



MALMÖ UNIVERSITY

REPORT

Following a Fast Track Course for Refugee Teachers

Följeforskning kring Snabbspårekursen vid Malmö Högskola 2016-2017

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Acknowledgements

We thank Malmö University for the assignment to carry out this small study and hope that the results will contribute to a further development of tailor made courses that can bring professionals coming from abroad to a place on the Swedish labour market, especially in the field of education.

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1. Introduction

During 2015 and onwards, large numbers of refugees entered Sweden. The Swedish Government aims to support newly arrived immigrants to quickly find a workplace, relevant to the individual's education and experience, especially in certain occupations where there is a shortage of labour. When it comes to teachers in Swedish education, there has been a shortage for many years, especially in the subjects of natural sciences, mathematics and languages in secondary school, but also among primary and pre-school teachers (SCB 2016).

Several fast track courses have been organized for different professions. The fast track for teachers and preschool teachers was established in cooperation with the social partners – the Swedish Teachers' Union, the National Union of Teachers, the Employers' Organisation for the Swedish Service Sector – as well as the Swedish Public Employment Service and other relevant government agencies and several higher education institutions as Malmö University. Fast track courses started in the autumn of 2016 at Malmö University, Faculty of Education, where newly arrived individuals with a pedagogy background are offered an education of 26 weeks. The first group with 32 participants started in August and the second with 46 participants started in November.

Malmö University invited their researchers to apply for funding as follows:

Följeforskning "Snabbspåret för lärare"

Fakulteten avsätter medel för att kunna utföra följeforskning av det av regeringen föreslagna så kallade Snabbspåret för lärare. Att kunna följa en ny utbildning för lärare på detta sätt är unikt. De flyktingrelaterade behoven av att ta vara på kompetensen hos nyanlända med utbildning eller erfarenhet som lärare samt behovet av att erbjuda nyanlända barn och ungdomar en god utbildning, är omfattande. Dessutom finns de inom en större skolkontext som kännetecknas av en generell lärarbrist som är närmast ofattbar. Det är i ljuset av detta särskilt viktigt att de satsningar man gör, såsom Snabbspåret för lärare, verkligen fyller sitt syfte och tas till vara optimalt. Genom följeforskning kan vi skapa en fördjupad förståelse av både de mekanismer som gör att utfallet blir gott och de som blir hindrande. Följeforskning är här mycket lämpligt genom den öppenhet forskaren går in med och möjligheten att ställa nya forskningsfrågor under processens gång. Denna studie kommer att påbörjas så fort projektet "Snabbspåret..." igångsätts. (Spring 2016)

The application from Maaike Hajer from the institute of Culture Language and Media (KSM), which focused upon teachers thinking about the nature of classroom participation, was granted, starting immediately in summer 2016. Catarina Economou from the same institute became the second researcher in the project. This report describes outline, results and recommendations from this small explorative study.

2 Entering a new educational context - background of the study -

2.1 Character of the course

The fast track course can be characterized as an introduction to the Swedish school system. Theoretical courses are combined with work experience and language courses in professional Swedish during the 26 weeks. The outline of the course, which is the same for all groups started in the country, is threefold (see appendix 1 for the latest version of the course description in Swedish and Arabic):

- Content courses
 - the Swedish school system, history, organisation and values (8 weeks)
 - Social relations and pedagogical leadership (6 weeks)
 - Pedagogical relations, communication and learning (12 weeks)
- Course in Professional Swedish ('yrkessvenska')
- Workplace learning ('arbetsplats förlagd lärande')

To give participants quick access to course content, both Swedish and Arabic are used as languages of instruction. This implicates that bilingual teachers are involved in the course. Course literature is mainly in Swedish, with some translations into Arabic whenever available (see appendix 2 for course literature used in Malmö).

Participants have a background as teachers in primary, secondary school or preschool, mainly in Syria, some from Iraq and Dubai. The path to a national certification for teachers varies among the participants due to earlier education and professional experiences. Some of them can participate in the education for foreign teachers' education which is an additional course (the program 'ULV'), others will have to follow the ordinary teachers' education. In the course there is an opportunity for each participant to receive an assessment from a career counsellor to find out what further studies, after the fast track, would be required in order to obtain the teaching certification (see <http://bit.ly/2tfzbxT> for official information from the National Agency of Education).

One important part of the Fast Track theoretical courses, is developing teachers' attitudes and pedagogical roles on their way to becoming a teacher in Swedish contexts. A focus is especially on understanding the Swedish vision on pupils' active involvement in classroom interaction, which is an important characteristic of the Swedish curriculum for primary and secondary education.

2.2 Aim of this study

Teachers' understanding of Swedish curriculum values and pedagogic approaches can be considered a crucial factor in the success of new teachers' functioning in the Swedish school system, playing their roles in the curriculum implementation (Goodlad 1979, Van den Akker 2003). Against the background of differences in

educational contexts, the hypothesis is that it will be a challenge for foreign teachers to understand the required teacher role and understanding the pupils' active involvement in Swedish classroom interaction, coming from a rather different school system. Furthermore, understanding teachers roles in learning through interaction in multilingual classrooms and developing skills for planning classroom interaction in the Swedish context can be expected to become a major theme in the success of these preparation courses.

The focus of this small explorative study is on the participants' reflections and understanding of the role of teachers in Swedish schools in realising the pedagogy aimed for in the Swedish national primary and secondary school curriculum (in Lgr11 and Lgy), specifically the interaction patterns and student participation in learning processes. The purpose of the study - within a short intensive period of time - is to formulate feedback for teacher trainers, school supervisors and recommendations for further course development. Also, the explorations may lead to the identification of relevant questions that could lead to further research in this field, further course and course material development, as well as concrete ideas for new grant applications and article writing.

2.3 Theoretical framework

The theoretical courses in the Fast Track trajectory reflect the expectation that pedagogical relations and classroom communication need to be discussed and understood by the participants, on their way into the Swedish school. In addition to official curriculum documents, Lgr11 and Lgy (Skolverket 2010, Skolverket 2011) course literature like Dysthe (1996) and Molloy (2003) illustrate this perspective (see appendix 2 for the course literature as indication of course character).

The traditions and routines of working individually, in small group or whole group and teacher interaction skills differ between countries, and may vary over time. The switch from more teacher centered education to active student participation in classroom learning is discussed in many publications during the last decades, e.g. Edwards & Mercer (1987). Teacher and student roles in evaluation processes are connected to this switch. Sfard (1998) claims that different theories and views of learning can be positioned on a scale, characterized by two metaphors. She distinguishes between more acquisition oriented pedagogies and views and more participation oriented pedagogies and views. The first focus on knowledge as something disregarding context, in which teachers possess knowledge which they then convey or transmit to students. One way communication prevails. More participation oriented pedagogies focus on students becoming participants in a certain community. This implicates a stronger emphasis on students learning from experience, which is discussed and reflected on in active participation in whole group and small group work.

Teachers behaviour in classrooms will be influenced by what they believe is appropriate and right. In her dissertation Knežić (2011) studied student teachers understanding of learning in classroom interaction a.o. by measuring beliefs on learning. Beliefs are defined as 'an individual's judgement of the truth or falsity of a proposition, a judgement that can only be inferred from a collective understanding of what human beings say, intend, and do' (Pajares 1992, p. 316).

In short, in Swedish classroom culture a stronger participation orientation is the goal, as can be read in official curriculum documents and course objectives, in which pupils active formulating and reasoning within all content areas in addition to conceptual knowledge can be discerned. Teachers play a crucial role in enacting a curriculum to the classroom. Goodlads theory of curriculum (Goodlad 1979, Van den Akker 2003) enactment discerns between three layers in curriculum development:

- Written curriculum
- Interpreted curriculum
- Learned curriculum

Changing school and classroom cultures is a subtle process for teachers with a foreign background. Therefore, it is relevant to explore participants understanding and willingness to play a role as teacher in the Swedish, more participatory oriented primary and secondary schools. When we want to explore how the Fast Track curriculum addresses the understanding of participants of the Swedish way of teaching and learning, we have to not only read the course descriptions, but also understand how teachers interpret the course description, and of course how participants experience the course. Within limited time and financial constraints participants in the Fast Track should be followed, without the opportunity for researchers to prepare new instruments.

2.4 Research questions and methodology

This study explores the way in which the Fast Track course at Malmö University addresses the teachers role in classroom communication and learning. Following Goodlads (1979) distinctions, different curriculum levels are visible in the questions, that is the interpretation of the course curriculum and the experiences of the course participants.

Research questions were formulated as follows

- a. How do teacher trainers perceive two Fast Track groups in their understanding of Swedish classroom teaching?
- b. In what ways do participants in two Fast Track groups for newly arrived pedagogues expect the Swedish school context to differ from Syrian contexts and what challenges do they expect for themselves as teachers?
- c. How do participants develop their understanding of student participation in interaction as characteristic of Swedish education and curriculum?
- d. What recommendations can be formulated for curriculum and research around the Fast Track courses in future?

2.5 Data collection and analysis

The request from Malmö University was to connect the research directly to the group, that started August 2016. Given the short preparation time, a combination was chosen of focus groups interviews with a small number of teacher-students on their views and experiences with pupils involvement in classroom communication, open, non-participant observations during relevant group discussions, as well as some quantitative data gathering.

This combination of qualitative and quantitative data in this explorative phase for a rather new research field was expected to strengthen the validity through triangulation. Data from different sources could be compared and both question or strengthen results (Denscombe 2003:185f).

Interviews with small groups of participants. A guide for the interview with semistructured questions was used, which enabled follow-up questions to clarify answers. (see appendix 6) Mostly English and Swedish were used, but at times a participant had to translate what was being said in Arabic to another participant. Interviews with participants were carried out in connection to the first survey measurement, in each of the two groups. These altogether four interviews lasted 35 minutes and were audiorecorded. and a selective transcription was made (Patton 2002:342ff).

In addition open ended reflection on learning questions were given to all participants during their first week in course. They could decide to answer in Arabic, Swedish or English. (see appendix 5) The written answers on the reflection questions were mostly written in Arabic. This material was translated into English. As for the interviews, qualitative content analyses were applied on the material and on the reflection questions and was read several times. After that meaningful units were identified and categorised in order to reflect the central messages. These units were counted and were considered to be the most representative for the material.

An effect measuring instrument was used to examine participants views on the role of language and learning in classroom interaction. Using Sfards metaphors of acquisition and participation, Knežić designed a Teacher Beliefs on Learning Questionnaire (TBLQ, Knežić 2011). The TBLQ consists 18 statements, where respondents are asked to indicate their agreement using a five point Likert scale. Interestingly, this TBLQ has been validated for use by both Dutch teachers and Surinamese teachers and reflected differences in cultural educational contexts: the Dutch having a clearly more participation oriented views than the Surinamese teachers. The originally English questionnaire was translated into Swedish and Arabic and offered in a bilingual version to respondents. The TBLQ was presented the first time to the groups as soon as possible, which meant in the first group after two weeks, and in the second group on the second day of the course. The second measurement was carried out in the final week of the Fast Track.

Group and individual informal contacts and pre- and post-interviews with the teacher trainers during the course, relevant course characteristics were examined which

might influence the development of a good understanding of the Swedish curriculum characteristics .

In total data was collected from 28 anonymous participants in group 1 and 39 in group 2. All participants were asked to cooperate and signed a written letter of consent (appendix 3) As participants were allowed not to give their names while writing their statements, analyses had to be limited to group level.

Table 1 Overview of data gathered

Teacher trainer data	Interview with teachers 28/6 -16,	
	Interview with teachers 16/9 -16	
	interview with teachers 10/11-16	
	audiorecording of start up meeting with researchers and project leader and teachers 24/8-16	
Participant data	First Group Start 16/w35 finish17/w8	Second group start 16/w47 slut 17/w19
Teacher Beliefs on Learning questionnaire Measurement 1	September 5, 2016 N= 28	November 22, 2017 N= 39
Measurement 2	February 2017 N= 15	May 2017, N= 26
Written statements	September 5, 2016 N = 23	November 22, 2017 N= 37
Interviews	With 6 participants, 6/9	With 4 participants 29/11 With 5 participants 6/12
Other		
	Photos of participants drawings of schools in Sweden and Syria, september	
	TBLQ Swedish control group N= 28 Autumn 2016	

3. Results

Results will be presented in three paragraphs: examining qualitative data from interviews with participants (3.1), written reflections by participants (3.2) and quantitative data from the Teacher Beliefs on Learning Questionnaire (3.3).

3.1 Interview data

Our first research questions concerned what differences between Swedish and Syrian school context the participants experienced. The meaningful units traced in the material from the interviews will be introduced here, together with some relevant quotations from participants and teachers. The following relevant topics were identified.

A majority of the participants mentioned that the physical context differed in the two countries. In Sweden schools a rich environment was observed with a lot of resources and equipment, e.g. computers, smart boards etc, whereas in Syria this is not the case. It was also mentioned that in Syria high walls marked the boundaries of the school and one participant commented on that; "Muren runt skolan som de ser som en trygghet, men också som instängdhet". (The walls around the schools can be seen as a safety but even as caged') The sizes of the groups were another observed aspect. In Syria there could be between 40 – 50 students in one class, and sometimes even a higher number, which affects classroom communication.

Concerning the goals and content of the education, the Syrian curriculum contains demanding and very clear and strict directions, as well as time required for each goal. "Often the teacher gets punished because of his/her shortening in following the timetable to finish the curriculum" "the goal of talking /teacher/is to deliver the required information from the curriculum to the students". Also, to learn by heart is often the main focus, participants state. Several participants remarked that the Swedish curriculum would give them freedom in their planning and require a focus on the students' active participation and on the development of their different abilities. One participant said "vi har kursplan men vilka böcker eller artiklar eller bild du vill arbeta med, vilket perspektiv, det bestämmer du själv". ('we do have a syllabus but you can yourself make a choice of books or texts or pictures you want to work with or your perspective')

In addition, the issue of the Swedish value system ('värdegrund') was of great concern. This was complicated to discuss according to both teachers and participants.. Participants: "men finns en vettig sak vi måste respektera, värdegrunden. Men konstigt att handla annorlunda." , "Det blir konstigt om man ska acceptera plötsligt. Vi behöver lära oss nya saker. Det tar tid". ('It is clear we should respect values, but it is strange to act differently', 'It is strange to accept suddenly, we have to learn new things, that will take time').

Compared to Syria it was said among the participants that the relations and contacts between the students' homes and school were almost non-existent, whereas in Sweden the cooperation with parents was an important aspect of school. Homework took a great deal of a Syrian student compared to a Swedish and they were more often given written tests and summative assessments. In Sweden the participants appreciated the more formative approach, explicitly uncovering goals and objectives to students.

When talking about the classroom context, participants mentioned a clear distance between the teacher and the student and an obvious lack of closer relations in Syria. "there is a little bit of fear in the relation between the student and the teacher" "lack of relations" "kallar inte läraren på hans namn. Dom säger 'lärare or Mrs, Mr". On the contrary, in Sweden there were closer and warmer relationships; "Mutual love and respect relation between the teacher and the students" "The Swedish classroom is based on respect, sharing and cooperation".

3.2 Written statements

3.2.1. Participants beliefs concerning classroom communication

In addition to the oral interviews with some participants, all participants were asked to write about their views on classroom communication in Syrian education and the expected differences with Sweden (see appendix 5 for list of questions).

The analysis of written reflections confirmed the outcomes (identified topics) from the oral focus group interviews (3.1). It should be mentioned that participants repeatedly express hesitation and want to avoid a dichotomy of more traditional or more modern ways of teaching and learning.

The written data, mostly written in Arabic and then translated into English, are quite rich, containing personally flavoured comparisons between school systems and they could be examined through further content analysis. There clearly are huge individual differences within the groups, that might be connected to participants age, experience in more traditional or modern schools and experiences with pupils at different stages. At the start of the Fast Track, they were familiar with Swedish schools to a very different extent: some stating not having any idea about what to expect at all, whereas others had been in Swedish classrooms, for instance as a parent or grand parent.

Communication and teacher-student relations in Syrian classrooms were described with often a focus on group sizes.

The first impressions reveal differences in teaching styles and roles, like 'exchanging knowledge' between teacher and pupils, 'gathering and respecting opinions'.

Apparently different roles and interpersonal relations made participants wonder about issues of discipline and respect. Without explicit prompt, several respondents mentioned the differences between Swedish and Syrian teacher-student relations:

'I prefer to keep the barrier between the teacher and the student in order to avoid some problems. In some Swedish schools, the student treats the teacher as if he was his/her friend. The student might curse or hit the teacher in a joking way. That is why I prefer that the teacher stays a teacher and the student stays a student. One of the most important terms of respect is not calling the teacher in his/her name without

Mister of Mrs. Like what happens here in Sweden' (SS1-2). Criticism also can be heard in this respondents comment: *' Law rules the smallest details of the Swedish people life in all their ages and actions. The teacher has to respect the students, but the students are not obliged to respect the teacher'* (SS2-32). *' There is total freedom, without respect'* .

When asked about the classroom culture and teacher-student relations in Syria, responses clearly confirm the existence of major differences. The classroom communication clearly is different, with teachers doing more talking in Syria, and less active engagement of students'. *' The teacher has an amount of information and a book from the ministry of education which he has to give to the student regardless to their response. The student plays the recipients role only without any interaction or participating other than in a very weak way.'* (Ss2-12) Differences are put into contexts, referring to group size, curriculum constraints and rules, and lack of teaching materials, which makes the teacher a very important source of knowledge. *' The relation between teacher and student in Sweden is more interactive and dialogic than in Syria. In Sweden, students do not consider the teacher to be the main source of information because there are more resources like books and the computer and picnics outside school. In Syria the teacher is the only source of information'*. (Ss2-13)

But generalizations are dangerous. There is variation between school contexts. *' In the latest years new modern methods entered Syria and the learner got a role in communicating with his/her teacher and classmates, especially when using the new methods as discussion, brainstorming, induction and conclusion'* (Ss2-28) Even here, the given limitations in class size are mentioned, hampering the implementation of a more interactive pedagogy.

Participants are aware of the importance The förmedlingspedagogik /transmitting knowledge is still a main theme in Syria and the teacher is the only one who speaks to according the participants' utterances; *"The teacher is the only source of information"*, *"A non-interactive relationship based on imitation and lecturing"*, *"There is no communication between the teacher and the student"* *"the teacher is the main speaker, he asks the questions and gives the correct answers"*, *"the main theme is that the teacher is the speaker and director, and the student is only a listener"* *only the teacher talks and the students are rocks"* (SS1-10). *The Swedish classroom is described as based on interaction and the role of the teacher as a facilitator; "all the attenders participate in talking (teachers and students). The main goal is exchanging knowledge"*. It was also observed that the students worked more often in groups than individually and group work was said to be rare in Syria.

We can conclude from the responses that what Sfard called the acquisition versus participation metaphor is a relevant issue in participants understanding of the Swedish classroom communication. The analyses of relevant differences between work as a teacher in Swedish and Syrian schools led to the following overview of relevant factors mentioned by participants in both groups.

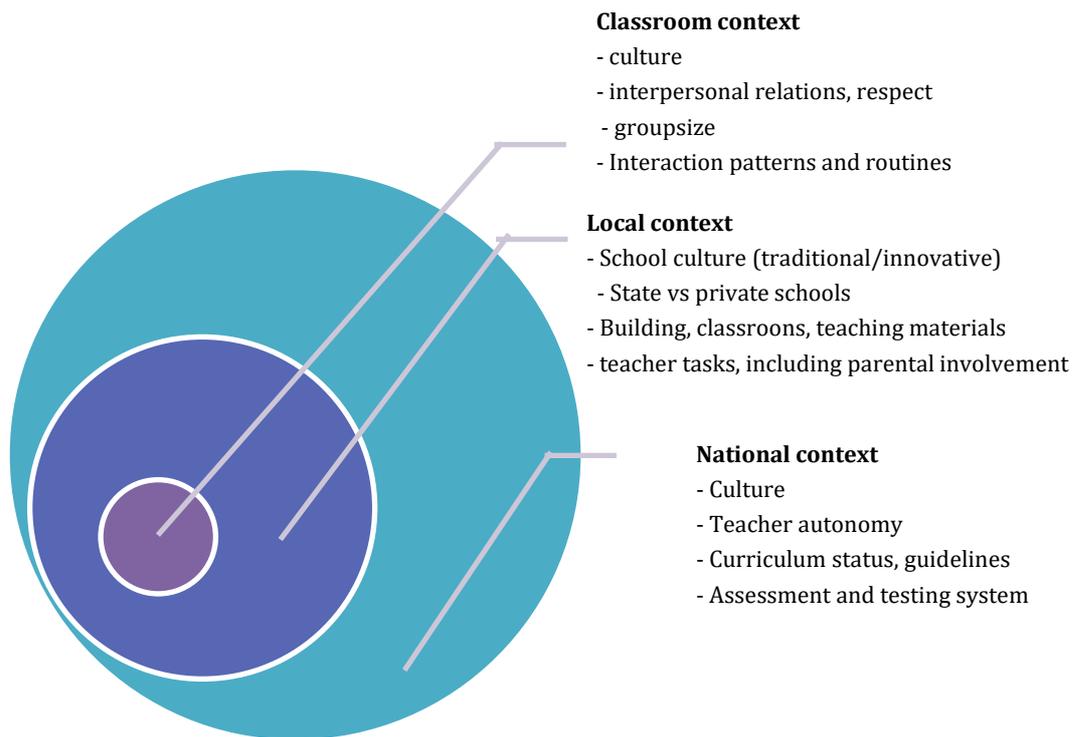


Figure 1 Visualized range of topics, addressed by participants in interviews and written statements

When asked whether participants expect that they have to change their teaching style in classroom communication, responses are varied.

	Group 1 N= 23	Group 2 N=37	Total N= 60
No	3	4	7
Slightly	5	10	15
Yes	6	13	19
Other	9	10	19

Salient differences are mentioned, referring to nonexistent phenomena in Syria, like 'teachers dancing in the classroom' in Sweden or engaging with parents in regular talks about students learning progress, providing assistance in doing home work. But even here, the communication patterns in classroom are mentioned as a dimension on which most teachers expect they have to adapt their teaching styles: 'becoming a guide more than a director', 'giving more space to student discussion'.

3.2.2 Observations of Swedish classroom interaction

Commenting a Swedish math classroom fragment

As part of the written questionnaire, participants were asked to comment on a classroom video clip from a lower secondary mathematics lesson. (see appendix 5, question 5)

The video clip was selected from the official website from Skolverket, and can be considered an illustration of classroom interaction fitting the Swedish intended curriculum ('En lektion från högstadiet. Division med tal i decimalform. NCM, Published 2012 as part of national professional development program Matematiklyft. Shown were minutes 0-2.00 and 10.00 - 15.34). In the film, a math teacher introduced a math problem to the whole group (lower secondary), then asking students to think for themselves, after which peer discussions were promoted and from these pair-conversations the whole group exchanged their different problem solutions. In the final part of the clip the teacher commented on these solutions and summarized.

Watching Swedish classroom interaction apparently interested participants, as they made the effort to describe the clip in detail, even changed from writing English in previous items on the questionnaire to Arab. Of 23 respondents in group 1, 1 response was written in English, 4 in Swedish, 18 in Arab. Of 37 respondents in group 2, 2 responses were written in English, 2 in Swedish and 33 in Arab. The written answers were quite elaborated, with a length between 100-150 words. The answers given in Swedish however had a length of between 20-40 words only. Interestingly enough, some respondents who had chosen English in other questions, turned into Arab when answering this specific question.

One participant in group 2 expressed the impact of seeing the video clip as follows: '*After watching this film I started thinking more positive. I built a general idea about how things work inside the Swedish classroom. There is amazing thinking and discussing between the teacher and the students and always a lot of new connected information. That leads to a bigger knowledge personally and generally*' (Group 2-participant 16).

The comments to the video were partly descriptive: describing the interaction organization, student participation, use of the blackboard, teacher walking around in the classroom. Most answers also contained reflections on the way in which the teacher worked and their reflections express an awareness of the *function* of student participation: '*Give the pupils time to think*' '*leave space to think freely*' '*offering space to solve a problem*' '*find solutions*'. Promoting active pupil participation was connected to diversity in groups: '*seeing differences between students*', '*explaining in different ways*'.

Remarkably many participants spontaneously and explicitly expressed a positive appreciation for the teacher role in the video clip (in group 1 10 out of 23, in group 2 22 out of 37). '*Wonderful*' '*fabulous*', '*the best teaching way, which gives comfort in the relation between teacher and student*'. Several also claimed that this was the way they worked in Syria (4 in group 1, 3 in group 2). '*I like this way and I followed it in my homeland*' '*I give lessons exactly the same way*', '*It is just the way we do in*

Syria, it is very positive and creates an atmosphere in which students should communicate and solve problems themselves'.

So we can see that there is a positive interest in teachers role in creating active student involvement in classroom learning processes, as aimed for in the Swedish curriculum. Even in this item of the questionnaire, the connection was made to the constraints in Syrian schools to work more interactively, as group sizes hamper a more participating classroom.

3.3 Teacher beliefs on learning questionnaire

In order to answer the research question on participants development of the nature of Swedish classroom communication, the Teacher Beliefs on Learning Questionnaire was offered to both groups at the beginning and the end of the Fast Track period.

Results of the first observation of both groups (SS1 and SS2) were first gathered and discussed during Fall 2016 and compared to a Swedish control group consisting of 28 lower secondary teachers (högstadielärare). The TBLQ was repeated in a second measurement during the last week of the course. For group one and two results show as follows.

Table 2. *Teacher Beliefs for the Fast Track groups 1 And 2 for Times 1 and 2 on Acquisition and Participation scales*

Scale	Group	Time	N	M	SD
Acquisition	Fast track 1	1	28	3.39	.50
		2	15	2.52	.45
	Fast track 2	1	39	3.55	.40
		2	21	2.56	.39
Participation	Fast track 1	1	28	4.27	.50
		2	15	1.67	.37
	Fast track 2	1	39	4.27	.43
		2	21	1.74	.42

1. = totally agree, 5 = totally disagree

An independent-samples t-test was conducted to compare the Acquisition and Participation scores for both groups observations 1 and 2. There was a statistically significant difference between Time 1 and Time 2 on both dependent variables for Acquisition and for Participation. There were no significant differences noted between the groups. This means that both groups did agree more with statements on A and P on the second measurement after following the course. However the difference is much larger on Participation than on Acquisition level. Appendix 4 shows samples of the questionnaire and detailed statistic analyses.

Relating these findings to the fourth research question, one may cautiously argue that both groups have become Participation-oriented after following the course.

3.4 Teacher views

The teachers of the theoretical courses in the "Fast track" at Malmö university consider the language issue one great challenge is the language. Even if they teach in Arabic they would like to switch to Swedish as time goes by, but this has been difficult because of the limited level of Swedish of participants. Another challenge has been the teaching and discussion of the Swedish value system which the participants have accepted and found important. Here the bilingual teachers (Arabic and Swedish) played a crucial role trying to bridge the gap between the two cultures' system of norms and values. There was a clear gap between what was discussed about Swedish values and even often agreed upon. One of the teachers said that it was fairly easy to get consensus in the group about equality between the sexes, that everyone has the right to express their sexuality and their freedom to speak etc., During practice periods at the schools there have been several cases of culture clashes and misunderstandings. This indicates the importance of cooperation and meetings with the school teachers at the work places, that now are located all around the Skåne region.

The teacher of Swedish explains the level of knowledge in the Swedish language is heterogeneous among the participants, which makes the teaching difficult. No intake tests of language proficiency are given. She also says that there has not been any curriculum or course-description concerning the major part of the course, "Professional Language". The distinction between basic Swedish and professional Swedish, required in educational settings is unclear and confusing. There has been almost no cooperation between her and the rest of the teaching team when it comes to the content of the course, mostly due to shortage of time and dislocation, as the teachers are located at different faculties and buildings. The consequence is that possibilities to integrate course content and Swedish language teaching have not been exploited. In future "Fast tracks" the course in Swedish will not be given at the university, but instead as adult education (Komvux)-courses in the participants' hometowns, disconnected from content courses.

4. Summary, conclusions and discussion

4.1 Summary of study outline

In the autumn 2016, Malmö University started two 'fast track' trajectories for teachers with refugee backgrounds, in cooperation with the social partners – the Swedish Teachers' Union, the National Union of Teachers, the Employers' Organisation for the Swedish Service Sector – as well as the Swedish Public Employment Service. Participants were offered an education of 26 weeks, the first group with 32 participants started in August and the second with 46 participants started in November. Malmö University asked the institute of Culture Languages and Media (KSM) to follow these courses.

The fast track course can be characterized as an introduction to the Swedish school system, consisting of three parts: Content courses (the Swedish school system, history, organisation and values (8 weeks), Social relations and pedagogical leadership (6 weeks), Pedagogical relations, communication and learning (12 weeks)), Course in Professional Swedish ('yrkessvenska') and Workplace learning ('arbetsplats förlagd lärande'). To give participants quick access to course content, both Swedish and Arabic are selected as languages of instruction.

The aim of this small explorative study was to get an impression of the participants' views and understanding of the role of becoming a teacher in Swedish schools, realising the characteristic of pedagogy aimed for in the curriculum (in Lgr11 and Lgy), specifically the interaction patterns and student participation in learning processes. Main research questions addressed participants expectations of differences and challenges in the Swedish school context as compared to their experiences in Syria contexts, in specific the development of their understanding of student participation in interaction as characteristic of Swedish education and curriculum. From this, recommendations are formulated for curriculum and research for future Fast Track trajectories.

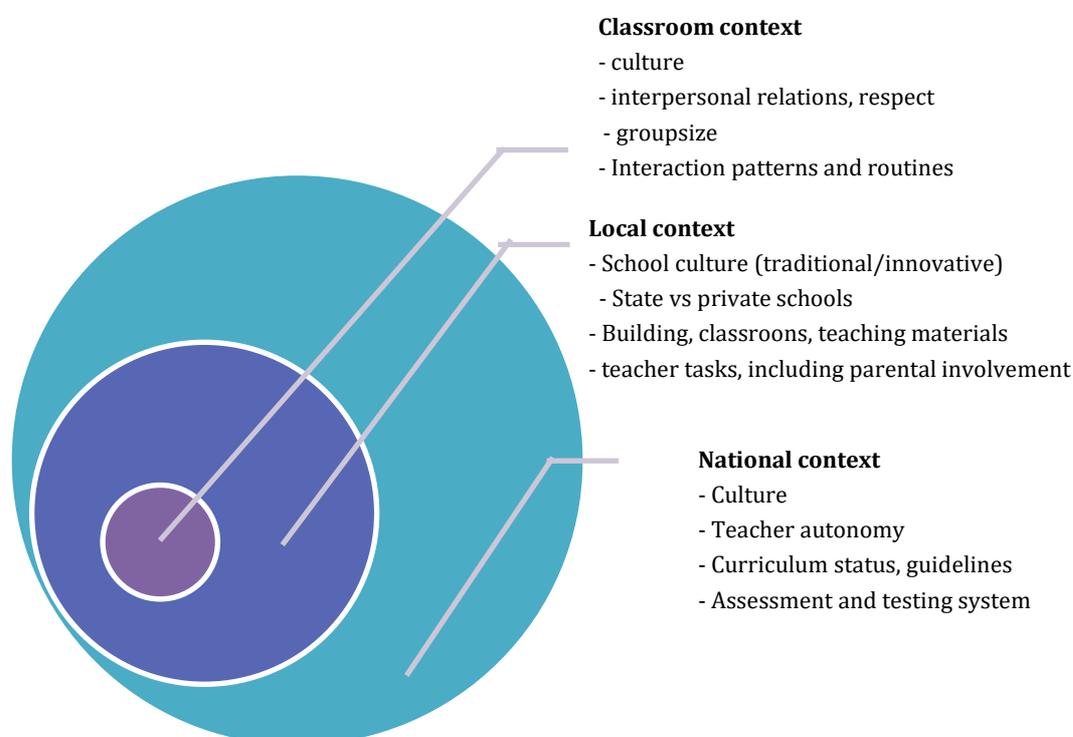
Given the short preparation time, a combination was chosen of focus groups interviews with a small number of teacher-students on their views and experiences with pupils involvement in classroom communication, open, non-participant observations during relevant group discussions, as well as some quantitative data gathering. For this, the Teacher Beliefs on Learning Questionnaire (Knežić 2011) was used. This survey measures teachers acquisition and participation oriented views on learning. The participation orientation can be considered to reflect the Swedish curriculums view of active pupil involvement in classroom interaction. The TBLQ consists 18 statements. The originally English questionnaire was translated into Swedish and Arabic and offered in a bilingual version to respondents. This TBLQ was presented the first time to the groups as soon as possible, which meant in the first group after two weeks, and in the second group on the second day of the course. The second measurement was carried out in the final week of the Fast Track.

In addition open ended reflection on learning questions were given to the participants. They could decide to answer in Arabic, Swedish or English.

4.2 Summary of results

The written statements and interview data give rich information about relevant differences and similarities in teachers roles, classroom interaction patterns, expectations from teachers, students, parents and national curriculum contexts. It can be concluded that the focus on typical aspects of teacher and student roles in classroom interaction is a relevant and important part of introductory course like this Fast Track. Interview data and written statements reveal quite varied thoughts and experiences from both traditional, governmental schools, with large groups of pupils and little equipment, but even from other (private) schools, with smaller classes, better equipped and using more western pedagogy.

The variety in beliefs reflects the variation in the group. Participants differ in age, gender, have working experience from preschool to gymnasium, that varies in length, and they can be general classroom teachers to mathematics, science and English teachers. The main topics are visualized in the following picture.



Participants also express what they see as challenges, like dealing with different values in classrooms, and teaching in a new language. How to understand the course literature in Swedish is also a great challenge to most of the participants. As one participant expresses: 'I cannot be the teacher I want to be without stronger skills in Swedish'. From the gathered data in the content courses, no connections to the experiences in the workplace nor in the language courses could be studied and analyzed.

Results on the TBLQuestionnaire showed significant development in both groups towards a more participation oriented beliefs on learning. Meanwhile even acquisition oriented beliefs became stronger. One may cautiously argue that both

groups have become Participation-oriented after following the course. However, almost half of the participants were lost at the second measurement, because they were absent at the time or had left the course.

4.3 Comments and discussion

Cautiousness is required, when studying Syrian teachers , participating in the Fast Track- training setting, We have to be careful not to frame the course from an ethnocentric perspective as a colonization context in which the aim is to brainwash the teachers into the Swedish way of thinking and working. This small study is too limited to draw conclusions about what really is happening in the teachers learning and development on their way into (perhaps) becoming a pedagogue in the Swedish school setting.

Having said this, we can conclude that the role of students and teachers in learning and classroom participation patterns certainly are a relevant part of the Fast Track course. Not only from the beginning was it part of the course curriculum, but teachers see the struggle of participants in understanding values, relations and communication. Even participants themselves express the differences between Syrian and Swedish classrooms in this respect as important and are willing to take their role to promote active student involvement. Their interest seems sincere, considering the spontaneous positive responses to a video from a Swedish classroom, part of the written reflections.

Meanwhile, the quantitative data do confirm that participants change their beliefs on the importance of participation in learning processes. Having discussed this with teacher trainers, our hypothesis is that participants really are strongly motivated to enter the course on their way to finding a job in the Swedish educational system. We can assume that they had been explained the need for a course, introducing them to exactly these differences in classroom and curriculum culture. This does not mean that they drop their ideas on the importance of knowledge transmission: scores on the acquisition scale do not change as strongly. This is exactly what Sfard stated already in the title of her article 'the importance of not choosing one' of the metaphors.

Methodological comments and limitations

Choosing languages in a multilingual research setting should be done carefully. In oral interviews Swedish and English was used. The questionnaire was bilingual Arabic-English. Reflections on the teacher-student communication could be written in Arab, English or Swedish. The Arab answers were translated into English by one Syrian teacher of English, living in the Netherlands, himself not being part of the group. This may have had an impact on our understanding, because the original words and formulations were lost. Even the translation of the questionnaire into English by one of the teacher trainers may have compromised reliability.

We can conclude from analyses that the option to answer in different languages was important. Most participants chose to write in Arabic, apparently being the strongest language, the choice for another language may have affected the subtlety and depth of responses.

If we take a closer look at the item concerning the video-observation: of 23 respondents in group 1, 1 response was written in English, 4 in Swedish, 18 in Arab. Of 37 respondents in group 2, 2 responses were written in English, 2 in Swedish and 33 in Arab. The written answers were quite elaborated, with a length between 100-150 words. The answers given in Swedish however had a length of between 20-40 words only. Interestingly enough, some respondents who had chosen English in other questions, turned into Arab when answering this specific question. In future research a careful choice of multilingual approach and use of data gathering instruments is required, as participants can express themselves in different languages to different extent. Meanwhile, following the development in the future professional language, here Swedish, should be part of the research, because conceptual development, expressing beliefs and becoming professional in specific contexts cannot be separated from language development. Using concepts like 'värdegrund' or 'formativ bedömning' in written texts does not say much about participants understanding and ability to use concepts in professional contexts. We think Malmö University could develop guidelines for multilingual approaches in its research.

Concerning the TBLQuestionnaire we have to mention that this instrument has not been validated in the Swedish setting and the Swedish control group scores show that further elaboration of the instrument is needed: scoring 3.67 on A-scales (SD .59) and 4.49 on P-scales (SD .28) whereas the Fast Track groups scored 2.46 (SD .48) and 4.29 (SD .45) at the first measurement (N=67), we can not say how valid the instrument is in the Swedish setting. Other items may be required to raise validity. Also, controlling the internal validity of the instrument made clear that Cronbach alpha for all groups and observations is .44 for Acquisition and .94 for Participation. This may mean that we have a problematic scale for Acquisition and a rather strong one for Participation. Still, development on the participation-dimension is significant for both groups.

Another limitation of this short and small study is available time: we did not have the opportunity to follow the group from the university setting to the workplace ('arbetsplats förlagd lärande'), so impressions of their experiences in the workplace are only anecdotal, based on contacts with course teachers at the university as well as teachers from different workplaces. Nor did we have time to follow the use of different languages in the courses as part of the courses language policy.

A future research area

To understand the ideas of teachers more in depth, the qualitative data are an important source. From the interviews and written statements of participants we can conclude that the development of understanding a new classroom climate is a complex process. It can not be simplified by conveying knowledge. Also, it is part of participants identity as a teacher, a professional of which they are proud, writing about loving and caring their pupils. It has been impossible with this research setting

to state understanding how the Fast Track course affects participants, who themselves are refugees, having to adapt to a new society, not only professionally.

We identified several important and interesting angles for future research around the Fast Track course. In this study we focussed on the theoretical courses of the Fast Track and could not examine or observe the course in Swedish nor the workplace learning parts (APL). Both were mentioned in our data by teachers and participants which raised the following thoughts.

Comments on Swedish language teaching within the Fast Track.

Jag behöver mycket svenska eftersom jag vill fortsätta att arbeta som lärare här i Sverige. Att lära sig ett nytt språk är inte enkelt men man måste jobba hårt. Det är nyckeln. ('I need much Swedish because I want to continue to work as a teacher here in Sweden. To learn a new language is not easy but you have to work hard. It is the key' (Mohamed, 37y)

The importance of communication skills in Swedish is obvious. In the groups studied, no strong connections between the course content and the language proficiency courses under the heading 'yrkessvenska' (professional Swedish) were realized. Meanwhile, communicating through Swedish cannot be distinguished from an understanding of teachers roles in classrooms. Bigestans (2015) studied in her dissertation the experiences of pedagogues with a foreign background, who after language courses and additional courses started working in Swedish education. An important question in the study are the challenges for teachers to participate in the schools community of practice and to communicate through Swedish as an additional language. She connects these challenges to the teachers background in different educational systems in which different teacher-learner relationships are prevalent. The intertwinedness between teacher roles, classroom communication and language proficiency is a complex one. Bigestans underlines the responsibility of schools to further support these teachers integration and understanding of the Swedish education and avoid blaming the teachers for missing language proficiency only.

The way in which teachers guide conversations, work from a formative perspective, integrate language and learning in school subjects ('språk och kunskapsutvecklande arbetssätt') cannot be separated from teachers language proficiency. The data of our study reveals this, as one participant expresses it:

'Jag kan inte vara den lärare jag vill vara utan starkare svenskkunskaper' (SS2- 12)

The same holds for expressing and establishing interpersonal relationships in Swedish classrooms. Several participants observe the tension between a democratic classroom and classroom discipline, and finding the balance is partly a matter of having the communication tools to position yourself as a teacher, leading classroom communication. Even the theoretical courses have a connection to the development of Swedish language, as core concepts ('formativ förhållningssätt', 'utvecklingssamtal', 'betygssystem' can not just be translated from Swedish to Arabic by the teachers, they require negotiation of meaning of the Swedish language.

Therefore, we dare to recommend that future courses could be strengthened through an integrated language and content curriculum (Brinton, Snow & Wesche 2003), for which international research offers plenty of examples and guidelines. Such explorations could be connected to future work and curriculum development on the subject of Swedish in vocational courses ('yrkesinriktad gymnasium') and connected teacher training. A closer analysis of required professional language could help defining language objectives and course design with a natural relation between language and theoretical parts. This will have consequences for the language policy within the course (how and when to use Arabic and Swedish while further developing skills in Swedish).

Comments on Work place learning within the Fast Track

Even connections between the Fast Track and APL/work place learning could be strengthened. In theoretical courses, participants read and talk about classroom cultures. But how can you discern important features of classroom communication in real life? Responses on watching a short video from a math classroom, which was part of the data collection in his study, shows how engaged participants were in watching and thinking about actual classroom recordings. They even switched to their mother tongue to write their thoughts. One wonders how and when observations in classrooms could be part of the Fast Track and how connections with work places should fit in.

We are aware that we can not interpret participants' experience and how all actors, in university courses or work place, could play a role in an optimal preparation for work in Swedish schools. Future research could add to this gap in our understanding through a case study approach, following some participants by participant observation, both in APL, language courses, content courses. Example of such case studies are given by Beijer (2007).

Boundary crossing (Akkerman & Bakker 2011) is a theoretical concept which is relevant to the Fast Track. The concept describes how differences between cultural practices can be object of learning. In a curriculum one has to decide not only *what* content could be a good entrance in discussing school cultures, but also *where* Understanding could be furthered, be it in university courses, or in work place itself or in the language course. The transition between theoretical courses and work experiences at schools (APL) and when the participants go between these two places could be studied and explored. Today the different parts of the course are not matched and synchronized; such course structures could be redesigned.

Final comments

During the first course, it became obvious that no job guarantee could be given and that a long trajectory, through ULV-courses and other formal education might be needed before finding a job would be realistic. The high drop out rates could be explained in this context. Expectations of the roles of newly arrived pedagogues have to be realistic. It could well be that this teacher category could be of high interest for the Fast Track participants. Instead of leading whole class work through Swedish, these 'studiehandledare' as professional category could be a position that could be reached more quickly. Necessary professional development should be

examined, as this category is still a very vague one in Sweden, despite high expectations of 'studiehandledarnas' contributions to student learning. Earlier studies in the 1980's and 90's have addressed the importance and challenge to educate bilingual staff, that could act as culture mediators for newly arrived students; reanalyses of these studies could be interesting source of understanding and reflecting on the potential of the many pedagogues who are waiting for their chance to enter Swedish labour market. It is of importance to effectively use participants language resources as well as their cultural experiences in the context of multilingualism in Swedish schools.

There is a large international research on the interconnectedness of language identity, learners motivation and investment in their learning processes (e.g. Norton, Pavlenko, Haleda 2013). This explorative study also indicates that culture is an inseparable part of learning from language, and new professional identities.

4.4 Recommendations for future Fast Track courses

This study had a limited scope and could not relate participants development in more detail to course content nor language course and workplace learning.

The course explicitly addresses the differences in teachers roles, values and curriculum characteristics. This change is not just a matter of learning about differences, but can be seen as an enculturation which will take time and will require guidance in all parts of the trajectory. Data analysis raises questions for future thoughts on the following issues:

A. Connect Fast Tracks to ordinary teacher training courses.

Participants in Fast Track groups bring rich experiences and insights with them, which could be of importance for broader groups of teachers and teacher students. From an intercultural perspective, their presence offers many opportunities for fruitful contacts between students in ordinary teacher education, within teacher training courses on classroom and learning cultures. Also different groups of students and the participants in fast tracks could share and learn from each others reflections on workplace experiences. This potential is not being used in the current course organization.

B. Redesign Fast Track curricula strengthening connections between theoretical, workplace and Swedish language courses

Today the content courses (mainly provided through Arabic), professional Swedish course and orientations in the workplace are separated parts of the course, like isolated islands. Given the close relation between understanding relevant concepts in a profession, observing these in workplace contexts, and expressing professional competences and language skills, other, more integrated curriculum design could strengthen the course. Language and content integrated course design is well established in English as a second language higher education courses and different models can be followed (theme based, adjunct, sheltered content, see Brinton, Snow & Wesche 2004).

C. Define roles and competences for bilingual professionals

The way from being a classroom teacher in one pedagogical system to working in another, while learning the required language of instruction, is a long one. It would be in the interest of both schools and participants to see how other tasks in Swedish educational context might be realistic to fulfill. Trajectories could be outlined leading to roles and duties of 'study counselors' (studiehandledare) who support individual newly arrived students through their mother tongues could be recommended. However, we have to mention that today no formal pedagogical competences or education are available for this staff category. More actions will be required than just further course development.

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Statistiska Centralbyrån (2016) Arbetskraftsbarometer Nr 2016:54

Appendix 1 Course description

Utbildningsbeskrivning – beslutad i nationella samordningsgruppen 170505

وصف الدراسة – تقرر في 170505 من قبل المجموعة الوطنية للمنسقين
جميع الجامعات المشتركة كانت مُمثلة يوم 170505

Att arbeta som lärare i svensk skola och förskola – en introduktion till skolans uppdrag

العمل كمدرس في المدرسة السويدية والمدرسة التمهيدية – مقدمة لمهمة المدرسة
Arbetsmarknadsutbildningen utgör den lärarförberedande delen inom *Snabbspår för nyanlända lärare och förskollärare*. Snabbspår för nyanlända lärare och förskollärare är ett samarbete mellan lärosätet, Arbetsförmedlingen och arbetsmarknadens parter. Utbildningen ger en introduktion till det svenska skolsystemet och genomsyras av ett kontrastivt perspektiv på deltagarnas utbildning/erfarenheter och utbildningens innehåll.

دراسة سوق العمل هذه تشكل الجزء التأهيلي/التحضيرى للمدرسين ضمن المسار السريع للقادمين الجدد من للمدرسين/المدرسات لجميع المراحل التدريسية والمدرسة التمهيدية. المسار السريع للقادمين الجدد من للمدرسين/المدرسات هو مبادرة مشاركة بين ست جامعات، مكتب العمل وشركاء سوق العمل. تعطي هذه الدراسة مدخلا لنظام المدرسة في السويد يتخلله منظور مقارنة دراسات/خبرات المشاركين السابقة مع محتوى الدراسة.

Utbildningens övergripande syfte är att ge kunskaper om tre teman:

- det svenska skolsystemets historia, organisation och värden
- didaktiska perspektiv och dokumentation av lärande
- sociala relationer, konflikthantering och pedagogiskt ledarskap

الهدف العام من الدراسة هو إعطاء المعرفة عن ثلاثة محاور:

- تاريخ نظام المدرسة، تنظيم وقيم
- منظور اساليب تدريسية وتوثيق التعلم
- العلاقات الإجتماعية، التعامل مع النزاعات والقيادة التربوية

Undervisningsspråk: Arabiska och svenska

لغة الدراسة: اللغة العربية واللغة السويدية

Studietakt: Heltid under 26 veckor

سرعة الدراسة: دوام كامل لمدة 26 أسبوعا

Utbildningens mål

هدف الدراسة

Den studerande förväntas efter avslutad utbildning;

يُتوقع من الدارس بعد إنهاء الدراسة؛

Tema 1: Det svenska skolsystemets historia, organisation och värden

- ha kännedom om skolans/förskolans historiska framväxt och läraryrkets utveckling
- ha kännedom om skolsystemet och dess styrdokument samt dess politiska och juridiska styrning
- kunna diskutera värdegrunden i skola/förskola

المحور الأول: تاريخ نظام المدرسة، تنظيم وقيم

- معرفة التطور التاريخي للمدرسة/المدرسة التمهيدية وكذلك تطور مهنة المدرس

- معرفة نظام المدرسة ووثائقها التوجيهية وكذلك التوجيه السياسي والقانوني
- القدرة على مناقشة القيم الأساسية للمدرسة والمدرسة التمهيدية

Tema 2: Didaktiska perspektiv och dokumentation av lärande

- kunna resonera kring olika teorier om kunskap och lärande
- kunna diskutera lärarens/förskollärares didaktiska val
- kunna redogöra för olika typer av dokumentation av lärande
- reflektera över syften med och användning av olika bedömningsformer

المحور الثاني: منظور أساليب تدريسية وتوثيق التعلم

- القدرة على التفكير وتبادل الآراء حول نظريات التعلم والمعرفة المختلفة
- القدرة على نقاش خيارات المدرس /مدرس المدرسة التمهيدية التدريسية
- القدرة على شرح أنواع مختلفة من توثيق التعلم
- التفكير الملي حول أهداف واستعمال الأشكال المختلفة للتقييم

Tema 3: Sociala relationer, konflikthantering och pedagogiskt ledarskap

- kunna diskutera lärarens och barns/elevens interaktion i skolan/förskolan utifrån teoretiska perspektiv på sociala relationer
- kunna diskutera konflikter, konflikthantering och förebyggande av konflikter utifrån olika teorier och modeller
- kunna diskutera pedagogiskt ledarskap med fokus på lärarens uppdrag
- kunna reflektera kring pedagogiskt ledarskap utifrån etiska aspekter

المحور الثالث: العلاقات الإجتماعية، التعامل مع النزاعات والقيادة التربوية

- القدرة على نقاش التفاعل بين المدرس والأطفال/التلاميذ في المدرسة/المدرسة التمهيدية انطلاقاً من منظور علاقات اجتماعية
- القدرة على نقاش النزاعات، التعامل مع النزاعات، والعمل الوقائي للنزاعات انطلاقاً من نظريات ونماذج
- القدرة على نقاش القيادة التربوية مع التركيز على مهمة المدرس
- القدرة على التفكير الملي/الإنعكاسي حول القيادة التربوية انطلاقاً من الجوانب الأخلاقية

Syfte med Arbetsplatsförlagt lärande (APL)

APL ska ge deltagarna möjlighet att finna sammanhang mellan studierna på lärosätet och skolans/förskolans verksamhet samt få ett helhetsperspektiv på läraryrket. APL knyter innehållsmässigt an till utbildningens tre teman. Deltagarna ska ges möjlighet att delta i olika lärandemiljöer inom skolan/förskolan så att APL bidrar till kunskap och förståelse för skolans och förskolans uppdrag och grundläggande värderingar. Deltagaren ska också följa och delta i det vardagliga arbetet på skolan/förskolan.

الهدف العام من الدراسة الميدانية (APL)

تعطي الدراسة الميدانية/التدريب امكانية ايجاد علاقة بين الدراسات في الحرم الجامعي والنشاط في المدرسة/المدرسة التمهيدية وتعطي كذلك منظورا شاملا حول مهنة التدريس. تربط الدراسة الميدانية المحتوى مع المحاور الثلاثة للدراسة. يجب اعطاء المشاركين امكانية المشاركة في بيئات التعلم المختلفة في المدرسة/المدرسة التمهيدية حتى تساهم الدراسة الميدانية بالتوصل للمعرفة وتفهم مهمة المدرسة/المدرسة التمهيدية وقيمها الأساسية. وسيشارك ويتابع المشاركون كذلك النشاط اليومي في المدرسة/المدرسة التمهيدية.

Former för undervisning

Undervisningen bygger på ett deltagarcentrerat lärande som innehåller föreläsningar, seminarier, grupparbete och självständiga studier. Den campusförlagda undervisningen varvas med APL på en skola/förskola.

أشكال التدريس

يستند التدريس على تعلم يركز على المشاركين ويحتوي على محاضرات، ندوات، عمل جماعي ودراسات مستقلة. تتبادل الدراسة في الحرم الجامعي مع الدراسة الميدانية في مدرسة/مدرسة تمهيدية.

Bedömning

På campus görs en bedömning av APL, seminariediskussioner, skriftliga inlämningsuppgifter och muntliga redovisningar. Varje tema bedöms för sig och i slutet görs en helhetsbedömning av utbildningen. I bedömningen används begreppen **ej uppnått mål/uppnått mål**.

Efter avslutad utbildning ges ett intyg.

تقييم

في الدراسة ضمن الحرم الجامعي تُقيّم الدراسة الميدانية، نقاش الندوات، واجبات كتابية تُسلّم بمواعيد وتقارير شفوية. يُقيّم كل محور لوحده وفي نهاية الدراسة يُجرى تقييم شامل للدراسة. تستعمل في التقييم المصطلحات التالية: **لم يحقق للهدف/ حقق الهدف**

Litteratur

Litteratur meddelas av respektive lärosäte i samband med utbildningsstart.

الكتب المقررة كمراجع

تُبلّغ كل جامعة في بداية الدراسة الكتب والمراجع المقررة.

Appendix 2 Course litteratur 2016-2017 Malmö Högskola

Kurslitteratur Huvudbok

Lundgren, Ulf P, Säljö, Roger & Liberg, Caroline, red. (2014). *Lärande skola bildning. Grundbok för lärare*. Stockholm: Natur & Kultur

Övrig litteratur

Selander, Staffan (2012). Didaktik – undervisning och lärande. Ulf P Lundgren, Roger Säljö & Caroline Liberg (Red.), *Lärande skola bildning. Grundbok för lärare* (s. 199-216). Stockholm: Natur & Kultur.

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Appendix 3 Statement of approval to participate in the research

Malmö

Högskola160824

Samtyckesblankett för deltagande i följeforskning av Snabbspåret

Maaïke Hajer, forskningsledare för projektet, och Catarina Economou ska genomföra följeforskning av Snabbspåret på KSM vid Malmö Högskola. Huvudsyftet är att undersöka utvecklingen av de utländska deltagarnas/lärarnas syn på den blivande lärarrollen i svensk skola med fokus på samtal och lärande. På så sätt hoppas vi kunna bidra till vidareutvecklingen av kursen.

Vi vill gärna besöka er undervisning och framför allt samla in material genom era reflektioner, inspelade intervjuer och samtal samt deltagarnas texter. Materialet kommer endast vara tillgängligt för forskare inom projektet. Om materialet ska användas i annat syfte krävs speciellt tillstånd av de medverkande lärarna. När materialet inte används av forskarna kommer det förvaras inlåst vid Malmö högskola.

Alla som deltar i undersökningen kommer att vara anonyma. Det betyder att vi byter ut namn på lärare och deltagare. Vid eventuella referenser i rapporter och forskningsartiklar kommer materialet att anonymiseras.

Vi är mycket glada att du vill vara med i projektet! Det är ändå viktigt att framhålla att deltagandet är frivilligt och att du när som helst har rätt att meddela oss att du inte längre vill delta.

.....

Fyll i nedan och skriv under. Lämna sedan lappen till Catarina Economou. **Stort tack!**

Ja, jag vill delta i följeforskningen

Nej jag vill inte delta i följeforskningen

Datum och underskrift

Namnförtydligande

Appendix 4 Statistic analyses of Teacher beliefs on learning Questionnaire (with the help of D. Knežić)

Sample of Teacher Beliefs on Learning Questionnaire, English/Arabic version

completely agree	agree	neutral	disagree	completely disagree	
	✓				6 في المحادثة يطور الأشخاص طرق جديدة للتعبير عن انفسهم In talks, people develop new ways of expressing themselves.
		✓			7 عندما يصعب على الطلاب التعبير عن انفسهم يصبح ذلك محبطاً لهم. If pupils are short for words in a talk, that is discouraging for them.
✓					8 ينبغي على المعلم ان يقيم النتيجة النهائية للطلاب Teachers should examine pupils final results.
		✓			9 اعتقد ان المعلم يمتلك لقليل جدا من الوقت ليأخذ بعين الاعتبار احتياجات الطلاب الخاصة Teachers have far too little time to consider the personal background of their pupils.
✓					10 سوف يتطور فهم المادة و مصطلحاتها عندما يستمع الطلاب بانتصات. Pupils will eventually understand key concepts, if they listen carefully.
	✓				11 تتطور الأفكار دائما بذهن الإنسان New concepts always develop in people's heads.
	✓				12 اعتقد انه من الضروري ان يشعر الآخرون انني أفهمهم I find it important that people feel understood by me.
			✓		13 ليس من الضروري ان يعلم الطلاب أو يكونوا مُلمّون بالأهداف التعليمية Pupils do not have to know the learning objectives themselves
	✓				14 في الحديث مع الآخرين اعتقد انه من الضروري أولا ان أفهم الآخرين

© Dubravka Knezic 2012. Do not copy and spread. This questionnaire is part of the research connected to the Snabbspåre-course, Malmö Högskola, 2016. Ansvarig forskare Maalika Hajer & Catarina Economou

Table 1. *Teacher Beliefs For The Fast Track 1 And 2 For Times 1 And 2*

Scale	Group	Time	N	M	SD
Acquisition	Fast track	1	28	3.39	.50
	1	2	15	2.52	.45
	Fast track	1	39	3.55	.40
	2	2	21	2.56	.39
Participation	Fast track	1	28	4.27	.50
	1	2	15	1.67	.37
	Fast track	1	39	4.27	.43
	2	2	21	1.74	.42

A one-way between-groups multivariate analysis of variance was performed to investigate group difference in acquisition and participation scores for Times 1 and 2. Two dependent variables were used: acquisition and participation. The independent variables were group and time. Preliminary assumption testing was conducted to

check for normality, linearity, univariate and multivariate outliers, homogeneity of variance-covariance matrices, and multicollinearity, with no serious violations noted. There was a statistically significant difference between Time 1 and Time 2 on both combined dependent variables, $F(2, 98) = 399, p = .000$; Wilks' Lambda = .11; partial eta squared = .89. When the results for the dependent variables were considered separately, both showed statistically significant difference for Times 1 and 2: for Acquisition, $F(1,99) = 105, p = .000$; partial eta squared = .52; and for Participation, $F(1,99) = 760, p = .000$; partial eta squared = .89. There were no significant differences noted between the groups.

This means that both groups scored lower (which means: did agree more with statements on A and P) on both dependent variables on the second measurement after following the course. However the drop is much larger on Participation than on Acquisition level. One may cautiously argue that both groups have become Participation-oriented after following the course.

Cronbach alpha for all cases (132, 135) was .59 for Acquisition and .95 for Participation.

Table 2. *Acquisition And Participation Across Four Groups for Time 1*

Groups	Scale	N	M	SD
Syrian	A	67	3.49	.45
	P	67	4.25	.45
Swedish	A	29	3.67	.59
	P	28	4.54	.27
Suriname	A	44	3.23	.48
	P	44	4.34	.36
Dutch	A	39	3.08	.54
	P	39	1.79	.46

*1 = completely agree; 5 = completely disagree

Appendix 5 Reflecting on teachers role in classroom talk (English version)

You can answer in Arabic or English. Please write readable!

Your name: Year of birth: 0 Female or 0 Male

1. Did you already get any impression of Swedish classrooms?

No, I have no idea at all

Yes, Please indicate how (through classroom visits, television, own experiences as learner, experiences of your children etcetera) :

My first impressions are:

2. How would you describe the relation between teachers and pupils in an average Syrian classroom?

3. How would you describe the communication in classrooms in an average Syrian classroom (who is talking, what is the purpose of talk etcetera)?

4. Do you think you will have to change your teaching style in classroom communication in Swedish school as compared to your work in Syria? Please explain!

5. You can now watch a short video from a Swedish classroom. The subject of the lesson is decimals in mathematics, but we are interested mainly in general in the teacher student communication.

Please describe what you see the teacher and students are doing and reflect upon it. What are you wondering about when you see the teacher- pupil communication?

Finally we would like to know some facts about your background as a teacher.

6. In what classes did you work previously?

preschool

compulsory school pupils aged 7-12

compulsory school pupils aged 13-18

adult and vocational education

other, namely

none, I do not have any teaching experience yet.

7. What teacher education or teacher training did you follow?

No specific teacher training, but

Teacher education

how many years did you study?

for what stages are you certified?

teaching preschool learners aged -6

teaching primary school learners aged 7-12

teaching secondary school learners aged 13-18

teaching upper primary and adult 18 +

are you certified to teach specific school subjects ?

no I am a general class teacher

specific subjects, namely

other, namely

8. Please write any other thoughts and comments you want to give us here:

Thank you! Catarina Economou, Maaïke Hajer, MAH 2016

Appendix 6

Topics addressed in semi structured interviews with participants and course teachers

Intervjufrågor lärare Snabbspåret

- Hur ser gruppens utveckling ut?
- Kulturförmedling?
- Kulturkrockar? Konkreta händelser?
- Dilemman? Hur hanteras dessa dilemman?
- Hur fungerar APL:n? Kopplingen praktik – teori?
- Vilken feedback ger APL handledarna deltagarna? Hur fungerar deras relation?
- Vissa deltagare ska bli studiehandledare – hur synliggörs detta uppdrag i kursen
- SAMTALETs funktion – hur tas detta upp i kursen?
- Examinationer?
- Något annat?

Intervjufrågor deltagare

- Förväntningar på denna utbildning?
- Vad är påfallande annorlunda med den svenska skolan i jämförelse med den ni har undervisat i ert hemland?
- Skiljer sig ländernas värdegrund åt? Hur?
- Vilken syn på kunskap har ni?
- Hur lär sig eleverna bäst?
- Vilka kunskaper är viktiga enligt er?
- Vilka är lärarens primära uppgifter?
- Vilka är elevens viktigaste uppgifter?
- Vilka förväntningar har ni på era framtida elever?
- Vilken roll kan samtal och interaktion i ett klassrum spela i en kunskapsprocess?
- Vilken roll kan elevens sociokulturella bakgrund ha för betydelse för inläring?

