

Institutionen för pedagogik och specialpedagogik

Pedagogisk utveckling genom
kollegial granskning:
Fallet Lärande Besök utifrån aktör-nätverksteori
av

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Abstract

Title: Pedagogical development through collegial review:
A case through an approach of actor-network theory

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The thesis is analyzing historical and present traces of a program for collegial reviewing of teaching instruction and school work. It is designed and deployed within three municipalities in Western Sweden called “Learning Visits”. The study is based on data from interviews with teachers, school-leaders, superintendents, developmental-leaders, and observers and was enacted in the program. I especially followed Learning Visits through fieldwork – to one teacher team within one unit (grade 6-9) and arrangement supporting the program. The fieldwork became a special case within the case study story. The general aim of the thesis is to tell the story about the program and describe its change processes, and how it establishes connections to actors in schools and school administrations to win their loyalty, and how it manages to contextualize artefacts, ideas and theories through enrolment. The thesis draws on the conceptual and analytical repertoire of actor-network theory. Analyses of the collected data were based on concept translation from Latour and Callon, but also on the concepts actor, network, relations, and meaning. This conceptual repertoire has made it possible to capture the program as a relational effect, for instance, an on-going process of negotiations and interactions between local actors over the years. This amalgamated with institutional factors like professionalization, and municipal self-regulation as well as with scientific and societal ideas about change and development.