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Sociology of Education and Culture (Forskningsgruppen för utbildnings- och kultursociologi) Notes on ongoing activities

(Extract from the annual report for the academic year 1993/94)

In short

The unit was created in Spring 1992 as a successor of the research group for Curriculum Theory and Cultural Reproduction, founded by Ulf P. Lundgren in the mid-70's.

The main focus is research on connections between education and culture on all levels of the educational system, from pre-schools to the university.

The direction of the research is distinguished by its roots in certain European traditions: British language philosophy, the Durkheimian tradition in sociology and ethnology, French epistemology, German social research, German educational philosophy, French and German historiography.

In many of the studies the central question is: What takes place in the encounter between (1) the "cultural luggage" carried by pupils, students and teachers, and (2) the cultural order of the educational institution? Hence much of the research is bi-directional, combining on the one hand studies on pupils', students', and teachers' properties and resources (inherited and acquired cultural capital, as well as other kinds of symbolic, social or economic resources), on the other hand studies on social and cultural relations within and between educational institutions.

The research is partly interdisciplinary engaging a range of specialists, from computer scientists to art historians.

The unit is engaged in several kinds of international co-operation, at present most intensively with Centre de sociologie de l'éducation et de la culture and Centre de sociologie européenne, École des Hautes Études en Sciences Sociales and Collège de France, Paris.

Other ongoing activities comprise evaluative and follow-up studies of educational reforms (on local, regional, and national levels), design of computer systems for instruction and research (in co-operation with the Royal Institute of Technology, Stockholm), development work in Africa (including the organisation of doctorate and international masters programs in educational science, in co-operation with Instituto Nacional do Desenvolvimento da Educação, Maputo, Moçambique).

Themes for ongoing research

Among the themes for ongoing research are: teachers as agents in the personality formation (Gunnar Sundgren); religious messages in the media (Kerstin Skog-Östlin); individual programs in secondary education (Elisabeth Hultqvist); religion as a social field (Ulf Borelius); secondary education and cultural capital (Donald Broady, Mikael Palme, Ingrid Heyman); teachers in-service training (Ulf Linnell); the emergence of school management as a social field (Annika Ullman); training of compulsory school teachers (Agneta Linné, Berit Ljung); vocational training (Annika Ullman, Elisabeth Hultqvist); vocational teacher training (Owe Liljefelt); guidance (Gunnel Lindh); examination and characters (Lennart Linell); nursery education (Anders Engquist, Margareta Isberg); history of nursing (Jan-Ulf Andersson, Märta Gaaserud); art education (Gunnar Åsén); music education (Ralf Sandberg); the school songs (Ann Mari Flodin); the educational musical field (Jonas Gustafsson); mathematics education (Lars Lundman, Astrid Pettersson, Anki Santesson); literature education in Sweden and France (Boel Englund); mother tongue education (Jannis Garefalakis); the university as a field (Donald Broady, Mikael Palme, Barbro Berg, Inger Johansson); the field and educational institutions of fine arts (Barbro Andersson); the field of the Swedish art museums (Johan Ericstam); ethnicity and education (Katrín Goldstein-Kyaga); document description languages in humanities and social sciences (Donald Broady, Hasse Haitto); classroom interaction (Sonja Jansson, Ralf Sandberg); womens' history (Eva Trotzig); the genesis of nursing science (Ingrid Heyman); statistical techniques for quantitative treatment of qualitative data (Donald Broady, Lars Lundman, Mikael Palme); psychohistory (Agnes Botond); information technology, library systems (Donald Broady, Hasse Haitto, Kerstin Simberg, Eva Trotzig, Magnus Tobiasson, Peter Lidbaum); meta studies on evaluation (Lars Lundman m.fl.); culture and education in Africa (Mikael Palme, Kerstin Simberg, Zeferino Martins).

Foreign scholars invited to give lectures or seminar interventions in Stockholm 1993/94

The direction of the international orientation (mainly European, with a somewhat French bias) is indicated by the following list of scholars invited by the research unit during the last year:

Ivan Bajomi	Institut de sociologie, Université Eötvös Lorand, Budapest, Hungary
Staf Callewaert	Institut for Filosofi, Pædagogik og Retorik, Københavns universitet, Denmark
Pierre Colla	Univ. of Milan, Italy
Arild Danielsen	Høgskolecentret i Vestfold, Horten, Norway
Jean-Christophe Donteveux	EHESS, Paris, France
Olav Eikeland	Arbeidsforskningsinstituttet, Oslo, Norway
Mihai Gheorghiu	CSEC, EHESS, Paris, France
Mustapha Haddab	Institut de psychologie et de sciences de l'éducation, Université d'Algér, Algeria
Odile Henry	Université d'Amiens, France
Liisa Häyrynen	Psykologiska institutionen, Joensuu universitet, Finland
Mariana Ioan	CSEC, EHESS, Paris, France
Victor Karady	CSEC, EHESS, Paris, France
Björn Nic. Kvalsvik	Institutt for praktisk pedagogikk, Universitetet i Bergen, Norway
Rémi Lenoir	CSEC, EHESS, Paris, France
Zeferino Martins	Instituto Nacional do Desenvolvimento da Educação, Maputo, Mozambique
Boubacar Niane	Ministère de l'Education Nationale, Dakar, Senegal
Nikos Panayotopoulos	Centre national de recherches sociales, Université Pantios, Athens, Greece
Derek Robbins	University of East London, Great Britain
Elisabet Rogg	Høgskolecentret i Vestfold, Horten, Norway
Monique de Saint Martin	CSEC, EHESS, Paris, France
Grazia Scarfò	Università degli studi di Sassari, Italy
Ola Stafsg	Sociologisk institutt, Oslo universitet, Norway
Maria Vasconcellos	Université de Lille III, France

Among planned events is a series of four seminars in late November and early December 1994 on the subject "Les patrimoines des grandes familles", with the sociologists Monique Pinçon-Charlot and Michel Pinçon, Centre de sociologie urbaine, l'Institut de recherche sur les sociétés contemporaine, Paris. The French guests have published several volumes on the lifestyle of French haute bourgeoisie and aristocracy.

International co-operation

The research unit is, together with Centre de sociologie de l'éducation et de la culture, EHESS; Paris, responsible for the co-ordination of the research network "Formation des élites et internationalisation de la culture", constituted in Stockholm in September 1993. Participants are scholars from Algeria, Belgium, Brazil, Finland, France, Greece, Netherlands, Italy, Norway, Portugal, Rumania, Russia, Senegal, Great Britain, Sweden, and Hungary. Most of the participants are sociologists, but there are also historians, psychologists, philosophers, educationalists etc.

Participation in several other networks as "Intellectuals of the European small states and boundary cultures" (co-ordinated from University of Joensuu, Finland); "Methodology and Epistemology in Educational Research" (co-ordinated from University of Liverpool); "Étude comparée des institutions de formation des cadres dirigeants" (1990-1993, was co-ordinated from Centre de sociologie européenne, École des hautes études en sciences sociales, and Collège de France, Paris); "Text Encoding Initiative" (co-ordinated from Oxford University and Chicago University).

D.Broady is on the editorial board for the journals Curriculum Studies (Oxfordshire, England), Actes de la recherche en sciences sociales (Collège de France) and Liber (Collège de France and École des Hautes Études en Sciences Sociales).

The research unit is co-ordinating the "INDE Capacity Building Programme", financed by the Swedish aid organisation, SIDA, with the objective to create research competence at INDE (Instituto Nacional do Desenvolvimento da Educação), Mozambique. A central undertaking is the program for international masters education in "Educational Sciences", intended for Mozambiquean students. There is for the moment seventeen active students. The courses are mainly given in Maputo, Mozambique. During the academic year 1993/94 nine courses were given: Sociology of education, Conceptual Studies I, Conceptual Studies II, Teaching and Learning, Mozambican Languages, Bilingualism, History of Education, Educational Assessment, Second Language Learning of Portuguese. There are also three post-graduate Mozambiquean students aiming at a doctor's degree.

In Africa another co-operation contract has recently been signed with the University of Zimbabwe, Harare. Yet another contract is to be signed with University of the Witwatersrand, Johannesburg, South Africa.

The probably most important event is that, after a year of negotiations, a formal co-operation contract is now in late October ready to be signed by the president of École des Hautes Études en Sciences Sociales on the one hand and representatives of the University of Stockholm and Stockholm Institute of Education on the other. The negotiations have been undertaken by D.Broady and Ulf Johnson (the latter a political scientist at University of Stockholm). The two French research centres engaged in this co-operation are Centre de recherche historique (i.e. the legendary site of the Annales School, still today probably the worlds largest and most influential historical research centre with ca 70 equivalents of full professors) and the Centre de sociologie de l'éducation et de la culture (i.e., Pierre Bourdieu's centre). The co-operation will concern research and post-graduate education, with an emphasis on co-ordination of the programs for doctorate students.

Information Technology

D. Broady has also since 1988 been working part-time at the Royal Institute of Technology (KTH), Stockholm, where he is the head of a small research group designing computer tools for, i.a., instruction and research in the humanities and social sciences. This work has taken the form of a co-operation between KTH and Stockholm Institute of Education, engaging several of the collaborators.

One main outcome of this work is the system SoftQuad Explorer, a document management system built from the ground on up to make full use of the international document standard SGML (Standard Generalized Markup Language, ISO 8879). SoftQuad Explorer is an integrated tool kit that helps users to organise, retrieve, print, and navigate, large collections of SGML-encoded literature. SoftQuad Explorer is also the first system in the world to make use of the new international standard HyTime (ISO 10744), the first and so far the only international standard for exchange of hypertext and multimedia information.

The most recent outcome of the research group's design efforts is a viewer, SoftQuad Panorama, which was a few weeks ago released as an integral part of Mosaic (with ca 10 000 000 users around the world), which means that SoftQuad Panorama makes it possible to publish SGML-encoded literature as World Wide Web archives on the Internet. SoftQuad Panorama is a result of a co-operation with the developers of Mosaic (NCSA, National Center for Supercomputing Applications, Champaign, Illinois, US).

In Sweden the most intensive co-operation is with the editorial board of the new critical edition of August Strindberg's collected works (Nationalupplagan av August Strindbergs samlade verk). The aim is to produce a SGML-encoded version of this edition (70 volumes), a version that can serve both as the source of the print output (via LaTeX scripts) and as a digital information source to be distributed e.g. on CD-ROM or on Internet. D. Broady and the chief editor Lars Dahlbäck are pursuing this work in co-operation, with financial support from the research council FRN.

The research group are working with several similar tasks, i.a., the development of methods for SGML-encoding of Medieval and 14th century sources on land properties; this is a commission from Riksantikvarieämbetet (the Central Board of National Antiquities), the project Det Medeltida Sverige. Another task (project Dådok), engaging several archives, museums, and libraries — Historiska museet, Kommittén för Stockholmsforskning, Krigsarkivet, Kungl. biblioteket, Livrustkammaren, Nordiska museet, Riksantikvarieämbetet, Riksarkivet, Stockholms stadsarkiv with Stockholms historiska databas, Stockholms Stadsmuseum, Svenska språknämnden, and Vasamuseet — concerns the SGML-encoding of different kinds of historical sources, primarily the Stockholm court records of the early 17th century (Stockholms stads tänkeböcker).