

## Af Praktiske Grunde

Configurations of Interdisciplinarity Within Education School Bullying and Marginalisation Equality in Isolated Labour Markets: Equal opportunities for men and women in geographically isolated labour markets in Læs (DK), Su uroy (FO), and Narsaq (GL) New Dynamics of Disability and Rehabilitation Professional Ethics in Welfare Work and Education Challenging Borders Performativity in Education Meddelelser Om Gr nland The Shipley Collection of Scientific Papers Complementarity Beyond Physics (1928-1962) Bergens Museums Aarbog for 1892 ( -1946 Nordisk tidsskrift for teknisk økonomi A Research Agenda for Evaluation Ingeni rvidenskabelige skrifter Danmarks geologiske unders gelse Den danske s ret Realregister til domssamlingerne i civile sager Nordic journal of international law Norsk retstidende Norsk missions-tidende Trine Øland Rosalyn H. Shute Pristed Nielsen, Helene Ivan Harsl f Bj rn Ribers Sheila McManus Annette Rasmussen D. Favrholt Universitetet i Bergen Peter Dahler-Larsen Viggo Bentzon

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*Bergen Peter Dahler-Larsen Viggo Bentzon*

this book explores how everyday life within educational institutions changes in response to ideas of interdisciplinarity at policy level it provides new insights into different configurations of interdisciplinarity which traverses all levels of the danish educational system offering a novel perspective to interdisciplinarity in terms of its configurations the book discusses the danish educational system and its current transformations showing how progressive ideas are entangled with new forms of accountability and complex responsibilities it identifies the concrete challenges that interdisciplinarity is expected to solve and the organizational changes resulting from the solutions introduced arguing that interdisciplinarity in education is neither a uniform or consistent process nor are the kinds of disciplining it may yield this book will appeal to academics researchers and post graduate students in the fields of interdisciplinary education pedagogy comparative education and northern european educational and welfare systems

this book addresses and seeks to harmonise different paradigms for understanding school bullying it sets out to examine two paradigms for conceptualising bullying and the worldviews that underpin them it uses a complex systems perspective to bring the two paradigms together in a holistic fashion by doing so it creates an integrated framework for conceptualising the many individual relational and societal factors that are in dynamic interaction and play a part in promoting or reducing school bullying this book draws upon a number of disciplines by way of background including evolutionary child development and social psychological theories of group behaviour and identity it proposes that the human need for belonging is central to understanding bullying and situates the topic within an understanding of gender and children s human rights bringing philosophical and moral perspectives to bear it discusses practical ways forward presents a systemic approach to bullying and application of complex adaptive systems methods to bullying research and evaluation it serves as an introduction to such methods and suggests further creative ideas for policy intervention practice and teacher education about bullying

available online [pub.norden.org/temanord2020/522](http://pub.norden.org/temanord2020/522) this report details the findings of the

equil project equality in isolated areas the project focuses on people living and working in geographically relatively isolated areas of the nordic region and asks how they are able to make a living and maintain ties to locality and how questions of gender equality impact on work and family life decisions the places in focus are narsaq in greenland su uroy in the faroe islands and læs in denmark while different in several important respects these places face a common challenge in maintaining demographic sustainability as they are characterised by declining population figures and especially young women have tended to leave the report points to six lessons learned from its analyses including how perceptions about the good life often take presidency over perceived career possibilities when people choose where to settle

this collection provides a broad coverage of recent changes in medical and vocational rehabilitation in northern europe it presents analyses that cut across health sciences medical sociology disability studies and comparative welfare state research through this interdisciplinary perspective the book explores the changing roles of patients caregivers professionals and institutions and the wider implications of these changes for social inequalities in health what obstacles do different groups of patients encounter when negotiating the complex chains of medical and vocational services who decides regarding references to specialized treatments and the provision of comprehensive and coordinated services and different types of benefits and material support what is the importance of the resources that patients and caregivers bring to bear in the rehabilitation process

fundamentally concerning the relationship and dynamics between education professionalism and ethical awareness this interdisciplinary edited volume showcases novel research perspectives on professional ethics in education practice and the work life of welfare professionals in the nordic countries contextualising the term welfare professions as the collective definition of teachers early childhood educators social educators social workers and nurses in the nordic countries the book chiefly concerns their ability to navigate within the complex political and institutional frameworks that surround their working environments chapters position their competence to act with

strong critical ethical awareness and integrity as a key tenet of a well functioning education system and provide research based perspectives and reflections on how the dichotomy between ethical standards and realities of practice can lead to ethical pressure and moral distress with contributions from denmark and the nordic countries as well as canada and the us the book offers empirical and theoretical perspectives into the relationship between education professionalism and ethical awareness and is supported with empirical examples and research based case studies ultimately the book showcases and promotes research aimed at strengthening professionalism based on critical innovative and practice focused education this enlightening book will be essential reading for global academics researchers and postgraduate students in the fields of pedagogy professional development the sociology of education and education ethics more broadly those involved with issues of welfare in society working life research policy and professional values will also find the volume of use

borders are known for their paradoxical qualities sometimes they are shifting and porous lines in the sand constituted more by subjective experience than by legal definition at other times they harden into walls are heavily securitized and their primary function becomes keeping the unwanted out challenging borders contingencies and consequences sets out to explore the concrete complex effects of borders on human aspirations and lives while at the same time underscoring the diversity of individual encounters with these deceptively invisible lines drawing on insights from history geography indigenous studies political science refugee and migration studies the visual arts and even physics contributors to the collection examine the role of borders in the ongoing negotiation of national identities in contested claims of sovereignty and belonging in the tensions between freedom of movement and restrictions on entry and in the use of violence in the name of security as the essays illustrate in the context of migration borders are inherently a site of struggle at once a source of hope for those seeking sanctuary and an excuse for others to deny it indigenous nations migrants and refugees have long known how destructive colonial boundaries can be and this volume offers compelling new angles from which to map the geographies of oppression and resistance

a powerful policy of performativity now exists in which the pupils teachers and schools are held responsible for performance and at the same time these systems are used for stratification of these groups these performative policies are underpinned by a major global policy to improve economic status and social well being a market based approach that encourages performance based activity performativity is a technology a culture and mode of regulation that employs judgements and comparisons and displays the performances of individual subjects or organisations to serve as measures of productivity policy makers believe it raises standards in schools and achievement levels of the mass of the population in setting targets for regional local district education authorities and schools governments hope to develop a highly skilled workforce that can compete in what it sees as a new global industry the knowledge economy it is argued that a higher skills base and higher levels of excellence in knowledge acquisition and the best use of that knowledge the higher the economic return will be for national states this international collection focuses on the experience of students from the age of four to adulthood across seven different countries australia denmark england germany ireland sweden and the usa young children and students performative identities are constructed as they become enculturated self designations and self attributions brought into play during the course of interaction these are imputed identities which a performative learner takes on as they experience everyday discourse practice and engage in social acclimatisation researching learners gives an insight into the power and influence of teaching and learning practices discourses have on the practices of the self they cannot avoid the discourses but they seek to find ways to manage them and occasionally resist them in order to maintain social relations and social cohesion within their social context this global collection of articles brings out the ways in which performativity affects students the tensions created and some strategies to manage performative contexts it will therefore be of interest to all sectors of education and to readers from across the globe

this volume is divided into five parts the title of the volume refers primarily to part i which is by far the largest and comprises papers discussing the fundamental questions of biology and related psychological and philosophical problems following the reproduction

of papers brought to publication by Bohr there is a separate appendix to part I including some of Bohr's most interesting and substantive unpublished contributions in this area. The papers in part I span the last thirty years of Bohr's life and display his great interest in biological problems and his unremitting efforts to show that biology cannot be reduced to physics and chemistry. Part II contains articles of a more general cultural interest. Some of these show that Bohr regarded the complementary perspective to be of value also outside the scientific sphere. Part III contains the articles Bohr wrote about the great Danish philosopher Harald Høffding. These short papers are presented in a section on their own because of the continuing discussion in the history of science about Høffding's possible influence on Bohr's work in physics and his whole scientific approach. Part IV comprises articles illuminating the history of 20th century physics. Bohr had great veneration for his predecessors and teachers and he prepared these articles with great care. Part V contains correspondence relating to the material in parts I through IV. As in previous volumes an inventory of relevant unpublished manuscripts held at the Niels Bohr Archive constitutes an appendix to the whole volume.

This unique research agenda addresses salient current issues in evaluation research offering a broad perspective on the role of evaluation in society.

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