The Political and Pedagogy: Presenting the POP group in Mars 2010.

References to politics and political powers turns up in many ways in education – in understanding school reforms as well as governing and organising education, in knowledge organization and differentiation, in alternative designs of courses and lessons, as well as in teaching and classroom interaction. The political in education can be conceptualised in many ways, in terms of power relations, asymmetries, hierarchies, gender regimes, class, gender, ethnicity, social inclusion and exclusion, or as curriculum codes and cultural reproduction. Given this multiplicity, more synthesized understandings of the interrelation between politics and education is important, as well as urgent.

Research areas in POP:
- The political in education – governance and organization
- Curriculum theory
- Comparative studies – internationalization and globalization
- Profession theory and professionalization
- Classroom interaction and teaching processes
- Educational geographies

Background and research position:
In the research programme “the Political and Pedagogy” (POP) – where Pedagogy refers to the scientific discipline “Pedagogik” - a basic theme is an ambition to capture and analyse political aspects of educational phenomena. “The political” (e.g Mouffe, 2005) and the working of distinctions and categorizations (e.g. Hacking, 2002) is part and parcel of “the pedagogical” as expressed in educational power relations within educational settings and manifested in particular social, economical and cultural embodiments. Educational policy-making practices is but one way in dealing with the political. Analyses of the political in education must be extended to the political rationalities and powers in different fields – e.g. in governance and governmentality (e.g. Rose, 1989), in professionalization (Fournier, 1999), in control over assets (Olin Wright, 1997), in knowledge politics (Foucault, 1977), and in the construction of educational systems (Lenzen & Luhmann, 1997) and analyses of organization (Czarniawska & Sevon, 1996). This interest in the political in education is related to more specific traditions in educational research, such as curriculum theory (Englund, 2000; Lundgren, 1979; Pinar, 2006), comparative education and the politics of comparative studies in education (Novoa & Y 2003; Steiner-Khamsi, 2004) and in analyses of pedagogical devices and the politics of framing and classification in pedagogy (Bernstein, 2000) and classroom discourses (Lindblad & Sahlström, 2000; Mehan 1992). This in turn is now developed into future studies on migration (Sassen; 2002); educational classification and differentiation (Popkewitz, 2008) and educational geographies (Edwards & Usher, 2000), transnational governance (Djelic & Sahlin Andersson, 2006) and globalization (Popkewitz & Rizvi, 2009).

Research organisation, research cooperation and projects:
Current research in the POP research programme is mostly carried out in externally funded research projects and in doctoral dissertation work. Integrative in the programme are bi-weekly POP seminars.
and collegia. Research cooperation is organised in terms of national and international networks and international projects. The POP group is convening the research networks: (1) Swedish network for studies on the political in education, (2) the Nordic Network on Education Policy Studies and the Political in Education. The POP-group is also participating in (3) the EERA network on Education Policy Analysis and the Political in Education, and (4) the Politics in Education Association (related to the AERA).

International research projects are: Professional Knowledge in Education and Health Care (PROFKNOW is a seven country study coordinated by the POP group), the Learner’s Perspective Study (The LPS is a fifteen country study on classroom interaction), and the now by POP initiated Contextualizing teaching and learning: International and comparative studies on classroom interaction.

Related to the LPS is the research project Classroom interaction-teaching-learning based on micro-ethnographic analyses of video- and audio-recordings of classroom interaction from 1968 up to 2003 and the ongoing development of the Laboratory for Classroom Interaction and Teaching. Here, we find a number of video and audio recordings of classroom interaction as shown in the table below:

<table>
<thead>
<tr>
<th>Years</th>
<th>Principal investigator</th>
<th>Grade</th>
<th>Audio (hours)</th>
<th>Video (hours)</th>
<th>Research project</th>
<th>Short</th>
</tr>
</thead>
<tbody>
<tr>
<td>1967-68</td>
<td>Karl-Gustaf Stukat</td>
<td>6</td>
<td>~ 600</td>
<td>~ 150</td>
<td>Didactic Process Analyses, the DPA-project (National Board of Education)</td>
<td>DPA</td>
</tr>
<tr>
<td>1972-73</td>
<td>Joachim Israel</td>
<td>8</td>
<td>20</td>
<td>-</td>
<td>The School Class as a Social System (National Board of Education)</td>
<td>SSS</td>
</tr>
<tr>
<td>1993-95</td>
<td>Sverker Lindblad</td>
<td>7-9</td>
<td>148</td>
<td>152</td>
<td>Longitudinella Studier av Mikropolitiska Strategier och Ungdomars Skolkarriärer (HSFR)</td>
<td>MIKRO</td>
</tr>
<tr>
<td>1998</td>
<td>Sverker Lindblad</td>
<td>6</td>
<td>35</td>
<td>35</td>
<td>Classroom interaction and learning in a multi-cultural society</td>
<td>KLMU</td>
</tr>
<tr>
<td>2000-04</td>
<td>Sverker Lindblad</td>
<td>F-2</td>
<td>-</td>
<td>200</td>
<td>Preschool and school in cooperation <a href="http://www.ped.uu.se/fisk">http://www.ped.uu.se/fisk</a> (National Agency for Education)</td>
<td>FISK</td>
</tr>
<tr>
<td>2002-ongoing</td>
<td>Sverker Lindblad</td>
<td>8</td>
<td>-</td>
<td>100</td>
<td>Swedish School Culture in Comparative Perspective. <a href="http://www.ped.uu.se/kult">http://www.ped.uu.se/kult</a> (Riksbankens jubileumsfond)</td>
<td>KULT</td>
</tr>
</tbody>
</table>

The project School results and lived curricula in late modernity is based on curriculum theory traditions and notions of educational systems focusing on the performative turn in education and on the meaning of school results for students and schools, corresponding to the studies on teachers’ work and life under restructuring in the PROFKNOW study. The governance and organization of education are studied and analyzed in Transforming incentives in Swedish adult education, and in Dynamic evaluations? The Gothenburg case where the political in evaluation is scrutinized. The project Successful education settings as action nets is a four-year field study of the organizing and re-organizing in a handful of settings during a major reform at the upper secondary education level.
Research achievements and publications:

The POP research programme is now emphasizing research communication and publication. A selection of publications is presented after the general references below. Here we put forwards a few recent achievements:

- A more differentiated understanding of welfare state restructuring in relation to political trajectories in different national contexts, compared to previous too simplistic and homogenized ways of comprehending educational implications of e.g. deregulation and marketization. (Goodson & Lindblad, in press)

- A development of the teaching professionalization concept with a focus of power/knowledge problematics and boundary work (Foss Lindblad & Lindblad, 2009) in relation to institutional restructuring. This is combined with cross-professional and international comparisons of teaching and nursing (Houtsonen & Wärvik, 2009) concerning relations between work organization and professional positions (Houtsonen et al, in print).

- Contributions to the falsification of the thesis of the persistence of recitation in classroom discourses and development of conceptual frameworks for analyses of complex classroom interaction (Harling, Reichenberg & Erlandson, 2009) related to analyses of social systems.

- Analyses concerning higher education in relation to contraction (Askling, Foss Lindblad & Wärvik, 2007) and transnational governance of higher education (Lindblad & Foss Lindblad, 2009) as part of changing governance of higher education.

General references:


References from POP research publications:


