



JSSE

[Journal of
Social
Science
Education](#)

2021, Vol. 20(2) 70-102

Edited by:
Mehmet Açıklın, Olga
Bombardelli, Gina
Chianese

Article

Teaching about migration - Teachers' didactical choices when connecting specialized knowledge to pupils' previous knowledge

Sara Blanck

Karlstad University

Keywords: migration, teaching, didactical choice, social studies, specialized knowledge

- Content and pupils are important starting points when teaching migration.
- Our findings expand the discussion of teachers' choices, pupils, and specialized knowledge.
- Teachers' reflections on didactical choices and pupils' previous knowledge are provided.
- Cases, pictures, stories, and affective dimensions could be useful when explaining migration.
- Continuous education in migration and collaborative platforms in social studies are needed.

Purpose: This article contributes to the discussion of teaching migration in upper primary school by examining teachers' didactical choices concerning specialized knowledge and pupils' previous knowledge.

Design/methodology/approach: The approach is practice-based design research, in which meetings with teachers and focus group interviews with ten-to-twelve-year-old pupils are analysed in relation to educational practice and exemplary teaching.

Findings: Teachers expanded concept of migration developed through discussions of specialized knowledge in relation to pupils' previous knowledge contributes to a more qualified migration education. Migration can be taught from a perspective or in thematic interdisciplinary projects. Migration biographies as well as using stories, pictures, and affective dimensions, can make the abstract concepts become concrete when reconstruction of migration in teaching.

Practical implications: This addresses issues of continuous education in social studies for teachers and the need for collaborative platforms.


Corresponding Author:

Sara Blanck, Department of political, historical, religious and cultural studies, Karlstad University, 651 88 Karlstad, Sweden, E-mail: sara.blanck@kau.se

Suggested citation:

Blanck, S. (2021): *Teaching about migration - Teachers' didactical choices when connecting specialized knowledge to pupils' previous knowledge*. Journal of Social Science Education 20 (2). <https://doi.org/10.4119/jsse-3913>

Declaration of Conflicts of Interests: none

 **Open Access** This article is licensed under a Creative Commons Attribution 4.0 International License, which permits use, sharing, adaptation, distribution and reproduction in any medium or format, as long as you give appropriate credit to the original author(s) and the source, provide a link to the Creative Commons licence, and indicate if changes were made.

1 INTRODUCTION

The teaching of migration as a curriculum content is urgent and could be complex. Teaching is about making choices and acting based on teachers' professional reflections on pupils and content. Content that contributes to the understanding of migration relates to issues of knowledge and values and is relevant for individuals as well as societies. When it comes to the teaching of content related to migration, Parker (2017) points out the knowledge blindness in the curriculum and argues for knowledge-based human rights education. Teaching about migration requires knowledge, and McIntosh, Todd, and Das (2019) argue for the need to teach migration across disciplines because the migration content involves different subject areas, not only English and History. Migration can be a sensitive topic related to issues of belonging and the identities of pupils. This question of belonging and migration is highlighted by McIntosh et al. (2019), who find that migration can be difficult and controversial to teach, and some teachers avoid teaching social issues that could appear controversial. However, as Diane Hess (2009) emphasises, the solution is not to avoid controversies in the classroom, but rather to use them in the democratic education. Teachers need to be better equipped to teach migration sensitively and effectively (McIntosh et al., 2019). One part of the support could be to examine the possibilities of connecting specialized knowledge, here understood as context-independent knowledge often associated with science (Young & Muller, 2015) with teaching in practice, to address this knowledge blindness and to incorporate the value issues.

Today, one of four pupils in Swedish classrooms has an external migration background (Regeringen, 2019). The previous knowledge and experience of all pupils needs to be acknowledged in teaching. Gessner (2017) points to the importance of using the pupils themselves as a starting point when teaching migration and emphasises the learning needs and experiences of migrants in relation to civics to empower them. The pupils' everyday knowledge can be used as an entrance to furthering knowledge; subsequently, the pupils' conceptual understanding is broadened (Barton, 2016, p. 22; Vygotskij, 1934/2001). Beginning teaching with pupils' previous knowledge is a familiar principle for teaching (Bransford, 2000). Cummins et al. (2015) indicate the importance of involving the learners' whole experience and identity by working with "identity texts," a teaching strategy especially effective for newly arrived or pupils from marginalised groups. Another part of the support for a more effective and sensitively teaching about migration could be an in-depth orientation about pupils' previous knowledge and then broadening and widening this by specialized knowledge. The everyday knowledge of the pupils then becomes an entrance and empirical base for the conceptual development of the pupils.

Both content with connections to specialized knowledge and orientations of pupils' previous knowledge are related to teachers' didactical choices. Didactical choices are here used, based on the didactical questions of Klafki, as all considerations and reflections teachers need to do when they are planning teaching, including selection of

interesting examples, the topic's significance according to knowledge base, and its meaning for the children's future (Duit, Gropengriesser, Kattman, Komorek, & Parchmann, 2012; Hudson, 2007; Klafki, 1985/2001). Teachers must choose the kinds of knowledge and capabilities that are significant and relevant to the pupils in their educational practice. The three corners of the didactical triangle must be analysed and understood in an integrative perspective (Osbeck, Ingerman, & Claesson, 2018). In this article, teachers' didactical choices when teaching migration are analysed from an empirical perspective. Teachers' selection and transformation of specialized knowledge are related to pupils' previous knowledge to deepen the understanding of teaching migration in educational practice.

Bringing knowledge back into the curriculum and the approach of powerful knowledge have been argued to be important for education in the last decade (Young & Muller, 2013, 2015). Pupils need exposure to specialized knowledge about issues such as migration, which, along with their context-bound everyday knowledge, will allow for a deeper understanding and effective handling of these issues. In the debate on powerful knowledge and its meaning for education, Hordern (2021) describes powerful knowledge as a subset of systematic specialized knowledge, but not all specialized knowledge is powerful. Specialized knowledge is within society developed bodies of knowledge that are necessary elements of a society where people are knowledgeable in different areas. What is of most interest in this article is the relationship between specialized knowledge, potentially powerful knowledge, and non-specialized knowledge as everyday knowledge (Young & Muller, 2013). Another important issue that both Hordern (2021) and Muller & Young (2019; 2015) point out, but not examined about practice, is that this knowledge needs to be made available for pupils. The pupils need science-based knowledge to navigate and act wisely in this society. This raises possibilities for the research presented in this article on how to select and transform specialized knowledge and make it teachable and learnable for pupils.

Qualifying subject-specific knowledge by connecting the content to related research is important but not sufficient in teaching social studies, especially when the focus is migration. Knowledge development cannot be done in isolation from the lifeworld of the pupils and their role in the society. As Biesta (2014, 2015) suggests, the goal of education is not only qualification but also subjectification—to be someone in relation to others and socialisation—to take part in traditions and practices. Another aspect is the relationship between the knowledge-based curriculum and the capacity-building curriculum, as pointed out by Carlgren (2020). Carlgren argues for powerful knowledge as a capacity-building content of education and a widening of the concept of knowledge, which includes tacit knowledge. With a capacity-building curriculum, Carlgren (2020) shows by the shift from powerful knowledge to powerful knowings that a knowledge- and practice-based view of the curriculum can be combined. Curriculum principles at the knowledge level, principles of the kind of knowledge and skills the education system should focus on, are linked to what is being taught and how, leading to the

transformation of knowledge at the classroom level (Bladh, Stolare, & Kristiansson, 2018).

Briefly, the main argument of this article is that teaching about migration and associated social issues should be based on a well-founded understanding of the phenomenon of migration, how it appears in different places and times, what causes it, and what its effects are according to society and individuals. A didactic approach grounded in Wolfgang Klafki's (1985/2001) concept of epoch-typical key problems, combined with the ideas of exemplary teaching, is used in this article. Migration and its related social issues are discussed in an educational setting where teachers execute their didactical choices in relation to their pupils' previous knowledge as well as specialized knowledge. A didactical model based on Carlgren's (2015) concepts of educational practice is used to theorise teachers' choices in educational practice.

In the Swedish school system, compulsory school lasts for ten years. These years are divided into three sections, and the middle section is called upper primary school, where the pupils are ten to twelve years old. The Swedish curriculum has been characterised by the strengthening of factual and content knowledge in all subjects over the last decade (Skolverket, 2018). Teachers in upper primary have a broad education rather than a deep subject specific education. The power of teaching traditions has become great (Stolare, 2017). This background prompted an interest in conducting a study focused on teachers' didactical choices in relation to specialized knowledge for pupils in upper primary. In Sweden social science subjects consist of four school subjects: civics, geography, history, and religion. In the teaching of social studies in upper primary school, the subjects are often taught separately and sometimes in more or less interdisciplinary teaching themes (Kristiansson, 2017). The topic of migration has explicit connections in the curricula of compulsory school with civics, history, and geography and is implicit with religion.

The purpose of this article is to contribute to the discussion and develop teaching about migration in upper primary schools by examining teachers' didactical choices in relation to specialized knowledge and pupils' previous knowledge.

The questions addressed in this study are as follows:

- a) What content do teachers define as relevant and significant for the knowledge practice of migration they are going to create?
- b) How can pupils' previous knowledge about migration be characterised based on its relevance and significance in learning practice?
- c) What seems to be significant and relevant when teachers reconstruct specialized knowledge about migration in a didactical practice for their pupils?

The empirical ground for this article is a research and development circle about didactical choices teachers make when planning to teach migration in upper primary school. This material was supplemented with focus group interviews of the pupils' previous knowledge about migration. The research questions are repeated on Section

five. The approach is inspired by educational design research (Plomp & Nieveen, 2013; van den Akker, Gravemeijer, McKenney, & Nieveen, 2006). In educational design research, the focus is on designing and developing teaching and learning environments and developing educational theories based on the results.

2 LITERATURE REVIEW

Several empirical studies on teaching about migration point out the relation between pupils' own or a personal experience of migration and a wider context (Deery, 2019; Duraisingh, Sheya, & Kane, 2018; Ernst-Slavit & Morrison, 2018; Kittelmann Flensner, Larsson, & Säljö, 2019; Radinsky, Hospelhorn, Melendez, Riel, & Washington, 2014). This gives possibilities for the pupils to see the connections between the actor and local perspective related to the global or structural level of migration. In a didactical point of view, these connections relate to the discussion about how to connect the everyday knowledge of pupils with specialized knowledge. Studies have approached this relationship in different ways.

Some previous research about teaching content on migration has a simultaneous focus on both developing pupils' knowledge in social studies and developing language and literacy skills or learning from literature (Ernst-Slavit & Morrison, 2018; Evans, 2018; Quennerstedt, 2019). Ernst-Slavit & Morrison (2018) conducted a classroom study with upper primary pupils with a focus on creating educational practices that both develop content knowledge and academic language. The results of the study show the importance of creating interactive development and constructing narratives in teaching that highlight regional examples that connect global migration patterns with local history. Students investigate their own family's migration with the help of interviews and oral history. In the classroom, they then, with the help of the teacher, look at the connections between their own stories, the classmates' stories, and the events and migration patterns of previous national and global history (Ernst-Slavit & Morrison, 2018). Working with oral history and using interviews to understand migration were also used in an Australian empirical study with upper primary pupils (Deery, 2019). The author examined the implementation of the oral history project and its possibilities in supporting pupils in developing a critical and reflexive understanding of multiculturalism. The pupils interviewed a person who had migrated about her experiences of migration in preparation for their own interviews. Deery (2019) argues from her result that pupils from different backgrounds developed their intercultural understanding through the interview and classroom discussion. This interview also encouraged all pupils, even those with less developed literacy capacity and pupils with their own migration backgrounds, to participate in the lesson (Deery, 2019).

A slightly different grip is taken in a study about migration, where pupils' reasoning about migration was based on data from technological tools such as GIS-web maps (Radinsky et al., 2014). The most important result of the study is that the pupils were reasoning and making connections between the visible data in the web maps and

comparing it to previous knowledge that is not explicit there, for example, other web maps, texts, or personal experiences. They made inferences by connecting their own local web map and data from that to experiences from their local society to understand the causes for migration. These causal inferences provided “hooks” on which to hang factual or conceptual understandings (Radinsky et al., 2014, pp. 155-157).

Another pattern in previous research is teaching about migration with wider aims for education than just knowledge qualification. These aims can put an emphasis on both knowledge qualification and values (Brossard Børhaug & Weyringer, 2019) or on teaching in civics that gives the pupils empowerment of content (Gessner, 2017). In another study, Antoniou and Zembylas (2019) argue for the importance of creating pedagogical spaces for affective dimensions of teaching by relating concepts of being a refugee to dimensions of affections, especially when it comes to understanding refugees’ and migrants’ lived experiences in more complex and nuanced ways. Bringing affective dimensions into the classroom, as argued by Keegan (2021), involves developing critical affective literacy in civic education classrooms.

The need for access to specialized knowledge is argued by Bladh et al (2018) based on the ideas of Young that all pupils, not at least because of issues of justice, need access to specialized knowledge. This access can be developed through the work of Klafki and Carlgren. These ideas are developed further by Stolare, Bladh och Kristiansson (Forthcoming) through the use of didactical reconstruction (Duit et al., 2012) and Prediger et al (2019) tetraeder on an example of teaching about migration. By combining these models with the ideas of Klafki teachers professional development is discussed and the dynamic nature of specialized knowledge, especially when it comes to social science and teaching about migration, becomes more clear (Stolare et al., Forthcoming). Teachers knowledge-building processes to strengthen the link between everyday and specialized knowledge with the example of teaching about migration in social studies is analysed through semantic waves (Randahl & Kristiansson, Forthcoming).

Important insights from previous research consist of the meaning of activating the previous knowledge of the pupils as a starting point and from that creating inferences and connections to others, structural, and global perspectives of migration. To make space for both knowledge qualification and values, affective dimensions and critical reflections seems like having didactical potential in the classroom (Antoniou & Zembylas, 2019; Deery, 2019; Keegan, 2021; Radinsky et al., 2014; Zembylas, 2021).

Some of these studies are based on a design research perspective, but none focus on connecting specialized knowledge with teaching through the development of teachers’ professional learning in research and development circles. In this study, the perspective of the pupils is captured in focus group interviews that describe their previous knowledge of migration.

3 THEORY

3.1 Exemplary teaching as a way of handling epoch-typical key problems

Teaching migration as a content may be considered managing both knowledge qualification based on science about migration and issues of values connected to the pupils' identity and their moral responsibility to the society. Two central elements of Klafki's (1985/2001) critical-constructive didactics, exemplary teaching and epoch-typical key problem, could be used to address aspects of both knowledge qualification and issues of values and morals.

By addressing migration as an epoch-typical key problem, one could raise historical awareness of key issues in the present and the presumed future, gain insights into every ones' responsibility for such issues, and achieve a willingness to contribute to the solution of these problems (Klafki, 1985/2001). The potential of organising educational practice by using migration as an epoch-typical key problem lies in its relevance that these issues have wider societal meaning as well as importance for the individual human being. In exemplary teaching, the learner works from the specific to the general with ideal examples of the phenomenon, thereby obtaining insight in context, an aspect, a dimension of the reality, and at the same time attaining the ability to structure an approach, a solution strategy, or an action perspective that has not been previously available (Klafki, 1985/2001, pp. 176-177). Therefore exemplary teaching needs to demonstrate key problems from different perspectives, acknowledge some of the historical roots, different solution strategies with perspectives of interests and values behind and then develop an affective impact and capability to argue from facts and act (Klafki, 1985/2001, pp. 74-85). Migration could be taught by using Klafki's ideas of exemplary teaching and epoch-typical key problems to achieve dimensions of moral/values and knowledge.

3.2 Teaching migration as a practice

There has been "a practice turn" in both contemporary theory and educational research (Carlgren, 2015, 2020; Cetina, Schatzki, & Savigny, 2001). Education can be seen as a practice in which action and interaction within practices constitute knowledge and where social life is organised, reproduced, and transformed (Cetina et al., 2001). This practice turn shows the importance of teachers' possibilities for designing practices in classrooms where "right" things are practiced. The task for teachers is to create a *knowledge practice* of what will be reconstructed in educational practice (Carlgren, 2015). Knowledge practice is a practice of activities where knowledge is being reconstructed and re-personified in a new context where knowledge again obtains a concrete meaning (Carlgren, 2015, pp. 220-221). Reconstruction refers to the act in teaching during which a subject content is reconstructed into an example, story, picture, model, task, problem, etcetera, to make it teachable and, hopefully, learnable by the

target group. The role of the teacher is, according to Carlgren (2015), to create a functional practice that makes it possible for the pupils, with the help of all available resources, including the teacher, to conquer this knowledge.

Should the knowledge practice be organised as subject specific or interdisciplinary? Teaching and learning migration often demands specialized knowledge relating to different school subjects to illustrate and explain the issues. Such interdisciplinarity could help the citizens of today navigate, analyse societal issues, make wise choices, and act in a society independently of a well-defined subject context (Christensen, 2013; Harnow Klausen, 2011, p. 34; Klafki, 1985/2001). Teachers must analyse and consider which knowledge and which capabilities, actions, or skills are relevant for the pupils to learn according to society and curriculum, as well as identify which parts have didactical potential for their group of pupils.

Teachers need to establish a knowledge practice and allow it to function as a *learning practice* in which pupils participate. In a learning practice, pupils learn different things while working on tasks and problems in interaction with the teacher and with available resources and tools. This ongoing learning and development of pupils' knowing could be described as a transaction between what they already know and the knowledge being offered in the educational practice (Carlgren, 2015, p. 227). Therefore, teachers awareness of pupils' previous knowledge is central. Children in upper primary schools have been living in the world and have been educated for at least five years. They already have some knowledge about their society and have developed a conceptual understanding of its issues. Thereafter, knowledge and concepts in the subjects of social studies seem to develop gradually over time rather than being brand new (Barton, 2016). Thus, the pupils' starting points for knowledge is central. Using pupils' earlier experiences can be useful; however, it is important not to end at this point but instead to broaden and deepen and differentiate their conceptual understanding further. Teaching has to be focused on assimilating new information with their previous knowledge (Barton, 2016, p. 22).

The exposure of pupils in a learning practice to the learning of content in knowledge practice is included in *didactical practice* (Carlgren, 2015). The didactical practice depends on the choices teachers make to reconstruct a content. The focus here for teachers is to involve pupils in the right practice and systematically develop their knowledge in relation to a specific learning object according to what they already know. Here, an analysis of the relation between what the pupils already know and the desirable knowledge needs to be performed if the teacher must distinguish the dimensions that are possible and critical to conquer the intended learning object (Carlgren, 2015, pp. 230-231). Important for designing this didactical practice is the process of how to make content learnable; identifying the framing, examples, enquires, actions, interactions, etc., are significant and relevant. This transformation process includes how the content/specialized knowledge and capabilities are presented, what the pupils do and which practices the pupils use to learn.

4 METHODOLOGY AND MATERIAL

The empirical material of the study is the research and development circles of teachers' content selection and didactical choices as they plan to teach about migration. This is supplemented with focus group interviews with pupils about their previous knowledge of migration to deepen the understanding of the learners' perspectives in the didactical practice.

Three teachers, with many years of teaching experience, from three different schools took part in a long-term research and development circle about migration between February 2018 and June 2019. The meetings with the teachers and I took place in a conference room. We met approximately every six weeks for one and a half years, and the meetings lasted about two hours. The meetings were audio recorded. All of the teachers were social studies teachers working with upper primary pupils. Two of them worked with a regular class and one of them with a preparation class of newly arrived migrants. The research project was organised into three phases.

Table 1: Three phases of the educational design research project

Phase 1	Phase 2	Phase 3
Input of and reflections on specialized knowledge about migration in the study- and research circle.	Teachers and researchers developed teaching designs of migration.	Iterative testing of teaching designs in classroom practice.

The first phase in the research and development circle was focused on input of specialized knowledge by reading texts about migration (Vicino, 2014). Besides textreading, the group also watched seminars about different aspects of migration as a societal phenomenon like what migration is and patterns of migration, research about migration, migration in relation to aspects like society, economy, language and time geography. During each meeting, we discussed "in-depth content" and "in-depth teaching" where the discussions started in content based on the seminars and reading and then where related to teaching. Headlines for the meetings were based on the book "Global Migration: The basics" of Vicino: Teaching about Social Issues and Migration, What Migrations Means and Why it Happens, Migrants and Society, Migrants and the Global Economy, Migration and Language, and Migration and Time Geography (Hägerstrand, 1985; Vicino, 2014). The other two phases focused on developing teaching designs of migration and testing teaching in the three different schools. This article focuses on phases one and two.

The approach of the study is based on educational design research (Plomp & Nieveen, 2013; van den Akker et al., 2006). This sub-study is part of a research project at Karlstad University in Sweden entitled, "To develop teaching on social issues: Content selection and transformation in social studies education in upper elementary school, year 4–6." In

this project, a research team and teachers examined the teaching of the social issues of migration.

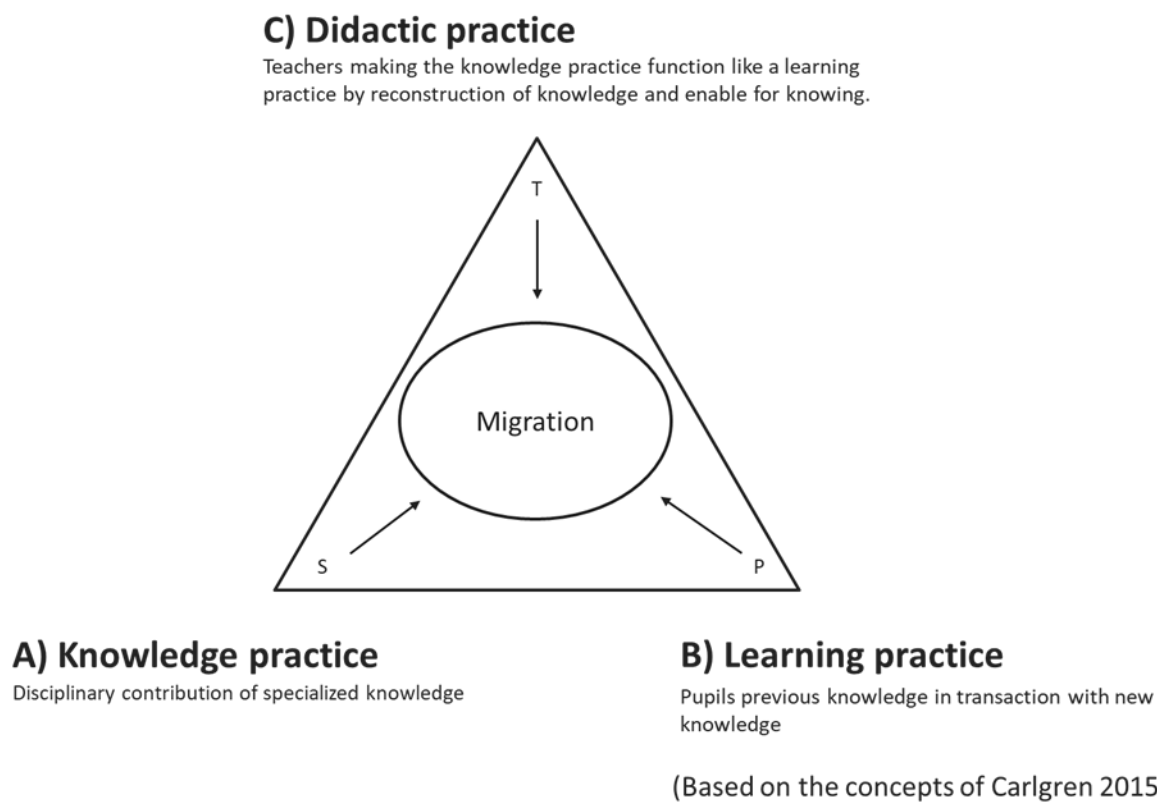
The current article examines the first phase of the research and development circles at the beginning of the design process (Plomp & Nieveen, 2013), which could be described as a process in which the research team and the teachers in the circles discuss migration and problems and opportunities around the parallel teaching of migration. The research team worked together with teachers in two circles in different geographical and social setting. I have been the facilitator for one of the circles, and my role was to enable the processes in the circle, initiating the discussions and asking supplementary questions. Although my role was quite passive, I was also a co-creator of discussions in the circle. The empirical material in this article is from the circle I facilitated.

The five first meetings of the first phase of the circle were based on and analysed hermeneutically to the concepts of Klafki and Carlgren. To deepen the understanding of the pupils' previous knowledge of migration, focus group interviews based on cognitive maps (Khatti & Miles, 1995; Scherp, 2013) were performed and analysed. One of the teachers with regular classes started early with a teaching project about migration in four classes with ten year old pupils. All pupils in two of these classes were asked to participate, and 20 of them, where both the pupil and the caregiver gave informed consent, participated. One of the two classes consisted mostly of pupils with migration backgrounds, and the other class was more of an average Swedish class when it comes to background. Because of the young age of the participants, informed consent was an important part of the study. The study was also reviewed and developed according to research ethics and Good Research Practice (Vetenskapsrådet, 2017). There were focus group interviews with five groups of four pupils at the beginning of a project on migration after one or two lessons. My question to the pupils was, "What do you think about when you hear the word migration and people moving?". Each pupil was asked to write a note about their thoughts on Post-it notes, with which we mapped the concepts of migration together. We used the map to organise thoughts and discuss the phenomenon of migration. Audio recordings of the first phase of the circle and five focus group interviews were transcribed and analysed. A phenomenological hermeneutical method was used to interpret the recordings and interviews (Lindseth & Norberg, 2004). Briefly, the first step was to perform a naïve interpretation, while the second step involved constructing meaning units of the texts that were condensed and abstracted to form sub-themes and potential main themes. These themes were then compared with the naïve understanding for validation (Lindseth & Norberg, 2004). We strived for the results to be both utility- and theory-oriented, such that they would hopefully be useful for teachers' didactical choices and could offer suggestions for subject didactical research in social studies (van den Akker et al., 2006).

5 THE MODEL OF EDUCATIONAL PRACTICE AS AN ANALYTICAL TOOL

The aforementioned three aspects of educational practice—knowledge practice, learning practice, and didactical practice—are here combined into the didactic triangle model. The teacher (T) chose content in the form of specialized knowledge and capabilities (S). They orient themselves around pupils' (P) previous knowledge and create practices with the ability for the pupils to learn. This model is used in this article as an operationalised analytical tool for the empirical material.

Figure 1: Educational practice



The empirical material consisting of recordings from meetings of the research and development circle and focus group interviews are here analysed and discussed according to the three practices and are operationalised with three questions asked to the material. Teaching migration could be seen as acts in didactical practice where the teacher establishes a knowledge practice about migration and enables the pupils to participate based on their former knowing (Carlgren, 2015). The three questions are the research questions of the study and have been asked of the empirical material.

1. Question on the empirical material of the research and study circle: What content do teachers define as relevant and significant for the knowledge practice of migration they are going to create?

2. Question on the empirical material of the focus group interviews with the pupils: How can pupils' previous knowledge about migration be characterised based on its relevance and significance in the learning practice?
3. Question on the empirical material overall: What seems to be significant and relevant when teachers reconstruct specialized knowledge about migration in a didactical practice for their pupils?

Question on the empirical material of the research and study circle: What content do teachers define as relevant and significant for the knowledge practice of migration they are going to create?

Question on the empirical material of the focus group interviews with the pupils: How can pupils' previous knowledge about migration be characterised based on its relevance and significance in the learning practice?

Question on the empirical material overall: What seems to be significant and relevant when teachers reconstruct specialized knowledge about migration in a didactical practice for their pupils?

6 FINDINGS

The starting point of the research and development circle was to examine the input of a choice of specialized knowledge about migration and allow this to meet the social studies teachers' knowledge of educational practice. Pupils' previous knowledge of migration collected at the beginning of a project about migration is also analysed. The findings are exemplified under three groups: knowledge practice, learning practice, and didactical practice (Carlgren, 2015, pp. 220-231).

6.1 Knowledge practice

Knowledge practice is the practice in which knowledge is reconstructed and re-personified in a new context, where knowledge obtains a concrete meaning. The teachers expressed the development of their own knowledge about migration. A lot of the conversations in the research and development circle assisted the teachers in processing the new specialized knowledge. This specialized knowledge contributed to an expanded migration concept that helped relate migration to broader areas of knowledge within social studies. During readings and conversations about migration from a scientific perspective, the notions of pupils and teaching was often present. A parallel trace for the teachers seemed to be: What of this can I transform for my pupils. This shows how practices of knowledge, learners, and didactics are interwoven with each other.

The teachers created a knowledge practice of the selection taught and ideas of relevant and significant content of knowledge for the pupils. Content selections with the

potential for didactical practice included concepts, different causes of migration, historical comparisons, and the use of social science models. These ideas and examples of teachers' content selection are presented here.

6.1.1 Specialized knowledge contributes to an expanded concept of migration

Based on the research and development circle work on specialized knowledge about migration, the teachers expressed that they had gained more knowledge and an expanded concept of migration. Reflections were made about how their picture of migration was broadening. In the following sequence, they discussed a reading and whether the text described migration as a positive or negative phenomenon:

M: (...) Then I also believe it's about your own prior knowledge and how you are thinking about migration, emigration, and others. Do you see it as positive, or do you see it as negative? (C agrees). What I have heard mostly have been negative things, but how many positive things there are indeed! Or, the other way around. So, I think with the backpack you have when you go in and read these books, it fills up. I can feel that it is getting refilled a lot.

C: I think so, too.

M: Things I have forgotten about before: all refugees flee from the conflicts in Beirut. Everything that has happened over the years and such. World Trade Center was bombed as early as 1993, it said. I didn't know that at all.

C: I also think this was very good. It's like a flashback.

L: Historical flashback.

C: I think this has been very interesting.

Third meeting

All the teachers agree that their perspective of migration has expanded and that their "backpacks" are refilled. Further, the teachers were faced with major challenges with new concepts and terms. As one teacher described, "the word 'migration' is much wider," and the focus now is to select and transform the content for the pupils:

L: So yes, when I finished reading and watched the movie and so on, I was very... the economical was.... It says, "Is there anything you find difficult?" So, these economic theories and political science and stuff like that I think are difficult, and there is a reason why I do not read that. But now, I have quite a lot of meat on the bones, but I can immediately feel that this is nothing for upper primary. (C agrees) And if I have to choose with my heart in some way, it's escape, maybe love, to some extent also work, that you move for a job. Because I have it in my own group, so to speak. But I also learned a lot now. I have to peel it off myself: What do I want to give the children? Because I do not want to give

them theories, but I thought for a while here that maybe this could be read in high school later. When they have come a little further in their development, so to speak. But otherwise this, push and pull, new migration economy and such, it was very interesting and just the word 'migration' became very much bigger.

Second meeting

This quote mirrors how the pupils are always present during these teachers' reading and that they are reflecting on transforming the content to fit just their pupils. The teacher here believed that economic theories did not match the ages of her pupils, and if she was able to "select from her heart," it was more relatable for the pupils to understand migration through refugees, love, or migration because of work. This raises the question of what kind of knowledge practice is suitable for pupils in these age groups. Are some aspects of migration more suitable for older pupils? Is it possible for ten to twelve years old to understand, for example, economic theories, if they are reconstructed to suit them?

Furthermore, all three teachers insisted that the readings opened up ways for them to visualise social studies subjects from a migration perspective. They described the input of specialized knowledge about migration as an "Aha" experience and a new set of glasses to viewing social studies that could make a ground for another knowledge practice than before:

L: But I actually thought a bit when reading about industrialisation. When we read about the age of liberty in the sixth grade, it is probably most often that you do it. Then, we read about urban... migration internally, and how it came later from England to Sweden. There you can get a little from that migration. And then of course, America. It also comes in at the end of 1800. Then you head over to high school. Well, we end there in 1850 something. When it starts, this wave of...

C: Emigrants and...

L: You can get a little of that in there, too, without needing war and flight, in the sense. That it is a labour migration.

Me: Trade and work ...

L: Yes, work.

Me: And you were also talking about urbanisation as one of the developments that began earlier as well.

M: I have been teaching about the Middle Ages for a while now, and only now do I start... When I've done that, I think, Whao! This... I could talk about.

C: But so typical!

M: The first cities began to be built. And people started to become citizens.

C and L: It's internal yes ...

M: Internal migration and the economy with the Hanseatic League for example. It was the Germans who came and settled in Sweden and such. They brought loanwords, and they brought culture and started building houses.

L: Sure, you got another set of glasses?

M: I had never thought about the migration idea then, huh?

L: Neither do I.

M: Today, I talked to them about it. Do you know what I've been thinking... Because it (migration, my supplement) has to do with geography that you read and how people move.

C: We are teaching about Sweden a lot in the fourth, of course. Now we come to this with the Sami, and it is also this. How are they forced to move from their land. It's the same thing there, actually.

Me: Absolutely. And how the Sami exist across national borders in their origins.

C: It's like you said. You get a slightly different look for it.

M: Yes, you get it. And all of a sudden, you see that migration is everywhere. Why haven't you thought about it before?

Me: It becomes like a perspective, a migration perspective that you can apply to different phenomena ...

M: As an umbrella of knowledge that you can put over everything. Exactly.

Second meeting

The teachers talked about migration as an old phenomenon that can be related to several areas within social studies, such as industrialisation and urbanisation, the Middle Ages, the Viking Age, globalisation, and the indigenous Sami population. Creating a knowledge practice in the circle seemed to expand the concept of migration and awaken the view of migration, as a perspective of social studies. This view of migration based on specialized knowledge could open avenues for changes in knowledge practice and the ability to teach migration.

6.1.2 Teachers' views of content selection

In the teachers' discussions of content relevant to teaching migration, they chose concepts, causes, and consequences of migration, historical comparisons, and social science models. The models described are the analysis model, which could be described as a model with a phenomenon in the centre, causes listed on the left side, and consequences on the right. Another model is the push-and-pull model, which describes migration in terms of what pushes the migrants to the place and what pulls them there

(Vicino, 2014, p. 10). The third model is the time-geography model, which describes the time and space dimensions of people and phenomena in a notification system (Hägerstrand, 1985).

The teachers emphasised the importance of allowing the pupils to understand the different causes of migration and possible interplays between them:

Me: What do you think of this in relation to teaching at upper primary school? Which of what you have read do you find particularly relevant to highlight in teaching?(...)

L: I think the things H. (one of the seminar holders, my supplement) said, the list he had made. Why migration, does not have one reason, but sometimes there can even be several. You can definitely bring these up with the children, but without going into deeper depth on the financial aspects. Because it feels like it's more for the high schoolers. (C agrees)

Me: Which ones did he list there?

C: Was it five or six different...

L: Work, flight, studies, marriage, family reunification, and lifestyle. Gender perspective. So, it is not the same pattern for women and men. Too dangerous. Not one cause but even mixed.

Third meeting

Besides the causes of migration, the teachers also mentioned the consequences of migration. One teacher explained how the analysis model can be used to describe the consequences of migration or what results from migration:

L: So, I had a bit of this: what migration gives. It was said that it gives an increased multiculturalism. You can spin on it later. So, we have talked a bit about this now. Then, it is not only the Swedish not thinking outside the box, but we become multicultural. What can it give us? What could be the problem with it, and what are the benefits of it? It is a part of tackling globalisation. That you start more in childhood with that. That it is more or less the case today that we do not live in our little square, but rather that we have this exchange between countries with import, export, people, everything. It feels like that. In the analysis model, one of the good consequences is that of migration. That we can gain an increased understanding and not have to be like this (she shows with her hands before her eyes).

Second meeting

By explaining the positive consequences of multiculturalism using the analysis model, the teachers meant that their pupils could develop an increased understanding of other people. The quote above mirrors the teachers' recurring theme of a two-fold striving for

both knowledge content and content related to values. In this value-related striving, teaching should contribute to an increased understanding among the pupils, making them wiser citizens. During a talk about the role of social issues in teaching, the teachers described the goal of equipping the pupils to become good citizens:

C: It is quite big, I think.

L: In general. We tell the children, "This is how we live. This is how we should be towards each other."

C: Yes, exactly.

L: Not only based on the group of children, but this is also how it is in the society. So, this is not what you can do when you are an adult. You can go to jail. Maybe a little to write on the nose. But to equip them for the future.

C: To become a good citizen, or what should I say.

L: Yes, exactly like that.

First meeting

Issues of values were present in the talks; however, possibly because of the design of the study, knowledge content was the focus of these conversations in the first meeting. Further, the teachers outlined economy as an explanatory factor for migration and an important perspective on migration, but one teacher believed that migration connected to refugees and persecution could be even more important for young pupils to know:

L: I have a feeling that we are pushing against the financial institutions. That it is migration from an economic perspective. We have talked about refugees, but it is a lot (of economic perspective, my supplement). I'm thinking of the book too.

Me: It leads a little there. We don't just have to agree to that either.

L: No, with upper primary school students. I think they would dig more into this escape themselves... the concept of escape.

C: With war and persecution.

L: Persecution, political refugees, and so on. I can feel that this is more important.

C: But on the other hand, it is the case that most of the migration is economic, so you must not forget that either. But I agree with you, absolutely. And that's the feeling and you think that. But the book lifts above all. I feel that it focuses a lot on just this. That it (economy, my supplement) is the largest part of the migration.

Second meeting

6.1.3 Conclusion of the knowledge practice

One could argue that the concept of migration in the teachers' understanding of it has developed from being a narrower concept where migration in particular has been seen as extern migration, often with connotations of refugees, to becoming an expanded concept with more dimensions and even a perspective through which the world and social studies can be viewed. The teachers chose concepts, for example, causes, and consequences of migration, and models, for analysing migration as significant and relevant parts with potential for teaching migration.

6.2 Learning practice

Learning practice is about pupils participating in knowledge practice and the transaction between what they already know and what knowledge practice is being offered in the educational practice. The pupils' previous knowledge consisted of both preconceptions and experiences. Preconceptions could be described as the factual knowledge the pupils already have and how the central concepts are understood, and experience has more to do with stories, feelings, and everyday experiences related to the content.

6.2.1 Preconceptions

Pupils' preconceptions can be organised into three groups: their conceptual knowledge, the causes of migration, and their knowledge about the phenomenon.

6.2.2 Conceptual and factual knowledge about migration

The pupils in the focus group interviews wrote, reasoned, and discussed the meaning of terms such as migration, immigration, emigration and urbanisation. An example is S., who noted a difference between intern and extern migration without mentioning the terms for it and illustrated how she understood the concept of migration:

S: When you migrate, you move from one place to another. That you might move from another country to Sweden, for example. And maybe you do it because you need a job or because the country is at war. But you may do it because you have friends or family who have migrated, and they may say that we are doing super well and that they are happy. So, then you might want to move to that country.

Focus group 3

Some of the pupils defined the term migration, whereas others described the difference between immigration and emigration as well as between intern and extern. The pupils described the different causes of migration, such as work, poverty, war, school/education, lack of democratic rule or freedom, inequality in what girls are

allowed to do compared to boys, and family and friends. Here is a discussion in which some of these factors are described:

D: So, in most countries, people move because it is about to become a war just for bad democracy. And that democracy in their countries is not so good. The girls are not allowed to go; they are not allowed to do anything that the boys are allowed to do. For example, as the boys are allowed to play basketball, although not the girls, the boys are allowed to play football and such, although not the girls.

Me: So, you talk about, about...

A: Kind of what I said. That they do not have the same rights and that they move here to get it.

D: Yes.

Me: Different rights for girls and boys.

D: And that they move to Sweden to get a better job, a better life and, therefore, not to be mean or anything, that is, for a salary, money, and live a good life in Sweden.

Focus group 2

The pupils seemed to understand quite a lot about the different living conditions in the world and that there are different incitements for migration. The third aspect of the pupils' preconceptions of migration was their overall knowledge about the phenomenon. The pupils mentioned, for example, the emigration to North America, the Migration Board, and things they had heard from the news, for example, the fleeing in inflatables from Syria:

Am: Many people from poor countries travel with bad boats when they flee. Many of them perish then.

Me: Just that. Have you heard of it? Outside of this ...

A: It's about moving as well. So, then they move because it is war or poor, and so on. And then they go in bad boats, and they die anyway!

Me: Mm. What do you think about it?

Am: BAD! Can they not have good boats instead.

Me: Have any of you heard of these boats?

Pupils: Yes ...

Al: Yes, that means that people get paid to smuggle people, like across borders and stuff, and some smugglers use boats. So very bad boats like rubber boats

and then the boats have to go with a whole crowd and then the smugglers take them, or at least try to take them to another place.

Am: They have no life jackets... or equipment. And then those boats are completely full. Like twice as much as they really should be.

Focus group 3

In this quote, it is clear that these ten-year-old pupils have an awareness and quite detailed knowledge about the situation of refugees and migration from the war of Syria, which has been current these last years, for example. This engages the pupils in an affective way and can be compared to the findings in the teachers' talks about the didactical potential of using refugees as content during the teaching of migration. This quote relates both to knowledge about migration and to the other part of the pupils' previous knowledge, the one connected to their experiences.

6.2.3 Experiences

The dimension of experience took form mainly in two different ways. The first occurred as the pupils described a personal relation to migration, and the second as they described feelings about migration. The first one is focused on the lifeworld of the pupils, which includes stories and examples of their own, their parents' or previous generation's external or internal migration. Another common theme in the interviews was the notion of "homeland," in which some of the interviewed group had their family's homeland very much alive:

Me: (...) What do you think of when you talk about homeland. What is a homeland?

P: I am thinking of the country where I come from... so, I was born in Sweden, but my parents come from X (country). So, I think my homeland is X because my parents come from there.

Me: Because your parents were born there, but you were born in Sweden?

P: Yes.

Me: So, it's your homeland?

P: But I think X is my homeland.

Me: You think that X is your homeland.

P: Because all my family and relatives live there.

A: Yes, what are you thinking about?

R: I was born in Sweden, and on my mother's side of the family, most people live in Sweden. But for me, it is still Y (country) that is my homeland because there are some relatives who live there, my parents who live there.

Focus group 5

These experiences of the pupils' homeland and stories related to their families raise the issue of values connected to identity and belonging (McIntosh et al., 2019). The second part of the pupils' experiences occurred as they described feelings related to migration. They described how migration can make people feel creepy, uneasy, excited, and sad because of missing family members. One pupil described migration and that moving could make people have many feelings simultaneously:

An: Well, moving can be that you move from, for example, a country to another country. (S: Mm) or from, for example, another city, or perhaps from type X (city) to Y (city). (Me: Mm) Immigrating ... sometimes it is called immigrating.

Me: Just that.

An: And then it's very exciting. You can have a lot of emotions in your body when you have to move from one city to another city or something.

Focus group 3

6.2.4 Conclusion of learning practice

The previous knowledge of the pupils consisted of both preconceptions and experiences. As seen in the material, the pupils had preconceptions of migration. Most of them could describe the term migration with the meaning "moving," and they also had knowledge of some causes of migration. They have heard about migration on the news, for example, about refugees from Syria fleeing in inflatables over the Mediterranean Sea. Some of them also had experiences in the form of stories, feelings, and everyday experiences connected to migration. In the material, it seems the pupils understand migration from an individual perspective of the social issues connected to migration, although only a few of them make connections at the societal or structure level. However, the pupils together in the classroom seemed to have quite a rich previous knowledge. One challenge for teachers is to become oriented to this knowledge and to use it as a starting point for the rest of the teaching as they reach the pupils' zone of proximal development (Vygotskij, 1934/2001).

6.3 Didactical practice

Didactical practice includes the other two practices (knowledge practice and learning practice), and the aim of the teacher is to design and establish a knowledge practice and make it work as a learning practice for the pupils (Carlgren, 2015). It is critical that teachers start with both the previous knowledge of pupils and specialized knowledge about migration, given that it is significant, according to disciplines, to develop pupils' knowledge and moral responsibility. Table 2 summarises the above findings about knowledge practice and learning practice.

Table 2: Summary of knowledge practice and learning practice

Knowledge practice	Specialized knowledge contributes to an expanded concept of migration, developing the teachers' comprehension and ability to handle issues of knowledge and values.
	Knowledge content: Concepts, causes and consequences of migration, models for analysing the content.
	Migration as a perspective and/or a thematic content.
Learning practice	Pupils previous knowledge consist of both preconceptions and experiences of migration.
	These preconceptions and experiences on group level seem to include a quite wide understanding of everyday knowledge about the phenomenon of migration and sometimes seeds of more general understanding.

According to this table, reconstructed specialized knowledge in knowledge practice in relation to pupils previous knowledge of migration in learning practice contributes to the potential for a more qualified migration education. To establish a didactic practice about migration, the teachers in the study described three central ideas:

- d) Case and migration biographies could have the potential to describe different causes of migration.
- e) It is important to give the concepts rich explanations through various examples in context.
- f) Pictures, models, feelings, artefacts, and discussions progress the pupils from concrete to abstract thinking and vice versa.

6.3.1 Case and migration biographies in teaching

Teaching migration through migration biographies could, according to the teachers, be one way of reconstructing the different causes of migration. The teachers described how pupils in upper primary school understood the world mostly from an actor's perspective. A bridge between actor and structure could be built by re-personifying the structural phenomenon of migration using cases or migration biographies. The teachers also expressed that most of the pupils in upper primary school had a concrete view of the world, and that migration biographies, preferable of children in their age groups, could be useful, particularly in classes where many of the pupils have migration backgrounds.

M: They need something to identify with.

C: So, it does not become too abstract.

M: Yes, exactly, and preferable someone in their own age.

Me: Yes, indeed, this child that... I think this is effective. I really think this could be an entrance, because then you connect feelings, thought, and knowledge in one.

L: They don't know anything other than being children. And this is what they compare with.

Fifth meeting

They acknowledged that identifying with someone similar was important. There is a need for the teacher to show that the person is simply a symbol of a structural phenomenon. The teachers pointed out that it is difficult for many pupils in upper primary school to abstract and understand societal phenomena at a structural level.

Me: But what I'm thinking about is if the children see that this person, this child who is emigrating, that there are more behind it. That there is this structure behind (...).

C: I feel that depending on how far they have come in their own development of maturity, so ...

L: That you can think outside the box ...

C: When they are younger, it is their little box that counts. Then, you have upper primary school girls who have come as far as they can, as you said, depending on what they have in their luggage.

M: I think at this age they have a very hard time abstracting.

C: I do not think they really know either, but...

M: Without it, there will be more at the end of high school somewhere.

C: Barely, then.

M: The brain is not fully developed until you are 18 years old ...

L: Barely then ...

Me: No, sure.

M: That's what they need to have piloted by us teachers. But it is not so easy to pilot such. Because we cannot go into every student's head and find out—what do you know—what do you think.

Fifth meeting

The teachers described here variations in pupils' understanding of abstract cognitive relations and the importance of teachers' support. As seen before, the pupils in the focus groups had previous knowledge consisting of both preconceptions and experiences. The challenge for the teachers is to orient themselves and let the pupils' understanding of concepts and their experiences and stories of migration, internally and externally, become a starting point for the teaching. One way of relating the pupils' previous knowledge to specialized content could be through migration biographies. Migration biographies in the circle were viewed as a reconstruction of scientific content with didactical potential. Two ways of using biographies were discussed—either work with the pupils' family's migration or use fabricated cases that can be re-personified for the different types of migration. For example, could labour migration be understood through the story of a person who migrates and sends remittances home? This re-personification could be a way of reconstructing knowledge practice (Carlgren, 2015). The cases could function as what Klafki (1985/2001, pp. 176-177) described as exemplary teaching. When the phenomenon of migration is presented with some ideal examples, the learners can work from the general to the specific and obtain insights on these aspects of migration as well as the overall context, and may be able to visualise migration as a solution strategy.

6.3.2 Various and rich examples of concepts in context

Allowing the pupils to develop their own thinking, preferably with discussions and understanding of concepts in a broader context, was often mentioned. Discussions could be organised from the principle of think-pair-share (Bamiro, 2015). First thinking by themselves, then in pairs, and lastly sharing the thoughts in a class group. Concepts and the phenomenon of migration could also be exemplified through films and pictures:

C: We started with indigenous peoples. Minority people in Sweden. In the film, they talked in general about minority populations and how they have been treated. Then you ask questions in connection with the film. What are your thoughts after seeing this? It creates pretty good discussions that you can then work on and explain, make mind maps, and move on.

L: Start from the children and then take it further instead of starting from: "this is what we are going to read now".

Me: Because then you also have the pupils with you.

C: And then you can also point out the different concepts and explain. So, they get it. For some of these concepts, they do not understand, so you have to explain more.

(Others agree)

M: I also think that a pretty good way is when you have talked a little about emigration and immigration, it can be good to have a whole arsenal of different

images. For example, an overloaded inflatable boat or migration, what do you think? Look at this picture, what's going on? What does it look like? Why do you think they are on the boat? Where in the world do you think it is? Where are they going? Why are they fleeing? Or whatever it may be. Then you can take a picture of money. What can it have to do with emigration? To bring in some economic thinking. It is important that you find good pictures and that you think through which pictures are appropriate to show in that case. They can come up with the most fantastic ideas. Completely different ways of thinking than what you yourself have; they are as smart as possible. So, you can drop your chin sometimes.

Second meeting

The teachers also pointed out the possibility of using pictures and films to provide rich and varied explanations of migration. They also described how to point out concepts from the setting of the film and then explained them further with different explanations. Pictures are described as another useful tool to help pupils develop concepts and their thoughts.

6.3.3 Feelings, artefacts, and discussions as tools for making the abstract more concrete

The teachers in the circle, at least in the beginning, often returned to the pupils, needing to be presented with new content in a concrete form that could be related to the pupil. Using affective dimensions in the teaching that appeal to the feelings of the pupils or letting them touch artefacts, as well as using pictures and discussions, were mentioned as tools for making the abstract more concrete.

One teacher in the circle started a teaching project about migration based on the pupils' family's own migration. The majority of the pupils in his classes had family members who had experienced extern migration, and some had experienced intern migration. In the circle, this raised questions about the potential of feelings and the affective dimension of teaching.

L: Yes, it can be very emotional. Also.

M: It can be. I have some students who have come to Sweden. They were not born in Sweden. (...) Of course, someone may have been through traumatic things. And it can be, when you talk about this, there can be reactions of course. And it does not have to be the one who tells, but it can be someone else who comes up. (...) This can lead to people coming in and talking about current events. Now with Palestine. There were 55 who were shot dead. (The others agree). Sometimes you do not know what fuel you are bringing. (The others agree.)

C: On the other hand, it can be quite good that, when you get into these current situations, there can be quite deep discussions. So, it can be very good, I think so too. You do not know what is happening, but it is important that you are sensitive as a teacher as well.

L: And I think these are the questions you should ask. That you think about the age of the group and "how many doors should I open".

C: It is true that you have thought about this as well, and it is not always what you have. You start with a discussion and ...You should always be prepared; it's not like that but sometimes. Our everyday life looks like it does at school.

Second meeting

The affective dimension, in terms of feelings related to migration, as well as the discussions, are mentioned in this quote. The teachers described how the content of migration could be affective and provoke reactions. When actualities were handled in the teaching, one teacher indicated that "you don't know what kind of fuel you bring to the classroom". C agreed, indicating that these actualities can bring deep classroom discussions and reminded the group about the importance of being responsive. Being sensitive and the use of affective dimension could have some potential during the teaching of migration. Another dimension of teaching is, as described by the teachers, the potential of feeling, looking, and touching artefacts to make the abstract concrete:

Me: Because you think that there is didactic potential in things. To bring artefacts.

C: Look, feel touch... that is how it becomes concrete. It's not abstract, that's what it's about. And you can hang up discussions about things and that they can watch in groups and discuss, do you think... (L: Yes) That is how learning happens that way.

Fifth meeting

6.3.4 Conclusion of didactical practice

To summarise, reconstructed specialized knowledge and awareness of pupils' previous knowledge of migration seem to contribute to a more qualified teaching about migration. The pupils as a group seemed to, according to the results from the focus group interviews, have rich previous knowledge about migration. The question remains: How can teachers orient themselves according to this information in the classroom setting?

Migration biographies and exemplary teaching in the form of case studies could be one way of making specialized knowledge of migration take concrete form. Concepts

related to migration can be exemplified in various settings and with rich examples in context. For example, the use of stories, pictures, examples, artefacts, and the notion of feelings related to migration. Migration could be taught as a perspective in the subject-specific course or/and as a thematic.

7 DISCUSSION AND PRACTICAL IMPLICATIONS FOR EDUCATIONAL PRACTICE

Reconstructed specialized knowledge and an orientation of pupils' previous knowledge of migration has the potential to contribute to more qualified education about migration. The following discussion will focus on the practical implications for educational practice, according to the research questions asked at the beginning of the text. First, the question of what characterises the knowledge practice of migration is discussed; secondly, the relevance and significance for the pupils according to learning practice; and third, what is chosen and how is it reconstructed in the didactical practice.

7.1 Specialized knowledge of migration in knowledge practice

Many social issues, including integration and belonging, are apparent in the current media debate on migration. These social issues tangent both dimensions of knowledge and values that could be valuable aspects of teaching about migration in schools (Antoniou & Zembylas, 2019; Brossard Børhaug & Weyringer, 2019; Deery, 2019; Duraisingh et al., 2018; Ernst-Slavit & Morrison, 2018). All pupils need access to specialized knowledge to develop their knowing of for example migration (Hordern, 2021; McIntosh et al., 2019; Young & Muller, 2015). This study shows how teachers' knowledge about migration expands when confronted with and discussing scientific texts and seminars about migration. This could make it easier for the teachers in their reconstruction of the content, because it would be easier to recreate the knowledge traditions of the connected subjects and establish knowledge cultures that characterise the ideal tradition of knowledge (Carlgren, 2015).

The development of the teachers' specialized knowledge about migration increases the possibility of the pupils obtaining access to the same information. When knowledge replaces prejudices, the possibility of more qualified and nuanced discussions about migration and related social issues expands. The pupils need to get access to specialized knowledge, as Young and Muller (2015) argues to be powerful. They need to understand concepts and phenomenon to understand and participate in the society. This developed knowledge may also contribute to the moral responsibility of all involved, as Klafki (1985/2001) describes. This moral responsibility was also apparent in the teachers' discussion about the aim of social studies being to develop pupils into wiser citizens. By regarding migration and related social issues as one kind of epoch-typical key problem, it is important to the teachers' ability to develop the pupils' knowing, as well as their responsibility and willingness to contribute to the solution of these problems (Klafki,

1985/2001). When teachers in the study selected content for a knowledge practice (Carlgren, 2015) with input from specialized knowledge, it seemed that their former content selection traditions were challenged. This emphasizes the necessity of continuing education in social studies and collaborative platforms for teachers.

7.2 Relevance and significance for the pupils in the learning practice

Migration as a teaching content is urgent from both a societal perspective and an individual perspective of pupils. As seen in this study, the pupils already knew a lot about migration before teaching started. The pertinent challenge is orienting the teachers to this previous knowledge and in what ways the pupils understand the content. The teachers in the study discussed that those ten–twelve-year-old pupils may be a little too young to understand societal phenomena at a structural level. However, it is important not to underestimate what pupils already know and have the opportunity to understand. Instead the challenge is to create didactical practices where this transaction between what the pupils already know and what is being offered in the educational practice is focused (Carlgren, 2015). For this, the teachers need strategies of orienting themselves to the previous knowledge of the pupils and possible ways to transform and reconstruct theories and abstract concepts to suit them. This previous knowledge can be made visible in didactical practice (Carlgren, 2015) in different ways. The migration of the pupils' families can be made the entrance to understanding the phenomenon. This strategy allows the identities of pupils to take a central part in teaching. This, according to Cummins et al. (2015) and Deery (2019), is an effective teaching strategy, especially for newly arrived pupils or pupils from marginalised groups (Cummins et al., 2015). Another way is through discussions or mind maps that make the previous knowledge of migration visible as a significant starting point for all pupils. This entrance could be effective in social studies because the terms of everyday knowledge and specialized knowledge in these subjects are often the same, even if they could have a slightly different meaning. The term migration occurs, for example, in the everyday understanding as well as in the specialized knowledge, and what differs is rather broadening, specialisation, and adding more perspectives than that the meaning will be something completely new. The focus must be, according to Barton (2016), to further broaden the pupils' conceptual understanding (Barton, 2016, p. 22), and abstract the empirically based concepts as abstract concepts are filled with rich explanations (Vygotskij, 1934/2001). The teachers awareness of the level and variation of their pupils' previous knowledge is crucial as the pupils relate the new to the existing knowledge.

7.3 What is chosen and how migration can be reconstructed in didactical practice

The discussion continues here with teachers' didactical choices and the aspects of reconstructing migration that have didactical potentials. Teachers in didactical practice

attempt to arrange a fruitful meeting between the pupils in the learning practice and the contribution from science, as they qualify the knowing of migration (Carlgren, 2015, 2020). Teachers choices for reconstruction of migration could focus on knowledge qualification, and also give possibilities for subjectification, such as including a consideration of the identity of the pupils (Biesta, 2015).

Migration and its associated social issues could, as seen in this study, be taught in thematic interdisciplinary projects and from the perspective of migration. If migration is studied as a thematic interdisciplinary project, different complementary perspectives on migration could be reached. When the teachers in this study developed an expanded concept of migration, they related migration to different areas of knowledge. Thus migration can also be taught as a perspective, where migration takes place during the topics of social studies.

Using migration biographies, pupils' own or ideal type, is one of this study's findings. Biographies could have didactical potential to exemplify migration and allow for the viewing of the structural phenomenon from an actor's perspective. Working with ideal-typical cases of migration could, according to this study and Klafki (1985/2001) have potential to show different kinds of migration and function as exemplary teaching. One suggestion for teaching about migration is to let pupils meet up with stories about humans who have migrated by different causes like labour, climate, sexual harassment, political or refugees from war. In the study, the need for the pupils to understand concepts, models and to discuss the causes and consequences of migration is highlighted too.

Allowing abstract concepts, such as migration and urbanization, to take a concrete form in didactical practice was crucial for the teachers in the study. By exemplify the concepts in various settings and with rich examples in context will enable the pupils' understanding of the concepts. For example, the use of stories, pictures, examples, artefacts, and the notion of feelings related to migration could be useful. Teaching could, according to Antoniou and Zembylas (2019), provide pedagogical spaces where affective dimensions in the understanding of refugees or, in this study, all migrants could take form. The affective dimensions in this study also relate to Klafki's (1985/2001) work and the moral dimension of education. This study shows how values, attitudes, and feelings could have a didactical potential to address social issues and engage with the lifeworld of the pupils.

The use of educational design research as an approach has been useful because of its potential to explore both questions asked in practice and of researchers. These meetings in the study circle and focus group interviews make an interesting and fruitful meeting between pupils, teachers and researchers. This also provides good ground for developing practice-oriented educational research. This setting has been useful for discussions about this research problem's role in specialized knowledge and the everyday knowledge and experiences about migration. This issues could be examined further in

studies conducted in different classrooms, and the didactical practice relation to educational reconstruction could be examined further.

In conclusion, if teachers are strengthened through opportunities to reflect, transform, and reconstruct relevant specialized knowledge about migration and the previous knowledge of the pupils are made visible, the teaching of migration could be less complex and difficult. Teaching more substantially and sensitive about migration can include, according to the results of this study, both knowledge qualification and moral and affective dimensions. If the didactical choices teachers make consider both aspects of knowledge and the life world of the pupils, it increases the possibilities for the pupils to understand a phenomenon like migration to act wisely and responsibly in a changing society.

REFERENCES

- Antoniou, P., & Zembylas, M. (2019). Conceptualizing and contextualizing the concept of refugee in education: A phenomenological study of teachers' and students' perceptions in a conflict-affected society. *Diaspora, Indigenous, and Minority Education*, 13(2), 97-112. doi:10.1080/15595692.2018.1538045
- Bamiro, A. O. (2015). Effects of guided discovery and think-pair-share strategies on secondary school students' achievement in chemistry. *SAGE Open*, 5(1). doi:10.1177/2158244014564754
- Barton, K. C. (2016). Social Studies in the primary grades: preparing students for democratic participation. In M. Olson & S. Irisdotter (Eds.), *SO-undervisning på mellanstadiet : forskning och praktik [Teaching Social studies in middle school: research and practice]*: Gleerup.
- Biesta, G. (2014). Pragmatism in the curriculum: bringing knowledge back into the curriculum conversation, but via pragmatism. 25(1), 29-49. doi:10.1080/09585176.2013.874954
- Biesta, G. (2015). What is education for? On good education, teacher judgement, and educational professionalism. *European Journal of Education*, 50(1), 75-87. doi:http://dx.doi.org/10.1111/ejed.12109
- Bladh, G., Stolare, M., & Kristiansson, M. (2018). Curriculum principles, didactic practice and social issues: Thinking through teachers' knowledge practices in collaborative work. *London Review of Education*, 16(3), 398-413.
- Bransford, J. (2000). *How people learn : brain, mind, experience, and school*: National Academies Press.
- Brossard Børhaug, F., & Weyringer, S. (2019). Developing critical and empathic capabilities in intercultural education through the VaKE approach. *Intercultural Education*, 30(1), 1-14. doi:10.1080/14675986.2018.1534042
- Carlgren, I. (2015). *Kunskapskulturer och undervisningspraktiker [Knowledge cultures and educational practices]*: Daidalos.
- Carlgren, I. (2020). Powerful knowns and powerful knowings. *Journal of Curriculum Studies*, 52(3), 323-336. doi:10.1080/00220272.2020.1717634
- Cetina, K. K., Schatzki, T., R., & Savigny, E. v. (2001). *The practice turn in contemporary theory*: Routledge.

- Christensen, T. S. (2013). Interdisciplinarity and self-reflection in civic education. *Nordidactica: Journal of Humanities and Social Science Education*, 2013(1), 201-226.
- Cummins, J., Hu, S., Markus, P., & Montero, K. M. (2015). Identity texts and academic achievement: Connecting the dots in multilingual school contexts. *TESOL Quarterly*, 49(3), 555-581.
- Deery, C. (2019). An ethnographic action research project: national curriculum, historical learning and a culturally diverse Melbourne primary school. *Ethnography and Education*, 14(3), 311-327. doi:10.1080/17457823.2019.1582349
- Duit, R., Gropengriesser, H., Kattman, U., Komorek, M., & Parchmann, I. (2012). The model of educational reconstruction- a framework for improving teaching and learning science. In J. Dillon & D. Jorde (Eds.), *Science education research and practice in Europe : retrospective and prospective*: Brill, Sense.
- Duraisingh, L. D., Sheya, S., & Kane, E. (2018). When youth dialogue: A pedagogic framework for changing the conversation about migration. *Global Education Review*, 5(4), 211-235. doi:https://doaj.org/article/aa86bb5ce2e34b74a512195aed732b58?
- Ernst-Slavit, G., & Morrison, S. J. (2018). "Unless you were Native American...Everybody came from another country:" Language and content learning in a grade 4 diverse classroom. *Social Studies*, 109(6), 309-323. doi:10.1080/00377996.2018.1539700
- Evans, J. (2018). We are all born free and equal. But are we? Children's responses to issues of conflict, migration and refugees in picturebooks. *Education 3-13*, 46(7), 782-801. doi:10.1080/03004279.2017.1364062
- Gessner, S. (2017). Teaching civic education in a migrating global community: How can students with a migration background contribute to didactics and Civic education theory? *Journal of Social Science Education*, 16(2), 42-52. doi:10.4119/UNIBI/jsse-v16-i2-1603
- Harnow Klausen, S. (2011). *På tværs af fag : fagligt samspil i undervisning, forskning og teamarbejde [Across subjects: Subject interplay in teaching, research and thematic teaching]*: Akademisk.
- Hess, D. E. (2009). *Controversy in the classroom. [electronic resource] : the democratic power of discussion*: Routledge.
- Hordern, J. (2021). Specialized, systematic and powerful knowledge. *London Review of Education*, volume 19(1). doi:10.14324/lre.19.1.06
- Hudson, B. (2007). Comparing different traditions of teaching and learning: What can we learn about teaching and learning? *European Educational Research Journal (online)*, 6(2), 135-146. doi:10.2304/eeerj.2007.6.2.135
- Hägerstrand, T. (1985). Time-Geography. Focus on the corporeality of man, society and environment. In *The science and praxis of complexity. The United Nations University* (pp. 193-216): The United Nations University.
- Keegan, P. (2021). Critical affective civic literacy: A framework for attending to political emotion in the social studies classroom. *Journal of Social Studies Research*, 45(1), 15-24. doi:10.1016/j.jssr.2020.06.003
- Khatti, N., & Miles, M., B. . (1995). Mapping basic beliefs about learner centered schools. *Theory Into Practice*, 34(4), 279-287.
- Kittelman Flensner, K., Larsson, G., & Säljö, R. (2019). Jihadists and refugees at the theatre: Global conflicts in classroom practices in Sweden. *Education Sciences*, 9(2), 1-17. doi:10.3390/educsci9020080

- Klafki, W. (1985/2001). *Dannelsesteori og didaktik, Nye Studier [Theory of Bildung and Didaktik: New studies]*: Klim.
- Kristiansson, M. (2017). Underordnat, undanskynt och otydligt : om samhällskunskapsämnet relationsproblem inom SO-gruppen på svenskt mellanstadium [*Subordinate, obscure and unclear: about the social studies subject's relationship problems within the SO group at Swedish Middle school*]. *Acta Didactica Norge - tidsskrift for fagdidaktisk forsknings- og utviklingsarbeid i Norge*, 11(1), 1-20. doi:10.5617/adno.2547
- Lindseth, A., & Norberg, A. (2004). A phenomenological hermeneutical method for researching lived experience *Scandinavian Journal of Caring Sciences*, 18(2), 145-153. doi:10.1111/j.1471-6712.2004.00258.x
- McIntosh, K., Todd, J., & Das, N. (2019). *Teaching Migration, Belonging, and Empire in Secondary Schools*. Retrieved from <https://login.bibproxy.kau.se:8443/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=edsbas&AN=edsbas.454A45F7&lang=sv&site=eds-live>
- Muller, J., & Young, M. (2019). Knowledge, power and powerful knowledge re-visited. *Curriculum Journal*, 30(2), 196-214. doi:http://dx.doi.org.bibproxy.kau.se:2048/10.1080/09585176.2019.1570292
- Osbeck, C., Ingerman, Å., & Claesson, S. (2018). Chapter 1, An introduction to didactic classroom studies. In C. Osbeck, Å. Ingerman, & S. Claesson (Eds.), *Didactic classroom studies : a potential research direction*: Nordic Academic Press.
- Parker, W. C. (2017). Toward a powerful human rights curriculum in schools: Problems and possibilities. In J. A. Banks (Ed.), *Citizenship education and global migration : Implications for theory, research, and teaching* (pp. 457-481): American Educational Research Association.
- Plomp, T., & Nieven, N. (2013). *Educational design research - Part A: An introduction* SLO Netherlands institute for curriculum development.
- Prediger, S., Roesken-Winter, B., & Leuders, T. (2019). Which research can support PD facilitators? Strategies for content-related PD research in the Three-Tetrahedron Model. *Journal of Mathematics Teacher Education*, 22(4), 407-425. doi:10.1007/s10857-019-09434-3
- Quennerstedt, A. (2019). Language use in the teaching of human rights. *Cogent Education*, 6(1), 1-17. doi:10.1080/2331186X.2019.1683932
- Radinsky, J., Hospelhorn, E., Melendez, J. W., Riel, J., & Washington, S. (2014). Teaching American migrations with GIS census webmaps: A modified “backwards design” approach in middle-school and college classrooms. *The Journal of Social Studies Research*, 38(3), 143-158. doi:10.1016/j.jssr.2014.02.002
- Randahl, A.-C., & Kristiansson, M. (Forthcoming). Establishing links to specialized knowledge in social studies teaching In B. Hudson, N. Gericke, C. Olin Scheller, & M. Stolare (Eds.), *International Perspectives on Knowledge and Quality: Implications for Innovation in Teacher Education Policy and Practice*: Bloomsbury.
- Regeringen. (2019). *Uppdrag till Statens skolverk att genomföra insatser för att stärka utbildningens kvalitet för barn och elever som är nyanlända eller har annat modersmål än svenska [Assignment to the National Agency for Education to implement initiatives to strengthen the quality of education for children and students who are new arrivals or have a mother tongue other than Swedish]*. Retrieved from Stockholm: <https://www.regeringen.se/4a72e0/contentassets/b4afd8c3e9ee473eb9c3c26d15c72e5d/>

- uppdrag-till-statens-skolverk-att-genomfora-insatser-for-att-starka-utbildningens-kvalitet-for-barn-och-elever-som-ar-nyanlanda-eller-har-annat-u201903787s
- Scherp, H.-Å. (2013). Quantifying qualitative data using cognitive maps. *International Journal of Research and Method in Education*, 36(1), 67-81. doi:10.1080/1743727X.2012.696244
- Skolverket. (2018). *Läroplan för grundskolan, förskoleklassen och fritidshemmet 2011 : reviderad 2018 [Curriculum for the compulsory school, preschool class and school-age educare (revised 2018)]*. Stockholm: Skolverket.
- Stolare, M. (2017). Did the Vikings really have helmets with horns?: Sources and narrative content in Swedish upper primary school history teaching. *Education*, 45(1), 36-50. doi:10.1080/03004279.2015.1033439
- Stolare, M., Bladh, G., & Kristiansson, M. (Forthcoming). International Perspectives on Knowledge and Quality: Implications for Innovation in Teacher Education Policy and Practice. In B. Hudson, N. Gericke, C. Olin Scheller, & M. Stolare (Eds.): Bloomsbury.
- van den Akker, J., Gravemeijer, K., McKenney, S., & Nieveen, N. (2006). *Educational design research* (J. van den Akker, K. Gravemeijer, S. McKenney, & N. Nieveen Eds.): Routledge.
- Vetenskapsrådet. (2017). *God forskningssed [Good research practice]*. Stockholm: Vetenskapsrådet.
- Vicino, T. J. a. H., Bernadette. (2014). *Global migration: the basics*: Taylor & Francis Ltd.
- Vygotskij, L. S. (1934/2001). *Tänkande och språk [Thought and language]* (K. Öberg Lindsten, Trans.): Daidalos.
- Young, M., & Muller, J. (2013). On the powers of powerful knowledge. *Review of education*, 1, 229-250.
- Young, M., & Muller, J. (2015). *Curriculum and the specialization of knowledge : Studies in the sociology of education*: Routledge.
- Zembylas, M. (2021). The affective dimension of far right rhetoric in the classroom: the promise of agonistic emotions and affects in countering extremism. *Discourse: Studies in the Cultural Politics of Education*, 42(2), 267-281. doi:10.1080/01596306.2019.1613959

AUTHOR BIOGRAPHY

Sara Blanck is a PhD-student in Educational Work with an orientation about Social Science Didactics at Karlstad University. Her research focuses on civics and social science education in Compulsory School. Her current research interests are teaching and learning in social sciences, social issues, interdisciplinary education as well as affective, critical, and creative dimensions of teaching and learning social sciences.