

Index

Aamotsbakken, B., 40	comprehensive school, 235
academic learning, and social identification,	compulsory schooling, 227
10, 229	construction of students' own agency, 23, 13
Afdal, G., 198	contexts, 7–8
Aftenposten, 47, 48–49	shifting properties of, 8
alternative pedagogy, 30, 202	continuity across sites, 69
Andersen, B., 44, 46	cultural clashes, 28
"Area Lift" programme, 217–18	cultural identities, 12, 75-76, See also
Ashly school, 117	identity
	Aisha and Amna's story, 98-101
Barnsley school, 55, 55t3.3	and cultural work in families, 82-85
Barton, D., 6	curriculum of the cold, 76-77
Bettie, J., 13	defined, 75
Biesta, G., 17, 72	ethnically defined, 103
bildung, 3, 16, 17–19, 25, 28, 177, 187, 192,	Khalida's story, 95–97
203, 215, 216, 228, 229	Marcus's story, 86
and learning lives, 33–35	reworking immigrant identities with
Biseth, H., 44, 46	social capital, 98–101
Booth, M., 49	reworking older immigrant identities,
Borg, E., 41	94–98
boundaries of belonging, 197–202	symbolism and, 75
boundary crossing, 69	Tharakesh's story, 86–89
Brochmann, G., 36, 38	transported and maintained, 85-94
	work, 219
capitalism and Nordic model, 33	cultural narratives of learning, 224
career trajectories, longer-term, 175	cultural resources, and future-making, 136
Cartmel, F., 192	cultural work, 220
celebrating the other, 203	curriculum, 236-37, See also Norwegian
children of Norwegian-born parents, 36	national curriculum
choice-making, 223	hidden curriculum, 4
based on place, 173-74	curriculum of the cold, 76-77, 84-85
and decisions, 166	curriculum reform, 235
educational policy, 166	
and future-making, 166	Davidson, E., 4
social geography and, 186	debt of gratitude, 184
Christianity, and "the other", 31-33	Deeplake school, 52, 53t3.1, 84, 107, 110
civic engagement, 198	outdoor environment, 77, 81
collective imagining, 106	Demerath, P., 4
collective self-understanding, 29	democracy, 214
commuting time, and school choice, 175	Djuve, A.B., 36

257



258 INDEX

education choice (abroad), 95–98, 176–85 education system in Norway, 233–38 educational aspirations, 189 educational policy, and choices, 166 Edwards, R., 8 enterprise education, 125–27 equal opportunities, 166 Eriksen, I.M., 41 Eriksen, L.L., 29, 32 ethnic capital, 188	as local and individualized experiences of agency, 192 mobility and, 165 parents' role in, 166 personal choice and aspirations, 171–76 qualifications and, 165 school choice and, 165 Sheshan's story, 172, 174–75 social geography and, 165 and timescales, 227
ethnic category, 12	
outdoor activities, 83–84 ethnography, 4 linguistic ethnography, 5 everyday agency, 72 everyday artefacts, and learning, 105, 106, 107 everyday experiences and activities, and learning identities. See under learning identities	gaming in the home, and learning, 14 gap year opportunity, 176–85, 187, 188 Andreas's story, 177–80 David's story, 180–82 Houda's story, 183, 184–85, 195–96, 19' Khalida's story, 183–84 gender, 12, 136 academic performance and, 31 equality, 221
Facer, K., 191	General Plan of 1950, 42
families	global, local, and social perspectives, of
collective decision on future career, 182 cultural work in, and cultural identities, 82–85	narratives, 190 global social networks, and future-making, 176
expectations of, 190	globalization, 2
from immigrant, 216	and Nordic model, 33
narratives, 221, 226	goal-oriented pedagogy, 34
role in future-making, 166, 191 and tradition, 197–202	Grieg, N., 223 grit, and outdoor play, 77–82
Fekjær, S., 188	Groruddalen, 2, 20, 27-28, 217, 221
feminism, 40	classes, 45
folk high schools, 56, 176–88	Cohort 1 young people in, 52–53
folk learning, 229	Cohort 2 young people in, 53–55
formal education, 50, 72, 103, 192	Cohort 3 young people in, 55–56 as a conflict in public debate, 46–49
life chances relating to, 187 framing activity, 203–5	education choice outside of, 176–85
free choice, 166–71	geographic area, 45
free play, 105	housing in, 44–45
central features, 106	learner identity . See learning identities
freedom of choice, 171	as a local community in a global world,
by immigrants, 169–71	223
interpretation of, 185–87 Mahudan's story, 112–16, 169	location of kindergartens in, 77 role of schools in, 220
friluftsliv (open air life), 46, 48	settlement patterns in, 42–46
friluftsmenneske, 48	as a signifier for new Norway, 219–24
funds of knowledge, 6, 98–99	sociogeographical aspects of, 77
Furlong, A., 192	Gullestad, M., 37, 197, 203
future, uncertainty about, 180	
future-making, 185–92, 223, 224, 228	Hall, S., 75
Cathrine's story, 172–74, 175	Hamilton, M., 6



INDEX 259

Heath, S.B., 5	kindergartens and schools, differences
Hegna, K., 41, 189	between, 219
hidden curriculum, 4	Kjeldstadli, K., 38
Holland, D., 11	knowledge promotion reform, 33, 235-36
household address, and enrollment,	Kunnskapsløftet, 33, 235–36
168, 170	
housing cooperatives, 43	language
Hovland, B.M., 39	as identity marker, 29
human development, and education, 33	out of school learning, 5
human values, 198	in school, 5
Humboldt, W. von, 33	language of learning, 17
Al-Hussaini, F.M., 222	Lave, J., 133
Hustad, J., 48	learnification, 17
	learning
identity. See also cultural identities;	cultural narratives of, 224
learning identities	description of, 4, 14
collective, 37	domains for, 217
conflicts, 103	everyday artefacts and, 105, 106, 107
construct of, 11	in the family, 5
dimensions, 9n1	gaming in the home and, 14
language and, 29	language of, 17
national identity, 37	outside of school, 4–7, 229
work, 11, 130	and potentialities, 1
imaginary situation creation (in relation to	sociocultural framework of, 7
play), 106	theories of, 224–27
imagined sameness, 37, 203	understanding of, 7
immigrant cultural identities, reworking	understood as work, 133
with social capital. See under	learning experience, 14
cultural identities	learning identities, 9–13, 46, 105–7, 162–64,
immigrant families, 85, 220	224, 225, 230, <i>See also</i> identity
immigration, 2, 28	Amirtha's story, 143–48
in Norwegian social policy, 35–38	closing down of interests, 143–48
Imsen, G., 238	closing down of interests, new
incidental learning, 72	possibilities, 148–56
individual motivation, 173	in contexts other than school, 163
individual motivation, 173	everyday experiences and activities
Alan's story, 65–71	and, 137
Jennifer's story, 57–64	forming through narrative, 135–37
individual trajectory, 192	goal-directed and ambitious actions,
	156–62
indoctrination, 32 informal learning, 50, 69, 72	
	and learning lives, 71–74
inquiry-based learning, 112	learning work in primary school, 117–24
institutional boundaries	Lien's story, 137–43
developing within, 5	Mathia's story, 148–56
movement across, 15	new interests, new opportunities,
instrumental concerns, 190	137–43
integration, 37	and non-academic entities, 143
I	preparing for working lives, 124–25
Jacobsen, C.M., 40	Sara's story, 156–62
James, A., 124	learning lives, 1, 17, 28, 50, 216–19
Johansson, E., 124	bildung and, 33–35



260 INDEX

1 1 1 1 1	NT
learning lives (cont.)	Norwegian national curriculum, 18, 236–37
Groruddalen as a signifier for new	Christianity in, 31–33
Norway, 219–24	
learning identities and, 71–74	educating tolerance, 198
rationale for studying, 228–31	Norwegian textbooks. See textbooks
learning over time, 13–17	Norwegian values and norms, 48
Learning to labour (Willis), 4, 6	Norwegian welfare model, 24, 193
learning trajectories, 134	Norwegian-born to immigrant parents, 36
Leirvik, M., 188	Norwegianness, 12, 38, 221, 222
leisure experiences, 163	education and, 28–30
Lemke, J., 10, 218, 225	language and, 29
lifelong learning, 73	performances of, 102
linguistic ethnography, 5	textbooks and, 38–41
literacy learning across social contexts, 6	white Norwegianness, 39
Local literacies (Barton and Hamilton), 5	among young Muslim women, 40
local school, 30	not-learning, 4
longitudinal studies, 17	Nynorsk language, 29
Lorentzen, S., 38	
low-income families, 43	object and actions, changing the meaning
Luke, A., 9	of, 106
Lundon school, 117	older immigrant cultural identities.
	See under cultural identities
market logic of educational choice, 174	optional assignment, 199
McLeod, J., 73	Arian's assignment, 202–5
media, 222–23	Sara's assignment, 199–200
methodology, 72, 73	Vebjørn's assignment, 200
migration and family networks, 185	optional assignments, 221
mobility, and future-making, 165	oral presentation, 95–97
Moje, E., 9	organization of learning practices, 134
motivation, and further studies, 180	Oslo, 28, 171
multiculturalism, 37, 39, 194, 214	Østrem, S., 39
Munch , P. A., 38	"the other", 35
	and Christianity, 31–33
narrative analysis, 135-37, 226	in educational contexts, 38-41
narrative learning, 164, 225	"otherness", 27
national identity. See identity	in Norwegian social policy, 35-38
national romanticism, 187	outdoor play
neoliberalism, 31	grit and, 77–82
Nespor, J., 230	learning through, 76-77
new Norwegian-ness, 136, 228, 230	out-of-school interests, 149, 152, 153
non-immigrant parents, 186	outside of school learning, 4-7, 163
non-Norwegian heritage, 99	
Nordic educational philosophy, universalis-	parents support, 173, See also families
tic tenet to, 173	peasant culture, 35
Nordic model, 3	pedagogization, 221
and bildung, 33–35	of familiar objects and artefacts, 124
Christianity and the other, 31–33	peer-based experiences, 163
education in, 30–31	personal choice and aspirations, 171–76
Nordic welfare state, 28, 30, 36	personal development, 173
Norwegian educational system, 3, 28	Pinewood school, 53, 54t3.2



INDEX 261

PISA (Programme for International Student interests and, 175 Assessment) testing, and Nordic Marcus's case, 167-68 model, 33 uncertainty about, 173 Plausible prejudice (Gullestad), 197 school for all, 30, 171, 237 playful approach. See work and play scientific report, 110 playing the other, 202-5 second generation of immigrants, 103 moderating controversy, 207-10 secularism, in Norway, 31 shifting identities, 210-14 Selander, S., 40 social-emotional nature of the debate, self, 190 205-7 reflexive process of, 188 popular culture, 163 sense of, 156-62 position of the learner, 9, 11, 63, 74, 225 self-driven enquiry, 130 Pramling Samuelsson, I., 124 single, small communities studies, 73 pre-existing interests, 182 situated learning, 133 pre-existing sets of values and practices, 217 skolebytte, 167 pre-school lessons, 107-16 social capital, reworking immigrant cultural public school system, 19, 30, 221 identities with. See under cultural identities social classes, 12, 20 qualifications, and future-making, 165 qualitative studies, research methodology, 73 social geography quantitative studies, research and choice, 186 methodology, 73 and future making, 165 social identities, 12-13, See also cultural Ramadan, T., 103 identities; identity; learning Rampton, B., 5 identitiies redistributive social welfare, 30 social imaginary, 197 Redwood school, 52, 53t3.1, 105, 107 social issues, in moving out of the valley, 175 outdoor environment, 79, 81, 82-83 social practices, sense of, 17 reflexivity, process of, 135 social situations, as a context for learning, 8 religious education courses, 41 social structure, subjectivity and, 74 social transformations, 217 role/real identities, 210-11, See also cultural identities; identity; socio-anthropology, 4 learning identities of language and literacy, 5 socioculturalism, 7, 50, 216, 225 role-plays, 199, 202, 215 Roostami, C. H., 186 socioeconomic class-based differences, 219 Rosmarin school, 117 specific cultural narrative, 217 Røthing, Å, 40, 94 Stanby school, 55, 55t3.3 Rysst, M., 41 Stevens, R., 14 Stonefield school, 53, 53t3.1, 54t3.2 salon/skincare vocational courses, 127-32 Stonepark school, 52, 84, 107, 110 Sami people, 32n1, 40 outdoor environment, 77, 81 Scandinavian model, 33 storytelling, 94 folk high schools. See folk high schools structural opportunities, 190 Schegloff, E., 7, 8 structured activity 122 Schengen Agreement of 1985, 36 student-centred activity, 129 school subject choices, 175 as common ground, 214-15 subjectivity reasons for changing, 186 as a learning outcome, 4 school choices, 221, 230 social structure and, 74 and future-making, 165 Svendsen, S.H., 40, 94



262 INDEX

vocational courses, 127-32

tacit learning, 72 vocational work, 125 Tajik, H., 47, 222 Volckmar, N., 238 Tamil families, 83-84, 84n2 Tangled up in school (Nespor), 230 Ways with words (Heath), 5 task-driven pre-school activities, 116 Weis, L., 15 textbooks, analysis of, 38-41 Wenger, E., 133 Thomson, R., 16, 73 white flight, 44, 167, 186, 220 TIEY (Tidlig Innsats, Early Years), 52, 52n2, white Norwegianness, 39 117-23 white, middle-class Norwegians, 219 time and space, structuring of, 110 white, non-immigrant Norwegians, 93, 94, timescales, 10-11, 225-26, 227 99, 103, 173, 186 tolerance, 193-94, 203, 214, 215, 221, 228 Willis, P., 4, 6 educating for, 198 work and play Townhill school, 117 boundaries between, 110, 226 22 July killings, 193, 194-97, 214, 222 play restructuring, 107-16 Tybring-Gjedde, C., 47 working lives, 124-25 enterprise education, 125-27 universal right to upper secondary salon/skincare vocational courses, education. See school for all 127-32 Silje's story, 125 valley of otherness (Groruddalen), 20, 25, Wortham, S., 10, 11, 13, 74, 143, 163, 164, 28, 46-49, 217, 223 225, 226 Vell school, 117

Yates, L., 73