



## A Good Education?

*A descriptive study of the implementation of critical thinking, international cooperation and sustainable development in Gyll and SAMSAM01b*

*“If you think education is expensive, try ignorance.”<sup>1</sup>*

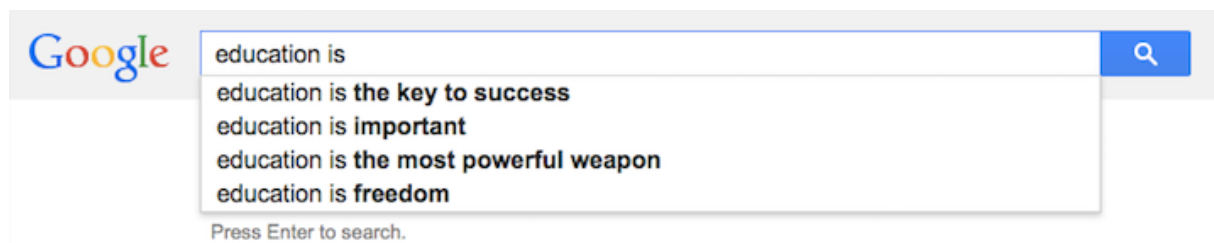
Bachelor Thesis in International Relations, 15 hp

Victoria Krook  
School of Global Studies  
Gothenburg University  
IR1511 Spring 2014

Supervisor: Hans Abrahamsson  
Word Count: 17 529

---

<sup>1</sup> Derek Bok, former President of Harvard University and author of *Our Underachieving Colleges: A Candid Look at How Much Students Learn and Why They Should Be Learning More*, on the dangers of neglecting the role of education.



## Abstract

This thesis provides a descriptive study from a pedagogic perspective that analyzes objectives, directives and content related to the social science core class, SAMSAM01b, at Gothenburg public high schools. The purpose is to further explore the role of education in relation to global development and international relations. The study is built around curriculum representation and course implementation of three aspects considered important for global development and knowledge of the operating environment: *critical thinking*, *international cooperation* and *sustainable development*. Knowledge theory and likeminded ideas of what constitutes a good education form the core of the study's theoretical perspective. Empirical data used to analyze the implementation of these in Gy11 and SAMSAM01b includes relevant curriculum objectives and directives, five sets of SAMSAM01b examination material, two semi-structured informant interviews with SAMSAM01b teachers, and two teacher commentaries from SAMSAM01b teachers. Significant results reveal that SAMSAM01b courses appear to make great efforts to mold students' critical thinking skills. Implementation of aspects of international cooperation and sustainable development, on the other hand, is often sidelined. A main reason for this exclusion appears to be an overload of required course content combined with a lack of time among teachers. Implications for SAMSAM01b students include a risk of flawed holistic perspectives of the operating environment, which may cause poor reflections on global development. This in turn may impede the intellectual exchange of knowledge and ideas among future global and international actors.

**Keywords:** Gy11, SAMSAM01b, education, social studies, global development, operating environment, critical thinking, international cooperation, sustainable development, knowledge theory

# Table of Contents

<b>Abstract</b>	<b>3</b>
<b>Table of Contents</b>	<b>4</b>
<b>Abbreviations and Acronyms</b>	<b>6</b>
<b>1 Introduction</b>	<b>7</b>
1.1 Education and Global Development	7
1.2 Current Situation	8
1.3 The Issue of a Good Education	9
1.4 Disciplinary Discussion	11
1.5 Disposition	11
<b>2 Research Focus and Scope</b>	<b>13</b>
2.1 Aims and Objectives	13
2.2 Previous Research	14
2.3 Research Questions	17
2.4 Delimitations and Justifications	18
<b>3 Theoretical Framework and Methodology</b>	<b>21</b>
3.1 A Note on Bias	21
3.2 Epistemological and Ontological Approach	21
3.3 Theoretical Discussion	22
3.3.1 <i>Theory Selection</i>	22
3.3.2 <i>Dewey's Pedagogic Creed</i>	22
3.3.3 <i>Gustavsson's Philosophy of Knowledge</i>	22
3.3.4 <i>Liedman's Idea of a Good Education</i>	24
3.4 Definitions and Concepts	25
3.4.1 <i>Critical Thinking</i>	25
3.4.2 <i>International Cooperation</i>	25
3.4.3 <i>Sustainable Development</i>	26
3.5 Analytical Framework	27
3.5.1 <i>Critical Thinking</i>	27
3.5.2 <i>International Cooperation</i>	27
3.5.3 <i>Sustainable Development</i>	27
<b>4 Method</b>	<b>28</b>
4.1 Data Collection	28
4.2 Analytical Method	32
<b>5 Results and Analysis</b>	<b>34</b>
5.1 Curriculum Aims, Objectives and Directives	34
5.1.1 <i>High School Education</i>	34
5.1.2 <i>Social Studies and SAMSAM01b</i>	36
5.1.3 <i>CIS in Gy11</i>	37
5.1.4 <i>CIS in Social Studies and SAMSAM01b</i>	38
5.1.5 <i>Additional Comments</i>	39
5.2 Examination Materials	40

5.2.1 <i>Critical Thinking</i>	40
5.2.2 <i>International Cooperation</i>	41
5.2.3 <i>Sustainable Development</i>	42
5.3 <b>Teacher Perspectives</b>	42
5.3.1 <i>Critical Thinking</i>	43
5.3.2 <i>International Cooperation</i>	44
5.3.3 <i>Sustainable Development</i>	45
5.3.4 <i>Additional Comments</i>	46
<b>6 Concluding Remarks</b>	<b>48</b>
6.1 Summary and Conclusion	48
6.2 Methodological Discussion	51
6.3 Future Research	51
<b>References</b>	<b>53</b>
<b>Coding Key</b>	<b>56</b>
<b>Appendix A</b>	<b>57</b>

## Abbreviations and Acronyms

CIS	Critical thinking, International cooperation, Sustainable development
EMU	European Monetary Union
EU	European Union
GU	Gothenburg University
Gy11	Current national curriculum for public high schools (effective 2011-present)
Gy2000	Previous national curriculum for public high schools (effective 2000-2011)
IGO	Inter-governmental organization
INGO	International non-governmental organization
SAMSAM01b	Civics 1b (Samhällskunskap 1b)
SAMSAM02	Civics 2 (Samhällskunskap 2)
SCB	Statistics Sweden
SH1201	Civics A (Samhällskunskap A, Gy2000's equivalent to SAMSAM01b)
SNAE	Swedish National Agency for Education (Skolverket)
SOU	Swedish Government Official Reports
UN	United Nations
UNESCO	United Nations Educational, Scientific and Cultural Organization

# 1 Introduction

## 1.1 Education and Global Development

While education is an ongoing process of improving knowledge and skills, it is also – perhaps primarily – an exceptional means of bringing about personal development and building relationships among individuals, groups and nations. (UNESCO, 1996: 12)

In 1996, the Delors report to the United Nations Educational, Scientific and Cultural Organization, UNESCO, stressed the importance of education in coping with 21st-century global challenges through means of sustainable development and new forms of international cooperation. The report continued by claiming that education needs to adapt to the changing world by focusing on forming whole human beings that possess knowledge, aptitudes, critical faculty and an ability to act (UNESCO, 1996: 13, 19).

Seventeen years later, current UN Secretary General Ban Ki-moon, assures the work-in-progress UN Post-2015 framework<sup>2</sup> offers a template for mutually reinforcing approaches to global challenges (UN, 2013a: 3). Sustainable development, defined as ‘development that preserves the planet’s natural resource assets for future generations’ (UN, 2013b: 1), is still considered the pathway to the future, claiming ours is the first generation with the resources and know-how to put our planet on a sustainable course before it is too late (UN, 2013a: 3).

Development has been a seemingly irrevocable force, more often than not causing the world to change faster than its peoples’ minds. Judging by UN voices, a changed mindset might be necessary for the emergence of effective global development and proactive international relationships. This cannot be forced. Self-induced persuasion through quality education and awareness is considered pivotal for a truly sustainable global development discourse to evolve and endure (UN, 2013b: 8, 14ff; UNESCO, 1996). For the UN Post-2015 process to succeed, international cooperation through mutually beneficial relationships on global and local levels becomes crucial. This requires effective communication and awareness-spreading regarding challenges and opportunities for global development; again stressing the significance of education, particularly among younger generations (UN, 2013b: 2ff; UNESCO, 1996).

---

<sup>2</sup> This refers to the United Nations Post-2015 development agenda to eradicate poverty and transform economies through sustainable development (shifting from Millennium Development Goals to Sustainable Development Goals).

## 1.2 Current Situation

The world has undergone radical changes since the turn of the millennium, and top voices forecast additional major changes in the near future. Based on the conviction that the world currently possesses the necessary tools and resources, the Post-2015 agenda developers believe the next 15 years can be some of the most transformative in human history. Education is again considered a fundamental aspect in order to raise awareness, increase solidarity and boost proactivity among the world's population (UN, 2013b: 2f, 27).

As today's youth currently represent one quarter of the world's population, this becomes especially important among the younger generations. They play a major part in the global society by shaping social and economic development, challenging social norms and values, and building the foundation of the world's future. An unprecedented interconnectedness through new media also gives them an ability to drive social progress and directly influence a sustainable development discourse (UN, 2013b: 17). While the world's interconnectedness is growing at such rapid-fire speed, the more important the understanding of one's operating environment becomes. If seen in this light, quality education for current and future generations of both global and local actors becomes central for sustainable global development (UNESCO, 1996).

The UN Global Survey for a Better World, *My World 2015*, currently asks everyone on this planet to rank their priorities for a better world. The survey asks people to choose 6 out of 16 possible issues they believe would make the most difference to their lives. The aim is to 'capture people's voices, priorities and views, so that global leaders can be informed as they begin the process of defining the new development agenda for the world' (UN, 2014a).

The definitions of "a better world" may be as many as the number of people on this planet and an objective definition is out of reach. However, with a focus on sustainable development, the UN has boiled down their concept of a better world to a few global transformations. These include universal enforcement of the following: basic human rights and eradication of poverty; equal opportunities and peaceful prosperity; sustainable social, economic and environmental practices; good governance and transparency; and mutually respectful and beneficial international partnerships (UN, 2013b: 7-12).

By early September 2014, close to 4,6 million people from 194 countries and 500 partner organizations had voted. "A good education" topped the list for all demographics (UN, 2014b). But what is "a good education"? Keeping this in mind when bringing the issue down



to a national level, one may wonder what current educational systems actually teach future generations of global and local actors about their operating environments.

### 1.3 The Issue of a Good Education

The current world order is only one of thousands of possible world orders. While education has the task of helping people understand the world and understand others, choosing a type of education means choosing a type of society (UNESCO, 1996: 34, 41). The UNESCO report (1996) advocates a balanced educational system characterized by interdisciplinary practices integrated in a holistic, interdependent manner. The report also puts certain emphasis on critical faculty and international cooperation for realizing sustainable development. It claims education should enable people to develop awareness of themselves, other people and their operating environment, and also encourage them to actively participate in society.

In today's increasingly internationalized society, *critical thinking*<sup>3</sup> in the sense of questioning past, present, and future worlds, actors and structures becomes an important ingredient in an individual's intellectual maturity (Liedman, 2011: 264). Students need to learn how to critically reflect over their place in the world and consider what sustainability means to them and the society they live in. They need to practice the application of various worldview perspectives and learn to envision alternative ways of development and living. They need to learn how to discuss, justify and plan their choice of perspectives and actions, as well as actively participate in their community to ensure the fruition of their choices. Such skills lay the groundwork for good citizenship, making education for sustainability a crucial part of the process of creating a well-informed, aware and active population (Baltic 21E, 2002: 10f; UNESCO, 1996).

For the envisioned sustainability era to evolve, UNESCO (1996) also stresses the importance of transboundary intellectual exchange in an increasingly interdependent world. Such *international cooperation* is considered crucial for the spread of ideas and knowledge, as well as the promotion of peace and non-violence. Learning how to live together through intellectual exchange, tolerance and cross-cultural interactions becomes pivotal. That way everyone, from local to global actors, can work together toward commons goals and also manage inevitable conflicts in intelligent and peaceful ways; something that is all part of the necessary prerequisites for a truly sustainable world (UN, 2013a, b; UNESCO, 1996; UNESCO, 2013).

---

<sup>3</sup> Although the report uses the term *critical faculty*, it has been changed to the synonymous term *critical thinking* in this thesis.

The issue of *sustainable development* has been a popular discussion point for quite some time. As mentioned in 1.1, it is also the only future route the world can afford. Economic growth alone can no longer meet the needs of global prosperity. It requires sustainable human development, mutual understanding among peoples and a renewal of practical democracy. Education is not seen as a miracle drug or magic formula that opens the door to a perfectly sustainable world. It is seen as one of the principal means to foster a more sustainable form of human development and so reduce such global challenges as poverty, exclusion, ignorance, oppression and war (UNESCO, 1996).

Although a pervasion of aspects of critical thinking, international cooperation and sustainable development in education may seem like it should be a foregone conclusion, Sven-Eric Liedman (2011) describes Sweden's educational system as characterized by a few prominent concepts including lifelong learning, quality assurance, core values, documentation and assessment. Entrepreneurship and employability are of high priority. Performances should be easily measured and evaluated. International competitiveness is especially important, and knowing how to communicate and socialize has become skills in the same sense as knowing foreign languages or solving mathematical equations (Ibid.).

There is nothing that suggests the currently evolving school system will improve the opportunities for young generations to develop more reasonable attitudes toward fundamental values of society and humanity. Aiming for an education that gives students thorough practice and a solid ground to leap from into post-grad life becomes ever the more urgent (Liedman, 2011: 249).

The concept of "a good education" is particularly interesting to study in a highly developed, resourceful, free-education country like Sweden. This country features a high school<sup>4</sup> enrollment of close to 95%, where about 40% of these students proceed to university studies (SCB, 2012). Being a top country in various international rankings, one would expect Sweden to be more than capable to create a well-functioning school system. According to Liedman (2011), there seems to be some work left.

In a year of Swedish governmental elections, the issue of education continues to be a highly debated topic. There are different opinions on how students should be educated to better meet the societal demands of post-grad life. Efficiency and entrepreneurial skills are popular items on some lists, where the school is given the task of generating young entrepreneurs whose

---

<sup>4</sup> The term *high school* is used throughout the document in place of *upper secondary school*.

economic value is expected to save the day. Critical thinking and sustainable development top other lists. Yet there appears to be a general consensus that high school should be a place where students collect the set of tools needed to figure out how they can contribute their grain of sand to a better world (Liedman, 2011).

#### 1.4 Disciplinary Discussion

As evident in 1.1-3, the issue of education is relevant for both global development and international relations. The UN report for a new global partnership (UN, 2013b) also shows how the disciplines tend to intermingle when it comes to sustainable development. Attempting to separate the two thus becomes cumbersome. The division between the fields is everything but clear and some may argue this thesis belongs in the field of global development studies. According to the Gothenburg University website, however, *Global Development Studies* (GDS) is said to focus primarily on historical and social processes of development in the “South” (GU, 2012a). *International Relations* (IR), on the other hand, is a field of study for those interested in better understanding their operating environment and the global challenges the world faces. It is also a discipline that discusses the role of different kinds of international and global cooperations in regards to peace, security and development (GU, 2012b).

In 1.3, UNESCO’s report illustrated the relevance of education and intellectual exchange for international relations and global collaborations. International partnerships are essentially rooted in transboundary communication. What kind of knowledge and ideas that are exchanged across borders will play a role in how we learn to live together and thus affect relations among peoples, organizations and nations. Examining what students in highly developed countries in the “North” are taught in regards to global issues and the operating environment thus becomes relevant. It also opens up for further discussion on how future generations of global and local actors should be educated to actively participate in a globalized society and to optimize communication in international partnerships. This thesis thus moves slightly closer to the field of international relations than global development studies, even though global development certainly pervades the overall scope of the study.

#### 1.5. Disposition

The remainder of this thesis is outlined as follows: Chapter 2 includes a clarification of the study’s purpose, aims and objectives, followed by an overview of previous research on the topic of education and development. This chapter also defines delimitations and justifications of the study along with a presentation of the specific research questions it is built around.

Chapter 3 offers a discussion of the theoretical framework and methodology, providing an understanding of the epistemological and ontological departure points of the study. Definitions of central concepts along with an analytical framework are also found in this chapter. Chapter 4 provides a description of the choices of methods for data collection and analysis. This is followed by a combined results and analysis section in Chapter 5, where each research question is discussed individually. Their combined implications for the outcome of the overall research problem can be found in the summary of significant results among the concluding remarks in Chapter 6. This chapter also wraps up the study through a discussion of methodological dilemmas along with ideas for potential future research.

## 2 Research Focus and Scope

### 2.1 Aims and Objectives

Education is a continuous process where every new piece of information is stained by previously acquired knowledge; a process that continuously alters an individual's attitudes and behaviors in one way or another (Liedman, 2011: 205f). High school is generally the last step of required education before choosing the direction of one's future. The knowledge gained at this stage is crucial for high school graduates to make informed decisions regarding their future, which in turn plays a pivotal role in the development of societies (UNESCO, 1996: 30f); especially considering the global influence of young generations mentioned in 1.2. The more globalized the world becomes, the more important it is to learn how to live together and understand how one can make an impact (UNESCO, 1996).

To further explore the role of education in relation to global development and international relations, the purpose of this thesis is therefore to conduct a descriptive study from a pedagogic perspective that analyzes curriculum representation and teachers' course implementation of the following three aspects:

- Critical thinking
- International cooperation
- Sustainable development

Although the relevance of these three areas of interest was discussed in Chapter 1, they will be further discussed in 2.2-4 and 3.4-5. For practical reasons, these concepts have been abbreviated to the acronym CIS throughout the rest of the document.

The study is centered on the current Swedish educational system, focusing particularly on educational practices of national higher education preparatory programs of Gothenburg public high schools.<sup>5</sup> The focus is on the curriculum and its implementers; not on the students subject to the implementation. Data from the following features associated with the mandatory social studies core class of higher education preparatory programs, SAMSAM01b<sup>6</sup>, will be collected and analyzed:

---

<sup>5</sup> The target population includes, but is not limited to, the following schools: Angeredsgymnasiet, Bernadottegymnasiet, Burgårdens Utbildningscentrum, Hvitfeldtska Gymnasiet, IHGR, Katrinelund, Munkebacksgymnasiet, Polhemsgymnasiet and Schillerska.

<sup>6</sup> Civics 1b (Samhällskunskap 1b). The abbreviation SAMSAM01b is used throughout the document.

- Curriculum goals and directives
- Examination materials
- Teacher perspectives

As indicated by the opinions voiced in the *My World 2015* survey (1.2), a good education is the solution to create a better world. The long-term aim of the study is thus to help optimize international intellectual exchange and contribute to a better educational system by uncovering both potential deficiencies as well as successful practices of the current Swedish high school system.

## 2.2 Previous Research

Reality is always more complex than the model, and it is important to remember that education only constitutes a fragment of an individual's learning process (Liedman, 2011: 218). Both education and global development are also multidisciplinary and interdependent by nature. Education is studied in a variety of disciplines from international relations, global development studies and political science to pedagogics, social science and knowledge theory, among others. Global development also spans countless fields and processes, including inter alia social and environmental sciences, as well as economics and politics, both individually and combined in global political economy. The overview of previous research for this study thus cuts across various disciplines related to educational systems and development, including international relations, sustainable development, educational sciences and knowledge theory. Taken together, this research makes up the departure point for this study.

Discussions on how to steer the Swedish educational system onto a more sustainability-integrated track have been abundant, especially throughout the last two decades. Various international and national strategies have been proposed, making similar cases regarding the importance of education, awareness and transboundary cooperation for sustainable development (Liedman, 2011; Gustavsson, 2004; UN, 2013b; UNESCO, 1996). From the following documents and proposed strategies it stands clear that critical thinking, international cooperation and sustainable development are all interdependent and fundamental aspects for the vision of global prosperity to become reality. Sustainable development remains at the core of the matter where international cooperation and critical thinking are considered important tools (Ibid.).

According to an official report from the Swedish government (SOU 2004:104), education for sustainable development ought to be characterized by an integration of a variety of

perspectives on economic, social and environmental conditions and processes around the globe. Such an education should also cover a past-to-future time span, as well as a local-to-global spatial aspect. As noted in the report, however, previous research on what is being taught on the topics of sustainable development, international cooperation and critical thinking is rather scarce. While there has been some improvement regarding implementation of environmental consciousness, the major focus has been on discussing teaching methods and obstacles in implementing sustainable development into the school agenda. One prominent issue is the lack of consensus on *how* knowledge concerning sustainable development should be taught. The same issue relates to the *what* aspect (Ibid.).

The fact that sustainable development rests on three pillars of economic, social and environmental dimensions, along with the impossibility of a one-size-fits-all solution, does not make matters easier as a sufficient coverage of the subject typically requires interdisciplinary studies. Traditional, inert structures combined with inadequate knowledge among teachers have been shown to further impede the implementation of sustainable development in the educational system (SOU 2004:104: 45ff).

The same report claims high school students usually possess a solid knowledge base regarding democracy and fundamental values. However, acting in line with a sustainable lifestyle requires having the ability to apply holistic perspectives and understanding complex connections between economic, social and environmental factors; important skills that many students tend to lack. Moreover, critical thinking skills are poor and cause-effect chains are used sparsely among students. Despite uncertainty on *how* and *what* aspects, there is an agreement that the education needs to be more interdisciplinary and real-life applicable, including a greater variety of teaching methods and teamwork efforts among teachers. This to ensure sustainable development practices gain a real foothold among students and future generations of global and local actors (SOU 2004:104: 45ff, 70ff).

An extensive analysis ordered by the Swedish government and conducted by the Swedish National Agency for Education, SNAE, investigated the Swedish high school system prior to designing the Gy11<sup>7</sup> reform of the national high school curriculum. They found that students were generally unsatisfied with the common core classes<sup>8</sup>. The analysis also revealed that the erstwhile program objectives did not adequately guide the teaching practices of these classes

---

<sup>7</sup> Gy11 is the short name for the current national curriculum for public high schools.

<sup>8</sup> For practical reasons is the term *core class(es)* used throughout the document in place of *upper secondary foundation subjects* or *common upper secondary subjects*.

(SOU 2008:47:237, 263). Studies on Gothenburg high schools conducted before the Gy11 reform, but after the SOU 2004:104 report, confirm the statement that implementation of sustainable development in the education system has been noticeable but inadequate (Bellman and Nordenborg 2007, Johansson and Magnusson 2007).

In *What is Knowledge?*, Bernt Gustavsson (2004) mentions how previous Swedish curricula included the concept of the “Four Fs” which translate to facts, understanding, familiarity and proficiency. This was an attempt to expand the concept of knowledge within the scope of education in relation to what is happening in a society where the importance of knowledge is ever-growing. According to Gustavsson (Ibid.), a meaningful education requires a critical reflection over the habits, customs and traditions people often take for granted. He continues by claiming a good society is one that provides opportunities for human development and promotes a diversity of perspectives and knowledge concepts. How to build a democratic knowledge society is another challenge.

Later writings by Gustavsson (2009) discuss how Sweden’s school policy does not give students opportunities to learn anything beyond superficial facts on democracy, human rights and ethics. His critique is based on an argument that human wisdom can only mature in an atmosphere characterized by tolerance for others’ opinions. Insights require more than merely facts, and the dialogue is the greatest means for knowledge in this context.

Liedman (2011) also emphasizes the deficiency of critical thinking and holistic perspectives in the Swedish educational system. Today’s students lack the ability to critically analyze common topics and events as the students do not hold such basic knowledge and prerequisites needed for an analysis to begin with. According to Liedman (Ibid.: 12f, 115), today’s school is becoming increasingly focused on future employability and measuring the learning of facts. Such an approach often leaves out aspects of actual understanding, comprehensive overviews and critical reflections. The main task of the school has become a matter of first and foremost enhancing Sweden’s economic competitiveness by training, not educating, students. Preparing students for a life of active citizenship based on fundamental values takes second place (Ibid.).

Education is certainly important for perpetuating democracy, and the curricula should always act as points of reference, but a primarily fact- and profit-focused education does not communicate such knowledge that is of value for the well-being of a good, democratic society and its citizens (Liedman, 2011: 16ff, 163). Moreover, students in the age of the “Google



pocket”<sup>9</sup> have a tendency to swallow information hook, line and sinker. Whatever is easily accessible is considered factual enough. The individual is taught to abide by the circumstances and no deeper reflection takes place (Ibid.: 84f, 246ff). Liedman’s overall conclusion seems to be that the current educational system does not give students a proper set of tools to thrive in post-grad life.

While a good education continues to be a prioritized issue in Sweden, there are clear knowledge gaps in key areas of education for sustainable development. The reasons behind these findings of inadequacy and ignorance, along with questions of who decides what to include in and omit from high school teaching practices can be debated. As highlighted in the 2004 government report (SOU 2004:104: 57, 84f, 90), a continued dialogue and more studies on the topic of educational content in relation to sustainable development and international cooperation is needed.

### 2.3 Research Questions

Research has revealed difficulties in implementing CIS in the current educational system (2.2). Providing high school students with up-to-date, relevant knowledge about their operating environment and preparing them for an active post-grad life in today’s ever-changing world is evidently no easy task. However, for reasons mentioned in previous sections (1.1-4, 2.1-2), knowledge of CIS is considered necessary for both global development in general, and for students to acquire holistic perspectives and build solid foundations to leap from into today’s increasingly internationalized society (Gustavsson, 2009; Liedman, 2011; UN, 2013a, b; UNESCO, 1996). Examining the implementation of CIS in SAMSAM01b from teacher perspectives thereby becomes relevant (further discussed in 2.4). This forms the basis of the study where the following four research questions will be examined:

1. *What are the main tasks of a) high school education and b) Social Studies and SAMSAM01b according to Gy11?*
2. *How is CIS represented in the objectives and directives of Gy11 and SAMSAM01b?*
3. *How is CIS represented in SAMSAM01b examination material?*
4. *How do SAMSAM01b teachers describe the implementation of CIS in their courses?*

---

<sup>9</sup> Referring to today’s instant access to information due to the evolution and abundance of smartphones.

## 2.4 Delimitations and Justifications

It can be debated whether an efficiency-focused bureaucracy fits the needs of future generations and the vision of a better world, or if such a direction simply works in favor of current employers. Should education be an investment in one's professional future or a means for the greater social good? Although those questions will be kept in mind, they will not be the main focus of this thesis. Instead, its focus is limited to educational practices and what high school students are taught about aspects of CIS before entering post-grad life. Through carefully selected theoretical perspectives (3.3), the analysis hopes to discern how this may affect students' knowledge of global development and the operating environment.

According to Political Science professor Robert Cox (Schouten, 2009), the world is made up of different and conflicting social and political forces operating in a variety of transboundary alliances. There is a constant mutation of the "common sense", and the meaning of things is dependent on people's understanding of the structure of relationships within which they live. Cox warns of the danger in disciplining students into seeing the world through only one particular lens. Only through a holistic approach can one make valid assumptions about the operating environment. Such an approach is possible once the contingency of the existing order is exposed; something that requires critical thinking.

When the world is viewed through a critical lens can one proceed to contemplate possibilities of alternative world orders (Schouten, 2009). Putting the world on an alternative, sustainable course thus requires an understanding of challenges and opportunities of sustainable development, as well as a comprehensive perspective of structural and transboundary relationships of past, present and future world orders and systems. Reaching such insights requires a critical departure point. Consequently, to examine what students are taught about global development, the concepts of CIS are chosen as focus points.

Liedman (2011: 118f) discusses the potential relevance of Social Science, History and Religious Studies in preparing high school students for an active post-grad life in society. In order for future generations of global and local actors to take informed steps into their future, they need solid foundations to leap from. Providing students with up-to-date, relevant and multifaceted information about various aspects of global development becomes vital (Liedman, 2011; UNESCO, 1996). This is where the content of SAMSAM01b becomes especially relevant. SAMSAM01b is the one course most likely to discuss basic societal matters, and also the only social science course every high school student enrolled in a higher education preparatory program must pass. This particular civics course is also likely to be the

one core class<sup>10</sup> designed to include CIS to the greatest extent. Moreover, for students enrolled in non-social science programs, SAMSAM01b is possibly the only school-derived education these students receive within areas of social and global development during the crucial period after leaving primary school and prior to entering post-grad life and what many commonly refer to as the “real world”.

It should be noted that learning objectives for other high school core class subjects are designed to provide students with complementary cognitive skills and tools to understand and reflect over their operating environments. Such core class subjects include inter alia History, which is intended to build a frame of reference from different perspectives of past events. This is intended to help students understand social change and development processes, learn how to analyze the here and now, and prepare for the future (Gy11, 2011: 66). The General Science core class is designed to teach students how science can be applied to societal issues, where there is a major emphasis on sustainable development (Gy11, 2011: 126). Even core class subjects such as Religious Studies and English are meant to provide students with tools to understand their operating environments (Gy11, 2011: 53, 137). A common denominator for all these core subjects is a recurring reference to society.

To make a valid analysis of the content of a particular educational course, one needs to understand the context in which the course operates. This wider perspective can be attained by examining the general purpose of the educational system. Examining both the overall purpose of a high school education and the specified aims of the course in question becomes of interest to this study. Thus Gy11 directives for both general knowledge goals and specific SAMSAM01b objectives are subject to analysis.

Although knowledge gain from educational classes encompasses various cognitive tasks and processes, this study is also delimited to analyzing current examination material<sup>11</sup>. However, examination material hardly covers everything a teacher intends for his or her students to learn in a particular course. Understanding teachers’ points of view thus becomes necessary to make sound comparisons between what is specified in Gy11’s objectives and directives for SAMSAM01b, and what is actually taught in SAMSAM01b courses. For this study, knowledge tests in the form of written and verbal examinations combined with an analysis of

---

<sup>10</sup> Core classes include: Social Science, English, History, Physical Education & Health, Mathematics, General Science, Religious Studies, Swedish and Swedish as a Second Language.

<sup>11</sup> Examination material used in this study mainly includes, but is not limited to, short-answer tests, essay questions, group discussion assignments, projects and quizzes.

curriculum directives and teacher perspectives are deemed sufficient for an overview of each SAMSAM01b course's implementation of CIS.

Drawing conclusions about the Swedish educational system's tendency to educate students on CIS based solely on information from examination material would significantly decrease the credibility of the results. Hence this three-dimensional study intends to analyze relevant parts of Gy11, up-to-date examination material and SAMSAM01b teacher perspectives. It may have been advised to include relevant course literature and accompanying reading instructions as secondary sources to get even more complementary information on what is being included/excluded in each SAMSAM01b course. Unfortunately, the study's time limit does not allow for that. Student interviews could also provide relevant data, but since the study focuses on curriculum representation and teacher implementation of CIS, not on students' perspectives, the interview part is limited to teachers.

Gothenburg was chosen as the target location, not only for practical reasons, but also due to national and global significance of the city. While Gothenburg is particularly known for its prestigious universities, the city also offers a thriving high school system where about 17 000 students are enrolled within the broad development of educational programs (Utbildningsförvaltningen, 2014a). The vision of Gothenburg City's Education Department advocates Gothenburg as a leading city of education and knowledge in an international perspective. A variety of strategies are used to live up to this vision, including the incorporation of relevant aspects of the society and the operating environment into the education to prepare students for an active post-grad life (Utbildningsförvaltningen, 2014b).

Given a longer time frame, a broader analysis could cover similar analyses of other relevant core class subjects considering the educational interdependence among them. Such a study could then also include an analysis of relevant course literature and accompanying reading instructions for reasons mentioned above. Student perspectives would certainly be interesting for such studies. The same (or a separate) study could potentially include a critical examination of underlying ideologies and hidden agendas present in the teaching practices of SAMSAM01b courses, as well as in the learning objectives stated in Gy11; perhaps even regarding operations of the wider educational system as a whole.

## 3 Theoretical Framework and Methodology

### 3.1 A Note on Bias

All research is inevitably tainted by some form of bias that oftentimes comes from preconceived ideas of the nature of reality and knowledge. Identifying this bias through epistemology and methodology becomes vital for the perceived credibility of any research method. Epistemology and method are often taken for equals, but it is the actual data collection technique that forms the method. The methodology, on the other hand, constitutes the ways in which one goes about choosing how to implement the method based on certain assumptions of knowledge. The aggregate of these assumptions represents a specific epistemology (Sprague, 2005: 4f).

### 3.2 Epistemological and Ontological Approach

John Stuart Mill voiced his idea of freedom of thought and discussion about 150 years ago. He emphasized the illegitimacy of coercing or limiting anyone else's expression of opinion, saying the silencing of contradicting ideas is damaging to humanity (Mill 1869). Consequently, only through tolerance and pluralism, adopting a *what if I am wrong* mindset, can one find "truth" (Gilje and Grimen, 2007: 124). This open-minded perspective resembles Donald Davidson's *principle of charity*, giving the research object the benefit of the doubt in order to reach the most rational "truth" (Gilje and Grimen, 2007: 235f).

According to Cox (1993), how an individual adopts knowledge and perceives his or her operating environment is based on this individual's understanding of the world, its actors and its structures:

First of all, there is no theory in itself, no theory independent of a concrete historical context. Theory is the way the mind works to understand the reality it confronts. It is the self-consciousness of that mind, the awareness of how facts experienced are perceived and organized so as to be understood. Theory thus follows reality in the sense that it is shaped by the world of experience. But it also precedes the making of reality in that it orients the minds of those who by their actions reproduce or change that reality. (Cox, 1993: 31)

These actors and structures are of an ever-changing nature governed by a dialectic actor-structure nexus. While structures are formed by collective human activity carried out over an extended period of time, these structures, in turn, mold the knowledge, thoughts and actions of individual actors operating within them (Cox, 1993: 33).

### 3.3 Theoretical Discussion

#### 3.3.1 *Theory Selection*

Although the analysis excludes aspects of power-knowledge relationships and hidden agendas, a critical departure would be preferred when examining the current educational system. Consequently, theories and perspectives related to the societal importance of a good education have been chosen. These include John Dewey's famous critique of fact-based education (3.3.2) and Bernt Gustavsson's concept of knowledge (3.3.3). Sven-Eric Liedman's idea of what constitutes a good education (3.3.4) acts as a reference point when examining curriculum directives, examination materials and teacher perspectives. Herein excluded theories may nonetheless be useful for future research interested in delving deeper into questions concerning, for example, educational systems, power relations and social control issues (6.3).

#### 3.3.2 *Dewey's Pedagogic Creed*

Dewey's writings on education (1897: 77-80) stress the importance of education, not only as a means of gaining content knowledge, but also as a way to learn how to live and be prepared for one's future life. Dewey was a famous critic of what he called a soulless, fact-based educational system. He advocated a school characterized by free and open education practices. Students should be given the opportunity to seek out knowledge on their own and discover connections between that knowledge and the reality they live in. He considered the classroom the ideal place to build the foundations for an individual's future life in a democratic society marked by respect for others' opinions and ideas (Ibid., Liedman, 2011: 37).

Dewey (1897: 77-80) believed the purpose of education should be the realization of one's full potential. Rather than instilling a predetermined and normalizing set of skills in students, education should give an individual the ability to use those skills for the greater good. Dewey claimed education is instrumental in creating social change and reform, saying education creates a certain social consciousness essential for social reconstruction (Ibid.). From a Post-2015 agenda perspective, this kind of social consciousness is an essential aspect for the envisioned sustainable development discourse to become reality.

#### 3.3.3 *Gustavsson's Philosophy of Knowledge*

Knowledge is characterized by mankind's desire to survive and improve one's living conditions, both individually and collectively. The idea of knowledge has been around for

ages, and interpretations of its meaning and use have varied. Is knowledge just in one's mind or is it part of traditions and human bodies as well? (Gustavsson 2004).

Building upon ideas of Plato's successor Aristotle, Gustavsson (2000, 2004) describes knowledge as constituting several dimensions. Plato made a distinction between true and secure knowledge (*episteme*) and opinion and beliefs (*doxa*). Aristotle widened this theoretical concept of knowledge to include two practical forms of knowledge: handcraft and creative skills (*techne*), and ethical and political reflections (*phronesis*). Episteme (scientific-theoretical knowledge), techne (practical-productive knowledge) and phronesis (practical wisdom) make up the core of the current discussion on knowledge (Gustavsson, 2004: 13).

This discussion has raised the issue of what a democratic knowledge society should entail. Answers vary. In regards to the overload of information in today's society, Gustavsson (2004: 15) suggests a difference between information and knowledge. While information washes over us, knowledge is carried by those individuals who interpret and understand the information they consume. Problems arise around how individuals are to form their own sound opinions in the midst of this information overload.

Another answer suggests that building a good society where people can enjoy a good life requires more than scientific knowledge and practical skills alone. Solely following given rules proves impossible in practice and practical wisdom grows ever the more important. It requires a social competence that goes beyond common rule-based wisdom. Practical wisdom helps individuals understand how to act in certain situations (Gustavsson, 2004: 105ff).

Informational and scientific knowledge is certainly important, but it becomes a question of how it should be applied in real life. There is no precise, fixed or certain knowledge regarding appropriate means for human behavior. Each case is context dependent and people need to carefully consider previous experiences before being able to make sound judgments. Gustavsson quotes Aristotle, 'The individuals involved always need to consider what is suitable for the particular situation at hand, much like the case of medicine or the art of navigation' (2000: 166).

Good judgment comes from clarified experience. Such a transformation from experience to knowledge requires that one has reflected, understood and drawn conclusions from the experience. This type of clarified, practical wisdom does not come over night, but once

acquired it will likely make anyone better prepared for their future life (Gustavsson, 2000: 167ff).

### 3.3.4 *Liedman's Idea of a Good Education*

Liedman's perspective (2011) on today's educational system follows a critical nature. He claims everything that exists within the school has its origin outside of its walls, stressing the significance of real-life applicability (Liedman, 2011: 221ff). Education and experiences contribute to knowledge and awareness that affects us in all kinds of ways, tending to change our perceptions, mindsets and behaviors. He also stresses the importance of being inquisitive in order to fully understand. In the world of knowledge, questions are always superior to answers.

According to Liedman, a good education is one that does not train students to become answering machines, but rather one that educates students to both answer questions and then ask increasingly mind-opening counterquestions. A good education is one which does not only teach students about fundamental values of society, but one which also provides students insight into the entire set of opinions and ideologies represented in the public debate. A good education is one that goes beyond the sole provision of skills for future vocational activity and also contributes to students' lifelong learning process. A good education is also one that encourages open-mindedness and welcomes free expression of thoughts and opinions, recognizing the dialogue as the superior knowledge approach (Liedman, 2011: 243ff).

Albert Einstein once claimed that the value of education is not the learning of many facts, but the training of the mind to think.<sup>12</sup> Liedman denies the perishable character of knowledge and advocates a school where students are educated into emancipation through the use of knowledge. Knowledge nonetheless requires a lifelong commitment. Tests need to focus more on lasting knowledge than current facts in order for students to develop skills to understand and reflect over problems and opportunities (2011: 229, 265-268).

Teachers ought to instill such a hunger in their students that they want to continue seeking out knowledge on their own. Education needs to breed both desire and resistance, and the road to knowledge should be a detour, not a shortcut (Liedman, 2011: 21f, 225ff, 256ff). Emphasis should be on that which is unexpected and opens up for a variety of perspectives; that which requires reflection and can be related to personal experiences. This requires active

---

<sup>12</sup> In response to not knowing the speed of sound as included in the Edison Test: *New York Times* (18 May 1921).



participation among students. A good education should essentially provide students with a diverse collection of glasses through which the world can be viewed and from which students can make meaningful decisions to continue improving themselves and their society; much like the thoughts of Dewey (3.3.1).

### 3.4 Definitions and Concepts

#### 3.4.1 *Critical Thinking*

Seen through the eyes of an open mind, anyone can be a rational thinker. Rationality is a relative and context-dependent concept whose meaning has suffered slight alterations throughout the centuries since the Enlightenment. The philosophy of wisdom, including individual, social, institutional and cultural aspects, claims rationality's main task is to help individuals develop a better way to live, better customs and social relationships, better institutions, and, ultimately, a better world. This is all accompanied by the *what if I am wrong* mindset (Eriksson, 1992: 3ff).

In line with Socrates' famous statement, "An unexamined life is not worth living" (Liedman, 2011: 87), reaching the insight that one's knowledge, means and goals may not comply with one's reality is the first step toward attaining that which is of "higher value". This is done by constantly questioning, critically analyzing and freely reevaluating one's goals, means and perceptions of reality (Ibid.).

Critical thinking is essentially the ability to approach an issue with such open-mindedness that one considers the possibility that there may be other, better and/or more realistic goals, means and worldviews. It is also the ability to critically reflect over one's own worldview and why one strives for the goals one strives for. One may discover new perspectives, improve goals and means of reaching those goals, and, in turn, improve who one is and what one does. One may ultimately experience a comprehensive life improvement, both individually and socially, simply by not accepting stone-carved facts as truths (Eriksson, 1992: 3-5).

#### 3.4.2 *International Cooperation*

Due to the new millennium's transformative nature of global communication and international partnerships, defining international cooperation becomes somewhat problematic. *Convergences 2015* (2014) defines international cooperation as a concept that describes all cooperative activities with foreign countries, whether by non-governmental organizations (NGOs), bilateral (from one country to another), multilateral (several states organized towards one country) or decentralized (between local authorities). While attempting to illustrate the

all-inclusiveness of the concept, the definition still fails to cover the transformations taking place in current international cooperation efforts.

During a speech at the 2009 World Economic Forum in Davos, Switzerland, Secretary-General Ban Ki-moon stressed that the current era demands a new definition of leadership: global leadership. It is an era where governments, civil society and the private sector need to work together in new constellations of international cooperation for a collective global good (Ki-moon, 2009).

The Post-2015 agenda adds on to this by saying such a new global cooperation should be based on a common understanding of our shared humanity, underpinning mutual respect and mutual benefit in a shrinking world. This type of international cooperation goes beyond its typical ways of working and aims for complete transparency where everyone, from the individual in civil society to the leader in an executive-power position, has a specific role to play and is fully accountable for their actions (UN, 2013b: 9f).

### *3.4.3 Sustainable Development*

At the core of the Post-2015 agenda is the promotion of sustainable development; a concept whose introduction has had scientists all over the world discuss the probability, and necessity, of a paradigm shift. The ambition is clear: *development that preserves the planet's natural resource assets for future generations*. The means, on the other hand, are not as evident (UN, 2013b: 1). As the understanding of what sustainable development actually entails tends to be rather scattered, the Post-2015 agenda emphasizes the need to create a single, streamlined agenda for development, sustainable development and climate change (Ibid.: 5f).

Global prosperity encompasses social, economic and environmental dimensions of sustainability, all dependent on strategic transformations in lifestyles across the globe. Sustainable development becomes a matter of changed mindsets among both national and local governments, as well as among businesses and individuals, that optimizes mankind's capacity for innovation in a way that allows people in all countries to achieve their aspirations (UN, 2013b: 8).

## 3.5 Analytical Framework

### *3.5.1 Critical Thinking*

Analyzing how students are taught critical thinking skills in a high school course might at first seem complicated. However, based on the above definition of critical thinking (3.4.1), the first step toward thinking critically is to accept that the reality one lives in may not be given. Realizing that one may be wrong about a few taken-for-granted aspects and reflecting over alternative perspectives requires exposure to different types of worldviews and notions of reality. Such exposure is crucial for students to adopt a more holistic perspective when reflecting over problems and opportunities in past, present and future worlds (3.3). Therefore, the material will be analyzed for practices of critical thinking in relation to diversity and mind-opening knowledge regarding the operating environment.

### *3.5.2 International Cooperation*

In a shrinking world where contact surfaces constantly expand and people across the globe are more interconnected than ever, efficient international cooperation forms the base of global prosperity (3.4.2). Thus, knowledge of how actors including individuals, peoples, states, international institutions and transboundary organizations are connected becomes fundamental. Understanding what affects the nature of these global relationships and how they make up the structures society rely on is also of essence in order for students to understand the requirements for creating the type of new international partnerships the Post-2015 agenda advocates (3.3). Consequently, the material will be analyzed for content concerning international cooperation.

### *3.5.3 Sustainable Development*

Despite the three-dimensional aspect of sustainable development (3.4.3), the focus oftentimes falls on the environment as a passive and separate entity. This tends to create a false representation of what sustainable development actually entails. For students to get the full picture and change their attitudes and behaviors toward a sustainable lifestyle and become active participants in society, they need to be given a comprehensive perspective on the interdependence of all three dimensions of sustainable development. Without such a perspective, understanding and reflecting over problems and possible solutions can become problematic (3.3). Hence, the material will be analyzed for various aspects of sustainable development.

## 4 Method

### 4.1 Data Collection

The empirical material composition of this study included:

- 1 copy of Gy11 in Swedish<sup>13</sup>
- 5 sets of examination materials
- 2 semi-structured informant interviews
- 2 teacher commentaries

Secondary materials included the current national curriculum for Swedish high schools, Gy11, and examination material from five SAMSAM01b courses taught at four different Gothenburg public high schools. A PDF-copy of Gy11 was downloaded from SNAE's website, while SAMSAM01b teachers at Gothenburg public high schools were contacted through e-mail, telephone and personal visits to collect SAMSAM01b examination material in both print and digital form. As a complement to secondary materials, two semi-structured informant interviews along with two teacher commentaries with SAMSAM01b teachers were used to gather additional, primary material. While structured teacher surveys (Esaiasson et al., 2012: 228f) may have provided more straightforward and easily analyzed answers, the semi-structured interview method was chosen over surveys due to its flexible nature and openness to digression. This method also gives the interviewee a fair amount of freedom in what to talk about, how much to say and how to express it (Dominguez, 2014). To increase credibility, the data has been evaluated for aspects of source criticism including timeliness, authenticity, tendency and dependence (Thurén, 2013).

There is no denying the quantity of the empirical data is dangerously close to the lower end. This causes a significant problem for the transferability of the results. When it comes to sampling, the general rule states that the larger the sample size, the higher the transferability and credibility of the results (Esaiasson et al., 2012: 172). Choosing a total sample approach, researching at least one representative of each of the nine public high schools in the Gothenburg area offering the SAMSAM01b course, would decrease chances of sampling error while strengthening the results' credibility and transferability. This was the original intention of the data collection method. While the total population was initially included, difficulties in getting a hold of teachers due to time restrictions on both sides became a main

---

<sup>13</sup> The English version does not include program and course objectives and directives, and was therefore only used for translation. Page references apply to the Swedish version.

obstacle, resulting in a significant non-response error.

About 20 teachers at Gothenburg public high schools were contacted first, out of which five responded positively. In an attempt to increase the empirical data by going beyond the study's original delimitations, approximately 30 teachers at private high schools were later contacted through e-mail. None of these responded positively. Although a total of about 50 teachers were included, more than half never responded and others were too busy to help. Only a handful provided examination material and even fewer agreed to participate in follow-up interviews.

Even though teachers were assured the material would be used strictly for academic purposes related to this study, they may still have been reluctant to give out examination material for an ongoing course; perhaps did they not want their teaching practices to be scrutinized outside of their control. Another likely reason for the non-response error could be the timing of reaching out to the teachers. The end of the spring semester (grading) and the beginning of the fall semester (planning) are typically very busy periods for teachers in general. Considering the additional workload handed to teachers lately in the form of performance reports and other administrative tasks (Liedman, 2011: 197), the question is if there is ever a good time to contact teachers. On top of this, teachers seem, rightfully so, very careful to stay off the grid during their two-month summer vacation; something that significantly complicated the data collection for this study.

Due to this low response rate, the data collection had to be somewhat tweaked. Some teachers offered to provide examination material but declined follow-up interviews due to a lack of time. Appointments with these teachers intended for collection of examination material were utilized as opportunities to ask spontaneous questions related to the research questions this study is designed around (2.3). Since there was no interview guide available and the commentaries were not recorded, the verbal information gathered should only be seen as complementary to the formal interviews discussed below.

An analysis of current curriculum directives and objectives of Gy11 for overall knowledge goals and specific subject and course requirements was added to the study to increase the empirical base. This offered an additional opportunity to increase the understanding of teachers' implementation of CIS in SAMSAM01b as it added an extra dimension to the examination and interview data, putting it into a broader context.

Being a government-issued document whose guidelines are, at least officially, accepted and followed by all Swedish public high schools since its introduction in 2011, Gy11's authenticity and reliability can hardly be questioned. As such a widely accepted and influential document, however, it becomes ever the more important to criticize it, especially as its contents may change the conditions for an entire generation. It is also important to remember that the content of each curriculum is an expression of the opinions held by the ruling political power at the time of its drafting (Liedman, 2011). Although such a document might appear objective to an uncritical reader, its contents may be seen as significantly biased if ideological tendencies of its authors are taken into consideration. However, since Gy11 currently presents the only nationally recognized guidelines available for public high schools, it has been perceived as a legitimate secondary source for the purpose of this study.

The authenticity of the teachers was attested through principals as well as online verification. The examination materials provided by SAMSAM01b teachers are according to the teachers up-to-date and used in respective course at the time of this study. This was also indicated by the printing of dates and semesters on the examination materials. The timeliness could certainly have been verified in some other way, but due to the time restriction, such verification was not prioritized. Public high school teachers are also public employees under constant scrutiny of authorities (Liedman, 2011). Examination materials are public documents and required to follow certain regulations on timeliness and should thus be contemporary (Gy11, 2011). Although they are clearly incident to Gy11, this dependence was not seen as an issue for the credibility of this study. This may, however, indicate a presence of ideological tendencies among the examination materials. There is also a risk that certain examination materials, intentionally or not, have been withheld by the teachers for various reasons. This may result in a distorted representation of the implementation of CIS in the analyzed examination material and thus affect the overall transferability of the study's results; something that needs to be taken into account when judging the outcome of this study.

Despite the scarcity of empirical data, the low response rate in return provided opportunities to conduct longer and more in-depth interviews with these teachers. In addition to the verified authenticity mentioned above, the interviewees are both qualified teachers and had at the time of the interview worked as public high school teachers for 8 and 15 years respectively. Both teachers have taught SAMSAM01b for several years and are also responsible for other courses in social studies as well as other disciplines, increasing the trustworthiness of their responses.

When considering the quality of interview data, it is also important to reflect over potential interviewing effects that may have affected the outcome of the data (Esaiasson et al., 2012: 267f). The two formal interviews emanated from an interview guide designed to cover relevant topics through primarily open-ended questions (Appendix A). They were both conducted on June 13th, 2014, and took 45-60 minutes each. The two teacher commentaries were expressed while meeting the teachers on April 3rd respective 4th, 2014. All interviews and commentaries were conducted and transcribed in Swedish. Quotes have been translated to English. Based on the interviewees' preferences and consent, the interviews were conducted at respective teacher's office location, audio recorded on a smartphone and subsequently transcribed for analysis. The interviewees were briefed on the purpose of the study, but were not given information regarding theoretical perspectives and analytical methods, et cetera, in order to increase transparency and avoid potentially biased data. They were also given the option of anonymity and were reassured of the strict academic use of the data. Although there may have occurred some unintentional interviewer influence on the interviewees' answers, relevant precautions were taken to decrease the significance of such influence on the overall results.

Considering the methodological problems, participatory observation (Esaiasson et al., 2012: 303ff) may have been a preferred alternative (or additional) method to analyze actual teaching practices. This would relieve teachers from allotting extra time for interviews and gathering examination material. It is also a particularly useful method in studies where research subjects may have difficulties putting certain processes and/or structures into words, or when the researcher suspects a discrepancy between a research subject's words and actions (Ibid.).

Stephen Toulmin (1963) noted that when you are in the middle of something, it is difficult to look at it from an outside perspective. Teachers may believe their teaching practices are ideal for post-grad preparation, while, in fact, they could be significantly biased. They may also intentionally give a false description of their teaching simply to appear in a better light. Passive participation during SAMSAM01b lectures could help detect such issues and provide valuable information on how students' post-grad preparation is influenced by actual in-class teaching practices; something interviews and examination material analysis alone are quite incapable of. A valid analysis of teaching practices through participatory observation would, on the other hand, be very time consuming. Since the time frame allotted for the study was fairly short and the period proved untimely for various reasons, reviewing curriculum objectives and directives, collecting and analyzing examination material along with

conducting teacher interviews was anticipated to provide sufficient information for the purpose of this study.

## 4.2 Analytical Method

When analyzing and interpreting a text, the researcher is the one telling a story based on the questions asked to the text, not the text telling a story to the researcher. This study is not intended to explain why students are being taught the way they are, but rather to examine what kind of knowledge they are being taught in relation to CIS. A *quantitative* content analysis (Esaiasson et al., 2012: 197) counting the manifest occurrences of CIS in the collected material could have been used. Such an analytical method is quite limited to frequency-based conclusions and gives little room for analysis of holistic and latent perspectives (Bergström and Boréus, 2012: 80f).

A *qualitative* content analysis assumes the overall messages conveyed through a text lies beyond the sum of the units of analysis. There are various kinds of qualitative content analysis methods to choose from, including systematizing analyses, idea and ideology criticism, and discourse analysis. Each method comes with sub-versions designed to serve specific kinds of research questions (Esaiasson et al., 2012: 211).

Although systematizing methods often lack the ability to explain complex processes, they have the benefit of allowing the researcher to structure content into logical and analysis-friendly categories (step 1) to which theoretical perspectives can then be applied (step 2) (Esaiasson et al., 2012: 211). Such an analytical method provides an especially useful tool for descriptive studies and was thus chosen for this study. While all methods of content analysis tend to encounter issues with intersubjectivity, this can be avoided through good transparency and sound explanations of one's results (Bergström and Boréus, 2012: 133).

Throughout the examination material analysis, traits of CIS were noted, not counted, from an open approach based on the requirements defined in the analytical framework in section 3.5, and used as raw data for step 2 of the content analysis. A similar analytical technique was applied to both the teacher interviews and the curriculum objectives and directives of Gy11 and SAMSAM01b. Such an open approach typically helps avoid bias from preconceived ideas. It is still important to remember that open approaches always risk digression and content-dependent conclusions. Keeping a steady focus on the related research question(s) throughout the analysis and reflecting over alternative outcomes significantly decrease this risk (Esaiasson et al., 2012: 217f). The kind of open-minded perspective advocated by Mill



and Davidson in 3.2 was applied throughout the analysis in an attempt to avoid these risks.

With an extended time frame, a motive analysis (Esaiasson et al., 2012: 290) of SAMSAM01b teachers would have been interesting to conduct to understand intentions and potential hidden agendas of teaching practices and examination material. However, it is fairly difficult to generate credible conclusions about the intentions behind people's behavior from this type of analysis (Ibid.). Due to the descriptive direction and short time span for this study, qualitative content analyses of Gy11 and SAMSAM01b objectives and directives, SAMSAM01b examination materials and semi-structured SAMSAM01b teacher interviews were considered satisfactory for the study's purpose. These methods may not delve deep into the hidden intentions of the research data and subjects, but they provide useful tools to discern both manifest and latent information from the empirical data (Bergström and Boréus, 2005: 77, Dominguez, 2014).

It is also important to note the rejection of the objectivity of research. Prior knowledge and preconceptions always, as in this case, taint the results (Gilje and Grimen, 2007: 183ff). The researcher's own knowledge and perception of reality is characterized by personal experiences combined with the variety of theoretical schools (s)he has been introduced to. This is also evident in the theoretical approach of this study (Chapter 3). Such preconceptions and perspectives have undoubtedly influenced the following analysis. Though, applying an open approach and adopting a *what if I am wrong* mindset hopefully reduced some of this bias to the greatest extent.

## 5 Results and Analysis

### 5.1 Curriculum Aims, Objectives and Directives

According to SNAE (2011), the contents of SAMSAM01b, as outlined in Gy11, are broadly consistent with those of SH1201<sup>14</sup> of the previous curriculum, Gy2000. The main difference being that the contents are more clearly specified in the new curriculum. Additions mainly concern formulations regarding sociology, the job market and personal finance (Ibid.).

The presentation of curriculum aims, objectives and directives does not claim to be all-encompassing of everything that was stated in the related curriculum sections. Only aspects considered relevant for this study's purpose are included in the analysis. The results are presented in the order of the research questions (2.3), including a subsequent section for additional comments.

1. *What are the main tasks of a) high school education and b) Social Studies and SAMSAM01b according to Gy11?*

#### 5.1.1 High School Education

In the opening chapter of Gy11 (2011: 5ff), an overall goal of the Swedish public high school focuses on preparing future generations for post-grad life in an increasingly internationalized society.<sup>15</sup> Lifelong learning, equality, freedom, solidarity, and integrity along with respect for human rights, democratic values, people's intrinsic value and the environment are deemed important for preparing students for post-grad life. The school should be based on scientific grounds, but also be open for contrasting views and encourage their expression. This to facilitate the development of personal standpoints and help students form identities which can be related to and encompass everything from local to global levels (Ibid.). The following are excerpts from a Gy11 section outlining tasks of the school:

The main tasks of [high school] are to impart knowledge and to create the preconditions for students to acquire and develop their knowledge. Education should support the development of students into responsible persons who actively participate in and contribute to professional and societal life. It should contribute to the all-round development of the students.

--- Students should also be able to orient themselves in a complex reality with its enormous flows of information and a rapidly changing world. The ability of students to find, acquire and apply new knowledge thus becomes important. Students should develop their ability to think critically, examine facts and

---

<sup>14</sup> The previous curriculum's equivalent to SAMSAM01b.

<sup>15</sup> Keep in mind that about 40% of high school students continue on to higher education (SCB 2012).

relationships, and appreciate the consequences of different alternatives.

Through studies students should strengthen their foundations for lifelong learning. Changes in working life, new technologies, internationalization and the complexities of environmental issues impose new demands on people's knowledge and ways of working. The school should stimulate students' creativity, curiosity and self-confidence, as well as their desire to explore and transform new ideas into action, and find solutions to problems ... The school should contribute to students developing knowledge and attitudes that promote entrepreneurship, enterprise and innovative thinking. As a result the opportunities for students to start and run a business will increase. Entrepreneurial skills are valuable in working and societal life and for further studies. ... In addition, the school should develop ... [the students'] awareness of health, lifestyle and consumer issues. (Gy11, 2011: 6f)

Gy11 further advocates the promotion of a common frame of reference based on generally accepted knowledge regarding democracy and human rights (Gy11, 2011: 6f). This, along with an objective and open approach, as well as *ethical, environmental, international and historical* perspectives, is considered key for students to:

1. Develop personal standpoints
2. Understand the interdependence between social practices and sustainable development
3. View their own reality in a global context and create international solidarity
4. Understand the relation between past, present and future events

(Gy11, 2011: 7)

The school should educate students on the diversity of the concept of knowledge and teach them how to draw conclusions from holistic perspectives. The aggregate of these skills should enhance students' ability to analyze different opportunities and consequences, and prepare them to make informed decisions regarding the direction of their post-grad life (Gy11, 2011: 13).

The goals and guidelines for current high school education are overall promising, and the information from Gy11 page 13 follows suit with Gustavsson's (2000, 2004) theory of knowledge. Aspects of Liedman's (2011) idea of a good education are visible, and there is a clear focus on giving students a well-rounded education that prepares students for an active participation in society. Plenty of weight is put on providing students with a variety of glasses through which they can observe, analyze and understand their operating environment (Ibid.).

The prominent emphasis on entrepreneurial skills in Gy11 tends to suggest the preparation for post-grad life is more directed toward turning students into profit-making commodities that fit

the needs of the job market. Seen from Dewey's (1897) point of view, this could be problematic in regards to having students realize their full potential from a wider perspective that goes beyond the supply and demand of the job market.

In the context of social consciousness and reconstruction (Dewey, 1897, UN, 2013b), it seems such an education teaches students to view the world as given rather than critically reflecting over where the world is going and how one can affect development. This clashes with all three theorists' (Dewey, 1897; Gustavsson, 2004; Liedman, 2011) ideas of how knowledge and education should create aware and active individuals. It becomes a question of what an active participation in society actually entails; a question that invites a kaleidoscope of answers.

### *5.1.2 Social Studies and SAMSAM01b*

According to Gy11 (2011: 143f), Social Studies as a subject is inherently interdisciplinary. While having its base in political science, sociology and economics, other disciplines of social science, humanities studies and historical perspectives are incorporated. Integrating concepts, theories, models and methods from all these disciplines ought to help students understand complex societal issues (Ibid.).

The current high school social science core class, SAMSAM01b, should cover all the dimensions of social studies mentioned above (Gy11, 2011: 150). Additionally, the specific course requirements for SAMSAM01b state the course has to address the following core contents:

- Political systems on local, national and EU levels
- Political ideologies and their relevance to community building
- International and Nordic collaborations
- Power relations and opportunities to affect these
- Human rights and their applicability
- International law in armed conflicts
- Job market aspects and their role in societal development
- Identities, relationships and social living conditions among groups and individuals
- Socioeconomic structures, personal finances and consumption patterns
- The power and social role of mass media and information technology

(Gy11, 2011: 150)

Social Studies and SAMSAM01b objectives and directives continuously promote skills needed to apply holistic and critical perspectives on society-related issues. Important areas to cover include power, democracy, equality and human rights (Gy11, 2011: 143f, 150). This follows the Gy11 aim to teach students how to orient themselves in an internationalized society and complex, fast-changing reality (Gy11, 2011: 5ff). The diverse approach advocated by Liedman (2011) is apparent among the objectives and directives. This diversity also suggests such interdisciplinary methods discussed in 2.2 would be ideal to reach these goals. Otherwise students may struggle to understand how different aspects of society such as politics, sociology, history and economics are all tied together and relate to real-life situations (Gustavsson, 2004). This may in turn result in flawed holistic perspectives (Liedman, 2011) and impede the realization of one's full potential (Dewey, 1897).

## 2. *How is CIS represented in the objectives and directives of Gy11 and SAMSAM01b?*

### 5.1.3 *CIS in Gy11*

In line with the three previously stated areas of interest in 2.1, and in addition to what was said in 5.1.1, Gy11 states that it is also the responsibility of each high school to ensure all individual students:

- have the ability to *critically examine* and assess what they see, hear and read in order to be able to discuss and take a view on different issues concerning life and values.
- have a knowledge of *international cooperation* and global relationships, and can assess events from Swedish, Nordic, European and global perspectives.
- can observe and analyze the interaction between people in their surroundings from the perspective of *sustainable development*.

(Gy11, 2011: 9f)

Gy11 clearly intends for the education to include all three aspects of CIS. It also claims it is the responsibility of the teachers to make sure the scientific grounds, fundamental values and perspectives of the knowledge are up-to-date and clarified (Gy11, 2011: 10f). Considering the time constraints among teachers discussed in 4.1, this responsibility becomes a risk. The implementation of critical thinking skills becomes partly dependent upon teachers' preference for fact-based or reflection-based examination materials. If it includes content and assignments that promote critical thinking, it is likely to give students a wide range of perspectives and help guide them in how to apply the gained knowledge in meaningful ways

(Gustavsson, 2000; Liedman, 2011). If not, the education risks turning into the soulless and normalizing school Dewey (1897) scorns.

Aside from the cited bullet point above, international cooperation is mainly mentioned in the context of partnership agreements with other schools to give students opportunities to study abroad (Gy11, 2011: 5). This is positive in the sense that it promotes intellectual exchange and learning of how to cooperate with people from different living conditions, cultures, languages, religions and histories as promoted by UNESCO (1996). It may also help students understand needs and consequences of increased international cooperation. However, if high school education fails to inform students on central international operations and structures of the globalized world they are supposed to actively participate in, the education misses the idea of real-life applicability (Gustavsson, 2004; Liedman, 2011). From Dewey's (1897) perspective, this may also decrease students' interest in contributing to the necessary social change advocated by the Post-2015 agenda (UN, 2013b).

Sustainability does not explicitly pervade the aims, objectives and directives of the curriculum. The term "sustainable development" is mentioned only in the cited bullet point above and in the *environmental perspective* paragraph (Gy11, 2011: 7, 10). There is no explicit mention of its three-dimensional nature. Students are to be educated to respect and care for both the local and global environment. Regarding economic sustainability, good cooperation between schools and working life is encouraged. Teaching students entrepreneurial and innovative skills is also high on the agenda. Recurring aspects of democratic values and an emphasis on learning and practicing respectful behavior and acceptable attitudes toward fellow human beings can be considered part of the social dimension (Gy11, 2011: 5-16). The problems of implementing sustainable development mentioned in 2.2 are evident, and the same issues of real-life applicability discussed in the above paragraph apply here. If sustainable development is the pathway to the future (UN, 2013a), and education is a principal means to get there (UNESCO, 1996), the concept of sustainability may need more attention throughout the curriculum goals.

#### *5.1.4 CIS in Social Studies and SAMSAM01b*

The social science part of high school education should provide students with both local and global interpretations and perspectives along with an understanding of the value of history. It should also provide knowledge of how different ideological, political, economic, social and environmental conditions affect and are affected by individuals, groups and societal structures (Gy11, 2011: 143f).

Characteristics of sustainability's three dimensions are present in the objectives, but the fact that, in the subject's purpose, knowledge of sustainable development is mentioned last in an additional injunction together with knowledge of working life and resources may hint at a low priority of the topic in today's educational system (Gy11, 2011: 143f). Critical thinking is mentioned in the following paragraph as a necessity to prepare students for active participation in today's complex, dynamic and information-overloaded society. This type of critical approach was defined in the curriculum as knowing how to search for, structure, critically analyze and interpret information from different sources and media. Learning how to identify causal relationships in social processes was emphasized as well (Ibid.).

As evident in the bulleted list in 5.1.2, SAMSAM01b is designed to cover a variety of perspectives and ideologies necessary for critical thinking. There was no explicit mention of sustainable development in the specified directives, but as with the umbrella objectives, all three (social, economic, environmental) aspects of sustainable development were included in various ways (Gy11, 2011: 150).

Instructions for teaching students about local and global collaborations and power relations cover parts of the international cooperation aspect (Gy11, 2011: 150). There is still no requirement to educate SAMSAM01b students on theories of macroeconomics and their relationship to economic growth, power, influence, sustainable development, environmental issues and resource distribution, which are all part of international operations (UN, 2013b). These are to be covered in the subsequent course, SAMSAM02, which is not a core class and only included in social science programs (Gy11, 2011). The same pertains to aspects of political development as related to historical ideologies and power relations, as well as economic and structural conditions (Gy11, 2011: 155).

#### *5.1.5 Additional Comments*

Critical thinking skills are certainly important for practical wisdom (Gustavsson, 2004). However, learning about critical thinking without a solid understanding of how various aspects of sustainable development and international cooperation are intertwined becomes problematic when seen from Liedman's (2011) point of view as the holistic perspective again becomes flawed.

As SNAE (2011) says, the objectives of SAMSAM01b are not much different from those of SH1201, which were in place during my own high school education. What is problematic here is that, as far as I can remember, we encountered close to no information regarding different aspects of global development throughout my SH1201 course. Critical thinking exercises

were far from common practice, international cooperation meant a brief overview of the EU's basic structure, and sustainable development was virtually unheard of at this time. Consequently, we were part of an ignorant crowd who entered post-grad life holding a single pair of blurry glasses and very limited knowledge of our operating environment. If the curriculum has not changed much, there is a significant chance the overall structure of the course content has not changed much either. It becomes a question of teacher implementation and real-life application, which is explored further in 5.2 and 5.3.

## 5.2 Examination Materials

The results contain data from the five SAMSAM01b teachers who offered to provide examination material for this study. In regards to source presentation, requests ranged from “anonymous” to “no preference”. All teachers in this study will be treated with anonymity. No sample questions, et cetera, from examination materials will be used as these are public documents and can thus be traced back to the teachers. For this reason, coding of the sets of examination materials has been ignored, thus excluding the use of formal empirical references in this section. Moreover, since the majority of the analyzed examination material revealed similar, recurring themes, the results and analysis are presented through a comprehensive summary of the representation of each CIS category.

### 3. *How is CIS represented in SAMSAM01b examination material?*

#### 5.2.1 *Critical Thinking*

Although the majority of the “traditional tests” analyzed rely heavily on fact-based questions requiring memorization skills rather than reflection, various methods of practicing critical thinking are present in all analyzed sets of examination material. Occasional pros-and-cons questions seem to be a popular method to get students to reflect around issues and opportunities. There is a focus on encouraging students to view situations and features from different perspectives and consider alternative approaches to social issues.

Political ideologies are common in short-answer tests, but these ideologies are usually limited to traditional ideas such as socialism, conservatism and liberalism. Critical theories and perspectives are seldom included. Source criticism is enforced in several argumentative assignments and students are often asked to reflect over how media and other power structures influence their lives and operating environments.



Only one teacher uses interdisciplinary approaches where various subjects are combined in different projects to increase real-life applicability and have students practice open-mindedness by viewing issues from various angles and respect others' opinions. Another teacher uses comparison methods where students are to critically reflect over how different social and political movements influence individuals, cultures and power relations.

Almost all of the examination material is fact-based, relying on descriptive *how* and *what* questions. A few assignments include reflective exercises, but none of those asks students to criticize the wider operating environment in regards to how the world actually works. They are also rarely pushed to, for example, reflect over why certain power structures have come about and consider alternative world order perspectives. Dewey (1897) might call this type of education soulless. Liedman (2011) would probably blame it for lacking necessary holistic perspectives. Students do not seem to be provided opportunities to practice the critical reflection needed for practical wisdom and good judgment. It becomes a matter of gathering information, not knowledge (Gustavsson, 2004), which in turn may affect active society participation and opportunities for social change (Dewey, 1897; UN, 2013b).

### 5.2.2 *International Cooperation*

The international perspective is almost nonexistent in the examination material. The term "international cooperation" or variations of the term are never explicitly mentioned and the range of international actors is very limited. Only one assignment among all the examination material mentions the European Union (EU), the Economic and Monetary Union (EMU) and the United Nations (UN), and only one project focuses on the understanding and respect for other people's positions.

The concept of human rights is mentioned from time to time, but without any demands for a deeper reflection of its meaning. There is also a prominent focus on Sweden and the Swedish society; especially regarding democracy, economic policy and the Swedish governance system. Despite the second overall knowledge goal mentioned in 5.1.3, discussions of international systems, global leadership and Sweden's connection to the global system are absent throughout all of the examination materials. Since almost all the examination material is fact-based (5.2.1), it provides little room for reflection over pros and cons, and opportunities and difficulties regarding international processes.

Such a lack of an international perspective becomes rather problematic when teaching students about global development and preparing them for a post-grad life in an increasingly

internationalized society. If students are not exposed to the operations of the international world, they will likely struggle to put their knowledge of national processes into broader contexts (Liedman, 2011). It may be that this type of knowledge is included through other methods of the course. If not, students may face significant trouble in the quest toward realizing their own full potential as individuals (Dewey, 1897), and the road toward Liedman's (2011) idea of a good education grows longer.

### *5.2.3 Sustainable Development*

As with international cooperation, sustainable development is rarely mentioned in the examination material. The actual term is only mentioned in the assignment that also discusses the EU, EMU and UN. This assignment gives students the option to research issues and opportunities concerning world development, and discover how citizens can influence this development. Among the entire collection of examination material, though, there are only a few, separate references to social movements, economic systems, socioeconomic aspects and environmental issues. No reference to the three-dimensional structure of sustainable development was noted.

UNESCO (1996) claims education is key, and UN (2013b) says younger generations are the future global actors. If students of these generations are not taught to understand the fundamental relationship between social, economic and environmental issues in regards to development, the type of sustainable development envisioned in the Post-2015 agenda (UN, 2013b) becomes threatened. Although the assignment described above aligns almost perfectly with Liedman's (2011) indication of what a good education should entail, these assignments seem scarce. If, as UN (2013a, b) and UNESCO (1996) stated, students are the future actors with the ability to influence this development era, a deficiency of such content among the rest of the examination materials becomes problematic for good judgment, social change and the growth of sustainability (Dewey, 1897; Gustavsson, 2009; UN, 2013a, b).

## **5.3 Teacher Perspectives**

Since one teacher preferred anonymity and the others stated no preference, teachers have been granted anonymity throughout the presentation and analysis of the interview and commentary results. This is for both consistency and precautionary reasons. The interviewees are referred to as Teacher 1 and Teacher 2; the commentators as Teacher 3 and Teacher 4. The interview results are presented in a similar fashion to the examination material, including a section for additional comments and complementary information from Teacher 3 and 4 commentaries.

4. *How do SAMSAM01b teachers describe the implementation of CIS in their courses?*

*5.3.1 Critical Thinking*

Teacher 1 (2014) and Teacher 2 (2014) emphasized a pervasion of critical thinking as a natural part of all education. They claimed their teaching practices are designed to encourage students to adopt a reflective approach toward just about any information they encounter and actively criticize sources' credibility. These teachers expressed a wish for their students to approach concepts and issues from various perspectives by having them compare cause-effect relationships and consider pros and cons. In accordance with the concept of episteme (Gustavsson, 2004), understanding the difference between fact-based and opinion-based argumentation and reflection was stressed:

[Reflection] is not about expressing an opinion. It is about twisting and turning, and trying to illustrate an issue and draw some conclusions about how one can view the issue. Not thinking of [the issue] as good or bad. (Teacher 2, 2014)

In regards to teaching students how to draw conclusions from more open, holistic approaches (Liedman, 2011), both teachers advocated interdisciplinary initiatives. Discussions of, for example, different world orders and power relations were said to be more common in history courses but still affect students' understanding of social issues (Teacher 1, 2014). Political ideologies were said to mainly concern the traditional approaches mentioned in 5.2.1, and while both teachers highlighted the importance of historical associations, they said critical worldview perspectives were excluded from SAMSAM01b. These are deemed too much to handle for students who do not yet possess basic knowledge of the traditional ideologies (Teacher 2, 2014).

I believe this [lack of basic knowledge] is a big problem. When students enter high school you expect them to possess certain basic knowledge that you can build upon. ... If they do not have this, you have to work on that first, which leaves little room for other course content. (Teacher 1, 2014)

Critical thinking is evidently high on the agenda, but it seems this extensive lack of basic knowledge among students complicates matters significantly when it comes to teaching them how to analyze and reflect. This goes along with both Gustavsson's (2004) and Liedman's (2011) statements in 2.2 concerning superficial, non-reflective education. The teachers expressed frustration over this, saying 'imprinting such basic knowledge of, for example, democracy and the Swedish governance system should be the responsibility of lower education' (Teacher 1, 2014; Teacher 2, 2014). Seen from Dewey's (1897) and Liedman's

(2011) perspectives, such initial knowledge deficiency combined with the limited time allowed for each course makes the goals of a good education difficult to reach.

### *5.3.2 International Cooperation*

Both teachers admitted the international perspective is used sparsely and not given the attention it deserves due to too many other requirements and a constant lack of time. They also agreed students need to understand national processes and local operating environments before widening the perspective to international and global operations (Teacher 1, 2014; Teacher 2, 2014).

SAMSAM01b has to start from the basics and focus on Sweden and the local society ... I believe it is difficult for students to understand and relate to Sweden's role in the international arena if they do not understand how the Swedish society works. (Teacher 1, 2014)

The lack of basic knowledge further complicates the process of establishing a fundamental understanding of how the Swedish society works before being able to widen the scope (Teacher 1, 2014; Teacher 2, 2014). When time permits for this widening, usually toward the very end of the course, the EU and UN are given choices for both teachers. This was based on the argument that SAMSAM01b students' knowledge level allows them to comprehend processes of international organizations with solid structures. Transboundary organizations like international non-governmental organizations (INGOs) and inter-governmental organizations (IGOs) become too complex and are often excluded (Teacher 2, 2014):

[International cooperation] usually takes second place and tends to only be discussed through brief overviews of the EU and UN. ... If SAMSAM01b is the only social science education one gets, things may be even worse. (Teacher 2, 2014)

Teacher 1 (2014) aimed for an extended implementation of international cooperation by having students reflect over things like the UN's power and/or the lack of it, its ability to handle international conflicts, the EU's influence on Sweden, causes and effects of resource distribution, EMU issues and alternatives to growth measurement tools.

[Issues concerning international cooperation] are things I would want to spend much more time on, absolutely, but there is no time for it due to the vast amount of other required course content that needs to be covered. (Teacher 1, 2014)

On the issue of international systems, there appeared to be a greater focus on international politics than on international economy in SAMSAM01b. Although the job market, consumer

science, private finances and socioeconomic aspects were said to be naturally included in the courses, international economy, world trade and macroeconomic theories were typically saved for SAMSAM02 and not included in SAMSAM01b (Teacher 1, 2014; Teacher 2, 2014).

Both teachers' statements hint at the issue discussed in 2.4 regarding how students enrolled in non-social science programs may miss out on important knowledge about the operating environment if the already heaped SAMSAM01b course does not have time to cover everything adequately. Just like the case with the examination material, one may, from Liedman's (2011) perspective, argue this exclusion inhibits students' ability to view common aspects of their operating environment from a vaster perspective. Despite the teachers' focus on open-mindedness and critical reflections, an almost constant focus on Sweden will likely only have these perspectives span the local and not include the global. While this seems to confirm the findings of the SOU (2004) report presented in 2.2, it also highlights Gustavsson's (2009) concerns of a superficial education.

### *5.3.3 Sustainable Development*

Much like the implementation of international cooperation, Teacher 2 (2014) admitted environmental issues are seldom prioritized due to a lack of time. Concerning the social dimension of sustainable development, there is an aim to instill social equality as a guiding principle in students' thought processes, following Gustavsson's (2009) emphasis on tolerance. Things like individual consumption behaviors and uneven global wealth distribution are sometimes discussed in regards to economic sustainability, according to Teacher 2 (2014).

Teacher 1 (2014) said sustainable development is typically included in history and general science courses, but believed it should be included in all education. Teacher 1 (2014) also expressed a prominent focus on awareness of environmental issues and the need for students to get involved:

Students need to realize their opportunities to impact development ... [and] see the fun in getting involved [in societal issues]. Individuals who do not feel committed as citizens of their society can become dangerous for the democracy.  
(Teacher 1, 2014)

Discussions of current events was said to be a common activity in Teacher 1's course where students are asked to reflect over problems and solutions regarding social and environmental issues. Teaching students about the significance of international cooperation becomes an important aspect here as well (Teacher 1, 2014). Viewed from Dewey's (1897) perspective,

such education is pivotal for students to realize their full potential and learn how to live in post-grad life. It also goes along with the importance of real-life applicability as stressed by Gustavsson (2004) and Liedman (2011). Yet the problems noted in 5.2.3 apply here as well.

Teacher 1 (2014) also considered interdisciplinary projects ideal ways to incorporate sustainable development into SAMSAM01b, but said such projects have proven difficult to put into effect. The noteworthy part is that Teacher 1 (2014) expresses a positive outlook on the alternative of interdisciplinary projects. Unfortunately, it seems the implementation issues discussed in 2.2 are very much present here. Hence students tend to miss out on crucial education on sustainable development needed for the kind of good judgment Gustavsson (2000) promotes when making decisions regarding one's impact on the operating environment.

#### *5.3.4 Additional Comments*

Educating students on democratic values was brought up by all four teachers as a central aspect of SAMSAM01b (Teacher 1, 2014; Teacher 2, 2014; Teacher 3, 2014; Teacher 4, 2014). Teacher 1, 2, and 4 (2014) also considered students' lack of basic knowledge a major problem in regard to educating students on more complex features of CIS. Teacher 1, 2 and 3 (2014) blamed the lack of time and increased workload for not being able to include much content on international cooperation and sustainable development.

As compared to the previous curriculum, all of the teachers claimed the current curriculum allows them the same amount of time for SAMSAM01b, but requires a lot more specific content to be included combined with more administrative work. This certainly gives the course more width, but less depth and allows little room for alternative teaching practices, which could be considered problematic from Dewey's (1897), Gustavsson's (2004) and Liedman's (2011) perspectives on knowledge and education. Teacher 1 (2014) also expressed a 'constant feeling of bad conscience' for not having enough time to educate students on all relevant topics. Teacher 2 (2014) frequently mentioned the difficulties of giving students the education needed to have 'some kind of reasonable ground' to stand on as active citizens.

I do not think we should have this solely instrumental vision of the school that considers education merely as a tool to supply manpower to society. ... There has to be some kind of educational ideal and an understanding that an educated person contributes something to society ... not only in a profit-making sense.  
(Teacher 2, 2014)

Judging by the interview and commentary information, there is a clear aspiration among teachers to give students the widest and best possible set of tools for entering post-grad life with a reflective mindset. It seems the curriculum directives are what complicate this vision. In line with Liedman's (2011) critique of the current school system, teachers are not given the time and leeway necessary to educate students on relevant aspects needed to make valid analyses of the global development that influences their operating environments. A good education is clearly envisioned, but seems to be constrained by reality.

## 6 Concluding Remarks

### 6.1 Summary and Conclusion

Education has been considered a principal means of combating global challenges by fostering a more sustainable form of human development. Although disagreements exist on how this should be done, there seems to be a consensus on the importance of including aspects of critical thinking, international cooperation and sustainable development in today's education. Using this as a starting point, the purpose of this thesis was to further explore the role of education in relation to global development and international relations by conducting a descriptive study of the implementation of CIS in the curriculum and SAMSAM01b.

Previous research and reports indicate that understanding and reflecting over the operating environment is a critical departure point for any actor who wishes to make a positive impact, regardless of scale, on global development. Despite its idealistic resonance, teaching future generations of global and local actors how to critically evaluate one's own and others' perceptions of reality with an open mind may so be a first step toward creating preconditions for such efficient international collaborations required to reach the sustainability discourse advocated by the Post-2015 agenda. For this we need a good education; a concept which, judging by the results of this study, seems easier to theorize than practice.

The current curriculum's objectives and directives for both the overall high school education and SAMSAM01b in particular appear clear and promising. They look great on paper and sound great in theory. Specific objectives concerning CIS are explicitly stated in the curriculum's general knowledge goals and to some extent implicitly present in SAMSAM01b specified guidelines. The course is undoubtedly designed to include a wide variety of societal features that give students a comprehensive understanding of how different societies work.

The envisioned graduate prototype such an education aims to generate would in theory be well prepared to enter post-grad life in today's increasingly internationalized society. Ideally, such a graduate would have access to a closet full of glasses to choose from and also be open and tolerant to other perspectives and opinions. This graduate would be able to understand relationships between local and global operating environments and actively reflect over how (s)he influences and is influenced by these. The open and reflective mind of the graduate prototype resembles the prerequisites for practical wisdom of Gustavsson's philosophy of knowledge. The type of education promoted also draws parallels to the ideas of both the purpose and structure of a good education as advocated by Dewey and Liedman (3.3).



The ambitions are high. Possibly too high if you look at the contents of the examination material, and too inclusive if you ask the teachers. The demanded knowledge substance is undeniably relevant to create aware and well-rounded post-grad individuals ready to actively participate in society, but it seems to be too much content to cram into too little space and time. Additional problems arise when students arrive at high school with a highly deficient knowledge base. This results in (un)necessary repetition of fundamental proficiencies and a cutback on the content needed for wider progressive skills.

The prominence of fact-based, short-answer examination questions is inclined to encourage student to memorize rather than understand knowledge. Based on the examination material, there seems to be an apparent focus on having students understand structures the way they are. This might complicate the development of a holistic perspective and cause further problems for the application of the reflective approach needed to make sound judgments about one's future life, which in turn may impede the realization of one's full potential.

According to teachers, discussions of global systems and critical theories are far from common, and international and sustainable perspectives are often sidelined to make room for fundamental local and national processes. The analysis suggests that representation of international cooperation in teaching material is clearly limited, and there seems to still be quite a long way to go for sustainability to become a given aspect of high school education. Whether this depends on inadequate knowledge among teachers (2.2), an excessive workload or flawed curriculum directives can be debated.

Sustainable development may be a complicated issue to implement, but allotting time in school for young generations to learn about this needs to be a foregone conclusion. Regardless of previously mentioned disagreements on how this should be done (2.2), and like the UNESCO report stated in chapter 1 and 2 above, it is the educational system's responsibility to make sure students are sufficiently informed. Teachers may attempt to implement aspects of sustainable development, but the results of this study appear to corroborate previous research that points at the inadequacy of such implementation. From the theoretical perspectives of this study, such a shortfall may also complicate the crucial real-life applicability of the education.

Since SAMSAM01b struggles to fit everything, and guidelines for other high school subjects are designed to provide students with complementary skills and tools to understand and reflect over their operating environments, the interdisciplinary approach discussed in SOU

2004: 104 (2.2) may need some more consideration. Maybe there is a need for a revampment of the SAMSAM01b course; maybe of the entire educational system, because the way it is designed today appears great in theory, but not in practice. Students at Swedish public high schools may be prepared for a post-grad life in Sweden. They will probably be experts on democracy and perhaps aspiring entrepreneurs, but without a fundamental understanding of CIS in relation to the operating environment, their opportunities to impact on the international and global level will likely suffer considering the increasing internationalization of society. If current education inhibits knowledge and awareness of CIS and the global operating environment among younger generations of global and international actors, it may also affect the international intellectual exchange negatively, and in the long run risk a delay in the progression of a global sustainable development discourse.

In conclusion, the results of this study suggest that although the curriculum objectives and directives appear straightforward, there are still issues regarding the implementation of CIS in SAMSAM01b. It is undoubtedly the entire high school experience, not only SAMSAM01b, that is supposed to help mold students into aware and competent individuals with potential for practical wisdom. SAMSAM01b courses seem to do a great job when it comes to molding students' critical thinking skills. The part including important aspects of global development, however, is conspicuous by its absence; an omission that could affect how future generations of international actors learn to live together and cooperate. It is a globally influenced society these students are expected to actively participate in. Only possessing skills to analyze that society does not do them much good unless they understand the context in which it operates. Without holistic, reflective perspectives, the number of clarified experiences could stagnate and good judgments regarding the development of the operating environment become flawed.

Due to the thin empirical data and the selective analytical method used in this study, it ought to be emphasized that these results should not be seen as evidence of anything, but rather as an illustration of the arguments presented in this conclusion. As with all scientific studies, additional research on the issue is needed to ensure more reliable conclusions regarding education's role in global development.

On a final note, much like there is a difference between giving a hungry man a fish, and teaching him how to fish for himself, there is a difference between providing young generations a set of facts of reality, and giving them a variety of tools from which they can figure out reality for themselves.

## 6.2 Methodological Discussion

A few methodological dilemmas appeared throughout the study. The main issue being the difficulties in collecting sufficient empirical data needed to make a credible analysis of SAMSAM01b with transferable results. The study could certainly have been broadened and included a larger sample population to begin with for both examination material and teacher interviews. A biased presumption that examination material would be easily available as they would most likely already be in print or digital form led to an initial belief that the chosen sample would do. Ignorance toward the time shortage among teachers also played a part.

Although the empirical base of the study was on the low side, it still provided ample information for a fruitful analysis and discussion of the research problem. Considering previous research and the prominent similarities among the analyzed data with its recurring themes, additional studies on the same topic may help strengthen the transferability of the results. Interviewing students on their perceptions of CIS in SAMSAM01b through surveys would have added valuable data to the analysis as well. While this was initially contemplated, the method ended up being deselected due to the limited time frame and predetermined focus on curriculum objectives and teacher practices and perspectives.

An additional problem included the analytical framework. While each of the concepts of CIS was defined and analyzed separately, the method was somewhat complicated due to their overlapping tendencies. Critical thinking was especially difficult to manage in the analysis seeing that it turned into quite an ambiguous concept in the context of the analysis. The three-dimensional definition of sustainable development also proved cumbersome. The international perspective was the only concept that was relatively easy to analyze systematically. Despite these issues, the chosen methodology provided an overall satisfactory approach toward the research problem that generated relevant empirical data and thought-provoking results.

## 6.3 Future Research

As mentioned in 2.4, researchers interested in the topic of education in relation to CIS may be interested in conducting similar analyses of other relevant core class subjects. Including analyses of relevant course literature and accompanying reading instructions would also add valuable empirical data that was not covered in this study. Student perspectives on the content of SAMSAM01b would certainly be a great complement to the results of this study. It would also be interesting to do a similar study on primary school's social science-related courses.

This may also provide an explanation to why these students tend to arrive at high school lacking the basic knowledge they are expected to learn in primary school.

Maybe one wishes to go beyond the concrete content of SAMSAM01b and delve deeper into latent aspects of the course. A critical examination of underlying ideologies and hidden agendas present in the teaching practices of SAMSAM01b could be an option. Similar studies can be applied to the learning objectives stated in Gy11. With knowledge comes power and vice versa. Thus some could even go further and critically examine the operations of the educational system as a whole through such perspectives as, for example, Michel Foucault's idea of the relationship between power and knowledge in regards to social control. The fields of knowledge and education are vast, and there are plenty of research angles to approach them from. A little bit of information, reflection and creativity opens up for a world of opportunities.

## References

- Baltic 21E (2002). *An Agenda 21 for Education in the Baltic Sea Region – Baltic 21E*, Baltic 21 Series No 1/2002.
- Bellman, J. and Nordenborg, E. (2007). *Hållbar utveckling inom Göteborgs kommunala gymnasieskolor*. Bachelor Thesis. Institution of Sociology, Gothenburg University.
- Bergström, G. and Boréus, K. (2012). *Textens mening och makt: metodbok i samhällsvetenskaplig text- och diskursanalys*, Lund: Studentlitteratur.
- Convergences 2015 (2014). *International Cooperation*. Retrieved on 2014-07-28 from <http://www.convergences2015.org/en/Topics/Topic?theme=InternationalCooperation&showDescription=True>
- Cox, R. (1993). "Critical Political Economy", in Hettne, B (Ed.), *International Political Economy – Understanding Global Disorder*, Zed Books, London, pp. 31-45.
- Dewey, J. (1897). My pedagogic creed, *The School Journal*, Volume LIV, Number 3 (January 16, 1897), pp. 77-80.
- Dominguez, E. (2014) Seminar on interview methods. GS1311 VT14 Metod inom Globala Studier. Gothenburg University. 2014-02-07.
- Eriksson, L. (1992). Från Kunskap till Visdom, PADRIGU Working Paper, pp. 1-42.
- Esaiasson, P., Gilljam, M., Oscarsson, H., Wängnerud, L. (2012). *Metodpraktikan: Konsten att studera samhälle, individ och marknad*, 4th ed. Stockholm: Norstedts juridik.
- Gilje, N. and Grimen, H. (2007). *Samhällsvetenskapernas förutsättningar*, Göteborg: Bokförlaget Daidalos AB.
- Gustavsson, B. (2000). *Kunskapsfilosofi: Tre kunskapsformer i historisk belysning*, Stockholm: Wahlström & Widstrand.
- Gustavsson, B. (2004). *Vad är Kunskap? En diskussion om praktiskt och teoretisk kunskap*, Kalmar: Lenanders Grafiska AB.
- Gustavsson, B. (2009). *Utbildningens förändrade villkor: Nya perspektiv på kunskap, bildning och demokrati*, Stockholm: Liber.
- Gy11 (2011). *Läroplan, examensmål och gymnasiegemensamma ämnen för gymnasieskola 2011*. SKOLFS. Skolverket. Available at the Swedish National Agency for Education's website <http://www.skolverket.se/publikationer?id=2705>
- Göteborgs Universitet (GU) (2012a). *Globala Utvecklingsstudier*, Göteborgs Universitet. Retrieved on 2014-09-04 from [http://www.globalstudies.gu.se/utbildning/grundniva/globala\\_utvecklingsstudier](http://www.globalstudies.gu.se/utbildning/grundniva/globala_utvecklingsstudier)

- Göteborgs Universitet (GU) (2012b). *Internationella Relationer*, Göteborgs Universitet.  
Retrieved on 2014-08-03 from  
<http://www.utbildning.gu.se/kurser/amne/?subject=Internationella+relationer>
- Johansson, V. and Magnusson, K. (2007). *Implementering av utbildning för hållbar utveckling inom gymnasieskolan*. Bachelor Thesis. Institution of Sociology, Gothenburg University.
- Ki-moon, B. (2009). *UN and Civil Society*. Speech at World Economic Forum, Davos, Switzerland, 29 January 2009. Retrieved on 2014-07-16 from <http://www.un.org/en/civilsociety/>
- Liedman, S-E. (2004). Makt och Kunskap. *Forskning & Framsteg*, 4/2004. Retrieved on 2014-04-20 from <http://fof.se/tidning/2004/4/makt-och-kunskap>
- Liedman, S-E. (2011). *Hets! En bok om skolan*, Stockholm: Albert Bonniers Förlag.
- Mill, J. S. (1869). On Liberty, "Chapter II: Of the Liberty of Thought and Discussion"  
Retrieved on 2014-03-10 from [http://www.serendipity.li/jsmill/on\\_liberty\\_chapter\\_2.htm](http://www.serendipity.li/jsmill/on_liberty_chapter_2.htm)
- Schouten, P. (2009). "Theory Talk #37: Robert Cox on world orders, historical change, and the purpose of theory in international relations", *Theory Talks*. Retrieved on 2014-08-12 from <http://www.theory-talks.org/2010/03/theory-talk-37.html>
- Sprague, J. (2005). *Feminist Methodologies for Critical Researchers: Bridging Differences*, Walnut Creek: Altamira Press.
- Statens Offentliga Utredningar (SOU) 2004: 104 (2004). *Att lära för hållbar utveckling*. Betänkande av Kommittén för utbildning för hållbar utveckling. Statens Offentliga Utredningar. Stockholm. Retrieved on 2014-07-30 from <http://www.regeringen.se/content/1/c6/03/41/44/0fe2bc94.pdf>
- Statens Offentliga Utredningar (SOU) 2008: 27 (2008). *Framtidsvägen – en reformerad gymnasieskola*. Betänkande av Gymnasieutredningen. Statens Offentliga Utredningar. Swedish Ministry of Education and Research. Stockholm: Edita Sverige AB.
- Statistiska Centralbyrån (SCB) (2012). *Befolkningens studiedeltagande*. Statistiska Centralbyrån. Retrieved on 2014-03-10 from <http://www.scb.se/sv/Hitta-statistik/Statistik-efter-amne/Utbildning-och-forskning/Befolkningens-utbildning/Befolkningens-studiedeltagande/9604/9611/>
- Swedish National Agency for Education (SNAE) (2011). *Ämne – Samhällskunskap: Jämförelse med Gy2000*. Retrieved on 2014-07-11 from

<http://www.skolverket.se/laroplaner-amnen-och-kurser/gymnasieutbildning/gymnasieskola/sam?tos=gy&subjectCode=sam&lang=sv>

Swedish National Agency for Education (SNAE) (2013). *Elever på program hösten 2013*.

Retrieved on 2014-03-11 from <http://www.skolverket.se/statistik-och-utvardering/statistik-i-tabeller/gymnasieskola/skolor-och-elever>

Thurén, T. (2013). *Källkritik*, Stockholm: Liber.

Toulmin, S. (1963). *Foresight and Understanding: An enquiry into the aims of Science*, New York and Evanston: Harper & Row, Publishers.

United Nations (UN) (2013a). *A life of dignity for all: accelerating progress towards the Millennium Development Goals and advancing the United Nations development agenda beyond 2015*. Report of the Secretary-General. United Nations General Assembly. A/68/202.

United Nations (UN) (2013b). *A new global partnership: eradicate poverty and transform economies through sustainable development*. Report of the High-Level Panel of Eminent Persons on the Post-2015 Development Agenda. New York: United Nations Publications.

United Nations (UN) (2014a). *About My World*. The United Nations global survey for a better world. Retrieved on 2014-09-05 from

<http://www.myworld2015.org/?page=about-my-world>

United Nations (UN) (2014b). *MyWorld2015 Analytics*. The United Nations global survey for a better world. Retrieved on 2014-09-06 from <http://data.myworld2015.org>

United Nations Educational, Scientific and Cultural Organization (UNESCO) (1996). *Learning: The Treasure Within*. Report to UNESCO of the International Commission on Education for the Twenty-first Century. Paris: UNESCO Publishing.

United Nations Educational, Scientific and Cultural Organization (UNESCO) (2013).

*Revisiting Learning: The Treasure Within*. Assessing the influence of the 1996 Delors report. France: UNESCO Publishing.

Universitetskanslerämbetet and Statistiska Centralbyrån (UK and SCB) (2013). *Number of qualified first choice applicants and admitted to program by field and sex, autumn term 2013*. Universitetskanslerämbetet och SCB. Retrieved on 2014-03-

11 from <http://www.uk-ambetet.se/download/18.575a959a141925e81d1fcc/Tabeller-2.pdf>

Utbildningsförvaltningen (2014a). *Om oss – In English*. Retrieved on 2014-07-29 from <http://goteborg.se/wps/portal/enheter/fackforvaltning/utbildningsforvaltningen!/ut/p/b1/>

Utbildningsförvaltningen (2014b). *Vision och verksamhetsidé*. Retrieved on 2014-07-29 from <http://goteborg.se/wps/portal/enheter/fackforvaltning/utbildningsforvaltningen!/ut/p/b1/>

## Coding Key

Teacher 1 (2014). Interview with SAMSAM01b teacher. Conducted on June 13, 2014.

Teacher 2 (2014). Interview with SAMSAM01b teacher. Conducted on June 13, 2014.

Teacher 3 (2014). Meeting with SAMSAM01b teacher. Commentary stated on April 3, 2014.

Teacher 4 (2014). Meeting with SAMSAM01b teacher. Commentary stated on April 4, 2014.



## Appendix A

### Interview Guide for Teacher 1 and 2

Guiding questions for semi-structured informant interviews with SAMSAM01b teachers. The interviews were conducted in Swedish, hence the interview guide is in Swedish. The guide is build around a structure that begins with formal information regarding the interview procedure. This is followed by questions concerning the interview subject's background. The two last sections concerns questions about the study in itself as well as the examination material. The interview ends with an opportunity for questions/comments from the interviewee.

#### 1. Formell info:

- Spelas in på iPhone om tillåtelse ges.
- Avsedd tid för intervju är 45-60 min
- Intervju för kandidatuppsats i internationella relationer på Göteborgs Universitet. Syfte: ta reda på vad som lärs ut i SAMSAM01b på Göteborgs gymnasieskolor.
- Subjektet är anonymt ifall inget annat föreslås. Informationen kommer endast användas i akademiskt syfte och som underlag för uppsatsen. Informanten har rätt att passa och/eller avbryta när som helst under intervjuens gång.
- Frågor?

#### 2. Om subjektet – bakgrund:

- Dagens datum, plats, tid, intervjuarens namn
- Subjektets namn, kön, ålder
- Född och uppvuxen i? Hur har subjektet bott i sitt liv?
- Informantens utbildningsnivå
  - Högsta utbildning
  - Inriktning/specialisering
- Nuvarande arbete? Hur länge jobbat som lärare? På skolan? Vad gjorde subjektet innan? Varför lärare?

#### 3. Frågor rörande uppsatsen:

- Vad tycker du om Lgy11 överlag och speciellt riktlinjerna för SAMSAM01b? Styrande eller mycket frihet för kursens upplägg?
- I Lgy11 pratas det om att man ska förbereda eleverna för ett aktivt deltagande i samhället. Vad är det viktigaste du vill att eleverna ska ta med sig från din samhällskunskap 1b-kurs?
- Hur implementerar du det internationella perspektivet i din SAMSAM01b-kurs?
- Vilka anser du är de viktigaste samhällsutmaningarna eleverna bör ha kunskap om? Tas dessa upp?
- I Lgy11 pratas det om att man ska promota den gemensamma referensramen i samhället. Hur tolkar du detta?
- Sven-Eric Liedman pratar i sin bok "Hets! En bok om skolan" om att dagens elever saknar baskunskaper för att kunna analysera sin omvärld på ett vettigt sätt. Har du märkt av detta? Hur i så fall och vad görs åt det?

#### 4. Om examinationsmaterialet:

1. Angående uppgiften om politiska ideologier, vilken är vanligast? Hur stort utrymme får kritiska teorier i undervisningen? Hur presenteras olika världssyner och världssystem?
  2. Diskuteras andra styrsätt utöver den svenska demokratin?
  3. I läroplanens övergripande kunskapsmål står det bland annat att eleverna ska utbildas i *hållbar utveckling*, *internationell samverkan* och *kritiskt tänkande*. Hur gör du för att implementera dem i kursen? Lektionsuppgifter/diskussioner? Seminarierna? Boken?
5. Frågor/Kommentarer?