFO in the future, and to ensure that the fairly high price is related to the quality and content in SFO.
First, it is possible to strengthen the content of SFO through clearer national guidelines and, possibly, national curricula for SFO. Such efforts will obviously provide guidance at local level, even though what is being implemented in SFO might be refracted and decoupled from national guidelines.
The second strategy, which also can be combined with the first, is to strengthen the access to SFO, and ensuring that pricing and moderation schemes are similar across municipalities. A strong version of this would be to include SFO as part of ordinary, compulsory schooling. Today, both access and content are left to the municipalities. Even though most parents are satisfied with SFO, the lack of frameworks and guidelines create number of challenges, also in areas where the municipalities and SFOs have the best intentions with inclusive practice in SFO.

* The presentation of the project is from the report: Wendelborg, C., Caspersen, J., Mordal, S., Ljusberg, A-L., Valenta, M., & Bunar, N. (2018). *Læring, lek og ikkepedagogikk for alle. Nasjonal evaluering av skolefritidsordningen i Norge.* NTNU Samfunnsforskning: Trondheim.

1). Concept confusion an attempt to define important concepts on SFO

Anna-Lena Ljusberg, PhD, Assistant professor, Department of Child and Youth Studies, Stockholm University, Stockholm, Sweden;
Christian Wendelborg, Research professor, NTNU Social Research - department of Diversity and Inclusion, Trondheim, Norway;
Joakim Caspersen, Research professor, NTNU Social Research - department of Diversity and Inclusion, Trondheim, Norway;
Siri Mordal, Researcher, NTNU Social Research - department of Diversity and Inclusion, Trondheim, Norway

The concepts of "free play", "learning-supporting", "child-care" and "child-guided activities" are important for explaining the content of Norwegian school-age educare, known as Skolefritidsordningen (SFO). These concepts were part of the evaluation of Norwegian SFO that was carried out in 2018, on which this paper reports.

An important result of the evaluation is that the variation between different SFOs in terms of design, content, goals and quality was big. In Norway, SFO is highly decentralized and is characterized by a lack of central guidance.

The evaluation also shows that the different actors discuss the activities in different ways and that the bearing concepts have different significance. What is termed as "free play" in an SFO can be called, for example, "learning-support" in another. This does not have to be a problem for each individual SFO, but it leads to different expectations and language disruption in national conversations and discussions. Both play and learning are today understood in different ways depending on which SFO or municipality you are asking.

We see it as important for both research and school-age teachers/pedagogues, to discuss and define these concepts. Sharing terminology contributes to a common understanding of complex topics such as "free play". To discuss SFO's content and goals, a common terminology is necessary.

The purpose of this paper is to problematize the contradiction between learning and play and to call in and define the basic concepts of "free play", "learning-supporting", "childcare" and "child-guided activities".

2). Ideological differences between extended education policies and general education policies in Norway

Christian Wendelborg, Research professor, NTNU Social Research, Trondheim, Norway;
Joakim Caspersen, Research professor, NTNU Social Research, Trondheim, Norway;
Siri Mordal, Researcher, NTNU Social Research, Trondheim, Norway;
Anna-Lena Ljusberg, PhD, Assistant professor, Department of Child and Youth Studies, Stockholm University, Stockholm, Sweden

Norwegian school policy is strongly governed through framework plans and overall guidelines for the work through national strategies and initiatives. Similarly, strong guidelines can be found in kindergartens. The Norwegian day care facilities for school children (SFO) on the other hand, is a field almost without national guidelines and stated purposes, leading to a vast variation of local philosophies, aims, methods and quality of content.

In this paper we will discuss the emergence of SFO which, in principle, is a response to needs arising through educational reforms in other areas. Further we will describe the variation of different SFO-ideologies and the areas where such ideologies are reflected. The different ideas of what SFO should be advocate purposes for SFO and methods of achieving those respective purposes, which leads to very large variation in design, organization, content, objectives and quality in SFO.

The research questions are (1) which ideological frameworks have developed in Norwegian SFO and how do they differ from ideologies in general education policies and (2) to what extent has such ideologies affected the organization, content, objectives and quality in SFO? Our theoretical approach is inspired of Shiro's (2013) categorization of basic visions or school philosophies.

This paper is based on a recently completed national evaluation of SFO in Norway. The data material was collected from ten case studies where staff, leaders and parents were interviewed as well as representative surveys to SFO-leaders and staff.

3). From plan to practice - development and operationalization of plans in Norwegian after-school programmes

Siri Mordal, Researcher, NTNU Social Research - department of Diversity and Inclusion, Trondheim, Norway;
Christian Wendelborg, Research professor, NTNU Social Research - department of Diversity and Inclusion, Trondheim, Norway;
Joakim Caspersen, Research professor, NTNU Social Research - department of Diversity and

Inclusion, Trondheim, Norway;
Anna-Lena Ljusberg, PhD, Assistant professor,
Department of Child and Youth Studies,
Stockholm University, Stockholm, Sweden

This paper presents an organizational study of how plans in and for the Norwegian after school programme - called Skolefritidsordning (SFO) are converted and translated to practice. In Norway, there are no overall guidelines for content in SFO, except that all municipalities must have statutes, and that parts of the Education Act also include SFO. The municipalities are therefore free to draw up their own plans for the content, and emphasize very different topics in their plans. A large proportion is also characterized by not having any plans and overall ideas for SFO. The study will explore how these various plans and statues affect practice in the individual SFO.

The paper is based on a recently completed national evaluation of SFO in Norway. More specifically, it is based on a case study of 10 SFOs in Norway in five different municipalities. The five municipalities all had different plans for SFO. We have looked at how these various plans are operationalized and reflected in practice. Through observations and interviews with both school management, employees in SFO, students and parents we find that the municipal plans undergo various translations in the individual SFOs, and that the practice is more influenced by the school management than local plans.

4). Mechanism for exclusion in an inclusive extended education

Joakim Caspersen, Research professor, NTNU Social Research, Trondheim, Norway;
Siri Mordal, Researcher, NTNU Social Research,

Trondheim, Norway;
Anna-Lena Ljusberg, PhD, Assistant professor,
Department of Child and Youth Studies,
Stockholm University, Stockholm, Sweden;
Christian Wendelborg, Research professor,
NTNU Social Research, Trondheim, Norway

In this paper, we use Robert Mertons (1936) idea of unanticipated consequences of social action to describe the processes of exclusion that occurs when the main goal (increased participation) is reached. Mertons term is often used to describe spillover effects of policy (de Zwart, 2015). The paper also draws on literature describing the subtle processes of exclusion students from LCSD (*linguistically, culturally, and socioeconomically diverse*) families experience in schools (e. g. Paniagua, 2017), among other mechanisms through the mediation of student needs through teachers' habitus and through understanding schools as institutions permanently recreating their "own rationale (Skrtic, 1991). The data is taken from the national evaluation of the Norwegian day care facilities for children.

The results show several examples of new exclusion mechanisms occurring. Mechanisms of exclusion between institutions are visible in that children from adjacent buildings (and whom are similar in their LCSD-status), but belonging to different school districts, face large differences in their monthly price. Mechanisms of exclusion within day care facilities are visible for instance in facilities where participation is free, but where meals must be paid for. This creates "two lines", one receiving food, one not. Another example is that children with free part time places are sent out of the day care facilities when their allocated time is over, while their friends who pay for full time can stay inside and participate in the

	activities.
	Discussant: Kolbrún Þ. Pálsdóttir, Dean, Associate Professor, Faculty Member, University of Iceland Faculty of Sports, Leisure and Social Education, University of Iceland, Reykjavík, Iceland.

Paper: Session 4

14.15-15.45 **Location:** Spelbomskan (40), Aula Magna upper level right	**Individual Paper Presentations** Session 4 **Theme 1: Aesthetics, Seminar 1** **1). Reframing visual arts education. A study of teachers in leisure-time centres teaching visual arts in Swedish elementary schools** *Marie Fahlén, FD, Senior lecturer, University of Borås, Borås, Sweden* The professional role of teachers in Swedish leisure-time centres has undergone a major change due to teacher education reforms in 2010, which gave certification to teach a practical/aesthetic subject in school years 1-6. The topic of this paper is teachers in leisure-time centers who received their degrees after 2010 with a certification in visual arts. Considering a holistic perspective on their work situation, I will focus on the educational practice of teaching visual arts, where these teachers are required to meet the criteria formulated in the syllabus of the subject art (National Agency of Education 2018).

What resources are provided to them to reach these goals? Are these resources sufficient? How does the focus on visual arts education affect teachers' ability to reach the curriculum goals stated for the leisure-time centre? How and in what ways do any differences between these practical activities and roles affect their professional identity?

The method to research these questions is in-depth individual interviews with ten teachers, together with observations of visual art lectures and the physical and material environment. The theory of policy enactment (Ball, Maguire & Braun 2012) is used to explore teachers´ interpretation and translation of their task with policy in practice.

My hypothesis is that the interviews will reveal clear variations in teachers' reinterpretations and contextualizations of the policy text. These variations will depend on personal competencies and local school context. This research with teachers of visual arts in schools and leisure-time centers may yield important insights towards a more holistic view of Swedish education practice and policy.

2). Edutainment centers - new education resources?

Sergey Kosaretsky, Director: Institute of Education / Center of Social and Economic School Development, National Research University Higher School of Economics, Moscow, Russia;
Kseniia Fiofanova, Extracurricular education manager, Skolkovo Innovation Center, Moscow, Russia

Annotation.
Presents the results of a study of edutainment centers: cities of professions, science parks, interactive museums. The differences of educational resources of Edutainment-centers in contrast to schools are revealed: interactivity, practice-orientedness, gamification. New educational resources of Edutainment centers are responsible for the growth in the demand of families with parents in the educational services market, which contributes to the development of the industry of Edutainment centers.

In the past 7 years, an intensive growth in the number of Edutainment centers has been observed in Russia: cities of professions, science parks, interactive museums. Their number has reached almost 100, they are present today in dozens of cities and cover hundreds of thousands of children. International franchises are used, models focused on well-known prototypes, as well as original projects, including network ones. The factors that stimulated the development of the sector, the target audience of Edutainment projects, the content of a request from families, the developing and learning potential of Edutainment centers' practices were investigated (R.Donovan, N.Henley, 2010). The development of Edutainment centers is considered in the framework of theories of the creative industry (Hartley J, 2008), "the economy of impressions" (James H. Gilmore, 2005), Leisure education (Mundy, J. 1998).

The study used the methods of interviewing parents, focus groups with parents, interviews with the founders and managers of edutainment centers. The study covered 5 cities.
As an incentive for the development of the sector, on the one hand, there is an increase in the

material well-being of families, the formation of a new generation of the middle class in Russian big cities, on the other hand, dissatisfaction with the offers of school education, in terms of forms of educational organization, and in terms of content in the field of natural sciences and technology, training in the field of career.

It has been shown that the interest of families attending edutainment centers is mainly related to education, development of practical skills and skills of the 21st century (creativity, cooperation, collaboration), the definition of a future profession. Although entertainment goals play a secondary role, entertainment element matters to involve children, creation of motivation to learn.

The study identified the following attractive for families and children differences between the practice of educational centers and mass practice of schools: 1) interactivity 2) practice orientation 3) gamification. The features of the ratio of educational and leisure elements in edutainment centers of different types are revealed.
It is also shown that educational and entertainment centers have valuable opportunities for a wide leisure of parents and children. The practices of educational centers for the preparation of animators for working with children and creating game techniques are described.

The active development of Edutainment Centers is considered as one of the signs of the crisis of the formal education system, which does not meet the challenges of developing skills for the 21st century and support students in choosing a profession. In addition, this process is associated with the trend of urbanization and the formation of specific ecosystems in large cities, integrating cultural and educational practices.

3). Individual paper presentation

Miriam von Schantz, Senior Lecturer Media and Communication Studies, Örebro university, Örebro, Sweden

This paper presents a methodological approach to working with the question of film pedagogy in extended education, particularly in relation to critically assessing the truth claim of the moving image. In *The Doc, the Mock and the What?* (2018) I investigated what happened as a group of people encountered films that they did not recognize to be either fiction or factual, what I termed the affective mockumentary.

The method developed offers a fruitful point of entry into working with the event of spectating where strong affective response make cognition more difficult, such as those encounters with the affective mockumentary. Drawing inspiration from John Law (2004) and his suggestion that the mess in social science demands more 'messy methods' I developed a conceptual apparatus that makes it possible to work with groups of people in the aim of developing a critical mindset towards the truth claim of the moving image.

This paper will present the core concepts and provide examples of activities where the affective mockumentary can function as a critical thinking tool in extended education. Grounded in a philosophical frame (Deleuze 2004; Deleuze and Guattari 2004; 2009) of rethinking the object as well as the subject of study, from text and subject to event and collective body, the method proposes an innovative approach to working with film in education.

14.15-15.45
Location:
Mimer (30),
Aula Magna,
upper level

Individual Paper Presentations
Session 4
Theme 2: Youths

1). Approaching the Choice of Extracurricular Activities in Russia

Anita Poplavskaya, Analyst, Center for Institutional Research, National Research University Higher School of Economics, Moscow, Russia;
Ivan Gruzdev, Director for Institutional Research, National Research University Higher School of Economics, Moscow, Russia;
Sergey Kosaretsky, Director, Center for Socioeconomic Aspects of Schooling, Institute of Education, National Research University Higher School of Economics, Moscow, Russia

Russian government implements a large-scale program to increase enrollment of children in extracurricular activities (ECA). During the last few years there was a considerable growth in amount and variety of organizations in public and private sectors. An increased range of opportunities makes it difficult for families and children to choose from the ECA available in the market. This article aims at describing the process of choosing ECA by Russian families and identifying main problems in this domain.

The study provides an overview of international studies on parental involvement in ECA, which identify the major factors affecting the choice of such activities: family finances, cultural capital, parental education and habitus, local educational infrastructure, and the possibility of making

informed choices. In current study we test whether those factors also play important role in Russian specific context. For this purpose, we use mixed methods approach and explored qualitative data of 30 interviews with parents of preschool and school-aged children and the quantitative data of 2017 National Monitoring of Education Markets and Organizations (MEMO) (N=1669).

As a result, we revealed four types of choice-scenarios depending on low or high involvement, freedom or control orientation of parents in questions of ECA selection. The analysis of quantitative data demonstrated that freedom of choice is available to families with specific levels of cultural capital and socioeconomic resources. Parents' attitudes towards extracurricular participation are determined more often by their cultural orientations and value systems rather than by the amount of social and financial resources that they have access to.

2). Bridging the Gap? Informal Learning among newly arrived students in German schools

Dr. Christine Steiner, German Youth Institute, Munich, Germany

The immigration to Germany is currently receiving a lot of public attention and is a politically controversial topic. Regarding attending school, in the past few years the focus has been on the more than 200,000 children and adolescents who came to Germany alone or with their parents as asylum seekers. However, they only make up part of the newly immigrated students. Many children and teenagers come to the country with their families as a result of labor migration.

A central criterion for attending school is the German language skills of newly arrived students. Students without sufficient knowledge of German attend a so-called welcoming class, in which intensive German lessons prepare them for regular lessons. In Germany, informal learning's potential among the newly arrived has yet to be fully examined. This paper presents findings on the use of informal learning opportunities within the school that support actual school work. Two forms of informal learning are taken into consideration: the support of classmates and the use of web-based learning opportunities.

The findings are based on a survey conducted in the summer of 2018 of around 700 newly immigrated students in 68 secondary schools in four German federal states. The students provided information about their school attendance before immigration to Germany as well as about their current school and family situation. In addition, there is information from the school principals about the school context and about the support of their newly arrived students.

3). Handling the other in anti-racist talk: anti-racist stories from a Swedish school context.

Rickard Jonsson, Professor, Dpt. of Child and Youth Studies, Stockholm University, Stockholm, Sweden

In Swedish public media debates, commentators often present a master narrative of Sweden as a country without racism. With the exception of a few right-wing extremists, this anti-racist discourse portrays Sweden as generally being a welcoming society without structural discrimination or prejudice. However, as Teun van Dijk (1992) reminds us, the denial of racism

can be closely connected to the racism, that is said to be rejected. This double discourse, which simultaneously denies and produces racism, departs from an often taken for granted dichotomy of tolerant versus intolerant positions.

I argue that this dichotomy needs to be critically explored. In order to do so, I shall investigate the example of anti-racist stories told in breaks and spare time in a Swedish school context, and thus explore informal learning of both racial categories and anti-racist talk, in a school institution.

The paper draws on linguistic ethnographic data from a four months long fieldwork, at a high prestigious secondary school in Stockholm. A small story perspective (Georgakopoulou 2007) is used to analyse student's mundane talk. The presentation will examine how accounts of school problems and disruptive students seem to evoke the category of the 'immigrant student', which is associated with a wide range of problems, such as 'bad behaviour' or 'deviant linguistic practices'.

In addition, I explore how some students rhetorically manage the dilemma of telling that story without sounding racist, disparaging or in any other ways excluding. This presentation is an investigation of anti-racist ways of constructing the ethnic or racial Other in talk.

14.15-15.45
Location:
Polstjärnan
(30),
Aula Magna,
upper level

Individual Paper Presentations
Session 4
Theme 3: Community

1). Contributing factors in building the afterschool program-driven village education community

Eunwon Cho, Ph.D. Student, The Knowledge Center for Innovative Higher Education, Sungkyunkwan University, Seoul, Republic of Korea; Eunju Kwak, Haeran Ju, Hyunseok Jeon, Songie Han, Sungbum Cho and Sanghoon Bae, PhD, Professor of Education and Director of Center for Innovative Higher Education in Sungkyunkwan University (SKKU), Seoul, South Korea

This study examined factors that contribute to building and strengthening the village education community in Korea. In this paper, the village education community is defined as the education community which is formed by the collaborative efforts between the town/village community and the education community – i.e., collaboration between residents and teachers in a certain area.

This study investigated the village education community in which afterschool programs play an important role in blurring the wall between schools and the community and involving education professionals and resources of the area in public education. This study used the method of multiple case study and employed the ecological perspectives. Four cases were examined.

The study found four factors. First, the human factor was important including participants' motivation, shared values, and the strong belief in the power of collaboration. Second, the economic factor has contributed to keeping afterschool programs of the village education community working. It includes money for afterschool program implementation and financial incentives for those working for the education community. Third, the policy factor, particularly legal and financial support of the local municipality, was essential in triggering and promoting the partnership between schools and the community. Finally, the social capital as the community factor was found to be influential in forming the education community in the area. This study suggests that afterschool programs can be employed to bridge schools and the community and therefore build and strengthen the village education community.

2). Exploring Young People's Perceptions of Extended Education: The Case of Hollyburgh

Claire Forbes, Lecturer and Research Associate, University of Manchester, Manchester, UK
Kirstin Kerr, Dr / Senior Lecturer, University of Manchester, Manchester, UK

This paper explores a key concern in the international field of extended education, notably that extended provision, particularly in disadvantaged areas, tends to be driven by professionally-held assumptions about the needs of children, suggesting an understanding of extended education as compensatory. This paper explores the opportunities that young people living in the disadvantaged neighbourhood of Hollyburgh, in northern England, value and use to support positive educational and wider life

outcomes. In doing so, it also explores the challenges these might present for the design of extended education offers.

While capability theories are employed to understand the opportunities that young people have reason to value and use, the study further draws on Giddens' (1984) *theory of structuration* as an additional conceptual lens to explore how social 'spaces' are ordered.
Following Giddens, this paper positions professionally-led extended education provision as 'front-spaces' and the alternative opportunities young people create for themselves as 'back-spaces'.

The study took place in a secondary school in Hollyburgh and used a 'students as co-researchers' methodology to explore endogenous understandings of local opportunities. Key findings suggest that young people actively rejected 'front-spaces', including school and youth-centre led extended education provision, where they felt subject to negative professional judgements. Instead, they valued 'back' spaces, particularly online platforms, which they could use autonomously. This suggests that extended education designs need to be rethought to enable more relational ways of working between professionals and young people.

3). "Experiences of community in school aged care/extended education"

Jennifer Cartmel, Griffith University, Brisbane, Australia;
Amy Blaine, Jabiru, Australia;
Peter Westoby, Associate Professor in Social Science and Community Development, Queensland University of Technology, Brisbane,

Australia;
Laura Cox, Research Associate, Queensland
University of Technology, Brisbane, Australia

In Australia extended education services including after school services are led by a variety of groups including faith-based or community groups. In Queensland, Australia, Jabiru is a community-based organization that is a historical leader for after school services and has been providing services in schools for more than 20 years.

As leaders in the community, Jabiru has a strong interest in, and are striving for the increased credibility of the sector. Jabiru has become increasing interested in how the services they provide are culturally and historically constructed, with different sites across the South East Queensland area.

This organization also has a focus on research and practice, both to improve effectiveness of their work, and also in recognition of the lack of value accorded to after school programs and the scant body of Australian empirical scholarship addressing after school programs. Jabiru has undertaken several projects to make the practices of education, care and community building of Jabiru more visible. One such project, which took place in 2018-2019, was to examine the practices of all stakeholders involved in the after-school programs in creating a learning community.

The research question:
What are the practices (of children, families, workers) that enable/create a learning community in after school programs?

14.15-15.45	**Individual Paper Presentations**
Location: Kungsstens-salen (30), Aula Magna, upper level	Session 4 **Theme 4: Effect (impact) on achievement** **1). Quality of Extra-Curricular Activities as Seen from the Stakeholders' Different Points of View. Empirical Research on Extended Education at All-Day Schools in Zurich (Switzerland)** *Emanuela Chiapparini, Prof. Dr., University of Applied Sciences, School of Social Work, Bern, Switzerland* In recent years, increasing demand for the compatibility of family and career has led to a rapid expansion of extra-curricular care in Switzerland (Crotti, 2015). The City of Zurich is the first political community in Switzerland establishing comprehensive all-day schools throughout its jurisdiction (Stadtrat von Zürich, 2017) and promotes extended education through extra-curricular activities at school. Education structures aim to interlock classroom teaching with extra-curricular activities, accessible for all pupils (Chiapparini, Kappler, & Schuler Braunschweig, 2018). Thus, the leisure time of pupils is increasingly shifted into the school context (Deckert-Peaceman, 2009). This paper uses theoretical approaches as a framework within which empirical research results are reflected upon. The latter thus serves to further develop the theories used. Orientation patterns of social workers, teachers, pupils, and parents are investigated and used to develop significant criteria: How much do the orientation patterns of the different stakeholders have in common and where do they differ?

Based on the ongoing Swiss National Science Foundation project (Chiapparini, Schuler Braunschweig, & Kappler, 2016), the perspectives of social workers, teachers, pupils and their parents in extra-curricular activities will be considered before and after the implementation of all-day schools in Zurich. Through qualitative data gathering with narrative interviews (Schütze, 1983) and group discussions (Bohnsack, Loos, Schäffer, Städtler, & Wild, 1995) and evaluation with grounded theory (Strauss, 1990), quality criteria of extra-curricular activities are divergent among stakeholders. Depending on the point of view taken, the evaluation of the quality of extended education is seen differently and has to be discussed.

2). Exploring non-cognitive pathways of a public-school writing intervention

Emily Mann, MSSW, PhD, Teaching Professor, Human Services Program; Senior Research Associate, Dukakis Center for Urban and Regional Policy; Faculty Affiliate, Northeastern Public Evaluation Lab (NU-PEL), Northeastern University, Boston, MA, USA;
Lori Gardinier, MSW, PhD, Director of Human Services Program, Northeastern University, Boston, MA, USA

This study examined a Writers' Room (WR) intervention in two Boston Public Schools. The program provided writing supportive services to the entire school to foster the development of student writing, and consisted of day and after school program components.

The purpose of this research is to better understand the direct and indirect impacts of the

program on high school students to ensure that the public-school non-profit partners are delivering services that are impactful and evidence informed.

This mixed methods study explored non-cognitive pathways to better understand the possible contributions of a public-school writing intervention on student perceptions of writing and self-efficacy.

Research questions considered student's perceptions of writing competence, changes over time in student writing perceptions, the impact of social support on student's attitudes and beliefs about writing, and student's perception of the impact of writing on their own personal development.

Analysis of the first two years of data suggested small trend increases in student self-perceptions of writing competence and enjoyment. Third year data showed no additional increases. Student perceptions of adult support correlated more positively to most indicators on the survey. Several themes developed from qualitative analysis including academic benefits, career benefits, and personal benefits. Students reflected on the iterative process of writing, and the value of seeing and learning from mistakes. Several exemplars alluded to foundational skills associated with a growth mindset as a mechanism for positive change (Dweck, Walton, & Cohen, 2014).

3). Effectiveness of German All-day Schools - Impacts of Extracurricular Learning on Achievements in Primary Schools

Heinz Günter Holtappels, Prof. Dr. /University professor, TU Dortmund University, Dortmund,

Germany (presenting author);
Wolfram Rollett (presenting author), Karin
Lossen, Katja Tillmann

The paper draw focus on the attendance of students in additional learning time, process quality of extracurricular learning arrangements and impacts on students' achievement in German primary schools and analyses will check benefits for students from diverse social background. The theoretical framework is related to CIPO school quality model, adapted to the all-day school context. Research questions:

1) Which extracurricular learning arrangements are provided by schools and which level of quality assessed by students, can be reported?
2) Can we find impacts of student participation in extracurricular domain-specific learning activities on achievement development?
3) How far do students from disadvantaged social backgrounds benefit by participating in extracurricular subject-specific activities?

The analyses are embedded in the nationwide "Study on development of all-day schools" (StEG). Study design includes longitudinal data from 69 primary schools based on standardized question-naires of teachers (n=667), parents (n=1.718), students (n=2.149) concerning school factors, quality of extracurricular arrangements, learning attitudes and test competencies year 3 thru 4.

Main results show: Neither the intensity of student's participation nor the participation over a period of three half years have measurable impacts on the development of reading and science competencies over one school year and no

general impact on learning attitudes of primary students. Relationships between the quality of domain-specific learning arrangements and students' learning are low. With regard to diverse social backgrounds, we get small differential effects of process quality on students' social dispositions. Beyond this, analyses show important factors concerning school development and professional collaboration.

Panel discussion:

16.00-17.30 Location: Aula Magna, right	Panel Discussion
	The significance the concepts complementation and compensation have concerning extended education in different countries.
	Panelists:
	***Sang Hoon Bae**, Prof. PhD, Professor of Education and Director of Center for Innovative Higher Education in Sungkyunkwan University (SKKU), Seoul, South Korea*
	***Helene Elvstrand**, PhD, Senior Lecturer and Head of the Teacher Education Program for Primary School, Specializing in School-Age Educare, Linköping University, Sweden*
	***Fuyuko Kanefuji**, Prof. PhD, Professor at the Department of Human Sciences, Bunkyo University, Tokyo, Japan*
	***Kirstin Kerr**, PhD, Senior Lecturer in Education at The University of Manchester and co-director for the Centre for Equity in Education, Manchester, Great Britain*
	***Anna Klerfelt**, PhD, Associate Professor in*

	Education, Specialisation School-Age Educare/Extended Education, Department of Child and Youth Studies, Stockholm University **Gil Noam, Ed., Dr. Habil** *is the founder and director of The PEAR Institute: Partnerships in Education and Resilience at McLean Hospital, a Harvard Medical School affiliate. He is an Associate Professor at Harvard Medical School focusing on prevention and resilience, USA* **Ludwig Stecher,** *PhD, Professor in Educational Research at the University of Giessen, Germany*

17.30-19.00 **Location:**	Business Meeting

20.00 **Location:**	Dinner

Saturday, September 28, 2019

Keynote Lecture 4

9.00-10.00 **Location:** Aula Magna, right	**Keynote Lecture 4** *Title: Learning from contemporary extended education offers in England* PhD Kirstin Kerr

10.00-10.30 **Location:**	Coffee Break

Symposium 5, Session 5

10.30-12.00 **Location:** Bergsmannen (50), Aula Magna, upper level	Session 5 **Symposium 5** **Implementing individual learning support at all-day schools: Effective activities, peer-mentoring, staff collaboration and family decisions** *Organizers and Chairs: Stephan Kielblock, PhD, DIPF, Leibniz Institute for Research and Information in Education, Frankfurt a. M., Germany* The present symposium investigates individual learning support for students in the

extracurricular time of German all-day schools. Four empirical research projects from across Germany report their results from different intervention and survey studies and they are discussed from an international perspective.

In the past two decades, the implementation of extended educational provisions is gaining momentum in many countries across the world. Specific forms of extended education have become prevalent in different countries (e.g. extracurricular activities, afterschool programs, all-day schools, leisure time centres, private tutoring, school-age care etc.). Recently, in countries such as Denmark, Switzerland, Austria and Germany, a vast number of all-day schools have been established. In Germany, for example, a dramatic increase of all-day schools is apparent from 16% of all schools in 2002 to 67% of all schools in 2016 (KMK, 2018). As opposed to half-day schools with a particular focus on curricular classes, all-day schools provide lunch and additional extracurricular activities.

In recent years, practitioners, policy makers and researchers became more and more interested in the quality and effectiveness of the extracurricular time that the students spend at all-day schools. Many researchers share the strong belief that extracurricular learning has a certain potential to foster the individual learning of all children. Yet, not much evidence is available, how the learning of *each individual student* can intentionally be fostered in the extracurricular time. In Germany, this issue is discussed under the umbrella term "individuelle Förderung" (Engl.: "individual support"). While Dumont (2018) suggested "adaptive teaching" or "individualized instruction" as English equivalents of "individuelle Förderung", Klieme and Warwas (2011) suggested to define

"individuelle Förderung" as pedagogical action which systematically considers each individual student's personal learning dispositions (see Klieme & Warwas, 2011). The symposium utilises the term "individual learning support" in this way and it examines how individual learning support can be implemented and how extended education can benefit from it.

The four papers systematically cover a broad range of aspects as they pertain to the implementation of more individual learning support in all-day schools. If individual learning support is supposed to play a part in the extracurricular time, first of all, extracurricular activities with a specific focus on individual learning support needs to be developed and evaluated (see Study 1). Second, in many instances, the staff/child ratio is 1:15 or more in extracurricular activities in all-day schools. Hence, if each individual student is supposed to receive personalised support for learning, the question needs to be addressed, how this can be organised in practice. Peer-mentoring is one idea in this regard (see Study 2). If curricular classes and extracurricular activities take place under the umbrella of an all-day school, both educational settings are supposed to be interlinked and to generate synergies. As a consequence, different professions need to collaborate with each other more intensively (see Study 3). And forth, each school's context needs to be considered. Parents have a certain perspective on individual learning support, which might have an influence on educational decisions within the families (see Study 4).

1). Effects of an extracurricular learning arrangement on reading in German all-day primary schools

Wolfram Rollett, Karin Lossen, Katja Tillmann, Heinz Günter Holtappels, Frederik Osadnik & Karsten Wutschka

Reading literacy is a key competence for school success and an essential condition for participating in society (Bremerich-Vos, Tarelli, & Valtin, 2012; Retelsdorf, Köller, & Möller, 2014). Due to unfavorable results of German students in the first PISA cycle (Baumert et al., 2001) all-day schools were implemented to extend school time and to provide extracurricular learning opportunities. However, previous studies in German all-day primary schools showed no effects of participation in reading-related extracurricular activities on reading literacy (Tillmann et al., 2017). At the same time, findings indicate a selectivity of participation in reading-related activities: girls and students with higher achievement in reading are up to five times more likely to attend reading related activities (Rollett et al., in press).

This paper examines the effect of participating in an extracurricular activity developed in the intervention study "StEG-reading" to promote students' reading literacy. It focusses on cognitive reading strategies (Philipp, 2015) and reading motivation. Data includes 1.900 fourth-grade students within 22 German all-day primary schools in two cohorts. All Students were surveyed at two points of measurement in a pre-/post-intervention and waiting-control group design by reading tests and questionnaires. To include individual and school related conditions, we also examined the students' parents, teachers, the additional staff and the schools' principles.

We expect that students participating in the reading-activity show a better development in reading comprehension and motivation than students who did not participate, even more so for groups of students that tend to be educationally disadvantaged in German schools.

2). The potential of peers in extended education: Implementation and evaluation of peer-mentoring in homework assistance programs

Natalie Fischer, Julia Dohrmann, Katrin Heyl & Markus Sauerwein

The German shift from half-day to all-day schools was highly influenced by the aim to support equal opportunities for all students. As homework often proves to be a source of social inequality in the German school-system, homework assistance programs are common elements of extended education in all-day schools.

However, studies on the implementation of homework assistance programs reveal several problems related to qualification of staff. The Study on the Development of all-day schools – "TANDEM" (StEG-Tandem, funded by BMBF) supported five middle schools to handle these problems by implementing and evaluating peer mentoring in existing homework assistance programs. Throughout one school year (from October 2016 to June 2017) a team of teachers, researchers and school consultants developed a school specific peer mentoring concept for every participating school which was implemented in the following school year, starting in August 2017.

Data collected from 179 fifth-graders in the peer mentoring condition (treatment group, TG) is compared to data from 91 students that participated in homework assistance programs at the same schools in the year before the implementation (control group, CG). All students participated in a survey study with two measurement points in grade 5. Results of longitudinal ANOVAs showed that in general students in the TG and KG did not differ in satisfaction and quality perceptions. However, concentration on homework developed better in the TG.

At the symposium differential analyses for children from different socio-economic backgrounds will be presented. Moreover, analyses will provide an insight into specific prerequisites for successful peer mentoring programs.

3). Effects of a school development intervention on multi-professional collaboration in German all-day schools

Martin Reinert, Johanna M. Gaiser & Stephan Kielblock

Successful collaboration between diverse professions at German all-day schools (multi-professional collaboration), is necessary to achieve individual learning support. Although international programs already focus on developing multi-professional collaboration in schools, its potential is still not fully utilized. Therefore, the project of StEG Kooperation developed an intervention to strengthen the multi-professional collaboration in school development processes.

This paper demonstrates the effects of this intervention on the educational practices. To analyse the effects of the intervention, this paper presents longitudinal case studies and uses qualitative content analysis. Data collection included guided interviews and semi-structured observations at several measurement times. In the first part of the analysis, we describe the multi-professional collaboration before the intervention was implemented. The school-based descriptions reveal three different issues: each of the schools faces either personnel, organisational or structural challenges.

In a second part, we analyse the situation after the implementation. As a result, we evaluate the effects on specific dimensions of school development in all-day schools. The analysis deals with the multi-professional collaboration situation before and after the implementation of the intervention. The school-based descriptions reveal three different issues such as personnel, organisational or structural challenges. As a result, we evaluate the effects on specific dimensions of school development in all-day schools. Finally, we compare the results regarding selected aspects. Preliminary results show the importance of educational staff with coordination responsibilities for multi-professional collaboration processes.

4). Parental ideas of individual learning support and the importance of-day schools for secondary track

Susanne Gerleigner & Alexander Kanamüller

Although in Germany many parents want their children to visit all-day schools, the capacity of all-day schools, especially at secondary level,

remains up to 19 percent unused. Thus, unlike most educational trajectory research in Germany, this paper examines the transition from primary to secondary track, focusing on the decision for or against all-day schools. According to Bourdieu, family's educational strategies are strongly related to their social background and might also be seen as expressions of parental ideas of individual fostering in schools. Therefore, a (mis)match between parental ideas of individual fostering and their idea of all-day schools might explain conscious decisions for or against all-day schools.

Using data from the "study of the development of all-day schools" (StEG), our research focusses on parents with a child visiting primary school, who already searched for secondary schools or decided on a concrete school yet (n = 497). To avoid confounding effects, logistic regression models were run separately for those whose children are going to visit a Gymnasium and those whose children are going to visit another type of secondary school. The models control for a potential positive parental attitude towards all-day schools as well as for family resources and circumstances considered relevant to educational decisions.

The results show that parental ideas of individual fostering are influencing the reported importance of all-day schools for secondary level in the non-Gymnasium group, whereas in the Gymnasium group only the indicator for social capital and a positive attitude towards all-day schools show significant effects.

Discussant: Associate professor Gil Noam, Harvard Medical School, Cambridge/Boston/Belmont, MA., United States.

Paper: Session 5

10.30-12.00 **Location:** Mimer (30), Aula Magna upper level right	**Individual Paper Presentations** Session 5 **Theme 1: Digital**
	1). Promoting critical digital literacy in Swedish leisure-time centers
	Carolina Martinez, Lecturer, Malmö university, Malmö, Sweden
	In this paper I focus on the leisure-time center as an arena for promoting critical digital literacy. The main research question addressed in the paper is: *How do Swedish leisure-time teachers work to promote critical digital literacy in the leisure-time center*? In addition to this, the paper poses the more specific question: *How do Swedish leisure-time teachers approach internet advertising in the leisure-time center, and do their approaches to advertising encourage a critical understanding?*
	The paper draws on an interview study conducted in 2018 with 21 leisure-time teachers working in the south of Sweden, and David Buckingham's (2006) conceptual framework for critical digital literacy is used to analyze and discuss the interview data.
	The results reveal a broad range of approaches and practices among Swedish leisure-time teachers; from not promoting critical digital literacy, to planned learning activities and spontaneous discussions that encouraged critical reflections about digital media. The participants concentrated on source criticism, photo manipulation, and discussions with children

about their digital media usage, which are central aspects of critical digital literacy (Buckingham, 2006). There were also different approaches to internet advertising; from not addressing this issue at all, to critical reflections regarding the role of advertising. There were also uncritical ways of approaching internet advertising, such as discussing advertising as a source of information for consumption purposes. The paper discusses the implications of these results for policy, practice, and future research.

2). How to "catch" and keep pupil's interests in technology and digital tools?

Alma Memisevic, PhD Student, Department of Social and Welfare Studies, Linköping University, Norrköping, Sweden; Magnus Jansson, PhD (licentiate), Department of Social and Welfare Studies, Linköping University, Norrkoping, Sweden

The aim of this presentation is to discuss findings from a research project, about technology education in School-Age Educare Centre (SAEC). The focus is on the communicative practices of technology education: How do teachers, pupils and digital tool interact in creating technology practices in SAEC?

Grounded theory (GT) approach, based on a constructivist position, was used in our study. We refer to Cathy Charmaz (2014) who (re)wrote the traditional way to use GT to a methodology with different sets of tools. By using these tools, grounded theory is applied both as a theory and as an analytic method. Charmaz (2014) methodological approach opens up for the use of different theoretical ideas such as analytical

sensitizing concepts. They demonstrate how discourses produce and maintain subjective positions in a SAEC. Furthermore, as a tool to make these positions more visible, some parts of the empirical data are analyzed using critical discourse analysis (Fairclough, 1993).

The study is based on ethnographic fieldwork and the data collection was conducted in six different schools with 136 pupils between 6-9 years and 16 SAEC-teachers. The empirical material consists of video recordings, observations and field notices.

Formal education seems to be very important for SAEC-teachers who often prioritize this kind of teaching. Hence, SAEC-teachers do not apply SAEC pedagogy in the activities, but rather adopt the school's educational approach. Informal learning of technology, based on the pupils' own initiatives, often become invisible and are not identified as technology by SAEC-teachers.

3). Future Skills: Digital Competencies Creation and Testing of a Didactic Blended-Learning Concept for Promoting Digital Competencies in the Context of the Training and Development of Educators

Sylvia Esser, Research Fellow, Wissenschaftliche Mitarbeiterin, Fakultät für Kultur- und Sozialwissenschaften, Lehrgebiet Wissenschaftliche Weiterbildung und Hochschuldidaktik, FernUniversität in Hagen, Germany;
Tina Basner, Research Fellow, Fakultät für Kultur- und Sozialwissenschaften, Lehrgebiet Wissenschaftliche Weiterbildung und Hochschuldidaktik, FernUniversität in Hagen, Germany

Digital competencies are becoming increasingly important for young people with regard to the shaping of their future lives. This includes the successful shaping of their professional biography, in which "new" skills are becoming necessary: future skills. In addition, young adults are actively involved in shaping future forms of society that demand a high degree of social responsibility (e.g. migration /mobility, inclusive societies). In order to support learning processes for developing digital competencies, digital education thus becomes a key task for educators.

Starting from the question of what contents, as well as didactics, appear suitable for (further) developing the digital skills of educators, a blended-learning concept was tested involving teaching/learning arrangements in the context of adult education. The aim was to determine whether it is suited to further developing the digital competences of participants and increasing their motivation with respect to the willingness to learn in relation to digital education.

The key media-didactic orientation: using digital tools, the above-mentioned contents (diversity, mobility) are combined with the focal points of the Digital Competence Framework (e.g., using Google Docs, Etherpads). The learning contents are based on the experiences and (diverse) lifeworlds of the participants and involve constructivist theories: problem-based learning, project learning, communities of practice. The focus is on self-directed learning processes, as well as the requirements for a new understanding of the roles of educators.

The concept was tested in the context of an exploratory case study, in order to generate initial hypotheses (pre-post-design – digital survey)

and, drawing on them, to identify gains in both the digital competencies and the learning motivation of participants, to optimise the concept, and to develop a research design enabling implementation with a control group.

10.30-12.00	**Individual Paper Presentations**
Location:	Session 5
Polstjärnan (30),	**Theme 2:**
Aula Magna upper level right	

1). Teaching in a school age educare context

Monica Orwehag, PhD, Senior Lecturer, University West, Trollhättan, Sweden

Since the inclusion of school age educare in the Swedish Education Act (2010:800) the official term used for the activities conducted in leisure-centres is *teaching*, as well as for the compulsory school. In an update from 2016 of the national curricula (Skolverket/National Agency for Education, 2016) a specific chapter for the School age educare (chapter 4) was added, addressing the pedagogical character of SAE, and its complementary function towards preschool class and compulsory school.

SAE in Sweden, has from the start been built on pedagogical and educational traditions that in many respects differ from those of the regular school. One of the main foundations has been developmental psychology rather than different theories of teaching and learning. Even if the main theoretical starting point today could be identified as a sociocultural approach, which opens for a more active role for the teacher there are still several obstacles in transforming the concept of teaching to fit the SAE and the specific conditions and requirements there.

The main questions addressed, include which theories and central concepts of learning that can be used to characterize the SAE learning environment. Another concern is how to describe

and define the strategies required and used for teaching in this particular context. Thirdly the goal for and content of what is taught in SAE is analyzed and defined.

The general aim of the discussion could in short be defined as an attempt to fill the didactic questions *What*, *How* and *Why* with a content suited to teaching in SAE, as opposed to ordinary class-room teaching.

2). Using narratives as a way to describe opportunities and constraints in the everyday work at a school-age educare centre

Björn Haglund, Associate Professor in Child and Youth Studies, University of Gävle, Gävle, Sweden

The presentation is based on empirical data from an ethnography-inspired study at a Swedish school-age educare centre (Saec). Saecs' are institutions whose functions are to complement the education in pre-school class and school by planning and offer children, 6-12 years old, pedagogical activities, meaningful leisure and recreation before and after school.

The study has a narrative design and focus on how Ann, the teacher that is responsible for the activities at the Saec, tries to structure and run the everyday practice. She has high ambitions with the activity and tries to adjust her work to the governmental steering documents. However, due to high staff turnover, in combination with staff without relevant training and insufficient opportunities for planning the work, the conditions for managing high qualitative activities, is perceived as inadequate.

These limitations are seen as obstacles for both Ann's ambitions with the activities and the opportunities to meet the content of the national steering documents. From Ann´s perspective, the school management does not emphasize the Saec activities, and the study indicates that Saec, from a school management level, is primarily seen as supervision, while learning and a meaningful leisure is not prioritized. This is possible since the government hands over the authoritative and allocative resources (Giddens, 1984) to a municipal level, where school managements in different ways are allowed to prioritize what to be developed, emphasized and improved.

3). To do snack-meal together - Teachers' view of the snack-meal as activity in Swedish School-age educare centres

Marie Karlsson, Universitetsadjunkt, Linköping University, Norrköping, Sweden;
Helene Elvstrand, Universitetslektor, Linköping University
Lina Lago, Universitetslektor, Linköping University

School-age educare centres (SAEC) is a non-compulsory activity for pupils between ages 6 and 12 who supplement the school's assignment.

In SAEC snack-meals can be seen as a learning opportunity. Nonetheless, snack-meals are not mentioned anywhere in SAEC's policy documents, making learning in these situations something that is for the teachers to interpret. The meal can thus be more than what is on the plate; this is an aspect that is taken into account in this study.

The aim with the study is to investigate how the

snack meal in the SAEC is given meaning from teachers' perspectives. The overall research questions are: What is happening during the snack meal in the SAEC?

The empirical data of the study consist of interviews with SAEC-teachers from four different schools located in the same Swedish middle-sized town. The data has been analyzed with help of discourse analysis.

The tentative results show that SAEC-teachers see snack-meals as an educational activity where the pupils can learn how to behave and have the correct table manners, where the role of teachers is largely about monitoring. There is also a care aspect where the food and nutrition are emphasized. According to the teachers, there are great organizational difficulties as high noise level, large groups and time aspects. Can these aspects be mastered, opportunities can be created that can promote both informal- and formal learning.

Poster Presentations:

Location:	Individual Poster Presentations
	1). Emancipatory Education in a Primary School: A Role Model from The Gambia
	Verena Wellnitz, M.A., Research and Teaching Assistant, Phillipps University of Marburg, Marburg, Germany
	The planned research examines an educational centre with a basic school, a youth program and a particular focus on life skills – located in a deprived neighbourhood of Serrekunda, The Gambia. In a country ranking 155th of 177 on the human development index, where compulsory education ends after primary school and half of the adult population is illiterate, a school with a radical priority for poor children of the urban surroundings and furthermore a combination of excellent and emancipatory education, has a flagship position for improving not only education but living conditions for future generations. Besides, to allot 60% of the available free of charge places to girls is an important contribution to close the educational gender- gap.
	The research is based on a first study conducted in 2014 by Belgian researchers.
	2). *No title*
	Edilbert Enrique Torregroza Fuentes,

Professor, Universidad de Cartagena, Cartagena, Colombia;
Alejandro Villarreal Gómez, (participating), Professor, Universidad de Cartagena, Cartagena, Colombia;
Jorge Luis Llamas Chavez, (participating), Professor, Universidad de Cartagena, Cartagena, Colombia

Two examples of field trips are presented: one carried out in the hillside area of the Montes de María in the municipality of Carmen de Bolívar and the other visit was made in the coastal area located in the municipality of Tolú both in the Colombian Caribbean; as part of the training beyond the classroom that is done with the students of the Bachelor's degree of Education Program with emphasis in Social and Environmental Sciences of the University of Cartagena (Colombia). The objective of these visits was to experience the socio-environmental reality of territories of socio-ecosystem interest *in situ*, in addition to knowing the conditions of the communities living there with special attention in the educational processes. The field trips were an alternative way for students to contrast outside the classroom the theoretical aspects addressed in the regular courses such as: "environmental education", "observational pedagogical practice" and "sustainable development", experiencing the territory as a social construction. In addition, field trips express the pedagogical model of the undergraduate program that is understood as: contextualized, investigative and interdisciplinary.

3). Teachers' Identity in All-day Schools in Switzerland

Anna Faehndrich, M.A. Zurich University of Teacher Education, Zurich, Switzerland;
Patricia Schuler, Prof. Dr, Chair of Research Center Teachers' professional competence development, Zurich University of Teacher Education, Zurich, Switzerland

Family friendly policies have been launched to support employees in coordinating their work with family responsibilities. One of these policies is all-day schooling (Honig, 2007). All-day schools are being implemented in the bigger cities in Switzerland. Education at school is extended in time and space. Classroom teachers and social workers in all-day schools strive to extend the curriculum (Schuler Braunschweig & Kappler, 2017). When classroom teachers and social workers are collaborating multi-professionally, questions about professional responsibilities, competencies and identity arise. Classroom teachers' responsibilities are generally legally defined and based on national standards.

Theoretical models of classroom teachers' competences distinguish pedagogical knowledge, pedagogical content knowledge and content knowledge (Shulmann, 1998). Identity is seen as a dynamic construct which changes as a result of individuals' interaction with others (McKeon and Harrison, 2010).Collaboration between professionals is seen as powerful but can be

rife with tension as professional boundaries are crossed (Burnard & Swann, 2010).

The question we rise in this presentation is, how traditional classroom teachers perceive this educational change in relation to their professional role. To answer this question narrative interviews conducted with two classroom teachers of a secondary school have been analysed using strategies of the documentary method (Bohnsack, Nentwig-Gesemann, Nohl, 2007; Bohnsack, 2008).

Results show that the educational change changes the organisation as well as classroom teachers' profession. Classroom teachers tend to feel responsible for "everything". A rejection of certain duties and a redefinition of classroom teachers' profession risk to devalue the profession of social workers.

4). Mathematical Activities in the Schoolage Educare:
A Policy Enactment Perspective

Anna Wallin, PhD-student, MND, Department of Mathematics and Science Education, Stockholm University, Stockholm, Sweden;
Paola Valero, Professor, MND, Department of Mathematics and Science Education, Stockholm University, Stockholm, Sweden;
Eva Norén, Associate professor, MND, Department of Mathematics and Science Education, Stockholm University, Stockholm, Sweden

In 2016, schoolage educare received their own chapter in the curriculum, where mathematics in everyday life and problem solving are explicitly mentioned as to be made visible in practice.

What does the formulation "Mathematics as a tool to describe ordinary phenomena and solve ordinary problems" (Skolverket, 2016, p. 24) imply as a frame for the practice? What characterizes the mathematical activities and contexts that are made visible in the schoolage educare practice? How are students and teachers positioned in the mathematical activities emerged in practice?

The theoretical framework of the research is based on Ball et al.'s policy enactment theory (Ball et al., 2012). The *material*, *interpretative* and *discursive* aspects of the process through which practitioners translate and set in context the intentions of the policy frame practice. In order to investigate the enactment of mathematics in practice, we focus on the presence of what Bishop (1988) has called cultural mathematical activities: *counting*, *locating*, *measuring*, *designing*, *playing* and *explaining.*

To study the process of curriculum enactment, four practitioners were asked to register activities carried out by the students that could be connected to Bishop's (1988) cultural mathematical activities. From there, two case studies in two schoolage educare were conducted, during the period of 2016-2018.

Ways of enacting the mathematical orientation in the schoolage educare have been identified in practice. The interactions and expressions analyzed in the study illustrates four nuances in informal and formal ways of enacting mathematics in practice, from *full-informal* enactment to *full-formal* enactment.

5). The relevance of coordination positions for multi-professional cooperation in German all-day schools

Martin Reinert, B.A., Justus Liebig Universitaet Giessen/sowi.uni-giessen, Gießen, Germany

German all-day schools are confronted by additional responsibilities and challenges. To face the diverse challenges within all-day schools, school principals can rely on additional staff, which is assigned for management and coordination processes. Such position is comparable to the after-school coordinator in the international context (in German 'Ganztagskoordination'). Beside recommendations for practice and the attribution of competences, we cannot find any in-depth studies concerning this position.

In the following, we illustrate results based on the StEG-Kooperation project. The project developed an intervention to strengthen the multi-professional cooperation in school development processes. In this context, we found that

the person who is responsible for coordination is a key actor for cooperation processes; furthermore, it is also essential for development processes in German all-day schools. Hence, the aim of this paper is to demonstrate the relevance of this coordination position for multi-professional cooperation.

The analysis uses longitudinal case studies and qualitative content analysis to describe and compare two different aspects: Firstly, we examined statements of educational staff regarding the coordination position. Educational staff includes the entire pedagogical staff at all-day schools, which means teachers as well as any other educational professions. Secondly, we consider the specific employment relationships of the coordination position.

Preliminary results show that educational staff with coordination responsibilities can be seen as a facilitator between the cooperating pedagogical actors as well as a symbolic boundary for multi-professional cooperation processes. Beyond that, we want to emphasize their potential for all-day school development processes, which are not fully utilized yet.

6). Organised leisure activities: A theoretical approach to positive effects on resources for coping with transition to tertiary education and work

Karen Hemming, Dr./Senior Researcher, German Youth Institute, Halle (Saale), Germany

Organised leisure activities in non-formal settings provide important educational processes for youth. Compared to educational processes in formal settings, they can offer similar opportunities for gaining skills and expertise for managing the transition to tertiary education and finding a job. However, research focussing on positive effects of non-formal educational processes regarding youth transitions is limited.

The present paper aims at developing a theoretical model for explaining positive effects of organised leisure activities on personal and social resources relevant for the transition to tertiary education and work based on a literature review – the OLA-model. It is built up using the Resource Model of Coping with Life (Fend et al. 2009) as a heuristic background, bringing together the activities with potentially influencing framework variables as well as positive outcome indicators. The OLA-model consists of three levels: 1) socioeconomic framework conditions, 2) determinants of organised leisure activities as chosen developmental context and 3) youth transitions as developmental tasks.

The OLA-model contains several determinants of organised leisure activities identified in previous studies: variety, intensity, and duration; relationship to the activity leader; honorary position within the activity as well as self-determination, joy, and quality.

Following the literature review, the OLA-

model assumes that organised leisure activities are affected by socioeconomic framework conditions on the one hand, and, on the other hand, have positive developmental effects on work-related social and personal resources. Thus, they can foster the transition into tertiary education and work. The OLA-model is discussed as a theoretical approach to an upcoming longitudinal survey.

Conference Closes

12.15-12.45	Conference closes
Location: Aula Magna, right	