Samverkan lärosäte – skola
En studie av Regionalt utvecklingscentrum som samarbetspart

av

Lena Öijen

Akademisk avhandling
Avhandling för filosofie doktorsexamen i pedagogik,
som kommer att försvaras offentligt
fredagen den 26 september 2014 kl. 13.15,
Prismahuset, Hörsal 2, Örebro universitet
Opponent: Professor Karin Rönnerman
Göteborgs universitet
Abstract


This thesis is a study of a phenomenon in Swedish education: the Regional Development Centre (Regionalt utvecklingscentrum, RUC). In setting up RUC, the Swedish state’s original intention was to enhance collaboration between teacher education and training, research and school development. RUC was specified in the appropriation directions for Swedish higher education institutions (HEIs) that trained teachers in 1997–2010. The purpose of this thesis is to clarify and analyse differing interpretations and implications of RUC as a phenomenon and conceptualise the task of addressing them in a changing education-policy context. Empirical sources for the study are central government publications and interviews with RUC representatives at 22 HEIs. This empirical material has been modified and analysed in four stages: a survey of RUC as a phenomenon, construal of ‘ideal types’ of RUC, testing of the construed ideal types as analytical tools, and application of the construed ideal types as analytical tools to gain an ‘explanatory understanding’ of RUC. Through analysis of needs, actors and value, five ideal types empirically based on transcribed interviews are construed: the receiver-oriented, trust-creating, region-boosting, conceptualising and sales-oriented types. A model shows how these ideal types can be mutually understood and conceptualised. Examples are given, based on this model, of specific interpretations and implications that may fit each ideal type. RUC’s legitimacy in 2012 still entails a marked emphasis on RUC as a receiver-oriented associate. Three aspects enhancing the likelihood of RUC, in 2012, being deemed important to retain at an HEI appear to be the HEI’s goodwill towards RUC, its dependence on remits from the Swedish National Board of Education and schools’ research needs. Focusing more on RUC as the region-boosting partner would mean once more uniting RUC’s role in teacher education with school development and research, but on the basis of ‘common needs’ within the framework of a distinct growth policy.

Keywords: Regional Development Centre (RUC), education policy, collaboration, higher education institution (HEI), school education, ideal type, need, value, actor.

Lena Öijen, Department of Humanities, Education and Social Sciences, Örebro University, SE-70182 Örebro, Sweden, lena.oijen@regionorebro.se