

Change laboratories for all schools in a Swedish municipality – A systematic approach

Maria Spante, Associate Professor
School of Business, Economics and IT
University West, Sweden

Overview of the presentation

- Background of previous collaboration
- Why CL? Why a systemic approach?
- Planning for the systemic approach
- Note to self and scientific ambition

FIND THE DRIVE: ON CO-DESIGNING PRACTICE AND EXPERIENCE OF A RESEARCH AND DEVELOPMENT PROJECT DRIVEN BY MUNICIPALITIES AND UNIVERSITY

Maria Spante¹, Anita Varga², Helena Korp³, Henrik Lind⁴, Lars Jansson⁵, Björn Lindeberg⁶, Ann-Helen Adler Johannesson⁷

¹ University West, School of Business, Economics and IT, (Sweden)

^{2,3} University West, Department of Social and Behavioral Studies, (Sweden)

^{4,5} Municipality of Orust (Sweden)

^{6,7} Municipality of Dals-Ed (Sweden)



We will describe our model for cooperation and discusses the potential and challenges of combining expertise and organizational resources of universities and municipalities in addressing complex issues at “ground level.”

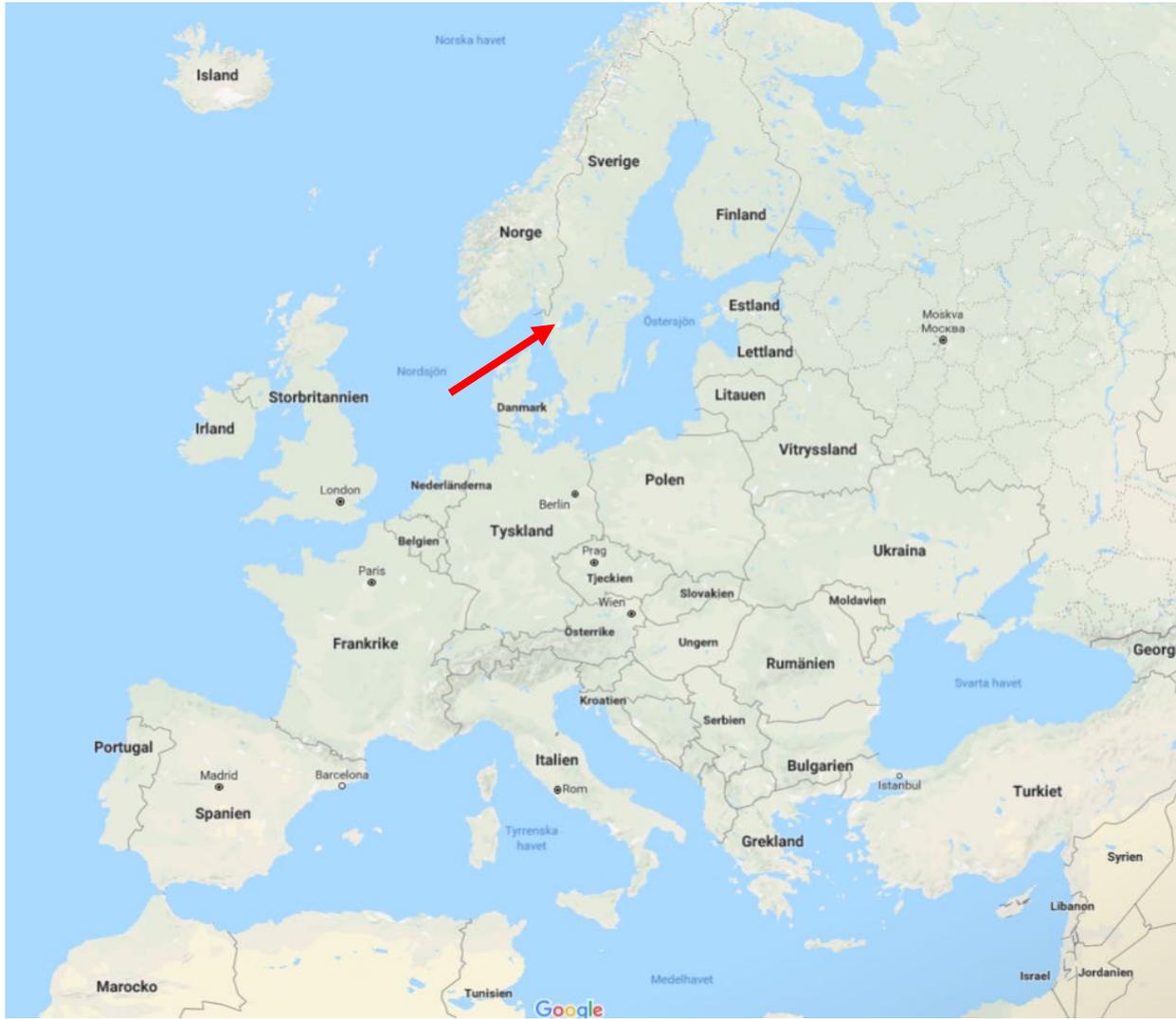
The study was based on concern on documented large gender gap in grades in two municipalities, and on a notion held by some principals and teachers that the motivation for school is low for many pupils, especially among low-achieving boys.

Aim of the project

Deepen the knowledge of how the school organisation as well as competences, attitudes and approaches at different levels (from administration to the classroom) affect different pupils' opportunities for learning and motivation.

The ambition is to increase inclusive education and goal achievement for all pupils in the two municipalities following the Swedish Educational Act §4

- (1) the school's compensatory mission
- (2) the school's gender equity mission
- (3) the school's democracy mission



Collaborative partners



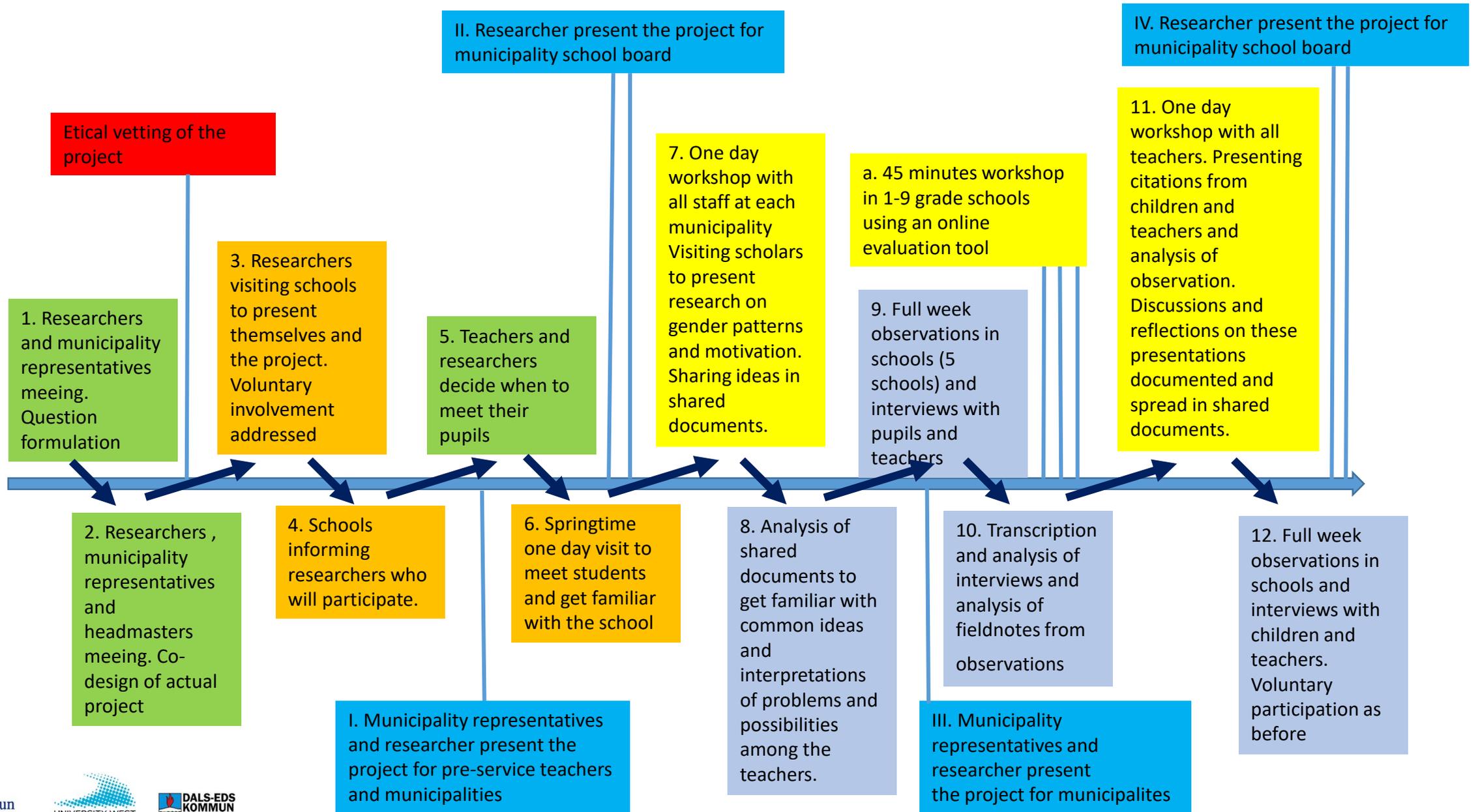
Research environment at University West

The project was elaborated in line with the Center for Child and Youth Studies (CCYS) guidelines for collaborative projects.

The research shall promote interdisciplinary, practice-oriented research focusing on children and youth. The research shall be developed and disseminated both in the scholarly community and in cooperation with regional actors and thus reflect University West's focus on work-integrated learning

Child and Youth Studies Research University West, Sweden.
(<https://www.hv.se/en/research/child-and-youth-studies/>)





Model development and professional development



Conclusions so far (our co-written paper)

Potential

Our mutual experience from the range of roles participating in the project, is that the model for co-designing a project combining competence development arrangements with research activities is a fruitful cross-fertilizing process for knowledge creation and professional learning at the ground level.

Thoughtful use of interactive tools and real-time visual presentations on large screens serve as an inclusive supports in order to achieve active involvement for all and interactive meetings is suitable even for larger groups.

Challenges

As a researcher, it should be understood that collaborative research is not the same as classical empirical data gathering where the researcher has access to the field but can conduct data collection without any direct dialogue with the studied organization and individuals.

As an organization, one should be aware that collaborative research is not the same as requested research, where the organization itself sets the rules of the game and orders the research (usually evaluation) as desired

Final remarks

What if we had met large groups of less motivated participants? Our suggestion here is that large-group models can be used when there is a high degree of certainty that the participants share an idea of relevance for the focus of such a project. If the motivation is largely diverse it might be a risk to use such an embracing model.

The necessity of variety of actors with different expertise is key for collaborative research as work integrated research. If there is low or no variety then another approach than collaborative research should be selected and designed for.

Thank you for your attention

Please contact

maria.spante@hv.se



A blue starburst shape with multiple points, centered on a white background. Inside the starburst, the text "But what about the grade gap then?????" is written in white, sans-serif font.

But what
about the
grade gap
then?????

Frustration surfaced, so did motivation!

ORUST (low staff turnover, high rate of educated teachers, highly ranked as being a good place for education, 2nd best in Sweden two years in a row)

It is really frustrating to hear that they got the same result as us inspite of our high level of educated staff

How come we continuously get these results when other municipalities in Sweden clearly do better than us? What are they doing that we are not?

We need new models since the ones I have worked with in suburban areas do not fit here

Together we can do this!

We want to support this effort since we understand that something needs to become different, something needs to change, we want to be better than this

Activity theory and Change Laboratories

Increased awareness of unfairness at all levels (politicians were actually at one point present in our work with the teachers and principals)

Conflicting motives of for example professionalism vs traditionalism

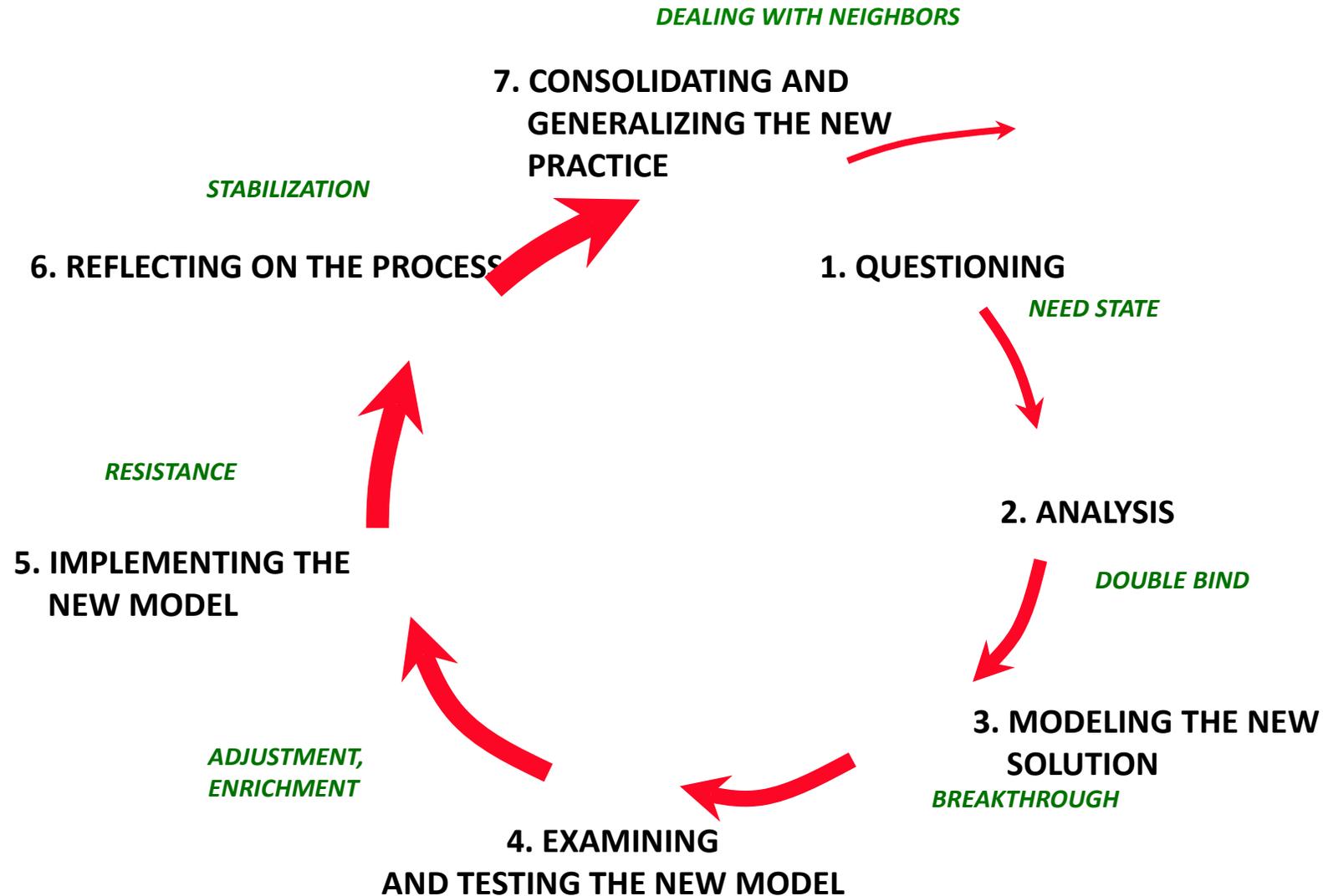
"unjust but easy" as in "the boys will be fine and well taken care of" (but what about low achieving girls?)

Expressed need for change at **all levels** in the municipality

Systemic approach to **REALLY** and collaboratively try our best to trigger radical change (rather than settle for incremental improvements). Ambition: AT driven research design from the outset (and not only an analytical framework) for transformative agency (as in power in proposing and designing new solutions)

Child and Youth Studies Research University West, Sweden.
(<https://www.hv.se/en/research/child-and-youth-studies/>), still supportive, Prof Emma Sorbring must be mentioned here! [1/3, 1/3, 1/3 financial model]

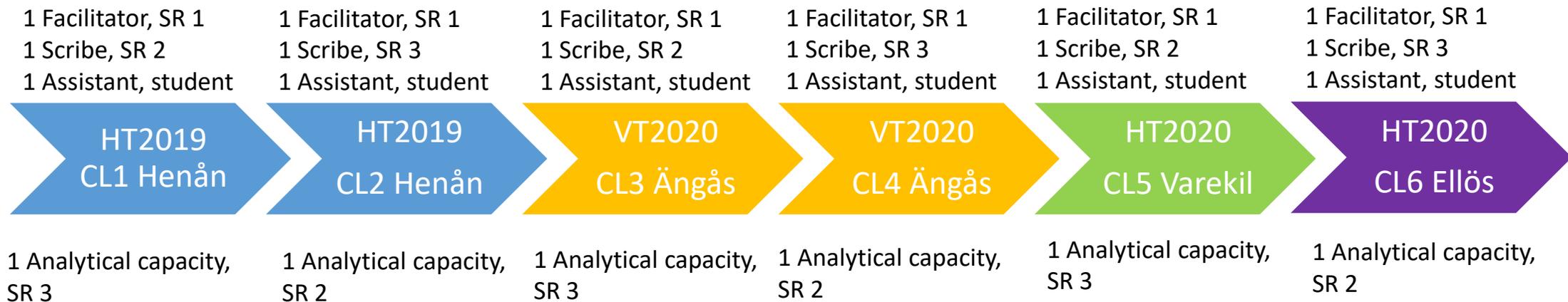
EXPANSIVE LEARNING AS CYCLE OF LEARNING ACTIONS



Change Laboratories 2019-2020, devoted work

Grades	Name of school	Numner of CL participants	Total	Day,time, week
7-9	Henån	22Teachers, 5 student health workers, (1 Support) , 1 principal	29	Mondays 15-17 Start 19 august, week 34
K-6	Henån	20T, 5SHW, (1S), 2 P	28	Mondays 15-17 Start 21 oktober, week 43
7-9	Ängås	21T, 5SHW, (2S), 1 P	29	Mondays 14.15-16.15 Start 13 januari, week 3
K-6	Ängås	20T, 1 P	21	Wednesdays 14.15-16.15 Start 23 mars, week 13
K-6	Varekil	14T, 4SHW, (9S?), 1 P	28	Mondays 15-17
K-6	Ellös	13T, 5SHW, (1S), 1 P	20	Mondays 15-17

The CL scheme



SR= senior researcher

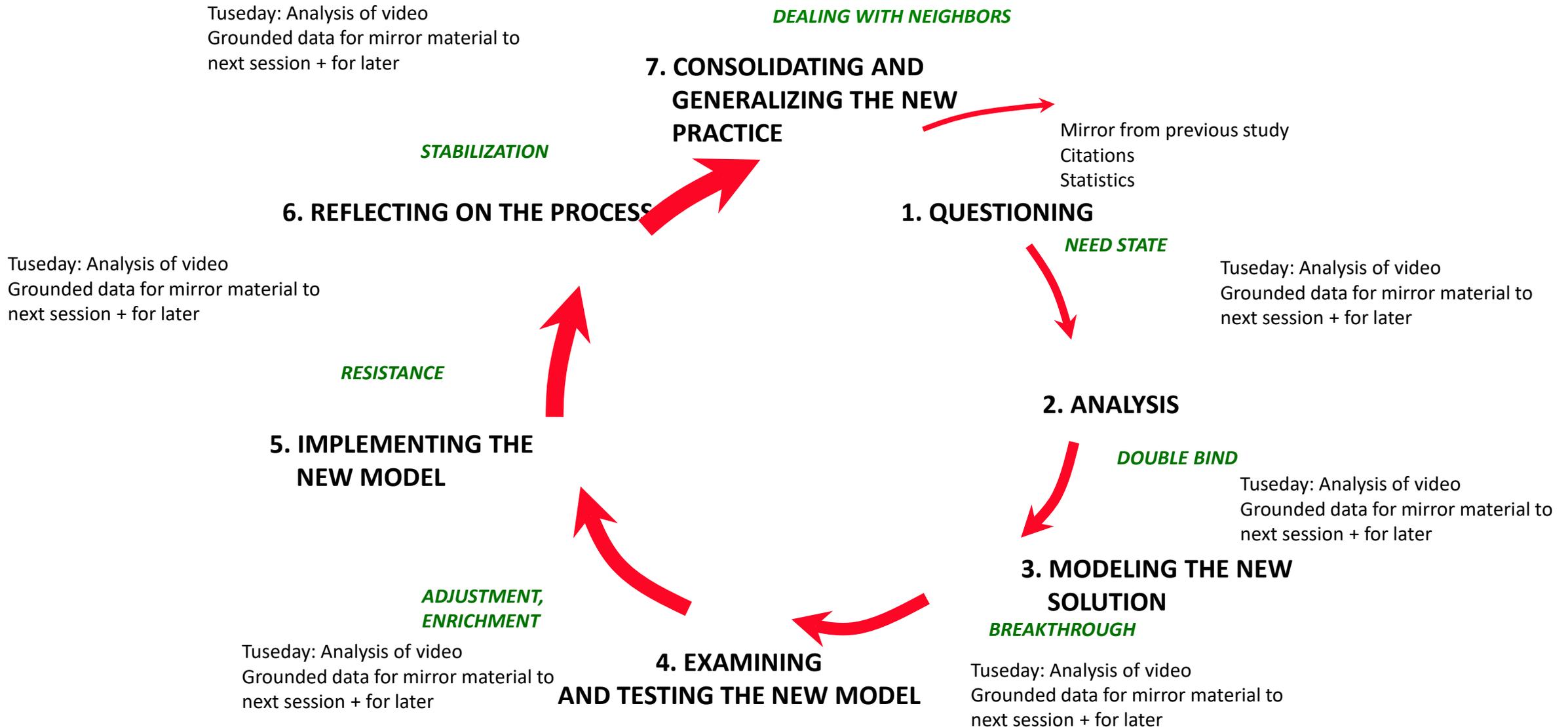
(we are 3)

CL management

- Mirror material from each session
 - Videoclips
 - Photos of what the scribe wrote on the surface
- Each session analysed according to learning actions interpreted in the video material creating a repository (exemplified below)

Time on video	What happened	Useful for
00:05	Xxx	Mirror session on modelling (step 3)
00: 22	xxx	Mirror sesssion Historical analysis
...	later analysis





Note to self and scientific ambition

”formative intervention is not only ways to change practice but also to conduct good research”

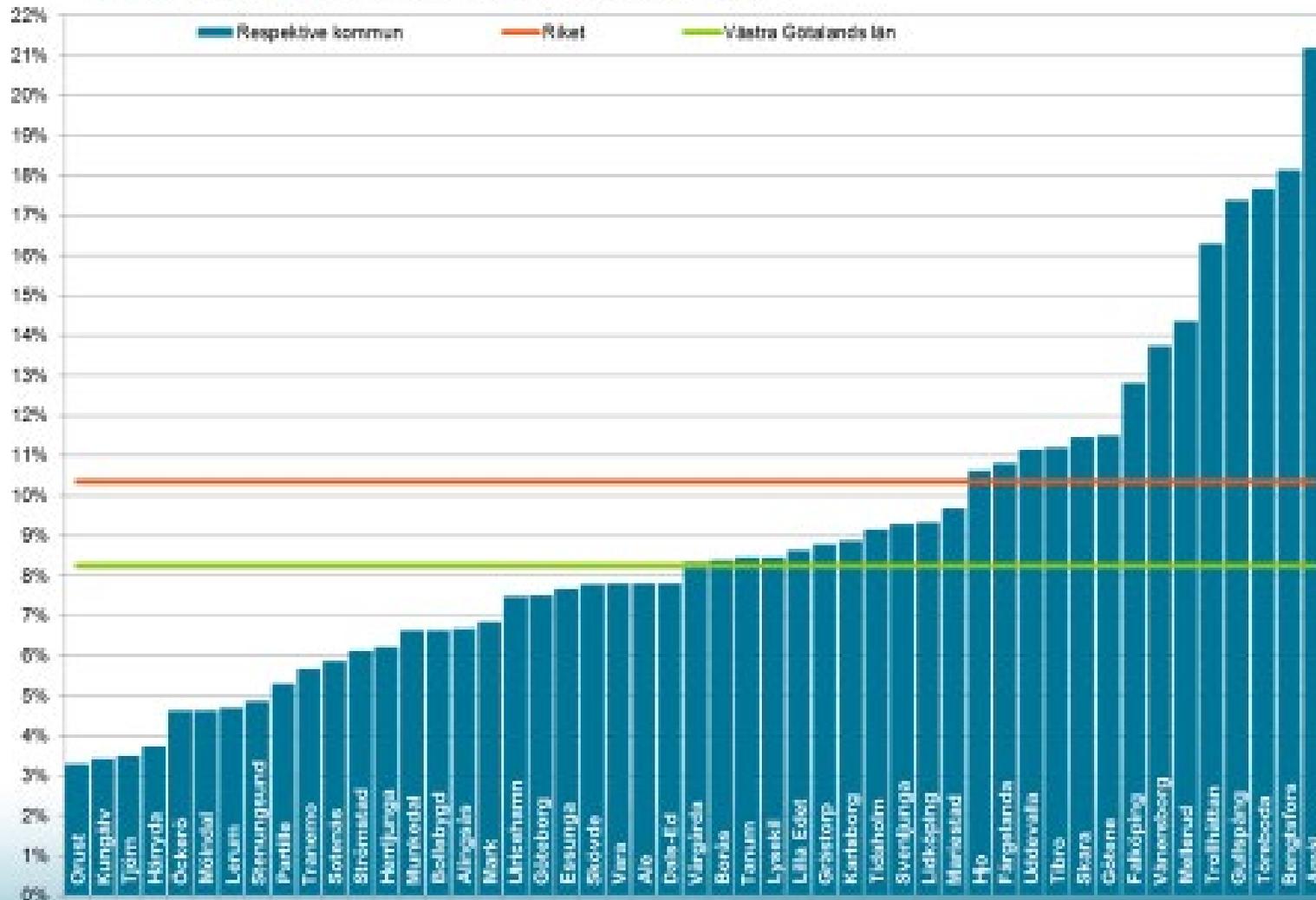
Avoid that the new model clashes with the overall power structure (as mentioned by Englund)

Contribute to 4 generation activity theory with its systemic approach

Be theoretically grounded through the process

Relativ ungdomsarbetslöshet (18-24 år) per kommun, oktober 2017

(Inskrivna arbetslösa. Andel av registerbaserade arbetskraft).



Meritvärdesskillnad är synliggjorda över tid

Observationerna

- Utbildningserbudandet ser olika ut beroende på om vi varit i åk 6 eller åk9. Det såg likadant ut i Ed. På högstadiet varierar studiero och upplägg både över dagen och veckan i större utsträckning än i åk 6.

