

Sweden: The present and the future. Student teachers on their education and their career

Wenestam, Claes-Göran¹; Lindgren, Ulla²

¹University College of Kristianstad, Kristianstad, Sweden; ²Umeå University, Umeå, Sweden **273**

The primary aim is to investigate the effects of teacher education on becoming teachers, regarding to their professional development. Student teachers at different stages of their teacher education are investigated on the subject of their present teacher education and their future work as teachers. A second aim is to find out the effects of study site, gender and age on the students responses. The complex findings indicate both educational effects and effects related to other factors.

Norway: Formation as an aspect of professional education

Hjardemaal, Finn R; Jordell, Karl-Øjvind. University of Oslo, Oslo, Norway

274

The content of professional education is continuously discussed, especially what kinds of theoretical knowledge and practical skills are seen as crucial for future work. Lately we have observed a growing interest in developing students' personality, in particular phrased as a focus on the concept of formation (Bildung) within higher education. Based on empirical data, we will discuss to what extent students from three different programs in higher education (nursing, teacher ed, and preschool teacher ed) consider such aspects promoted in their programs.

Finland: Teacher profession and teacher education in Finland, compared with the other Nordic countries

Hansson, Sven-Erik. Åbo Akademi, Vasa, Finland

275

The aspects in the Finnish design of teacher education are partly related to results from involvement in evaluation activities concerning educational research and teacher education and partly from a comparative study about different issues concerning the status of teacher education in the Nordic countries. Several basic problems seem to be quite common, like the binary relationship between theory and practice, the vague labour division between pedagogy and subject didactics, the unclear role of the meaning of a research based approach etc. There are also differences concerning the organisation of teacher education, the recruitment of student teachers and the societal status of the teacher profession.