

Praxis Symposium, October 5-6, 2020 – Presentations and abstracts

Day 1 – October 5

Day 2 – October 6

Day 1 – October 5

Paper Session 1

10.10 – 10.40

ZOOM: Praxis 1

Student extracurricular engagement and critical thinking skills in Russia

Irina Shcheglova

Discussant: Guðrún Geirsdóttir

There is a variety of studies indicating that engagement in pro-social activities is associated with the positive learning trajectories and the development of generic skills. However, the existing studies are limited in several ways. First, they rely mostly on self-reported measures that can be a biased indicator of student achievements. Second, they are often focused on a single institution or a national system of higher education with the emphasis on the United States. There is limited empirical research has been conducted to examine how college environment affect student learning in other cultural academic settings. As such, we do not know how extracurricular engagement is related to critical thinking in developing countries which are or have the potential to become the biggest producers of engineering specialists. This study aims to assess the contribution of extracurricular engagement to the development of critical thinking skills of undergraduate STEM students in China and Russia. We will use longitudinal, nationally representative data from the Study of Undergraduate Performance (SUPER) collected in these three countries with the same methodology and assessment instrument.

ZOOM: Praxis 2

Facilitating change in doctoral education: an autoethnography

Melina Aarnikoivu

Discussant: Patric Wallin

This paper is an autoethnographic account of how an individual researcher can facilitate change (Scollon & Scollon, 2004) in a specific context that is part of their everyday life. It is a follow-up project for my dissertation, which is a nexus analysis of doctoral education (Aarnikoivu, forthcoming). By discussing the four quadrants of change (Rao, Kelleher, & Stuart, 1999)—individual, systemic, informal, formal—and their interconnectedness, I will discuss how I engaged the topic I aimed at changing at the beginning of my own doctoral journey, how I navigated through the challenges I encountered during the process, and what type of change I managed to bring about and what type of change I did not. The paper will help researchers—especially early-career ones—to analyse the problem they wish to change, to consider which type of questions to ask during the research process, and to purposefully steer their actions towards facilitating change.

ZOOM: Praxis 3

Creating conditions for deliberative leadership in HE

Tone Dyrdal Solbrekke, Ciaran Sugrue

Discussant: Kathleen Mahon

Research on higher education leadership has intensified in recent years. There is a need to critically interrogate how leaders at macro, meso and micro levels in the institutions may create conditions for leadership approaches that include and engage academics and administrative colleagues in the promotion and pursuit of higher education as and for public good. We argue that 'deliberative leadership,' has a particular contribution to make; the paper provides examples of the dynamic interplay between macro and meso leaders' conceptions of the purpose/contribution of higher education in society, in combination with the agentic power of a micro leader to create conditions for deliberative leadership praxis. Deliberative leadership, inter alia, includes: respecting voices of all as a public good and as a basis for collective engagement in deliberations and negotiations towards reaching legitimate compromises, acting in the complex web of commitments higher education entails while remaining cognisant of its normative obligations.

Paper Session 2

11:00-12:30

ZOOM: Praxis 1

Co-creating higher education as a place for agency and hope

Patric Wallin

Discussant: Susanne Dodillet

In this work, I will focus on how to co-create higher education as a place for agency and hope, exemplified through a recent collaborative writing activity published as an [opinion piece](#), where students and I explored how learning environments changed in response to Covid-19.

Following Freire's (1970) argument that teaching and learning is never a neutral process, but always a political one, I argue that at the intersection between teaching, research, and outreach, activism emerges as praxis that is needed to co-create a world worth living in. It is through dialogue, "a moment where humans meet to reflect on their reality as they make and remake it" (Shor & Freire, 1987), and building upon everyone's diverse experiences that new ideas can emerge.

Grounded in the concrete example, I illustrate how co-creation can help to develop agency and give us hope to "think otherwise in order to act otherwise" (Giroux, 2010).

Towards a common typology: the role of agency values and perspectives in shaping student involvement within external quality assurance panels

Matthew Kitching

Discussant: Dennis Beach

Since 2005, the Bologna Process has required quality assurance agencies to include students as members of their accreditation and review panels. Increasingly, students are designated by agencies as 'full' and 'equal' members of these teams. Yet, despite the prevalence of descriptive studies chronicling this involvement, little analysis has been carried out to examine why agencies choose to shape student involvement in particular ways and no shared definitions of

'full' or 'equal' membership have emerged. This pilot study draws on Sabri's version of 'assumptive worlds' and employs a series of semi-structured interviews and documentary analysis to inform our understanding of how values, perceptions and evaluations help shape students' responsibilities. The research stresses the influential role of ENQA accreditation and significant independence from stakeholders; together with perceptions on student expertise, competency and their entitlement to equitable remuneration as key factors and proposes a new typology for use by policy makers and agencies.

Creative and Critical Thinking in Initial Teacher Training. Meanings and perspectives on Inclusive Education

Belén Dieste, Begoña Vigo Arrazola, Ana Cristina Blasco-Serrano

Discussant: Sylvi Vigmo

This paper highlights the meaning and significance of Inclusive Education for future High Schoolteachers. The research process, developed in the university classroom, follows a method that seeks to promote in students the techniques of a creative teacher-researcher: think, reflect, discuss, debate, write (Hardy, Salo & Rönnerman, 2015). This process aims to activate the deconstruction and reconstruction of knowledge about Inclusive Education and generate critical knowledge (Heng, Quinlivan & Plessis, 2019). Observation in the classroom (Beach, Bagley, & Márquez, 2018) and the narratives of students (Bolívar, 2014) provided an opportunity to focus on appropriation of the social and cultural phenomena of the investigated students, protagonists of their educational processes. The study is carried out with 100 students of the Master's Degree in Secondary Education of University of Zaragoza. The results suggest that creative and critical thinking is necessary in initial teacher education and may be an opportunity to review the postulates and perspectives on Inclusive Education.

ZOOM: Praxis 2

Academic agency and responsibility through writing processes

Ylva Lindberg, Sangeeta Bagga-Gupta

Discussant: Aimee Haley

The millennium shift has witnessed an academic writing turn in the view of academic writing as "an essentially and private process" (Maher et al. 2008). The relatively recent emphasis on the social aspects unfolds perspectives on how norms within academics are negotiated, and which norms, cultures and languages that are present in academic writing processes where students with different experiences participate (Hellstén & Ucker Perotto 2018. Turner 2003). This study presents patterns of progression among PhD students in a doctoral course in academic writing, i.e. skills and insights offered and/or acquired within the course that potentially are useful for action as full-fledged researcher. The analysis is based on ethnographic documentation of the course across two different academic years of delivery. The findings highlight the role of social activities within the course for broadening and deepen understandings of academic work and mission.

Responsibility on the research to making social and educational change possible. Experiences of a PhD student

Cristina Moreno Pinillos

Discussant: Ylva Lindberg

Nowadays, in a context based on new ways of thinking, the eruption of new policies and a mercantilist view of the economy (Giroux, 2016; Elia et. al, 2018), higher education aims to make people more socially responsible (Giacalone and Thompson, 2006). Universities in general, and researchers in particular, can or should develop ethical values, responsibility and reflexivity

as keys to facing new challenges and promoting social change based on community needs (Dina, Vasilache, Ghinea and Agoston, 2013). In this paper, from a PhD work on educational actions and discourses in stigmatised spaces in Spain, I aim to highlight my role doing ethnographic research in order to promote the reflection and transformation in researched situations (Beach and Vigo; 2020; Vigo, 2020), in favour of an education for all. It makes sense to build a role of responsibility, transformation and social commitment (Ross, et. Al, 2010), taking as a reference the methodology of critical ethnography (Maisuria and Beach, 2017).

Re-orienting for openness and inclusion: on the myth of one higher education for- all?

Giulia Messina Dahlberg, Sangeeta Bagga-Gupta

Discussant: Anita Norlund

A *massification* of higher education in Swedish and European spaces can be traced since the 1960s as a result of political decisions and adjustments to societal transformations, the job market and not least shifts regarding the ways in which learning and participation are theorized over time. This study is based on a systematic review of the international literature between 2010-2020 wherein the focus lies on the issue of how the massification of higher education has contributed to i) a diversification of student cohorts and ii) changes at organizational (systemic) levels across the last decade. The analysis focuses upon articles identified in a selection of peer-reviewed research journals that have a clear higher education focus. Preliminary results illustrate the challenges that fostering diversity in higher education entails, for faculty, students and other sectorial actors. Issues of standards, support and openness are particularly interesting in terms of where, when, why and not least for whom higher education is, as one of the constitutive pillars of societies of “a world worth living in”.

ZOOM: Praxis 3

EFFECT a concept for workplace learning using dialogical upward feedback

Karin Thörne

Discussant: Sven Åberg

Evaluation of supervisors by medical residents is a tool that stimulate mutual learning that have been scientifically developed and spread in health care practices in the Netherlands. The focus of EFFECT (effective feedback for clinical teaching) is on development, to help supervisors gain insight in their strong and weak points and create a culture that include feedback as a natural part of daily work. At a department all residents evaluate each supervisor (all specialist physicians) by a questionnaire, by which also each supervisor makes a self-evaluation. The result from each supervisor is used as a background information for a specially arranged dialogue meeting between each supervisor and two of the residents, supported by a moderator. Implementation and research of EFFECT in Sweden is in progress. Out of a practices theoretical perspective we want to deepen our understanding of psychological safety and sociomaterial arrangements in the dialogue meetings.

Reading circle (11:30-12:30)

Tone Dyrdal Solbrekke, Ciaran Sugrue

–Registration required. Contact Kathleen at kathleen.mahon@hb.se to register and for details.

Pre-reading: Chapter 4 of *Leading Higher Education As and For Public Good: Rekindling Education as Praxis* (2020) edited by Tone Dyrdal Solbrekke & Ciaran Sugrue. Routledge.

Keynote presentation

13:30-14:30

ZOOM: Plenary

Higher education for peace: praxis as political action in a Colombian university
Doris Santos, National University of Colombia, Bogotá, Colombia

The peace accord signed by the Colombian government and the Revolutionary Armed Forces - People's Army (FARC-EP, in its acronym in Spanish) in November 2016 brought new challenges to the higher education scenario. This keynote address is aimed at illustrating how the peacebuilding process has posed new questions to academics and students in a particular university, and how these questions have been approached from a Latin American intellectual tradition in education and research. This case study was mainly based on the Latin American intellectual tradition of critical pedagogy inspired by Brazilian pedagogue Paulo Freire, as well as by the participatory action research approach proposed by Colombian sociologist Orlando Fals Borda. Specifically, dialogue as praxis and praxis as political action are explored in the case. Finally, five types of reflections upon higher education for peace are presented.

Paper Session 3

14:40-15:20

ZOOM: Praxis 1

The range of responsibility in higher education policy

Susanne Dodillet

Discussant: Magnus Levinsson

There is a big trust in the capacity of research and higher education to provide solutions for all different kinds of societal problems. On the one hand, teachers and students are made responsible to contribute to and to develop solutions to these challenges. On the other hand, university teachers' and students' scope to impact on the content of their research and studies has been restrained in the last decades – not least as a side-effect of the described demands for research and higher education to contribute to sustainability and future development. My contribution is about the transition of both the scope and the notion of teachers' and students' "responsibilities" in times of their increasing responsabilization.

ZOOM: Praxis 2

The role of higher education in challenging times: The perceptions of university teachers

Valgerður S. Bjarnadóttir, Anna Ólafsdóttir, Guðrún Geirsdóttir

Discussant: Patric Wallin

This paper explores university teachers' perceptions of the role of higher education in addressing and responding to ongoing environmental, social, and political challenges. It draws on the work of several scholars who have argued for the role of universities in facing these challenges responsibly and in a transnational way (e.g. Connell, 2019; Gallagher, 2018; Giroux, 2015; White, 2017). The paper presents findings from interviews with 26 teachers from three universities in Iceland. Preliminary findings imply that in general, the teachers assume that the role of higher education is crucial in addressing and challenging these issues. However, the ways in which they see their own role include complications. These complications concern both their own working environment, i.e. how their work is controlled by systematic evaluation of their effectiveness, as well complications in encouraging an active involvement of students within an increasingly flexible study environment.

ZOOM: Praxis 3***How Conceptions Impact the Internalization of Higher Education: Experiences from the Global South*****Sintayehu Kassaye, Zenawi Zerihun***Discussant: Sangeeta Bagga_Gupta*

Internationalization of higher education is mandatory if the services provided by these institutions have to address local and international needs and solve common societal challenges. However, the differences in conceptualization have been attributed to confusion in the notion and approaches to internationalization. The study was conducted in Ethiopia to examine how leaders of higher education and teaching staff in a developing country perceive internationalization and the impact it had in implementation. Academics perceive internationalization as collaborating with other universities, expressed in terms of research work, as well as staff and student exchange and foreign funding. Existing collaborations are described to have not been designed to benefit both parties as there is a difference in the rationale for collaboration. The need to review existing frameworks for partnering with institutions of higher education in the global north and the global south is being discussed to bring sustainable development in the global south.

Day 2 – October 6**Keynote presentation****9.00 – 10.00****ZOOM: Plenary*****What can we do about trust-based management? Economic exploitation of teacher education in the transformation of Swedish university*****Dennis Beach, University of Borås, Sweden**

Trust-based new public management entered Swedish higher education through a series of reforms in the beginning of the 2000s that were intended to provide local and contextual sensitivity in the economic restructuring of the HE-sector, and to guarantee the survival of some existing features of the system. These features were political neutrality, the balance between teaching and research in all subject areas, the integration of teaching and research, and institutional operation in common societal interests. Recent national quality assessments and a national inquiry commission report have identified difficulties with respect to these aims. Economic governance has taken a grip on institutional planning and some types of institution and fields have suffered because of this. Using data from ethnographic fieldwork, interviews, political text analysis, and auto- and meta-ethnographic work, the present article constructs a critical policy ethnographic analysis focusing on this problem. It looks at the role and effects of local (new public) management decisions and decision-makers from the introduction of trust based contextually sensitive local management. It identifies a direct exploitation of economic labour power in certain fields for supporting research in others and the embedding of the logic of capital deeply within higher education institutional leadership as two of the most problematic outcomes. Developments in the research field comprised by Education and Teacher Education Research at one medium sized semi-university and two broad established universities provides the main source of data together with national political texts and previous research. Critical activist responses to the current situation are identified and will be presented and discussed.

Paper session 4**10.30-12.00****ZOOM: Praxis 1*****Technical education for ethical societies: why we need an “Alma Mater”*****Alberto Montebelli, Erik Lagerstedt***Discussant: Sverker Lundin*

Over the last few decades, institutional forces in society promote an ethically sound future (e.g. see the United Nations 2030 Agenda for Sustainable Development). In parallel, a trend common to all levels of education consistently encourages study programs profoundly focused on scientific and technical themes. As teachers and researchers engaged from an empirical perspective with different aspects of higher technical education in informatics we argue how the two objectives might be incompatible with each other. Focusing on technical aspects alone hinders well-rounded cultural and intellectual personal development, and sound ethical judgement. We rediscover the traditional role of the ‘Alma Mater’, in its etymological significance of ‘nourishing mother’. The Alma Mater has the mission and power to provide our diversified students with general conditions for a broad and enriching personal experience. Such an experience will forge them into responsible and informed individuals, capable of decision making for an ethically sound society.

Learning outcomes and the idea of learning in higher education. Towards a better historical understanding**Sverker Lundin***Discussant: Anita Norlund*

Since 2006, “learning outcomes” have become increasingly ubiquitous in higher education policy. This can be seen on all levels, from course plans at individual universities, via the higher education ordinance in Sweden, to guidelines associated with the transeuropean Bologna process. It is generally recommended that such outcomes are concrete and specific, and formulated with “active verbs” so as to describe what students should be able to do when having passed a particular course or an entire program. These recommendations to a large extent originate in discussions on education taking place in the 1960s and 1970s. An attempt will be made here to bring out the impact on these discussion of various “movements” present at that time, such as behaviorism, cybernetics and programmed instruction. In doing so, the article aims to show that the seemingly innocuous concept of learning outcomes is connected to a quite peculiar idea of learning, which merits much more critical attention than is presently receives.

Widening participation? (Re)searching institutional pathways in higher education for transnational students – The cases of Sweden and Italy

Giulia Messina Dahlberg, Sylvi Vigmo, Alessio Surian

Discussant: Valgerður S. Bjarnadóttir

This study examines successful processes of transitions in HE for transnational students in two large universities in Sweden and Italy. Theoretically, it is underpinned by a sociomaterial approach in which all elements, within a practice, hold together and gain agency precisely in their being entangled. The study has a twofold aim: firstly, we focus upon formal and informal conversations with students across time and space to critically understand their lived experiences of participation, normalization and marginalization during their path of becoming university students. Secondly, we throw light upon the ways in which transition and support in relation to transitions and widening participation are framed in policy contexts for this group. One of the central contributions of this study, lies on its comparison and analyses of the ways in which policy implementation and appropriation takes place in practice across space and time to shed light on the kinds of pedagogical implications that are related to inclusion and integration in higher education for-all.

Thoughts of transitions of Class of 2020

Ingrid Henning Loeb, Sally Windsor

Discussant: Giulia Messina Dahlberg

The presentation reports on an investigation conducted in May-June in 2020, during the Covid-19 pandemic in which >100 narratives of Class of 2020 students were collected in Sweden and in Australia. We argue that an understanding of the conditions that affected this cohort of students as they were undertaking their final months of upper secondary school studies on-line (and alone), is important for teachers in higher education to be aware of as the students transition from school. The presentation focuses on the results of three of the interview questions: What a typical Class of 2020 school-day has been like? What is the hardest part of the school day? And, What are the greatest worries during this time? The results provide a rich picture of different conditions and learning possibilities, and how teachers can support students who carry a myriad of concerns and worries as they enter higher education.

Spaces for action: continuous professional learning for higher education

Sylvi Vigmo, Margareta Jemås

Discussant: Alberto Montebelli

To be able to apply for promotion and employment as a teacher, Swedish universities generally require educational training, corresponding to 10 weeks, based on national recommendations from SUHF (2016). A retrospective approach to the effects of such education for 10 years was investigated through an e-survey at the Unit for Educational Development (PIL), University of Gothenburg. Based on the results of 761 respondents, we present the complexities that underlie the demands of the higher education teachers' continuing educational development and problematize

the conditions and spaces for such measures. Recurring in the material, the value of collegiate conversations is expressed as the basis for continued educational development and the importance of collegial exchange, as a driver of change in teaching practices in HE (Bolander Laksov & Scheja 2020). With this presentation, we critically discuss available alternatives for continuous professional learning and the importance of reflecting on the teaching practices (ibid).

ZOOM: Praxis 3

Rationales driving the Southern universities in international partnership: A case of partnership between an Ethiopian and a Norwegian university

Kitaw Kassie, Petra Angervall

Discussant: Begoña Vigo Arrazola

This paper explores policy drives and rationales that underlie international higher education partnership in Ethiopia. It focuses on one partnership program formed between an Ethiopian and a Norwegian university. The study employs a qualitative case study design, using interviews and document analysis for collecting data. Staff and students are selected as participants using purposeful and snowball sampling techniques. Accordingly, the study shows a loosely-defined policy space in international higher education partnership in Ethiopia, at both national and institutional levels. The case university in Ethiopia follows an open approach to respond to various partnership possibilities, but also it often accepts partnerships with the Northern partners. Factors related to academic growth and development, resource dilemmas and opportunities, and societal development emerged as the major rationales driving the local partner to engage in international partnerships. Of these, interest for academic growth and development was recognized as the most dominant rationale.

Joy in learning

Marita Cronqvist

Discussant: Sven Åberg

Higher education can be described in a tension field between duties, demands and examinations as well as joy, curiosity and personal development. In order to stimulate lifelong learning and personal development within higher education, joy in learning is needed. The purpose of the study is to gain knowledge of what joy in learning means in order to promote it in education. This study is phenomenological and the essence of the phenomenon joy in learning is sought. Fourteen high school students and eleven university students have written down their lived experiences of joy in learning. The result shows that joy in learning emerges when students understand their learning process and achieve something with their knowledge. Conclusions can be drawn that a widened understanding of achievements and a balance between control, support and own choices is required in educations. Relationships with other students and teachers must contribute to independence and not dependence.

Paper session 5
13.00-14.00

ZOOM: Praxis 1

Following Invoices – Researching CPD actors in a marketized field

Dennis Beach, Lill Langelotz, Magnus Levinsson, Anita Norlund

Discussant: Sylvi Vigmo

This presentation takes up preliminary results from a four-year-project that is funded by the Swedish Research Council to explore the market of teachers' continuing professional development (CPD). Traditionally, higher education has had a substantial role in supplying CPD to teachers but little is known about higher education and its role in the contemporary marketized situation. The research design involves a choice to start in examining factual invoices connected to the municipal purchasing orders of CPD supply. Three municipalities and their primary, secondary and upper secondary education are included in the research due to varied characteristics. Information from the invoices has been coded in a statistical programme. One coding aspect refers to which external actors that are responsible; commercial, university, regional, authorities or advocacy groups. We will present the results of this and which actor group that is most influential. Conclusions will be drawn on challenges and possibilities for academic outreach in the present situation.

Academics conceptions of the role of universities

Anna Ólafsdóttir, Guðrún Geirsdóttir, Valgerður S. Bjarnadóttir

Discussant: Dennis Beach

Higher Education is described as “a key contributor to the development of democracy, human rights protection and sustainable growth” (Bologna Process, 2012). However, higher education, is increasingly justified in terms of economic gain suggesting a notion of the university's role as a strategic rather than a democratic one (White, 2017). This paper presents a study in which academics expressed their conceptions of the role of universities in society. The sample consisted of 26 academics in three Icelandic universities. Findings show a strong belief in the university's democratic role in society. The importance of sharing and creating knowledge for public benefits was emphasised, part of which commonly meant being actively involved in public discussions. Critical thinking was considered an important part of preparing students for future work and citizenship. Nevertheless, various challenges in acting on this role were raised.

ZOOM: Praxis 2

Survey of Online Students' Suggestions for Developing Distance Courses

Linda Febring, Sara Nilsson

Discussant: Marita Cronqvist

In the spring of 2019, Febring and Nilsson ran a survey on online students' suggestions for distance-courses. We had 210 anonymous answers from students studying distance-courses of Swedish as a Second Language, online. The questions centered around four areas: study experience and forms of teaching, interactions with peers, information and material, and lectures. In all the areas there were 2-8 questions, either open-ended or multiple choice, mostly with a possibility to leave a comment.

The result shows that the most important factors for the students are teacher presence, interaction, and clear instructions/directions. Hrastinski (2013:26) has shown that distance students are more prone to quit, partly because of a feeling of physical and psychological isolation (Eckart och

Leblanc, 2018:189). However, student activities may lead to higher motivation (Eckart och Leblanc, 2018:189), which might help the students to complete their studies. The covid-19 pandemic have highlighted the need to address these issues.

Abstract Pedagogical Design – Quiz as a Method to Enhance Student Learning

Linda Febring

Discussant: Erik Lagerstedt

Student engagement in learning activities is of utmost importance (Bates 2015). In work-integrated Learning (WIL) academic knowledge (theory) is present at the university and know-how in the sectors of working life (Fleming & Haigh, 2018), but ideally the two of them are inseparable (Björck and Johansson, 2019).

Febring has designed a dilemma-quiz, where, instead of right or wrong answer, the students get a feedback after having chosen an alternative. The questions and alternatives were supposed to be reflecting current dilemmas that teachers of today have. After completing the quiz a vivid discussion in class followed. The students thought the exercise was motivational and gave variation to ordinary lectures, it was close to the practical side of the teaching profession, and their learning was both confirmed and challenged, and the difference between theory and practice became obvious. The quiz made the students conceive, and they especially regarded the feedback as important.

ZOOM: Praxis 3

Using Critical Ethnographic Research with further Special Support Teachers

Begoña Vigo Arrazola, Ana Cristina Blasco, Belén Dieste Gracia

Discussant: Ingrid Henning Loeb

In a context more diverse due to migration, initial teacher education research becomes a central arena for creating deepened understandings of education and inclusion. The main aim of this paper is to highlight the responsibility of academics to help to rethink and to broaden knowledge and create a space for exchange, reflection and discussion about the meaning of initial teacher education for special needs support teachers. The presentation is based on critical ethnographic research. In it we have analysed how interaction between teachers/researchers and participants/students influenced both the unfolding research process, the practices that were researched, and the perspectives held by students (future special needs support teachers) on these practices and the contexts they were part of. Using transformation theories, the concepts of catalytic validity (Lather, 1986), concientization (Freire, 1970) and ethnographic explanatory critique (Maisuria and Beach, 2018) have been important.

Initiating Internalization through Collaboration: Perspectives from Ethiopian-Swedish Academics

Aimee Haley, Sintayehu Kassaye Alemu, Zenawi Zerihun Woldeyohannes, Liisa Uusimaki

Discussant: Kathleen Mabon

Universities engage in international collaboration for a number of reasons. In the Global North, which is characterized by wealth and power, universities increasingly use international collaboration for competitiveness and marketization. In contrast, the Global South engages in collaboration to strengthen research and build knowledge capacity. Prior studies argue that trust, mutual benefits, and achieving shared understandings and ways of working are important for sustainable collaboration. However, prior studies generally examine what makes a 'good' collaboration well after collaboration has been initiated. The contribution of this study is therefore to exemplify the relationship-building process between two Ethiopian and two Swedish academics. The study is based in 'group reflection' and uses data collected in April 2019 from questions composed by each set of academics, which were deliberated during the initial project meeting. Their experiences of enablement and constraint in research collaboration and their motivations for pursuing a new collaboration are in focus.

Paper session 6

14.30-15.00

ZOOM: Praxis 1

About the critical role as academic researcher from the auto-ethnography

Begoña Vigo Arrazola, Dennis Beach

Discussant: Giulia M Dahlberg

This paper will contribute to the debate in critical auto-ethnography and develop insights into the challenges of supervising research masters and doctoral students in critical research to, in the Marxian sense, to be able to identify critical points of suture within currently hegemonic structures and relationships so they can be both understood, undermined, challenged and overcome. These are aims of research that connect to social transformation. We aim to connect our personal experiences to cultural conditions, contexts, histories and forces by focusing inter-changedly and synchronically, phenomenologically on both outward social and cultural phenomena and on an inner self that is moved by experiences and interpretations in our interactions with PhD and masters' students. This analysis is based on the role of researchers and the role of the researched participants in higher education research and development.

ZOOM: Praxis 2

The Dialogue Seminar form and its implications for action research

Sven Åberg

Discussant: Susanne S Jämsvi

The view of practical knowledge developed within the Scandinavian skills research tradition emphasizes the usefulness of verbal interpretation of experience in the transfer and development of mature professional skills. One form for this is the Dialogue Seminar, which has been used as a research and organisational development tool in an array of professions. Taking music conservatory teachers' practice as a reference, this article discusses how practitioners use different kinds of language in different situations in the transfer and development of artistic judgement. The image of "judgement fields" is offered to describe the type of intellectual movement specific to action-oriented reflection. This is then combined with Henri Bergson's view of the relationship between habit and action to form a model of language levels in a praxis.

ZOOM: Praxis 3

Students' perception of developing critical thinking skills during thesis writing

Maria Öhrstedt

Discussant: Begoña Vigo Arrazola

Our complex and unpredictable world in continuous change demands capacity to handle wicked problems. Critical thinking is suggested to be one of the essential skills composing such competence. Though, our understanding of how critical thinking evolves and could be promoted, within for example higher education, is scarce. This study was designed to highlight students' perception of developing critical thinking skills during the process of writing an undergraduate thesis. Eighteen psychology students elaborated their experiences in interviews. Common patterns were mapped and thematised. Different qualities are presented. Implications regarding terms for learning tasks like undergraduate theses to contribute to the development of students' critical thinking skills as a future ready competence, are discussed. The students' perspective is in focus, but connections are made to the praxis of teachers and educational developers.