Mellan frihet och kontroll
- om läroplanskonstruktioner i svensk skola

av

Jan Morawski

Akademisk avhandling

Avhandling för filosofi doktorsexamen i pedagogik,
som enligt beslut av rektor kommer att försvaras offentligt
fredagen den 17 september 2010 kl. 13.15,
Hörsal P2, Örebro universitet

Opponent: Professor Ingrid Carlgren
Stockholms universitet

Örebro universitet
Akademin för humaniora, utbildning
och samhällsvetenskap
701 82 ÖREBRO
Abstract


The aim of this thesis is to explore how different competing discourses in the historical context of the Swedish education development have qualified and disqualified different constructions of national curriculum. How and after what kind of principles is the curriculum constructed? What qualify who are going to be recognized as the author and addressee of the curriculum? These key questions of the study are discussed in the first part of the thesis. My point of departure is that the curriculum can be understood as a relation between freedom and control. In an educational system this relationship reflects the problematic tension between the external demands from an authoritative center and the local need to independently reflect over educational issues. How these concepts are defined by the prevailing social discourses affect specific relations and constructions of curricula as a steering tool and a producer of specific teacher identities. In this sense, I claim that curriculum is constructed in different ways depending on which of the didactic questions are emphasized and answered and who is judged as the legitimate author. Based on this, three models of curriculum construction are formulated; the content based, the result based and the process based. These models are subsequently used as an analytical tool to examine the historical development of Swedish national curricula.

The second part of the thesis investigates the Swedish education system and the production of the national curriculum as a product of rival discourses. The historical investigation begins 1842 when the first state curriculum was issued and the inquiry concludes in 2008. The findings indicate that no one single construction has been totally dominant and that there has been an on-going discursive struggle between different alternative and opinions about what teachers must do and be.

Keywords: Curriculum, freedom and control, Panopticon, deliberative communication, curriculum as content, curriculum as result, curriculum as process.

Jan Morawski, Akademin för humaniora, utbildning och samhällsvetenskap (Department of Education) 
Örebro University, SE-701 82 Örebro, Sweden, jmo@du.se