

Symposium - Quality in Social Science Teaching (QUISST)

5. Deliberation in Nordic Social Studies classes: when, where, and to what extent?

Jonas Teglbyerg, SDU (Odense)

This contribution to the QUISST symposium reports on the preliminary results of a large-N study that investigates under what conditions deliberative teaching is exercised in Social Studies classes in Denmark, Norway, Sweden, and Iceland. The study is based on video observations which have been quantitatively coded by use of the Protocol for Language Arts Teaching Observations. It investigates when, where, and to what extent deliberative teaching tends to take place. One factor that seems to be conducive to the practice of deliberative teaching is the experience of Social Studies teachers. Less experienced teachers are on average more likely to engage in deliberative teaching practices than their more experienced counterparts. This results, however, still needs to be confirmed by further analysis.

6. "You know this. It is a part of your everyday lives"

Peter Nicolai Aashamar, UiO (Oslo)

Social studies have multiple aims. The subject aims contribute to students' disciplinary knowledge and abilities, prepare students for active societal participation and at the same time motivate them to partake in the public sphere. Facilitation between disciplinary knowledge (social studies content dimensions), societal knowledge (issues drawn from current events, media etc.) and students' everyday knowledge (issues drawn from students' lifeworld) can be seen as prominent to social studies teaching and learning. However, it is debated to what degree teachers should give weight different types of social studies knowledge, especially students' everyday knowledge. Despite disagreements to what extent social studies teacher should bridge disciplinary, societal, and everyday knowledge, it is interesting to examine how teachers facilitate between such knowledge in their daily teaching. This presentation discusses how teachers incorporated students' lifeworld's and societal issues in their daily teaching across 74 Danish, Norwegian and Swedish social studies lessons.

7. Bevakning av nyheter i svensk samhällskunskap

Michael Walkert og Martin Jacobsson, Karlstad Universitet

Inom ramen för observationer om kvalitet i samhällskunskapsundervisning på svenskt högstadium har nyhetsbevakning identifierats som ett återkommande undervisningsinnehåll hos tre lärare. Det sätt på vilket lärarna för samtal med eleverna skiljer sig åt och vi ska belysa hur dessa skillnader ger olika utfall kring hur elever genom nyhetsbevakning lär sig att granska olika samhällsförhållanden och samhällsfrågor.

Time: Tuesday 5.4, 14:00, room C215