

Institutionen för mat, hälsa och miljö

Slöjdlärares förhållningssätt i undervisningen

av

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ABSTRACT

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The purpose of this thesis is to make explicit and analyse sloyd teachers' varied strategies in the classroom and how these differences are related to what and how pupils are likely to learn. Variations between teachers and different conditions for learning are related to questions of equivalence in education. Systematic investigations of sloyd education have been scarce, making knowledge about sloyd education beyond personal experiences limited.

In the present study, teaching and learning of sloyd are described using teachers' and pupils' narratives in diaries. Mp3-recordings of verbal communication between teachers and pupils have also been analysed.

The results of analysing diaries are presented as four constructed teacher ideal types: The Serviceman, The Instructor, The Supervisor and The Educator. These analytical constructs correspond to different strategies of teaching and learning: focusing on instructions for the next step in the process; focusing on pupils' understanding through dialogue; and letting pupils work independently and supporting them by doing what they ask for.

The Mp3 study offers still another perspective on pupils' learning environment, by using a distinction between learning *about*, *in*, *with* and *through* sloyd education. The analysed sloyd practices are highly individualised, the influence and commitment by the pupils are significant. Processes of education adapted to individual pupils' prerequisites and needs are thereby made possible. However, pupils' own initiative and responsibility are given varied emphasis depending on the teachers' strategies in the classroom. The study raises questions of how equivalence are dealt with, how sloyd teachers make pupils aware of what they learn, how they learn and how this learning correspond to national objectives for sloyd education.