



SIG 9 Phenomenography and Variation Theory

1/2018 Newsletter

Dear SIG 9 members and friends,

Welcome to the First issue of our Newsletter!

We are delighted to introduce this newsletter, which will be followed every 6 months by others! We hope that this will provide a useful way of keeping up what is going on in the SIG as work together on pushing the frontiers of research in Phenomenography and Variation Theory.

This newsletter has information about the SIG conference in September, a new online course in Phenomenography and Variation Theory and some recent doctoral theses. We invite all members of the community to consider using this newsletter as a way of spreading the news about your work. A short precis of a recent doctoral thesis is one example, but you might also like to tell others about new projects, and examples of collaboration and impact.

We are planning to publish the next newsletter on October 15th 2018. Please send material for this newsletter to one of us **by September 24th**. We cannot guarantee that we will have space to include it, but we will do our very best. If you are unsure whether a piece would be appropriate just email and ask. We know there is a great deal of interesting and important work going on and it's good to share!

Peter, Åke & Jaana

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THE COORDINATORS OF SIG 9



Peter Davies
SIG 9 – Coordinator

I am professor of education policy research at the University of Birmingham, UK and affiliated professor at Stockholm University. As this job title implies, quite a lot of my work has been focused on policy issues. But I have also spent a lot of time trying to make sense of learning and teaching and the insights and methods of phenomenography and variation theory have been central to this. I have been interested in relationships between the ideas and methods of phenomenography and variation theory and other lines of enquiry (notably threshold concepts) that may be labelled 'conceptual change'. My work in this field has focused on social science and, in particular, on economics.



Åke Ingerman
SIG 9 – Coordinator

I have been active in the phenomenography and variation theory community since I started as a PhD student 20 years ago, primarily having my base in Göteborg, Sweden. My research has mainly focused on teaching and learning in science and technology education, with some emphasis on physics education at university. I have done a number of studies drawing on phenomenography, but also using variation theory as an analytical tool to study classroom teaching, and in particular investigating group discussions. Methodological issues in phenomenography and variation theory has also attracted my interest, and I am always eager to discuss related issues. Currently, I have a position as Professor in science and technology education at University of Gothenburg, Sweden, where I also am commissioned as Dean for the Faculty of Education since 2015.



Jaana Kettunen
SIG 9 – Jure Coordinator

I am Researcher at the Finnish Institute for Educational Research of the University of Jyväskylä, Finland. I am also a Research associate at Florida State University's Center for the Study of Technology in Counseling and Career Development, USA. In my work I have been focusing on the design and pedagogical use of information and communications technology (ICT) in learning and working environments. I have recently submitted my PhD thesis, which is a phenomenographic study on career practitioners' conceptions of social media and competency for social media in career services. Through research practice I have developed a keen interest in the theory and practice of phenomenography and as a JURE coordinator in SIG 9 to further support the learning and interaction among junior researchers as well as among junior and senior researchers.

EARLI SIG 9 CONFERENCE 2018



SIG9 Conference September 16th -18th Birmingham, UK

We look forward to welcoming you to the SIG conference. The **call for abstracts is open and it will close on March 16th, so get those abstracts in!** You can submit your abstract through the conference website at <https://earli.org/SIG92018>. **You can submit an abstract without being an EARLI member (more about that later), though you will need to create your password (instructions on the submission page of the web site).**

We welcome proposals for single papers and for symposia. Thirty minutes will be allocated for each single paper and 90 minutes for each symposium. Proposals consist of an abstract (max 200 words), 3-5 keywords and an extended summary (max 500 words). Please note: for a symposium, an abstract should also be submitted (max 200 words) for each individual presentation in addition to the abstract and extended summary of the whole symposium.

Please visit the conference web site for more information about the conference fees, venue, travel and keynote speakers. <https://earli.org/SIG92018>

The conference will explore developments in Phenomenography and Variation Theory research in learning and teaching in Higher Education and in schools. Phenomenography was developed in the context of higher education and has made a unique contribution to understanding learning and teaching in these contexts. Variation Theory has provided a unique approach to the study of learning and teaching in school classrooms, not least through the vehicle of Learning Study. How can Variation Theory contribute to future classroom studies? In both contexts, what ideas and methods might stimulate new directions within Phenomenographic and Variation Theory research?

We look forward to seeing you in Birmingham!



ONLINE COURSE ON PHENOMENOGRAPHY AND VARIATION THEORY

The phenomenography and variation theory community has members in many different academic contexts and geographical locations. But even so, opportunities to learn about the framework in formal courses are scarce. We are happy to be able to announce such an opportunity during 2018.

The course, *Phenomenographic horizons*, will be provided by University of Gothenburg using an online format. Completion of the course will merit the award of 7,5 ECTS. The course includes one physical meeting at the SIG9 conference in September 2018. Course leaders are Angelika Kullberg and Åke Ingerman. Course certificates can be issued. The course is open and free of charge for participants, but membership in SIG9 is encouraged.

The course will study phenomenography as it has emerged as an empirical research approach to issues involving student learning and understanding, looking at both its origins and its evolution. Variation theory, building as it does on phenomenographic studies, will be studied through the literature, anchored in the empirical research and other contributing theoretical groundings.

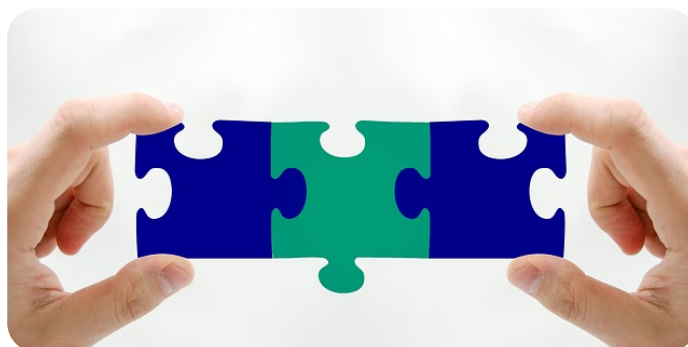
The course literature includes major publications in the history of phenomenography and variation theory, as well as ample examples of studies. The course participants will be expected to use their research interest as starting point for writing about a phenomenography/variation theory study design, as well as engage in joint sample analysis of empirical data.

Lectures by Ference Marton, Shirley Booth, Ulla Runesson and Åke Ingerman have been confirmed. Further lecturers may be announced later, in accordance with discussions with the course participants. The lectures will be available as video recordings, and will be complemented with online seminars with the course leaders, in some cases including also the lecturers.

The first meeting online is planned to Friday May 4th 9-12 (Swedish time), unless time coordination with participants necessitates rescheduling. Further online seminars are planned to June, August, November and December, and a physical meeting at the SIG9 conference in September 2018.

Sign-up and inquiries are made through email to ake.ingerman@gu.se

Sign up at your earliest convenience! Information about the course will be made available.



RECENT DOCTORAL THESIS

Tuula Maunula, University of Gothenburg, Sweden

Students' and Teachers' Jointly Constituted Learning Opportunities – The Case of Linear Equations

https://gupea.ub.gu.se/bitstream/2077/54559/1/gupea_2077_54559_1.pdf

This study emphasises jointly constituted learning opportunities in mathematics instruction by analysing learner contributions, and the attention paid to them, in whole-class teaching. The aim of this study is to gain deeper knowledge about the relationship between interaction and the learning opportunities that emerge.

The study encompasses 14 video-recorded mathematics lessons, from either grade 9 in compulsory school or grade 10 or 11 in upper-secondary school in Sweden (ages 15 – 18). All lessons had the same topic, an introduction of linear equations, in order to make learning opportunities comparable. 12 teachers, 14 classes (297 learners) participated.

The main conclusion drawn is that the importance of using a learner perspective in instruction also relates to the quality of the learning opportunities that emerge. The enactment of optional aspects of linear equations was greatly dependent on learner contributions but also on teacher exploration. Contrary to what might have been expected, the necessary aspects of linear equations were also enacted in more qualitative ways in lessons in which learner contributions were frequently explored.

Jaana Kettunen, University of Jyväskylä, Finland

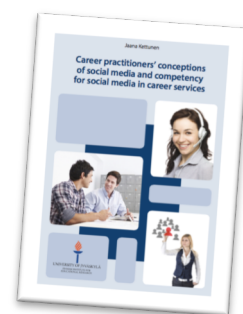
Career practitioners' conceptions of social media and competency for social media in career services

<http://urn.fi/URN:ISBN:978-951-39-7160-1>

This research examines career practitioners' conceptions of social media and competency for social media in career services, contributing to current understanding and discussion of the use of ICT in a career services context.

In the three empirical studies that comprise the thesis, data were gathered in two sets of focus group interviews—the first with Finnish career practitioners who had little or no experience of using social media in their professional work, and so were considered novices in the professional use of social media, and the second with Finnish and Danish career practitioners with experience of using social media in the course of their work.

The consolidation of conceptions of three sub-studies presents an empirically derived conceptual framework to capture career practitioners' diverse conceptions of social media and competency for social media, ranging from the passive to co-careering approach. Knowledge of such variation can support successful use of social media in career services by informing theory, practice, and training in the field.



MEMEBERSHIP OF THE SIG 9 - HOW TO JOIN US?

If you are not yet a member of the SIG you can make a big difference to the well-being of the SIG by becoming a member. If you are already an EARLI member you can sign up for the SIG at any time. It only costs €8. Becoming a member gets you to an €80 discount on the conference fee and membership of EARLI cost €95 – so membership of EARLI will only cost you an additional €15.

By showing your support for the SIG through becoming a SIG member you increase the profile of the SIG within EARLI. EARLI regularly reviews membership numbers for the SIGs and the more members we have, the more the future of the SIG is safeguarded. Go to <https://earli.org/join> to sign up!



We wish new members warmly welcome to our SIG 9!

SIG 9 Dinner at EARLI Conference
in Tampere, Finland 2017

KEY DATES IN 2018

16 th March	Submission of abstracts and extended summaries for conference
13 th April	Notification of acceptance of conference abstract
18 th May	Deadline for early bird registration for conference
15 th June	Final deadline for registration
16-18 September	SIG 9 conference
24 th September	Deadline for material for the next newsletter
15 th October	Next newsletter