Gymnasielärares skrivpraktiker
Skrivande som professionell handling i en digitaliserad skola

av

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Abstract

The aim of this thesis is to contribute to deeper knowledge about the writing practices of teachers in upper secondary school. Schools are under constant pressure to respond to the needs and expectations of an ever-changing society and political intentions. A major factor in this change which is taking place in schools is digitalization. Another factor is the adoption of new governing principles for schools involving management by goals and results, which brings increased demands for written documentation of teachers’ work.

In order to describe and problematize this development the thesis is based on a combination of Critical Discourse Analysis and New Literacy (Clark and Ivanič, 1997). The theoretical framework rests upon an understanding of writing as social action and the idea that texts both affect and are affected by the social environment. The empirical study focuses on twelve teachers and their writing practices, analyzed during week-long field visits over three years. The teachers’ talk about their writing is used together with analyses of texts and images to investigate parts of teachers’ writing which, according to the teachers, are considered complex and problematic.

The findings indicate significant differences between the writing practices of the individual teachers, where each teacher has his or her own system of texts fulfilling different purposes. Despite these differences it is still possible to identify recurrent themes in the discursive conditions for teachers’ writing: efficiency, reuse, authority, audit, relationships to addressees, and room to maneuver. The study illustrates possible dilemmas for teachers’ writing at the intersection of teachers’ professional responsibility and demands for accountability.

Keywords: skrivpraktik, yrkesskrivande, skrivande i arbetslivet, lärares arbete, lärarprofessionalism, professionellt handlingsutrymme, skolans digitalisering

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