



Roskilde University  
Department of Psychology  
and Educational Studies

# Psychology and the Conduct of Everyday Life

Program and Abstracts  
June 26-28, 2013



International Conference

**Psychology and the Conduct of Everyday Life**

June 26-28, 2013

Program and Abstracts



Roskilde University  
Department of Psychology and Educational Studies  
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## Welcome to the Conference

### *Psychology and the Conduct of Everyday Life!*

It's our pleasure to welcome you to Roskilde University and to this conference. We look forward to seize this opportunity to discuss with you new research on the conduct of everyday life in contemporary society.

Although the study of everyday life has a long tradition within the social and human sciences, the question of how human beings as active sensuous subjects live their everyday life is rarely discussed in its own right. The conference intends to explore the conduct of everyday life as a basis for understanding the dilemmas and contradictions of how to live one's life. How can we develop knowledge about and research into the active efforts of subjects to engage in everyday activities, tasks and participations across time and space? What kind of new forms of doing and thinking everyday life are emerging and how do they contribute to the remaking of the social world? How to reconceptualize subjectivity, agency and the possibilities for social and political change? The conference attempts to substantiate a critical situated approach to the experiences and actions of practicing human life in today's social and technological world, and to debate how the study of subjects in the context of their conduct of everyday life can contribute to the development of psychological theory, methodology, and practice.

There will be more than 100 presentations at the conference of scholars around the world contributing with theoretical, methodological as well as empirical work to the study of the conduct of life in and across the different arenas of everyday life. We hope the conference will generate exciting discussions, new collaborations and dialogues!

Finally, we would like to thank the Danish Research Council for Independent Research in the Humanities for supporting the conference.

Enjoy the conference!

Charlotte Højholt, Kasper A. Kristensen, Ernst Schraube  
Chairs of the Conference



# Conference Program

All sessions will take place in building 30 except the keynote and plenary discussion sessions, which will take place in the large auditorium in building 00.

## Wednesday, June 26, 2013

	Room 1	Room 2	Room 3	Room 4
8:00-17:30	<b>Registration</b> Building 30, ground floor			
9:00-9:30	<b>Welcome &amp; Introduction</b> Building 00, auditorium			
9:30-10:45	<b>Keynote</b> Ole Dreier, University of Copenhagen & Lillehammer University College: <i>Conduct of everyday life in psychological research and practice</i> Building 00, auditorium, Chair: Charlotte Højholt			
11:15-12:45	<b>Theorizing everyday life</b> Chair: Janni Berthou Hermansen Karl E. Scheibe, Wesleyan University: <i>The drama of everyday life</i> Allan Westerling, Roskilde University: <i>Everyday life and discursive psychology</i> Anke Werani, University Munich: <i>Constructing everyday life through language activity</i>	<b>Symposium: Taking the everyday life of children and young people seriously: Life mode interviews serving developmental psychology</b> Chair: Agnes Andenæs Anne Jansen, Oslo and Akershus University College of Applied Science: <i>The representation of child protection services in the narratives of young people living in residential care</i> Anita Sundnes, University of Oslo: <i>Parents' regulation of infants' sleep-wake cycle: Messages from investigating practices of everyday life</i> Agnes Andenæs, University of Oslo: <i>Details matter: Love and care in same-gendered families</i>	<b>Critical health psychology and the conduct of everyday life</b> Chair: Kasper A. Kristensen Kasper A. Kristensen, Roskilde University: <i>The everyday conduct of life as a potent concept for a critical health psychology</i> Anne Marché Paillé & Pascal Paillé, Université Laval: <i>What can we learn from the "lack" of disgust of gerontological nurse body work?</i> Ditte Stilling Borchorst, Roskilde University: <i>Community alarms, recognition, and elderly people's conduct of everyday life</i>	<b>Symposium: Young human beings' conduct of everyday life with media</b> Chair: Niklas A. Chimirri Niklas A. Chimirri, Roskilde University: <i>The technological socio-materiality of kindergarten children's conduct of everyday life</i> Steffen Eisentraut, University of Wuppertal: <i>Mobile interaction orders among teenagers: Self-socialization through the use of smartphones</i> Ditte Dalum Christoffersen, Roskilde University, Denmark: <i>Around a whiteboard in grade 7a</i>
12:45-13:30	Lunch			
13:30-15:00	<b>Latin American perspectives on the conduct of everyday life</b> Chair: Peter Busch-Jensen Fernando Lacerda Jr., Federal University of Goiás: <i>Liberation psychology and the need to challenge power: Tasks for psychology</i>	<b>Symposium: Rhythms and practices in everyday life of families in transition</b> Chair: Pirjo Korvela Kristiina Aalto, National Consumer Research Center: <i>The rhythms of daily life in the transition to parenthood in 1979</i>	<b>Symposium: The concept of "conduct of everyday life" in practice research</b> Chair: Tove Borg Tine Aagaard, University of Greenland: <i>Everyday life with illness</i>	<b>Teaching and learning</b> Chair: Anja Hvidtfeldt Stanek Roland Bloch & Monique Lathan, Martin-Luther-University: <i>Happy to teach: Empowered teaching faculty at German universities</i>



	<p>Michi Almer, Amsterdam: <i>The work of Pichon Rivière: An Argentinean approach to the conduct of everyday life</i></p> <p>David Pavón-Cuellar, Universidad Michoacana de San Nicolás de Hidalgo Morelia: <i>Jacques Lacan and the Other's conduct of everyday life</i></p>	<p>and 2009</p> <p>Anu Raijas, National Consumer Research Center: <i>The everyday activities in families with small children and the challenges of social change</i></p> <p>Taina Kyrönlampi, HUMAK University of Applied Sciences: <i>Primary school children's experiences on daily living</i></p> <p>Discussant: Pernille Hviid, University of Copenhagen</p>	<p>Helle Marie Christensen, University of Southern Denmark and Odense University Hospital: <i>Exploration and development of practice with non-invasive ventilation based on the patients' and healthcare professionals' perspectives on the treatment</i></p> <p>Elise Bromann Bukhave, University of Southern Denmark and University College Zealand: <i>Activity problems in everyday life: Patient perspectives of living with hand osteoarthritis</i></p> <p>Stina Meyer Larsen, University College Lillebaelt &amp; Tove Borg, Aarhus University: <i>Conduct of everyday life in bachelor students' practice research</i></p>	<p>Jacob Klitmøller, Aarhus University: <i>Students' relations to educational arrangements</i></p> <p>Charlotte Jonasson, Aarhus Universitet: <i>Attending the education of attention: preparing for apprenticeship in everyday life in a Danish school</i></p>
15:30-17:00	<p><b>Personality and everyday living</b></p> <p>Chair: Magnus Dahl</p> <p>Sofya Nartova-Bochaver, Moscow State University of Psychology and Education: <i>The personal sovereignty: The way to respect others and to defend oneself</i></p> <p>Lasse Meinert Jensen, University of Copenhagen: <i>The relevance of "personality" for the personal conduct of everyday life: A conceptual defense</i></p>	<p><b>Symposium: Rhythms and practices in everyday life of families in transition: Part II</b></p> <p>Chair: Pirjo Korvela</p> <p>Sanna Sekki &amp; Pirjo Korvela, University of Helsinki: <i>Drifting daily life</i></p> <p>Marja Saarilahti, Pirjo Korvela &amp; Sanna Sekki, University of Helsinki: <i>The sequence method in changing daily rhythm of families with children</i></p> <p>Sari Kivilehto, University of Helsinki: <i>The daily rhythm of elderly and independent living</i></p> <p>Discussant: Ole Dreier, University of Copenhagen</p>	<p><b>Symposium: Doing 'psychological therapy' outside of the psychological clinic</b></p> <p>Chair: Elisabeth Muth Andersen</p> <p>Catherine E. Brouwee &amp; Gitte Rasmussen, University of Southern Denmark: <i>"It's your image": How do images occur in interaction?</i></p> <p>Ann Katrine Marstrand &amp; Catherine E. Brouwer, University of Southern Denmark: <i>Fading memories in everyday interaction</i></p> <p>Elisabeth Muth Andersen, University of Southern Denmark: <i>Dealing with emotional distress while experiencing health problems</i></p>	<p><b>Symposium: Technology, learning and the conduct of everyday life</b></p> <p>Chairs: Ines Langemeyer &amp; Ernst Schraube</p> <p>Athanasios Marvakis, University of Thessaloniki: <i>Is learning (only) a technology for/in action?</i></p> <p>Ines Langemeyer, University of Tübingen: <i>Cooperative competence and learning in a 'high-tech' world</i></p> <p>Stefanie Enderle, Karlsruhe Institute of Technology: <i>Student cultures under large-scale research circumstances</i></p> <p>Ernst Schraube, Roskilde University: <i>Digital technologies, expansive learning and the transformation of students' conduct of everyday life</i></p>
17:30-18:45	<p><b>Keynote</b> Tim Ingold, University of Aberdeen: <i>Walking, copying and the conduct of everyday life</i></p> <p>Building 00, auditorium, Chair: Kasper A. Kristensen</p>			
18:45-21:00	<p><b>Reception</b></p> <p>Building 30</p>			

Thursday, June 27, 2013

<p>9:00-10:15</p>	<p><b>Keynote</b> Silvia Federici, Hofstra University: <i>From crisis to commons: Reproductive work, affective labor and technology in the transformation of everyday life</i> Building 00, auditorium, Chair: Ernst Schraube</p>			
<p>10:45-12:15</p>	<p><b>Collective engagement and agency</b> Chair: Erik Axel Erin Thrift, Simon Fraser University: <i>Structure and agency in everyday life</i> Louise Windfeld Holt, Mødrehjælpen, Copenhagen: <i>Handcraft as social dwelling (or how not to go exotic)</i> Barbara Schneider &amp; Liza McCoy, University of Calgary: <i>Square dancing in the third age: Play, aesthetics, and embodiment in everyday life</i></p>	<p><b>Symposium: Conduct of everyday family life: Conflicts, continuity and risk analyzed from children's perspectives</b> Chair: Dorte Kousholt Dorte Kousholt, Aarhus University: <i>Conflicts and transformations of conduct of live in the family</i> Anja Marschall, University of Copenhagen: <i>Children's perspectives on post-divorce family life: Continuity and ruptures</i> Pernille Juhl, Roskilde University: <i>Emergence of conduct of life: Toddler's everyday lives across contexts</i></p>	<p><b>Challenges of therapeutic practice</b> Chair: Bodil Maria Pedersen Arthur Arruda Leal Ferreira et al., University of Rio de Janeiro: <i>The production of subjectivities in networks: Following the clues of an applied psychology division</i> Teemu Suorsa, University of Oulu: <i>Solution-focused therapy and research of personal conduct of everyday living</i> Youli Tsirtoglou &amp; Electra Anagnostopoulou, Private practice cooperative partnership "Psychi Logos EpiKinonia", Athens: <i>The psychologist's personal social practice: Structuring the neoliberal inconsistencies in the "flow" of everyday life</i></p>	<p><b>Symposium: Technologies in everyday life with health and illness</b> Chair: Lotte Huniche Niamh Stephenson, University of New South Wales &amp; Catherine Mills, Monash University: <i>Representing fetuses versus constituting modes of relationality: Women's experiences with routine ultrasound in pregnancy</i> Jeppe Oute, University of Southern Denmark: <i>Involvement of relatives as a managerial technology in the treatment of depression? On the social negotiation of involvement in everyday life with depression</i> Lotte Huniche, University of Southern Denmark: <i>Self-monitoring in everyday lives with Chronic Obstructive Lung Disease: Managing breathing difficulties, physiological values, professional and personal relations in social practice</i></p>
<p>12:15-13:00</p>	<p>Lunch</p>			
<p>13:00-14:30</p>	<p><b>Child perspectives and critical interventions</b> Chair: Pernille Juhl Oddbjørg Skjær Ulvik &amp; Liv Mette Gulbrandsen, Oslo and Akershus University College of Applied Sciences: <i>Exploring children's everyday life as part of professional practices</i> Anja Hvidtfeldt Stanek, University of Southern Denmark &amp; Maja Røn Larsen, Roskilde University: <i>Small children's development of conduct of everyday life</i> Raquel Souza Lobo Guzzo, Etienne Janiake, Walter Mariano de Faria Silva Neto,</p>	<p><b>Symposium: Children's and young people's competence development and conduct of everyday life: Transitions and dilemmas. Part I: Participation and competence development across cultural boundaries</b> Chair: Pär Nygren Frank Jarle Bruun, Lillehammer University College: <i>Dilemmas of everyday life competences of young girls experiencing social and economic change in the High Atlas mountains of Morocco: A research approach using photography</i> Ragnhild Holmen Bjørnsen,</p>	<p><b>Conduct of life and practical intervention</b> Chair: Charlotte Højholt Kirsten Gabriele Schrick, TIM-Foundation Munich: <i>"Adolescents present us their lives": A study by the TIM-Foundation</i> Heinz Mölders, NCA Project-bureau Amsterdam: <i>Multiloog about everyday life</i></p>	<p><b>Symposium: Time, standards, and the conduct of everyday life</b> Chair: Morten Nissen Morten Nissen, University of Copenhagen: <i>Mind the (...) break: Standard and off-standard temporal indexes for collectives</i> Lisa Tahara Christensen, University of Copenhagen: <i>The re-occurrence of frozen time</i> Peter Busch-Jensen, Roskilde University: <i>The production of temporality in our conduct of everyday life</i> Pernille Hviid, University of Copenhagen: <i>Children's negotiation of their developmental time</i></p>

	<p>Ana Paula Gomes Moreira &amp; Adinete Sousa da Costa Mezzalira, Pontifícia Universidade Católica de Campinas: <i>Everyday life and public elementary school in Brazil: A critical intervention model for psychology practice</i></p>	<p>Lillehammer University College: <i>Advantages and pitfalls of using self-directed photography in social research on children: The case of emotional competences of children accompanying their parents employed at the Norwegian Foreign Service</i></p> <p>Mari Rysst, Lillehammer University College and National Institute for Consumer Research: <i>Always a foreigner? Youth constructing national identity through participation and competence building</i></p>		
15:00-16:30	<p><b>Political everyday and everyday politics</b></p> <p>Chair: Athanasios Marvakis</p> <p>Constantine George Caffentzis, University of Southern Maine: <i>Everyday life in the shadow of the debt economy</i></p> <p>Martin Dege, Clark University: <i>The emergence of cooperation in everyday life</i></p> <p>Karen Henwood, Nick Pidgion, Catherine Butler, Karen Parkhill &amp; Fiona Shirani, Cardiff University: <i>Life dilemmas and sustainable transitions: A study of everyday energy practices</i></p>	<p><b>Symposium: Children's and young people's competence development and conduct of everyday life: Transitions and dilemmas. Part II: Participation, competence development and close relationships in and across different contexts</b></p> <p>Chair: Pär Nygren</p> <p>Anne Sigfrid Grønseth, Lillehammer University College: <i>Dealing with competences for close relations: Friendship and intimacy among youth with a migrant background</i></p> <p>Astrid Halså &amp; Kerstin Söderström, Lillehammer University College: <i>At home and elsewhere: How to handle daily life growing up with a "mad mother" or a "drunk father"?</i></p> <p>Björg Midtskogen, Lillehammer University College: <i>How can systematic and personally tailored assessments of socially endangered children's competences contribute to the competence development of their educators in daycare and primary school?</i></p>	<p><b>Symposium: The conduct of everyday school lives: Children and youth living with testing, diagnosis and marginalisation</b></p> <p>Chair: Anne Morin</p> <p>Kristine Kousholt, Aarhus University: <i>Participation in test situations as part of pupils' conduct of everyday life</i></p> <p>Anne Morin, Aarhus University: <i>Children's conduct of life: Across general school, educational psychology consultation and psychiatry</i></p> <p>Laila Colding Lagermann, Aarhus University: <i>The marginalizing risks of a meaningless schooling: Ethnic minority students' production of meaningful lives</i></p>	<p><b>Symposium: Psy-management and the affective formation of educational subjectivities</b></p> <p>Chair: Dorthe Staunæs</p> <p>Dorthe Staunæs, Aarhus University: <i>Mobilising commitment through leadership practices</i></p> <p>Kia Wied, Aarhus University, DPU: <i>Motivation as a school organization principle</i></p> <p>Malou Juelskjær, Aarhus University: <i>Psy-managerial architecture and interior</i></p>
17:00-18:15	<p><b>Plenary discussion session: Critical and political dimensions of the study of the conduct of everyday life</b></p> <p>Charlotte Højholt, Roskilde University: <i>Conduct of life and political conflictuality</i></p> <p>Ute Osterkamp, Free University Berlin: <i>"There is no right life in the wrong one": Recognizing this dilemma is the first step out of it</i></p> <p>Thomas Teo, York University: <i>Provincializing subjectivity: The uses and abuses of everyday life for academic theorizing</i></p> <p>Building 00, auditorium, Chair: Ernst Schraube</p>			

20:00	<p><b>Social dinner</b>                  Restaurant Spiseloppen, Prinsessegade 1, 1440 København K (Metro: Christianshavn st.)</p>
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**Friday, June 28, 2013**

9:00-10:15	<p><b>Keynote</b> Darrin Hodgetts, University of Waikato: <i>The ordinary in the extra-ordinary: Everyday lives textured by urban poverty</i>                  Building 00, auditorium, Chair: Jo Krøjer</p>			
10:45-12:15	<p><b>Everyday experience and relationality</b>                  Chair: Niklas A. Chimirri                  Alexandra Kent, Keele University &amp; Charles Antaki, Loughborough University: <i>Getting someone to do something: Fault and immediacy</i>                  Bogdana Humă, Loughborough University &amp; Cosima Rughinis, University of Bucharest: <i>First impression reports as methodically constructed narratives of first acquaintances in daily talk-in-interaction</i>                  Ofra Shalev, Zefat Academic College, Nehami Baum &amp; Haya Itzhaki, Bar Ilan University: <i>"There's a man in my bed": First sexual experience among traditional newlyweds</i></p>	<p><b>Symposium: Transition as central in conceptualization the process in the children's development</b>                  Chair: Mariane Hedegaard                  Mariane Hedegaard, University of Copenhagen: <i>Understanding transitions in young children's development</i>                  Paula Cavada H., University of Copenhagen: <i>Playfulness as mean in children's transition from kindergarten to first year primary</i>                  Milla Merilehto, University of Oulu: <i>Understanding children: A subject scientific approach to study children and their conduct of life</i></p>	<p><b>Disruptions in the conduct of everyday life</b>                  Chair: Maja Røn Larsen                  Vilma Hänninen, University of Eastern Finland: <i>Losing the grip: Depression as disruption of everyday life</i>                  Lisbeth Hybholt, Aarhus University: <i>Patient education in everyday life</i>                  Rossella Sorte, Manchester Metropolitan University: <i>On the developmental self through food: Migrant women's identities</i></p>	<p><b>Analyzing everyday experience and action</b>                  Chair: Tine Jensen                  Lilliana Del Busso, Ostfold University College: <i>Young women's embodied experiences in everyday life: Movement, objects and space</i>                  Estrid Sørensen, Ruhr-University Bochum: <i>The scale of 'situation' and 'practice' in studies of everyday life</i>                  Daniel Adler, University of Technology Sydney: <i>Artifacts of project based work, activity and every day action</i></p>
12:15-13:00	Lunch			
13:00-14:30	<p><b>The art of living</b>                  Chair: Martin Dege                  Kurt Bader, University of Lüneburg: <i>To create presuppositions: Arts in everyday life</i>                  Kasper Levin, Roskilde University: <i>Capoeira, ADHD and aesthetic movements of life</i>                  Tine Jensen, Roskilde University: <i>Remembering forgetfulness</i></p>	<p><b>Symposium: Developments in the research on the conduct of everyday life</b>                  Chair: Karin Jurczyk                  Karin Jurczyk, German Youth Institute: <i>Conceptual and methodological shifts in the research on the conduct of everyday life</i>                  Kerstin Hein, German Youth Institute, Ana Cárdenas, Universidad Diego Portales, Anna Proske, German Youth Institute: <i>Working mothers rearing their conduct of everyday life in relation to biographical turning points</i>                  Anna Proske, Kerstin Hein &amp; Michaela Schier, German Youth Institute: <i>Parents on the move:</i></p>	<p><b>Contemplation, independence and medication in everyday school life</b>                  Chair: Allan Westerling                  Anne Maj Nielsen &amp; Marie Kolmos, Aarhus University: <i>Contemplative awareness-culture in schoolchildren's everyday life</i>                  Blair Stevenson, University of Oulu: <i>Can you export independence? A theoretical framework exploring children's independence as a hidden variable in current discourses on educational success in Finland</i>                  Karen-Lis Kristensen, Aalborg University &amp; Line Lerche Mørck, Aarhus University: <i>ADHD medication in a Danish primary school</i></p>	<p><b>Methodological strategies and research practices</b>                  Chair: Hans Sønderstrup-Andersen                  Katia Dupret Søndergaard, Aarhus University &amp; Jo Krøjer, Roskilde University: <i>Heterogenic listening: Ethics in work life analysis</i>                  Marcia Hespanhol Bernardo &amp; Filipe Uveda Martins, Pontificia Universidade Católica de Campinas: <i>Work Social Psychology: Focus on everyday life of the workers by a counter-hegemonic approach</i>                  Caroline Nilson, Paul Morrison &amp; Cathy Fetherston: Murdoch University: <i>Being immersed in the everyday lives of an Austral-</i></p>

		<i>Couples negotiating a familial conduct of everyday life under the conditions of job mobility</i>		<i>ian Aboriginal community: The 'personal development' required of a non-Aboriginal researcher</i>
15:00-16:15	<p><b>Plenary discussion session: Subjectivity and knowledge: Critical participatory methodology in the study of the conduct of everyday life</b></p> <p>Dorte Kousholt, Aarhus University: <i>Research as cooperation about exploring conditions of the conduct of life</i></p> <p>Niamh Stephenson, University of New South Wales, Sydney: <i>Beyond experience as representation</i></p> <p>Lene Tanggaard, Aalborg University: <i>Is there an 'I' conducting research?</i></p> <p>Building 00, auditorium, Chair: Ernst Schraube</p>			
16:15-16:30	<b>Closing session</b>			

# Abstracts

Keynote and Panel Sessions



TIME: JUNE 27, 17:00-18:15, BUILDING 00, AUDITORIUM

*Charlotte Højholt, Roskilde University, Denmark*

### **Conduct of life and political conflictuality**

To direct scientific critique to peoples concrete *conditions* we need to explore these conditions as they are experienced and handled by persons in their lived everyday life. Even in critical analyses these conditions are often *conceptualized in abstract* ways which may lead to a kind of displacement of problems – *from* social dilemmas into abstract and individual deficiencies. Dilemmas, contradictions and conflicts of everyday life are interwoven with political conflicts, for example about how the educational system should prioritize in relation to working with social problems or working more isolated to obtain good marks in relation to national tests and global competition. Critical research may create knowledge about the concrete meanings of structural inequalities and political conflicts in the *situated interplay* between participants in daily situations and *from* the perspectives of concrete persons. With this short paper I want to discuss how analyses of people's conduct of everyday life may criticize structural inequalities in a *concrete way* pointing to the political conflicts personal problems are entwined with.

Charlotte Højholt is Associate Professor at the Department of Psychology and Educational Studies, Roskilde University. The focus of her research is on children's everyday life, and she is working with theoretical development through 'Practice Research' – a unity of empirical research and developmental work. She takes her point of reference in children's participation in social practice, going across different life contexts as family, school, kindergarten, recreation centers and special help arrangements. This has given a focus on the communities of children, their personal conduct of life and on the cooperation between the grown-ups (parents, teachers, pedagogues, psychologists). She has published books and articles in the areas of development, learning, professionalism, interdisciplinary work and methodology, including the 2012 co-edited volume: *Children, Childhood and Everyday Life* (Information Age Publishing). She is head of the PhD program "Social Psychology of Everyday life" at Roskilde University and of the inter-institutional research group "Practice Research in Development".



TIME: JUNE 28, 9:00-10:15, BUILDING 00, AUDITORIUM

*Darrin Hodgetts, University of Waikato, New Zealand*

**The ordinary in the extra-ordinary: Everyday lives textured by urban poverty**

Everyday life is often conceptualized in terms of routine, flow and the mundane or 'ordinary'. Yet, for increasing numbers of people in New Zealand disruption and the extra-ordinary have become normative (NZ is growing poverty at 2.5 times the OECD average). This presentation draws insights from two action-orientated projects to consider the role of psychology in aiding people living extra-ordinary lives that are textured by urban poverty. First, we will explore how 100 families who access a food bank with high regularity respond to their precarious situations. Of particular note is how micro daily practices linked to debt reproduce depersonalized and inequitable macro level structures and relationships. Second, we will contemplate the everyday lives of a group of older homeless men in Auckland who spend Tuesdays and Thursdays at a Marae (traditional Maori meeting place for the conduct of daily life) garden to produce food for the local foodbank accessed by the 100 families. Our focus here is on the socio-cultural aspects of gardening in providing a mundane activity in lives that are extra-ordinary. Gardening provides a basis for the reaffirming and enactment of relationships, heritage and cultural identities. General arguments about the usefulness of research into everyday life for understanding and addressing structural inequities will be considered.

Darrin Hodgetts is Professor of Societal Psychology at the University of Waikato, New Zealand. Prior to his current position Darrin held academic posts at Massey University (NZ), Memorial University (CAN) and the London School of Economics and Political Sciences (UK). Darrin's primary areas of research are everyday life, urban poverty, homelessness, health inequalities, social change and the media. Darrin has published widely across social, health and community psychology, human geography, communications and sociology. Book length publications include: Hodgetts, D., Drew, N., Sonn, Stolte, O., C, Nikora, N. & Curtis, C. (2010). *Social Psychology and Everyday Life*. Basingstoke: Palgrave Macmillan.

TIME: JUNE 28, 15:00-16:15, BUILDING 00, AUDITORIUM

*Dorte Kousholt, Aarhus University, DPU, Denmark*

**Research as cooperation about exploring conditions of the conduct of life**

The concept of conduct of life points to the cross-contextual, creative, and conflictual processes involved in living our lives. I will explore some questions of how to develop knowledge about such processes through research. I am occupied with arranging cross-contextual research processes. This might sometimes entail to actually follow people's lives and transitions across their different life contexts. More broadly I am concerned with how to arrange research processes that produce knowledge about contradictory life conditions in and across complex practices and that involve studying practices from different positions and perspectives. In continuation of this, I am concerned with how to arrange research cooperation between research and practice in ways that inspire mutual exploration and critical reflections of contradictions and possibilities in practice. In relation to this it is significant that the people involved can contribute with their knowledge from different perspectives and different position in and across common practices.

Dorte Kousholt is Associate Professor at the Department of Education, Aarhus University and part of the research program *Diversity, Culture and Change*. Her research interest is children's and families' everyday life, children's communities in different institutional context and parenthood in relation to children's everyday life. Methodologically she works with practice research – research arranged as collaborative investigative processes between researcher, professionals, children and parents. She has published on children's everyday life across contexts, parental cooperation and family work including *Researching family through the everyday lives of children across home and day care in Denmark* (Ethos, 2011) and *Family problems: Exploring dilemmas and complexities of organising everyday family life* (in M. Hedegaard, et al 2012).

TIME: JUNE 28, 15:00-16:15, BUILDING 00, AUDITORIUM

*Lene Tanggaard, Aalborg University, Denmark*

**Is there an 'I' conducting research?**

One of the themes of interest at the present conference is that of the role of subjectivity in research processes. In this presentation, I aim to critically explore if qualitative inquiry is presently locked in the image of the humanistic 'I' taking control over the research process, with the appropriate coding-tools (methods) in hand. Is qualitative inquiry a matter of the 'I of the researcher conducting research'? My claim in the following is that this is seldom the case, and that the role of the qualitative researcher is much more one of searching for associations between humans and between humans and things revealing themselves as part of the inquiry. As such this presentation aims at exploring a set of possible approaches to do qualitative research not very frequently described in qualitative methods textbooks, such as *looking for associations, following the traces of many kinds of actors, and theoretical re-working of materials* which I think are productive metaphors for qualitative inquiry in a post-methodological arena.

Lene Tanggaard is Professor at the Department of Communication and Psychology, Aalborg University, Denmark and co-director (with Vlad Glaveanu) of the International Centre for the Cultural Psychology of Creativity (ICCP) and co-director (with Svend Brinkmann) of the Center for Qualitative Studies. Her research focuses on the situational and contextual dimensions of creativity vis-à-vis real-life problems. She has held visiting positions at Berkeley and the University of Technology, Sydney. Recent publications include: Brinkmann, S. & Tanggaard, L. (2010). Towards an Epistemology of the Hand. *Studies in Philosophy and Education*, 29 (3): 243-257; Tanggaard, L. (2011), Stories about Creative Teaching and Productive Learning, *European Journal of Teacher Education*, 34 (2): 217-230; Brinkmann, S. & Tanggaard, L. (Eds.) (2012). *Kvalitative metoder: Empiri og teoriutvikling*. Norge: Gyldendal Akademisk Forlag; Tanggaard, L. (2013). The sociomateriality of creativity in everyday life. *Culture and Psychology*, 19 (1), 20-32.

TIME: JUNE 28, 15:00-16:15, BUILDING 00, AUDITORIUM

*Niamh Stephenson, University of New South Wales, Sydney, Australia*

### **Beyond experience as representation**

Experience, as it happens or is described in research interviews, does not simply “represent” subjectivity or social relations. The experience that comes into play in research interviews is part of an ongoing process of creating and producing social relations, opening possibilities for some connections or modes of connection and turning away from others. I will consider some of the analytic challenges entailed in working with experience in this way, and aim to open discussion on the possibilities and limitations of some contemporary uses of Foucault and Deleuze to interrogate experience in the making.

Niamh Stephenson is a senior lecturer in social science at the University of New South Wales, Sydney Australia. She is author of *Analyzing Everyday Experience* (2006, Palgrave, with Dimitris Papadopolous) and *Escape Routes: Control & Subversion in the 21st Century* (2009, Pluto, with Dimitris Papadopolous & Vassilis Tsianos) and has recently published in *Science Technology and Human Values*, *Social Science & Medicine* and the *American Journal of Public Health*. Her current projects examine the routinisation of ultrasound in pregnancy, the securitisation of infectious disease (both funded by the Australian Research Council), and shifts in global HIV prevention efforts (a book, with Susan Kippax).

TIME: JUNE 26, 9:30-10:45, BUILDING 00, AUDITORIUM

*Ole Dreier, University of Copenhagen, Denmark and Lillehammer University College, Norway*

### **Conduct of everyday life in psychological research and practice**

In this presentation I shall focus on the analytic potentials and challenges of the concept of conduct of everyday life to psychological research and practice. First, I shall summarize the dimensions and issues of the conduct of everyday life taken up in critical psychology. In doing so, I shall take stock of what has been done and reconsider some of the dimensions and issues of

the conduct of everyday life that were captured. Second, I shall suggest some dimensions and issues which need to be taken up in order to illuminate the conduct of everyday life further empirically and in order to elaborate the concept of the conduct of everyday life so that its analytic potentials for various fields of research and social practice may be strengthened.

Ole Dreier is professor emeritus at the University of Copenhagen and professor II at Lillehammer University College, Norway. His research background is in critical psychology where his work centers on the conception of the person and on practice research. He is particularly interested in researching processes of change and learning in relation to social practices of therapy, health care and education and in reconceptualising these processes and practices within the framework of the conduct of everyday life of the persons involved. His latest book publication is *Psychotherapy in Everyday Life* (New York: Cambridge University Press, 2008 and Beijing: China Light Industry Press, 2011). His on-going work focuses on the relations between the conduct of everyday life and learning of persons.

TIME: JUNE 27, 9:00-10:15, BUILDING 00, AUDITORIUM

*Silvia Federici, Hofstra University, USA*

**From crisis to commons: Reproductive work, affective labor and technology in the transformation of everyday life**

How does the subsumption of everyday life to the needs of the labor-market affect our social relations and subjectivity? How can we re-appropriate our lives, our bodies, and overcome the reproductive crisis that we are facing? Federici raises these questions by examining how the restructuring of the world economy has affected reproductive work and gender relations, the role that technology has played in this process, and the initiatives that women in particular are taking, worldwide, to construct more cooperative and equitable forms of reproduction. Her argument is that everyday life today must begin with a struggle against the ongoing, historic assault on the means of our reproduction and our social and ecological environment.

Silvia Federici is a feminist activist and professor of Political Philosophy

and International Studies at Hofstra University, New York (emerita). Her work centers on the history of the body, women's everyday work and life, globalization, social reproduction and the politics of the common. A particular focus is on the day-to-day activities by means of which humans produce their existence, develop the capacity to cooperate and not only to resist dehumanization but also learn to reconstruct the world as a space of nurturing, creativity and care. She was one of the co-founders of the International Feminist Collective, the Committee for Academic Freedom in Africa, and the U.S. radical philosophy anti-death penalty project. She has written many essays on philosophy and feminist theory, women's history, education and culture, and more recently the worldwide struggle against capitalist globalization and for a feminist reconstruction of the commons. Her recent books include *Revolution at point zero: Housework, reproduction, and feminist struggle* (Oakland, Ca.: PM Press) and *Caliban and the witch: Women, the body, and primitive accumulation* (Brooklyn, NY: Autonomedia).

TIME: JUNE 27, 17:00-18:15, BUILDING 00, AUDITORIUM

*Thomas Teo, York University, Toronto, Canada*

**Provincializing subjectivity: The uses and abuses of everyday life for academic theorizing**

In this short paper I suggest that academic everyday experiences have influenced important theory developments regarding human subjectivity. Using concrete examples, I show how academics' conducts of everyday life have inspired a new understanding of psychological concepts. It is argued that everyday life actions and experiences aided in provincializing mainstream as well as alternative psychologies. It is suggested, from a critical point of view, that theory development cannot exhaust itself with the conduct of everyday life and needs to include an analysis of contextual structures (politics, history, culture, society, inequality) that are sometimes not experienced immediately but need to be connected to or extracted from everyday life. The theoretical problem remains which structural theories one should endorse. In raising this question the conditions for the possibility of a theory of subjectivity are discussed, a theory that begins with the conduct of everyday life, but transcends and sublates it as well.

Thomas Teo is Professor of Psychology at York University, Toronto, Canada. He is primary faculty member in the History and Theory of Psychology Program at York University; one of the few programs in the world where students can pursue advanced graduate work in theoretical and historical psychological work. He received his Dr. phil. degree in 1992 from the University of Vienna (Austria). From 1992 to 1995, he worked as a post-doc and as a research scientist at the Max Planck Institute for Human Development and Education in Berlin, Germany. He started his professional track at York University in 1996. He is Fellow of the Canadian Psychological Association and the American Psychological Association. Thomas Teo is editor of the *Journal of Theoretical and Philosophical Psychology*, the official journal of APA's Society for Theoretical and Philosophical Psychology. At the moment, he is editing the *Encyclopedia of Critical Psychology* to be published in 2013. He is president-elect of the International Society for Theoretical Psychology (ISTP). With a research record with more than 150 refereed publications and presentations, Thomas Teo has been active in the advancement of theoretical, philosophical, and historical psychology from a critical perspective throughout his professional career.

TIME: JUNE 26, 17:30-18:45, BUILDING 00, AUDITORIUM

*Tim Ingold, University of Aberdeen, United Kingdom*

**Walking, copying and the conduct of everyday life**

If you know too much about things, then there is a danger that you see your own knowledge and not the things themselves. I argue that dominant models in the psychology of education, which emphasise the function of knowledge transfer, introduce a kind of blindness towards our environment and what it has to teach us. Here I present the case for an alternative model of learning that emphasises the cultivation of novices' powers of attention, and their capacity to respond with sensitivity and precision to the ever variable conditions of life. Central to this model are practices of walking and copying. In walking, the path beckons you to follow, yet precisely because the mind is not preoccupied with decision making and the representation of possible future outcomes, the walker can learn from observations along the way. Walking is not so much intentional as attentional. But it is the same



with copying. Widely derided and even prohibited in a milieu obsessed with the novelty of outcomes rather than the creativity of process, copying has been banished from academic learning and persists only in the marginalised curricula of art, craft and music. If education is to offer not just access to knowledge but a path to wisdom, then both walking and copying must be restored from the periphery to the core of ways of learning.

Tim Ingold is Professor of Social Anthropology at the University of Aberdeen (UK). He has carried out ethnographic fieldwork among Saami and Finnish people in Lapland, and has written on comparative questions of environment, technology and social organisation in the circumpolar North, on the role of animals in human society, and on human ecology and evolutionary theory in anthropology, biology and history. More recently, he has explored the links between environmental perception and skilled practice. Ingold is currently writing and teaching on issues on the interface between anthropology, archaeology, art and architecture. His latest book, *Making*, was published in 2013.

TIME: JUNE 27, 17:00-18:15, BUILDING 00, AUDITORIUM

*Ute Osterkamp, Free University Berlin, Germany*

**“There is no right life in the wrong one”: Recognizing this dilemma is the first step out of it**

Adorno’s dictum that wrong life cannot be lived rightly is often rejected with the argument that it denies any possibility of change and people’s responsibility for it. Such objections seem to proceed from a restricted notion of human agency and responsibility, reducing them to the best possible adjustment to given conditions and norms. In contrast, from the perspective of a psychology conceptualized from a generalized subject standpoint (verallgemeinerter Subjektstandpunkt), both the “inhumanity” of such a limited view of human agency and subjectivity, and the subjective need to overcome inhumane conditions which can only be sustained by isolating the individuals from each other, become visible. However, to overcome such a restricted concept of human agency and subjectivity, it is necessary to become aware of the varied forms and ways in which we unwittingly support in our own thoughts and actions conditions that we want to overcome. This



includes the need to recognize and resist the many pressures that lead us to ignore all contradictory information so as to keep up the semblance of being able to live our lives in the right way, in contrast to others.

Ute Osterkamp is Senior Scientist of Psychology at the Free University Berlin. She has been involved in the development of German critical psychology and her research explores the conduct of life from the standpoint of the subject. She has published widely in the field of critical psychology, especially on emotions, motivation, racism, feminism and theory of subjectivity and she is head of the “Forschungsgruppe Lebensführung”. Her books include “Motivationsforschung” (*Research in Motivation*), “Rassismus als Selbstentmündigung” (*Racism as Self-Disempowerment*) and she co-edited *Psychology from the Standpoint of the Subject: Selected Writings of Klaus Holzkamp*.

# Abstracts

Symposia



TIME: JUNE 26, 11:15-12:45, BUILDING 30, ROOM 2

**Symposium: Taking the everyday life of children and young people seriously: Life mode interviews serving developmental psychology**

*Chair: Agnes Andenæs, University of Oslo, Norway*

Developmental psychology has for several years been a target of critique, from both within and without. Central points have been lack of context, defining the goal of development as natural or universal, and not taking into consideration developing persons and care givers as intentional actors. Gradually, these critical points have reached even the authoritative textbooks, but still, there is a discrepancy between the expressed theoretical ambitions and the research that is actually conducted. Thus, there is a need for methodological approaches that meet the demands of a more context-sensitive developmental psychology. A particular research interview, the life mode interview (Hanne Haavind, 1987) is brought forward as an example of how this could possibly be done, by investigating longer sequences of contextualized practices of everyday life, and including the participants' reflections on what is going on. The three presentations cover different upbringing conditions: young people in residential care, small children living with their mothers and fathers in "ordinary" families, and children living in families with same-gendered parents. Each of the papers is based on life mode interviews, and contributes to theoretical and empirical knowledge of developmental processes. We will discuss what may come out of turning everyday life, as it is experienced by the participants, into a central knowledge source of psychological research. Our claim is that the applied approach may provide tools for understanding and for acting in ways that may improve the lives of children and young people, as well as the lives of those who are responsible for their well-being and developmental conditions.

*Anne Jansen, Oslo and Akershus University College of Applied Science, Norway:*  
**The representation of Child Protection Services in the narratives of young people living in residential care**

Residential homes constitute a very special upbringing context for

young people. How the inmates relate to this context and the help they are offered may impact further developmental possibilities. This paper explores how Child Protection Services is represented in young people's narratives of their daily life in residential care. Drawing on repeated interviews with 12 young people, taking their everyday life as point of departure, the paper illuminates how the young girls and boys use different strategies of relating to professionals and the Child Protection Services in various situations aiming to create liveable lives. These strategies include e.g. rejection, acceptance, blaming and ignoring and will in turn have impact on processes of subjectivation.

*Anita Sundnes, University of Oslo, Norway:*

**Parents' regulation of infants' sleep-wake cycle: Messages from investigating practices of everyday life**

The ways in which parents contribute to infants' development of a circadian rhythm is scarcely investigated. The paper explores how infants participate in the reciprocally conditioned temporal content of the members of a family. Parents with children from 6 to 12 months have been interviewed about their families' everyday life. Throughout the day and night parents regulate their child's sleep-wake cycle by encouraging sleep, waking, keeping awake, letting sleep and letting be awake. These actions are integrated in continuous negotiations between interpretations of each family member's needs, as the baby's sleep-wake state influences the everyday life content of the others. The practices of regulation vary according to differences in everyday life structure. Simultaneously, patterns of regulation follow the everyday rhythm of society, demonstrating that the everyday lives of infants should be understood as a vital part of social life.

*Agnes Andenæs, University of Oslo, Norway:*

**Details matter: Love and care in same-gendered families.**

Studies demonstrating that children who grow up in same-gendered families do just as fine – or even better - than other children, have been important in the struggle for acceptance of these families, but they have not offered much insight into the parental efforts behind the results. The aim of this paper is

to get closer to what characterizes the developmental conditions for small children living in families with same-gendered parents by exploring everyday practices, as accounted for by the parents in six same-gendered families.

The study gives insight into the parental task of taking care of children in a Scandinavian welfare society today, and what equality between parents may look like when the task of taking care of children is highly valued as a shared enterprise.

TIME: JUNE 27, 15:00-16:30, BUILDING 30, ROOM 3

**Symposium: The conduct of everyday school lives: Children and youth living with testing, diagnosis and marginalisation**

*Chair: Anne Morin, Aarhus University, Denmark*

*Kristine Kousholt, Aarhus University, Denmark:*

**Participation in test situations as part of pupils' conduct of everyday life**

In this presentation I will discuss how standardised achievement testing becomes part of pupils' school lives in various ways across contexts. The pupils' orientation and their different conditions in and around test situations are analysed through empirical material that includes observations from different test situations as well as interviews with the tested pupils. The theoretical and empirical findings reveal a paradox in educational testing in schools; the intention with the test is to determine individual's academic achievements in isolation. However, as testing is part of pupils' conduct of everyday life pupils' ascribe different meaning to testing whereby they do not always act in the ways the test prescribe. Testing seems to be a simple assessment method that provides professionals with relevant information of pupils' academic achievement and further need for learning. However, test results of standardized achievement testing does not provide professionals with knowledge of structural conditions and pupils' sense making which are both important aspects of the pupils' opportunities for learning. Furthermore, the analysis shows how certain rationales of testing becomes part of children's self-understandings in relation to how testing can create both limitations and possibilities for different children, different places.

Where testing could be said to support unambiguous understandings (such as dichotomies between ‘clever/not-clever, success/failure), this analysis will show that testing is ambiguous.

*Anne Morin, Aarhus University, Denmark:*

**Children’s conduct of life: Across general school, educational psychology consultation and psychiatry**

The empirical outset of this paper is taken in a collaborative practice research project conducted in a Danish Municipality. With an outset in children’s conduct of everyday life in relation to participation and learning across general school, educational psychology consultation and psychiatry focus is for one thing directed at how different interventions and procedures in relation to referral and diagnosing interacts. Secondly, focus is directed at what it means to the children to be part of these referral and diagnosing processes. To understand the reasons of decision making in relation to referral and diagnosing procedures, conditions in the school system are explored with special concern to the cooperation between the professionals (e.g. teachers, psychologists, psychiatrists) in these processes and developmental possibilities in relation to the cooperation across different professional practices. In relation to Klaus Holzkamp’s critique on traditional psychology’s structure blindness (Holzkamp, 2013) the paper will discuss how the concept of conduct of everyday life may inform and inspire as well the professional practice as our scientific understandings and developmental possibilities concerning diagnosing procedures and processes in relation to children.

*Laila Colding Lagermann, Aarhus University, Denmark:*

**The marginalizing risks of a meaningless schooling: Ethnic minority students’ production of meaningful lives**

Once again Denmark is marked by heated debates on ethnic minority boys and men, their miserable reading skills and their failure to complete an upper secondary education. The debates are, yet again, sparked by the (recent) Danish results in OECD’s PISA-surveys. The PISA assessments tend to describe and interpret students in abstract statistic ways, within a ‘conditioning discourse’, where students are placed into contexts where only

“impacts” and “outcomes” are registered, leaving out the perspectives of the subjects involved. With an outset in Klaus Holzkamp’s concept of ‘reasoning discourse’, this paper is aimed to break with interpretations of these students within a conditioning discourse, within which several risk factors are being pointed out, for the young men as well as for society in general. In this paper I will discuss how concepts of ‘at risk’ and marginalization can be interpreted and theoretically developed on the basis of young people’s first persons perspective, in relation to their ‘reasons for action’ and their ‘life interests’. Based on observations of and (follow-up) interviews with 9th grade students and teachers from a school in Denmark and a school in Sweden, I discuss opportunities and limitations for ethnic minority students to lead meaningful or ‘viable lives’ within a school-context in relation to the transcending of marginal positions, local as well as societal.

TIME: JUNE 27, 10:45-12:15, BUILDING 30, ROOM 2

**Symposium: Conduct of everyday family life: Conflicts, continuity and risk analyzed from children’s perspectives**

*Chair: Dorte Kousholt, Aarhus University, DPU, Denmark*

The concept of the conduct of everyday life as formulated by Holzkamp (1983, 1998, see also Dreier 2008; Osterkamp, 2001; Schraube & Osterkamp, 2013) addresses the creative, active processes of human beings arranging a complex life across different contexts in relation to a multitude of demands. Focusing on everyday family life underlines that the personal conduct of life is intrinsically connected to and intertwined with the lives of other people. Investigating the conduct of life in the family emphasizes the inherently social nature of the conduct of life. When we address the everyday conduct of life of children across different contexts issues arise about conflicts in relation to family life arrangement and prevalent understandings of what, and in what way, continuity, stability and well-being appear and are supported in children’s lives.

The three papers in this symposium take departure in research projects in which children and their family members are studied as participants in and across different social practices together with various other co-participants.



Dorte Kousholt starts this session with a paper on how family members conduct their lives in relation to each other focusing on how they deal with the inseparable duality of conflict and community in family life. Second, Anja Marschall presents a study from children's perspectives on how they live in time-sharing arrangements in and between two households in the aftermath of their parents' divorce. Her focus is on the implications of the involved issues of rupture and continuity for the children's conduct of life. Third, Pernille Juhl extends studies of the conduct of life to its emergence in toddlers, illuminating the significance of issues of conduct of life from the perspective of the child for children judged to be at risk.

*Dorte Kousholt, Aarhus University, DPU, Denmark:*

**Conflicts and transformations of conduct of live in the family**

In this paper I address the *conduct of life in the family* (Dreier 2008) – that is, how members of a family conduct their life in relation to each other. The ongoing process of organizing the everyday life of a family demands the integration and coordination of different perspectives and interests—of different lives. This is a process full of contradictions, conflicts, and problems that continuously need to be resolved. To grasp this, I conceptualize the family as a *conflictual community*. This concept directs attention to the family as a social practice with different positions, interest, perspectives, and scopes of possibilities. I draw on examples from empirical research with lower middle/working class families in Denmark that open for discussions of connections between conflictual life conditions and how conflicts in relation to the everyday life of the family are handled, transformed, or sustained.

*Anja Marschall, University of Copenhagen, Denmark:*

**Children's perspectives on post-divorce family life: continuity and ruptures**

Based on children's perspectives, this paper addresses some of the challenges, dilemmas but also possibilities concerning everyday life due to their parents' divorce. When children live in a periodic shuttle between two households, the cyclic arrangements are, in many ways, double looped as they have to be attentive to each parent's different expectations and demands. The paper il-

luminates how specific children seek to connect and balance out the everyday life by being attentive to repeated routines as well as differences between their two households. It is discussed how tensions between creation of coherence in relation to the continuous (sometimes conflictual) ruptures of changing household seem to work as a specific developmental task that the children actively relate to in their conduct of life. Data is drawn from a qualitative study investigating how Danish children aged 8-12 conduct their everyday lives with time-shared living arrangements as a result of parental divorce.

*Pernille Juhl, Roskilde University, Denmark:*

**Emergence of conduct of life: Toddler's everyday lives across contexts**

In the paper I discuss how small children (0-4 year) develop through 'conducting everyday life' across contexts (Holzkamp, 2013). I discuss how this process of conducting everyday life is essential when discussing the 'good life for children' from a child perspective. These issues are addressed by using materials from my ongoing PhD project which is based on cultural-historical research traditions and critical psychological conceptualizations. The project is a qualitative study of 6 children, who for various reasons are defined as being children-at-risk. Due to concerns about their development, they are involved in preventive interventions. I conducted participatory observations with the children in their everyday life. Overall, the study stresses that even small children must be perceived as active participants who act upon and struggle with different conditions and meaning making processes across contexts (home, day care, part-time foster family) and in relation to other co-participants.

TIME: JUNE 27, 15:00-16:30, BUILDING 30, ROOM 4

**Symposium: Psy-management and the affective formation of educational subjectivities**

*Chair: Dorte Staunæs, Aarhus University, DPU, Denmark*

How is affectivity managed and with what un/intended consequences for subjective and collective practices in the everyday life of compulsory

education? This symposium sketches out a *social psychological* study of the psy-sciences' (psychology, psychiatry and pedagogics) impact on the formation of educational subjectivities. It focuses on how recent developments in psy-managerial leadership and pedagogy are used to mobilise affectivity and thereby transform subjectivities in compulsory school in Denmark. Furthermore, the symposium asks how the study itself may impact on possible mobilizations of affectivity and psy-management within education. Thus, we aim to contribute to a *second order post-psychology*, studying human experiences and life through the forms they take, including the forms mediated by scientific psy-disciplines. We focus on the interchange between educational subjectivities and current professional work which increasingly focuses on cultivating particular kinds of affectivity, broadly understood as atmospheres, feelings, emotions, energies, senses, moods and states of mind. Inspired by Rose (1999) we have coined these new *psy-managerial practices, pointing to how mentalities are governed by energising educational practices*. Psy-managerial technologies and pedagogies are enacted for the purpose of *including all children*, cultivating, managing and *stretching* the capacities of all minds. Appreciation, desire, commitment and other affective intensities are used strategically as *energisers* of learning and organisational innovation. New but also well-known and debated developmental-, educational- and neuropsychological models are enacted, and objects like emotional literacy, sleeping patterns, attunement, brain differences and mirror neurons are put to work both as managerial targets, as facilitators of formal learning and as more comprehensive therapeutic education. These activities seem very different in terms of origin, form and scope. However, they share the trait that pedagogical and managerial attention shifts to the production and mobilisation of particular affectivities, as gateways for realising the full potential of all pupils and as a way of governing life itself through education.

*Dorthe Staunas, Aarhus University, DPU, Denmark:*

### **Mobilising commitment through leadership practices**

The current political demands of *including all*, cultivating potential and making management and teaching research-based increases the intake of psy-sciences in educational leadership. This paper focuses on how *principals* lead professionals and organise schools by turning to affective work on

commitment by borrowing tools from neuro-psychology and systemic/constructionist therapy. Both approaches can be identified as part of a growing trend on *student-centred leadership practices*, viewing commitment as key to individual learning. Following the two trends into specific psy-managerial activities allows us to scrutinise how political demands on inclusion and cultivating potentials may be translated into different forms of management and provoking a reorganisation of relation-scapes, affective economy and formation of educational subjectivities.

*Kia Wied, Aarhus University, DPU, Denmark:*

### **Motivation as a school organization principle**

Currently, school leaders, teachers struggle with the lack of motivation among pupils within the public primary school. This paper explores how educational professionals attempt to meet this challenge with different pupil centered management and organization activities informed by the psy-sciences. The starting point for the paper will be a presentation of preliminary observation results sketching out different examples of practises aiming at mobilizing pupil motivation and desire for learning. On the basis of these observations the paper will explore how these activities can be understood as affective technologies used as a way to cultivate and stretch pupil potential. This lead to a discussion of how motivation and desire for learning is now perceived as a rational school organization principle and further how this may transform subjectivity, learning capacity and school structures in new ways that again produce new demands on more managerial initiatives.

*Malou Juelskjær, Aarhus University, DPU, Denmark:*

### **Psy-managerial architecture and interior**

This paper sets out to study how the local interior and furniture are entangled in psy-management processes of mobilising affectivity. Research shows that *differentiated learning spaces* and interior design in schools open up affective landscapes and new bodily interactions, and that management focuses on furnishing as a technology for cultivating human potential and learning. As a result of governmental demands on inclusion, municipals and schools look to architecture and interior design for solutions. *Inclusion-*

*ready design* (i.e. special chairs, desks, pillows, partitions, lightning) enters the landscape of learning in school to make room for bodies previously considered unfit for school. Designs translate affective economies and help produce learning-able bodies (calm and desiring learning). The preliminary observations suggest that psy-management pedagogies, as they are entangled with interior and architecture, have un/intended effects in shaping bodies, affects and subjectivities.

TIME: JUNE 26, 15:30-17:00, BUILDING 30, ROOM 3

### **Symposium: Doing 'psychological therapy' outside of the psychological clinic**

*Chair: Elisabeth Muth Andersen, University of Southern Denmark, Denmark*

In this symposium we explore how to investigate ordinary peoples' understandings of their everyday life. Specifically, we will be concerned with 1) introducing an ethnomethodological (EM) conversation analytic (CA) framework that focuses on investigating 'talk' as social practical accomplishments in order to gain insight about situated social interaction, and 2) presenting empirical analyses with naturally occurring data from various settings in which 'psychological issues' are dealt with and managed by ordinary people as part of social practical activities. Modern psychotherapy is defined as the treatment of disorders of the mind or personality by psychological methods in the Oxford English Dictionary. As Peräkylä et al. note, the common assumption is that, in psychotherapies, the means of healing is talk (2008:5). Attempts to deal with emotional distress do not only occur within the psychological clinic. In fact 'psychological' issues figure as part of peoples' everyday activities as discursive practices (Edwards & Potter 2005:241), and they also figure as an important topic in various kinds of institutional talk such as doctor-patient interaction, as well as in organized self-help groups emerging in various settings within psychotherapy, business, health etc. Conversation analysis, CA, and discursive psychology, DP, are sociological approaches that in part grew out of ethnomethodology (te Molder & Potter 2005:3) and they share a number of theoretical assumptions and methodological principles, which specifically address the issue of how to

study subjects in the context of their everyday life. This symposium includes empirical research that investigates aspects of the accomplishment of social activities as a method to illuminate aspects of how people in institutional settings outside the psychological clinic do ‘psychotherapy’, that is, orient to addressing psychosocial issues when dealing with emotional distress as part of everyday human affairs.

- Edwards, D. & Potter, J. 2005. Discursive psychology, mental states and descriptions. In, Hedwig te Molder & Jonathan Potter (eds.), *Conversation and Cognition*. Cambridge University Press.
- Peräkylä, A., Antaki, C., & Vehviläinen, S. 2008. Analysing psychotherapy in practice. In Anssi Peräkylä, Charles Antaki and Ivan Leudar (eds.), *Conversation Analysis and Psychotherapy*. Cambridge University Press.
- Te Molder, H. & Potter, J. 2005. Talking cognition: mapping and making the terrain. In, Hedwig te Molder & Jonathan Potter (eds.), *Conversation and Cognition*. Cambridge University Press.

*Catherine E. Brouwer & Gitte Rasmussen, University of Southern Denmark, Denmark:*

**“It’s your image”: How do images occur in interaction?**

Neuro-linguistic programming is a popular – and discussed - approach in coaching. The purpose of NLP is to help clients achieve desired goals by specific techniques. Through these techniques the clients’ verbal and non-verbal behavior are led into a specific direction in order for them to ‘mentally’ see, hear and feel what is like to have obtained the goal. Furthermore, techniques are taught in order to reach that goal. This paper focuses on one of these methods, namely the method of ‘imaging’ or ‘picturing’ situations in which the clients are in a General Desired (neurologically open) State. These pictures or images are defined by NLP as belonging to the client and sometimes as belonging to the clients’ memory of internal mental states and life experiences. In contrast to this understanding, this paper will show how such pictures are products of social interaction. In other words, it will show how these pictures and images occur through joint efforts by participants in interaction. The paper will also show that in spite of this common interactional achievement, the co-participants jointly treat the pictures as being internal and as belonging to one of them. The paper makes use of ethnomethodological (EM) conversation analytic (CA) methods.

EM/CA aims at describing how ordinary members of society achieve an intersubjective understanding. We will demonstrate that EM/CA methods are not only useful for analyzing and understanding clients' straight forward ways of achieving a common understanding, but also for revealing if and how clients are manipulated to believe the truthfulness of programs such as NNLP programs. EM/CA methods are useful for analyzing, documenting and substantiating such findings.

The data for the study are video-recordings of 8 full days of NNLP activities in a coach course offered to citizens and social workers in a Danish municipality.

*Ann Katrine Marstrand & Catherine E. Brouwer, University of Southern Denmark, Denmark:*

### **Fading memories in everyday interaction**

Although the number of people with dementia is increasing, the social consequences of living with dementia remain little explored. Not remembering distorts the way a person leads his everyday life. E.g., a person with dementia may not only have forgotten whether he had breakfast, but also whether a spouse is still around or not. Personnel in caring homes face the task to deal with such fading memories. This study investigates the ways in which fading memory is dealt with in everyday interactions involving people with dementia and their professional caretakers. The study combines ethnographic observation with Conversation Analysis (CA). Drawing on a corpus of 14 hours of videotaped data between people with dementia and their nurses, we will present details analyses of interactions in which the fading memory is apparent. We will show how tellings or inquiries of inadequate memories, systematically are dealt with as sensitive by the staff. Three diverging ways of dealing with such talk are identified: Either patients' tellings and inquiries are ignored, being told (white) lies, or the staff acts as the patients' extended memory. Based on this analysis, it is discussed how such recurring interactions pose a challenge for the staff. Furthermore, it is argued how the way in which patients deal with fading memories amongst themselves can give insights to how this challenge can be met professionally.

*Elisabeth Muth Andersen, University of Southern Denmark, Denmark:*

**Dealing with emotional distress while experiencing health problems**

This paper investigates how people deal with emotional distress in relation to the experience of a health problem, specifically problems with the metabolism, in a specific setting, the online forum on metabolism on [www.netdoktor.dk](http://www.netdoktor.dk). An increasing amount of people who experience health problems seek information on health online and/or visit online discussion forums as one way of dealing with their health issues (Moon 2006; Ugeskrift for Læger, 2007;169(24):2318). In online discussion forums people have the opportunity to share experiences, for example about health. This online 'talk' entails important insight about how people understand their health problems and how they deal with them. These insights are crucial in order for health professionals to develop effective communication practices with their patients and in order to develop effective intervention recommendations for patients. Detailed analysis inspired by ethnomethodology, EM, and conversation analysis, CA, shows that participants are concerned with establishing emotional distress as an effect of their health problem, not as a topic and/or a candidate diagnosis in itself. I will show how participants accomplish to make their problems recognizable as medical problems, and to make their experiences of emotional distress recognizable as an effect of the medical problems, via their use of the linguistic and structural resources available to them.

Moon, J. 2006: Discussing Health Issues on the Internet. Encyclopedia of virtual communities and technologies.

Ugeskrift for Læger, 2007, 169(24): 2318, "Danskernes brug af sundhedsydelser på Internettet".

TIME: JUNE 26, 15:30-17:00, BUILDING 30, ROOM 4

**Symposium: Technology, Learning and the Conduct of Everyday Life**

*Chairs: Ines Langemeyer, University of Tübingen, Germany & Ernst Schraube, Roskilde University, Denmark*



Learning processes do not just occur in formal institutional settings, like the classroom; they are based on everyday dilemmas and experiential ambivalences and happen through participation in and across the different socio-technological contexts in which the learning subjects are conducting her/his everyday life. Such an understanding of learning tries to transcend instrumentalist concepts of learning. Learning can't be reduced to a technique, a fixed procedure, or an externally activated activity; it is always a contextual, situated process of learning subjects, in which not only social but also material relations and technological artifacts are playing a central role. Technologies (both as procedures and objects) are transforming fundamentally the forms and structures of participation in learning environments as well as the learning experience and various learning activities. The interactivity of digital technologies for example as well as their radical changed time-space-coordinates establishes new forms of participation. It seems that new possibilities of overcoming one-sided, mechanistic pedagogical approaches are emerging and of developing radical new forms of participatory pedagogical practices. On the other side, increasing regulated forms of teaching and learning can be observed, and even a decomposition of participatory learning in "digital diploma mills" (David Nobel) and a revival of the transfer-model of learning. The symposium gathers scholars involved in the study of the socio-material and technological dimension of educational practice. It is engaged (1) in refining the concept of learning by integrating materiality and the everyday, and (2) in the empirical exploration of the significance of technologies for learning in the conduct of everyday life.

*Athanasios Marvakis, University of Thessaloniki, Greece:*

**Is learning (only) a technology for/in action?**

It is pretty remarkable that plenty of societally organized supportive efforts for individual learning, educational *practices* and/or *theorizing* learning: a) are "negotiating" *with* the learning subjects only some of the logical moments of learning (not the *what* and the *why*, but only the *how*), and b) are conducting these "negotiations" obviously without making an issue out of the *objectively* conflictual, contradictory character of/in learning the societal meanings, together with ignorance for the *subjective* encounter with these. Societal meanings appear to be contrived only as something "given"

(German: “gegeben”), but not also as something “posted”, “handed” or “assigned” (German: “aufgegeben”) to/for my learning. This is more astonishing, especially if we do not agree with the prospect of confining learning to some neutral, technical route, a mere process of applying some operations or procedures (German: Verfahren). That is, relegating learning to being a “technology” as opposed to trying to grasp it as a social and political phenomenon. As a social and political phenomenon, learning does not only “serve” our action as a necessary “loop” or “detour” (“Lernschleife”), supporting its “performance”, but can potentially change the whole action anew and can restructure and reorganize it socially, and concomitantly change us since we are the subjects of this action! Our (self)understanding of our learning seems to be dominated by and confined to the “schooling mode”; we (mis)understand our action so much that we perceive and understand it as a simple and neutral “technical issue”, an “application of a means to an end”, that it seems very arduous and painful even to imagine it differently. The “hindrances” to imagine/conceive our life as conducted by ourselves seem to be impassable, particularly when even the elementary tools (the concepts) we are using are de-subjectivising and are suggesting a technocratic self(mis)understanding of our own life/action. In order to surpass these difficulties, in the case we don’t want to reduce our learning to some “technology”, to some “technical operation” for/in our action, but want to conceive it as a moment of our conduct of our life, as subjective action, it may be helpful to use some “estranged”, “unfamiliarized” view of it. The example of *social movement learning* may help us to conceive *learning* not only as a “loop” or a “detour” in carrying out the (proper) action. The “difficulties” in *social movement learning* begin as soon as the subjects have to or are trying to discern, or to identify some learning dimensions *in/for* their ongoing action! In this context, the *learning dimensions* imply focusing on people’s lives and the (social) struggles for improving them and for gaining control over the conditions of their lives, including resistance against domination and ruling relations.

*Ines Langemeyer, University of Tübingen, Germany:*

### **Cooperative competence and learning in a ‘high-tech’ world**

Approaches of situated learning and action (Lave & Wenger, 1991; Such-

man, 1990) have raised the awareness for the significance of socio-material practices in everyday life in terms of how we “render the world publicly available and mutually intelligible” (Norros, 2004, p. 16). Accordingly, learning is not comprehensible if we ignore those practices in which learners participate and in which they make and negotiate meaning. However, with regard to technologies and labour markets, it is a common sense belief that they would ‘demand’ certain skills. In vocational education research, the operator’s/employee’s qualification is therefore often determined from the perspective of occupational requirements: S/he is conceived as a person who learns in order to fit with technological or workplace demands. Thus, qualifications as well as learning are theorized from a third-person-perspective. Given the importance of computer technologies in society, the ideal image of a skilled worker seems to have advanced from a routinized operator to a ‘knowledge worker’. Yet, the shortfalls of a third-person-perspective on qualification and learning are still not overcome. This paper argues that the concept of skill, qualification, or competence with regard to “high-tech” needs to be revised. It elaborates on three arguments. First, the model of a ‘knowledge worker’ must be interpreted against the background of a new scientification of work. Second, the theory of ‘situated learning’ needs to be connected to a theory of competence development from a first-person-perspective (Holzkamp 1993). Third, the theory of competence and situated learning needs innovations with regard to the cooperative nature of societal relations of production and reproduction.

Holzkamp, K. (1993). *Lernen. Subjektwissenschaftliche Grundlegung*. Frankfurt/M.: Campus.

Lave, J. & Wenger, E. (1991). *Situated Learning: Legitimate peripheral participation*. New York: Cambridge University Press.

Norros, L. (2004). *Acting under uncertainty. The core task-analysis in ecological study of work*. VTT publications, available online at: <http://www.vtt.fi/inf/pdf/publications/2004/P546.pdf>

Suchman, L. A. (1990). *Plans and situated actions. The problem of human-machine communication*. Cambridge: Cambridge University Press.

*Stefanie Enderle, Karlsruhe Institute of Technology, Germany:*

### **Student cultures under large-scale research circumstances**

Structural transformation processes developing in the German science sys-

tem (i.e. increased cooperation of Universities and non-university research institutions) affect teaching and learning at universities. Furthermore, they have influence on the life-worlds of students and their student culture. These transformations can be observed and thoroughly researched by accompanying the ongoing integration process of the University of Karlsruhe with the large-scale research center of the Helmholtz Association into the *Karlsruhe Institute of Technology (KIT)*. The university sector – following Humboldt’s ideal of combining teaching and learning – is fused with a research institution with initially no teaching focus. The integration of a dedicated large-scale research center and the universities teaching sector is expected to be extended by specific programs to enhance the research orientated education. This paper is focused on the question to what extend the changing circumstances (i.e. expanding the campus with large scale technical equipment) affect student culture and the conduct of everyday life. By approaching the term of student cultures it is essential for us to focus on the specific conduct of everyday life. It differs from others (non-student), but the life-world of students does not limit itself to the university only. It is rather one of various “small social life-worlds” (Honer/Hitzler) in a “market of worlds” (Berger/Luckmann). The research project therefore scrutinizes their relevance in students’ life-conduct as an outcome of intersubjective practices in the context of their studies. Students’ perceptions of being able to study under the circumstances of a large scale research institution are the primary research object. It centers also on the scale to which the campus of the Helmholtz-Institute is part of student life-world and to what extend the scientists from the institute participate in teaching processes of the university.

*Ernst Schraube, Roskilde University, Denmark:*

### **Digital technologies, participatory learning and the transformation of students’ conduct of everyday life**

The teaching and learning spaces at universities are in transformation. With the incorporation of electronic technologies like ipads, smart boards and electronic platforms like “moodle” new digital spaces are emerging in educational practices. These technological spaces are not only useful tools expanding human activities, they are also powerful socio-political “forms of life” (Langdon Winner) transforming fundamentally the practice of

teaching and learning as well as the students' conduct of everyday life. The paper explores the meaning of digital learning spaces at universities (especially Roskilde University) focusing on their implications for the learning processes and conduct of life of students. Based on a conceptual inclusion of the learning subjects and their conduct of everyday life into the research and a discussion of the analytical concepts of defensive versus expansive learning, the paper examines the contradictory forms of participation materialized in digital learning spaces and explores how they might relate to the development of expansive learning.

TIME: JUNE 28, 13:00-14:30, BUILDING 30, ROOM 2

**Symposium: Developments in the research on the conduct of everyday life**

*Chair: Karin Jurczyk, German Youth Institute, Germany*

Starting from the empirical and theoretical research on the Conduct of Everyday Life, which was carried out by a group at the University of Munich during the 1980ies and 1990ies, several crucial developments will be discussed in the symposium. Although the research until then showed up as very fruitful, some loose ends were evident. First, the challenge is to develop the theoretical concept from the individual perspective on conduct of everyday life to a perspective of the family as a social group with shared conducts of everyday life. Second, is a shift in methodology which means the trial to transfer the qualitative approach in quantitative analysis through a big ongoing survey. The steps to operationalise the dimensions of conduct of everyday life in the DJI-survey will be outlined as well as the wins and losses of transfer will be discussed. Third, is to fill the missing link in research between everyday life and biography. This will be shown through an empirical study on working mothers. Fourth, the concept will be broadened by the focus on space which here means multi-locality Fifth, is a closer look at practices on how to reconcile work and family life for both, men and women. This will be argued by a recent study on multi-local living families. Summarizing, the symposium aims to unfold some of the

many empirical and conceptual progresses which have been made in the last years based on a still extremely stimulating concept.

*Karin Jurczyk, German Youth Institute, Germany:*

**Conceptual and methodological shifts in the research on the conduct of everyday life**

The presentation will start with focusing on the central dimensions and empirical fields of research on Conduct of everyday life, how they were realized by the Munich researcher's team two decades ago. The broad variety of research areas and highly interesting results show the potentials of the concept. Two strands of further developments will be highlighted. The first is on the conceptual level. During the last years, we put some effort on broadening the concept from an individual to a familial perspective. This aims at a better understanding of the mutual crossing of the conduct of everyday life of several people. This is joined by some upcoming challenges, including the question if a social group can have a common conduct of everyday life and how the practices of crossing look like. The second is on the methodological level. Taking the DJI-survey AID:A ("Everyday life of Growing up in Germany") as opportunity, we have tried to transfer the qualitative approach into the logics of quantitative research. Dimensions to operationalise the concept will be presented and wins and losses discussed.

*Kerstin Hein, German Youth Institute, Germany, Ana Cárdenas, Universidad Diego Portales, Chile & Anna Proske, German Youth Institute, Germany:*

**Working mothers rearranging their conduct of everyday life in relation to biographical turning points**

The following contribution aims to discuss the results of two empirical studies on how working mothers with preschool children manage to reconcile work and family in Chilean and German contemporary societies. We look at this phenomenon from two perspectives: the organisation of everyday life (synchronic perspective) as well as on the construction of biography (diachronic perspective). Furthermore we link those two perspectives conceptually by reconstructing the way those women entangle their everyday life with their biography. Therefore we will focus on biographical turning

points and how it is linked to the rearrangement of the individual conduct of everyday life. Within this contribution we will analyse and compare biographically oriented narrative interviews carried out with Chilean and German working mothers holding a university degree. We focus on how they unfold their conduct of everyday life and their biography after leaving university.

*Anna Proske, Kerstin Hein & Michaela Schier, German Youth Institute, Germany:*

**Parents on the move: Couples negotiating a familial conduct of everyday life under the conditions of job mobility**

The focus of this contribution lies on how couples with minor children manage to negotiate and entangle two individual conducts of everyday life when one or both parents are frequently absent due to job mobility requirements. In the context of blurring boundaries between work and family the familial conduct of everyday life has to be transformed in a multi-local conduct of everyday life. In the process of linking different individual conducts of everyday life, the couple relationship of the parents plays a central role. This corresponds to a Ph.D. project which focuses on the couple dynamics, the processes of negotiating the reconciliation of job mobility and care work and the gender division of labor. The project is embedded within the Schumpeter research group “Multi-local families” at the German Youth Institute in Munich. This contribution will present first empirical results based on qualitative semi-structured single interviews with parents, where one or both partners are frequently absent due to job.

TIME: JUNE 27, 10:45-12:15, BUILDING 30, ROOM 4

**Symposium: Technologies in everyday life with health and illness**

*Chair: Lotte Huniche, University of Southern Denmark, Denmark*

This symposium springs from interests in how health technologies become part of social practices and personal lives, and in how to empirically study

and analyse this topic. The symposium addresses the field of health technologies in a broad sense and examines somatic and mental health in relation to material as well as social technologies. The analytical focus is on how health technologies become part of everyday lives. Thus, the symposium takes a closer look at the social practices and conduct of personal lives entailed in close encounters with health technologies, health professionals, their practices and understandings. Rather than foregrounding questions about how medical technologies become a part of everyday life, the symposium explores how technologies are appropriated as people come to grips with and manage difficulties, transformations or challenges in everyday life (Dreier 2008). Concomitantly, we consider how people's involvement with medical technologies is infused with the everyday, how people mobilise the everyday when presented with the possibilities and limitations of medical technologies and related professional practices. The symposium approaches the topic by presenting empirical analysis that are grounded in different theoretical frameworks that all share an emphasis on how people think, act and feel in social practice and within institutional arrangements. The aim is to explicate how empirically sound analysis grounded in different, although related, theoretical traditions inform understandings of the troubling and productive tensions that arise with the appropriation of technologies in everyday life.

*Niamh Stephenson, University of New South Wales & Catherine Mills, Monash University, Australia:*

**Representing fetuses versus constituting modes of relationality: Women's experiences with routine ultrasound in pregnancy**

Through analysis of interviews and observation of ultrasound scans in pregnancy, this paper asks whether routine obstetric ultrasound is experienced as an extension of the clinical gaze (as early feminist critiques anticipated) an invasive test, a desirable commodity, and/or other altogether? We examine how women encounter ultrasound as both a window giving desired and nervously anticipated access to interiority, and as a set of practices, technologies and expertise through which a particular and limited representation of the fetus is crafted. Ultrasound is not simply experienced as representing the fetus. It humanizes the fetus through creating a sense of palpable being, at the same time as it enables women to describe that humanity as technically



crafted. We consider the modes of agency women devise as they grapple with ultrasound's interpellation of the fetus into the public sphere. Ultrasound does more than represent subjects; it involves women in constituting new modes of intersubjective relationality, opening and curtailing possibilities for particular modes of maternal relating.

*Jeppe Oute, University of Southern Denmark, Denmark:*

**Involvement of relatives as a managerial technology in the treatment of depression? On the social negotiation of involvement in everyday life with depression**

There is health political interest in involving relatives in treatment processes as it is assumed that it brings down the societal and human burdens of depression. However, studies show that involvement is primarily aimed at securing compliance with medical regimes, leading to relatives experiencing major emotional and social burdens. This field study was designed to enable the production of extensive qualitative data on the conduct of everyday life by tracking sites pointed out as significant for involvement by members of families where one adult is suffering from depression. The research strategy elucidated three specific interfaces between political, professional and the family notions of relatives and of what involvement entails. Preliminary analyses elucidate that hegemonic notions of relatives legitimize subtle forms of social control of the families' everyday life. However, the analyses emphasize how such involvement is negotiated depending on the characteristics of the mutual relationship and availability of social resources.

*Lotte Huniche, University of Southern Denmark, Denmark:*

**Self-monitoring in everyday lives with Chronic Obstructive Lung Disease: Managing breathing difficulties, physiological values, professional and personal relations in social practice**

There is a growing concern within the Danish health care system for introducing health technologies into treatment and care. Activities such as electronic record keeping, self-monitoring, in-home treatment and rehabilitation are proliferating. These activities do not only demand of patients, their relatives and carers to become more actively involved in managing illness,

they also change the distribution of roles and responsibilities in relation to health professionals, and they change the home as a space for healing activities. Different ways of organising the provision of health care is called for as tasks and responsibilities are re-distributed. This talk takes its point of departure in lung patients' perspectives on their everyday lives with self-monitoring of physiological values during a randomized clinical trial aimed at reducing number of hospitalisations and days spent in hospital beds. The focus on patients' concrete use of self-monitored values guides the analysis through questions of what numbers mean to patients, relatives and health professionals and what strategies for managing illness numbers inspire.

TIME: JUNE 28, 10:45-12:15, BUILDING 30, ROOM 2

### **Symposium: Transition as central in conceptualization the process in the children's development**

*Chair: Mariane Hedegaard, University of Copenhagen, Denmark*

*Mariane Hedegaard, University of Copenhagen, Denmark:*

#### **Understanding transitions in young children's development**

In developmental psychology the focus has, for a long time, been on how children's psychological functions develop through play and learning. In recent years children's play and learning has been conceptualized in relation to institutional practice (i.e., in the family, in the kindergarten or in school). But children live across several institutions from an early age. Research has started to follow children as they move between two or more institutions (Hedegaard & Fleeer, 2008, 2013, 20008, Kousholt, 2010). From a developmental perspective, transition between institutions has been conceptualized as children's trajectories or pathways (Dreier, 2008; Hedegaard, 2009; Hundeide, 2005; Vygotsky, 1998). Elkonin (1999/org 1977) is one of the few researchers who has suggested conceptually that these transitions lead to new developmental periods. But how do these changes affect children? Vygotsky started to conceptualize these changes with the concept of crises in children's social situation of development that lead to new formations in children's psychological functioning. But conceptualization and research

about how the transition as a process takes place has not evolved since then (an exception is Zittoun's (2006) research on transition in young people's development supported by symbolic tools). In most studies we see children before and then after a transition into a new institutional practice; but what characterizes the process in the transition in itself is not studied. To be able to do this we need to set transition into a frame with other concepts. These concepts are institutional practices and demands (Childs et al in press; Edwards in press), children's motive orientations, social interaction, conflicts and crises.

*Paula Cavada H., University of Copenhagen, Denmark:*

**Playfulness as mean in children's transition from kindergarten to first year primary**

As kindergarten and first year primary are two educational levels guided by different conceptions of children's development, children - starting primary school - face a change of their roles, identities and expectations after summer holidays. Then, how do children engage within the different demands and conditions set by the school in relation to literacy learning during this transition? Considering a cultural historical approach, children's social situation is analyzed in classroom by video recordings six children moving from kindergarten to first year in Santiago (Chile). The analysis reveals that children try actively to make personal sense and resolve the demands of the learning activities (most of them meaningless), fulfilling the new position offered (student). Playfulness emerges as children's resource for participation which changes along this transition: playfulness situations are created most of the times with other peers at kindergarten, turning into a more individual activities at the first year, appearing as self-dialogs regarding self performance.

*Milla Merilehto, University of Oulu, Finland:*

**Understanding children: A subject scientific approach to study children and their conduct of life**

This paper considers the issue of how to study children's conduct of life from their perspectives. The theoretical background of this presentation is in the tradition of German and Danish subject science, which roots are on

German Critical Psychology. This approach emphasizes that psychology should be interested in studying persons as participants in the structures of social practices. The concept of participant refers to an understanding of the societal nature of human beings and the participatory nature of human personhood. (Dreier, 1999.) One of the significant aspects that subject scientific approach offers to study children is that it enables considering children as active, meaning making and future oriented subjects (Hojholt, 2012). This kind of consideration offers a new insight in understanding how children actively conduct their everyday lives through different kinds of social contexts. In this paper I focus more closely to the following questions: Why is it important to study children's perspectives? How to study children's perspectives through a subject scientific approach? What new insights does the subject scientific approach bring in to the understanding of children's conduct of life? These theoretical considerations presented in this paper relate to the empirical study in my forthcoming doctoral thesis. My purpose is to study the interaction between children and adults and their first person perspectives in northern Finnish day care centers' social practices. Therefor it is my primary interest to clarify how to understand children's conduct of life.

TIME: JUNE 27, 13:00-14:30, BUILDING 30, ROOM 4

### **Symposium: Time, standards, and the conduct of everyday life**

*Chair: Morten Nissen, University of Copenhagen, Denmark*

In the research group, Substance, we have worked with the concepts of spaces and standards. However, a number of the issues, we have discussed, are equally relevant to the topic of temporality. Firstly, the control of actions established by standardization are to a large extent temporal. Institutions form standard-time. Social practice is organized and subordinated to standard time-sequences, divisions and trajectories, such as courses or treatment, work time and lunch time etc.. And temporal sequencing establishes standards for development. Secondly, any standardization establish its own temporality, by virtue of sorting out what is in focus and what is not; and what was before, and what is after. The standard so to speak constitutes a

frozen process that sets one 'time' as equal to another. Thirdly, it is a common response to the standardization of time to search for a temporal complexity (for example, through Bergson). The temporal hypercomplex is as utopian and conceptually unproductive as the unformed space or the pure phenomenological place. Even so, it always constitutes an alleged counterpoint to the standards. As such standards, temporal standards included, can be said to counter, in a more or less reflexive manner, the self-transcending character; the directedness towards hope, that constitute us as subjects.

*Morten Nissen, University of Copenhagen, Denmark:*

**Mind the (...) break: Standard and off-standard temporal indexes for collectives**

Breaks are *time off*. In many areas of professional practice where psychology claims a relevance, *time on* is time for intervention, for performing professional skills. The lesson, the session, interview, the exercise, the meeting, etc. etc. When we're *on*, we do things that are intentional - rational, instrumental, accountable - as the application of standardized methods. Time on is time *off the rest*: The residual. We might approach that residual as everyday life (EDL). EDL reappears in the break. What we do there might still be intentional, but not as the disciplined application of standardized methods. The schoolyard teacher does not worry about what happens during the break, so long as nobody gets hurt. Yet, looking more closely, and learning from studies of EDL, things get more complicated. Within the time on, part of what goes on is irrelevant to the method applied (the teacher opens the classroom window on a hot day). And outside it, much of what we do is, perhaps unnoticed, habitual (the tooth-brushing sequence) and/or shaped by our use of artifacts that are rigorously standardized (setting the smartphone alarm). Mostly, that complication is no great disturbance, as we discipline ourselves to disregard the irrelevant, and treat habitual standards as potentially malleable in EDL. But sometimes, it comes to the surface. The teacher might direct attention to the hot weather as a possible (if unreliable) sign of climate change; later, she might find it hard to change certain patterns of bullying in the schoolyard. In some practices, the residual is even, paradoxically, central. For instance, nursing is sometimes described as the general and unmarked care that forms the context of the

specific medical intervention. Another example is that, in residential care and foster families, EDL is often treated (and professionally supervised) as a means to achieve certain therapeutic or pedagogical ends. What this presentation seeks to do is develop some ideas that might be relevant to a particular social youth work practice where the issue is likewise present. One way the issue comes up is when the professionals discuss how to deal with breaks in an otherwise structured pedagogical program. To this end, analytical resources are taken from Goffman's frame analysis, and from the theory of collectives in Nissen (2012), to resituate standard as well as non-standard time. The main thrust is to suggest a singular We as the reflexive agent of framing, for whom temporal aspects such as finality, histories, and hopes are indexical keys.

*Lisa Tahara Christensen, University of Copenhagen, Denmark:*

### **The re-occurrence of frozen time**

The screen culture of our time is characterized by a multiple of timeframes, often co-existing at once. Though you surf the waves of information and communication instantaneously when using Skype, watching live news ect. you are also presented with "frozen" time in the form of videos, blogs, Facebook timelines ect. and these bits of frozen time have the ability to constantly re-occur.

The aim of this paper is to discuss how this technologically mediated re-occurrence of frozen time gives way to new forms of subjectivity detached from origin and everyday life. Following Jean Baudrillard's line of thought I explore how useful these bits of frozen time might be for thinking about the subject in a screen culture where distinctions between the audience and the event and the observer and what is being observed, are difficult to uphold. Empirically I am drawing on the webpage Uturn.dk of the municipal drug-treatment facility Uturn, and its display of bits of frozen time through different formats such as musicvideos, documentaries, pictures ect. When visiting Uturn.dk you can see a musicvideo where a young user portrays his struggle with the urge to do drugs through a rap-song. You can also see Christina telling about her new life without drugs. Here the young user's storytellings are an important part in making the webpage authentic and appealing.

Inspired by posthuman theory (Toffoletti 2007), it is my intention to seek out ways to understand a social world increasingly conceptualized through the constant stream of simulacra.

*Peter Busch-Jensen, Roskilde University, Denmark:*

**The production of temporality in our conduct of everyday life**

Time is a crucial, yet often troublesome and conflictual aspect of everyday life. Time appears to present both practical and existential limitations that have clear structuring qualities, but time also seems to contain important social and situated qualities. One characteristic of our conduct of everyday life (Holzkamp 1983) is that it requires social collaboration and coordination's, in which time plays an important part – both as limitation, resource and result. Another characteristic of our conduct of everyday life is that through our activities we connect with far more people than we are able to be aware of and whose reasons to think and act as they do, we therefore have limited knowledge of. Thus we must act and make decisions without fully knowing the importance of our transactions for others. From this follows that social practices and our conduct of everyday life inherently takes place on a conflict-ridden terrain, and that “blind spots” constitutes a natural part of our perspective on our shared reality. Following this line of argument, theoretical and conceptual dilemmas must be seen as inextricably linked with practical matters and peoples situated actions, perspectives and standpoints (Dreier 1999, 2008). Through the years, the latter has been explored in interesting ways by a number of practice-researchers in Denmark and abroad (Højholt 2005, Nissen 2002, Axel 2005). A social dimension, which is rarely discussed in these works, is, however, the phenomenon of time and the everyday-life production of temporal standards. In the same way that we can understand people's perspectives and standpoints as relations of participation, time, as well, can be viewed as an emerging product of social practice, that is, as a ratio expressing both social relationships and specifications of these relationships. Partly by virtue of temporality's role as a tool for social coordination across contexts, partly by virtue of temporality's role as a formative element that structure our complex interconnectedness in specific workflows, sequence, and value chains, that we continuously negotiate, vary and reproduce. To coordinate social practice typically involves the coordination of different

perspectives on the immediate importance and necessity of actions and events. In short, the coordination of conflicting perspectives on time, pace, speed, and temporality. Examinations of everyday life's emergent temporal standards - ie. the ways we do and perform time in specific contexts -, therefore tells us something about the perspectives a practice is organized on and the social standpoints it favors. As such, the concept of time, not only introduces a relevant analytical insight into the conflictual cooperation and conflict-ridden terrain of our everyday life. It might also work as a critical-analytical crowbar into the dialectical interconnections of the particular and the general, the practical and ideological, that goes into social life.

*Pernille Hviid, University of Copenhagen, Denmark:*

### **Children's negotiation of their developmental time**

As a group of human beings children are predominantly understood and treated in light of their age. Chronological age largely determines where they spend their everyday lives, and what they are expected to do in these arrangements. Whereas age related constraints most forcefully are set by constraint-holders in institutions, such as parents, pedagogues and teachers, children themselves negotiate age-appropriate behavior and activities with them and amongst each other. Thus children actively deal with timed standards set for their lives and other children's lives. Bronfenbrenner's approach to the study of children's development is termed ecological in the sense that it proposes some kind of order to the study of complex interactions between child, social other and cultural and societal circumstances of which the child lives – over time. Bronfenbrenner underlines the bidirectional character of the developing system and thus includes not only children's "characteristics", but also their "force", meaning for instance their interests, motivations and meaning-making processes. Yet, in Bronfenbrenner's system time is objective; a not-negotiable chronological time the child lives and develops in and through. Following his interactional principles, this paper sets out to present an interdependent notion of developmental time in children's everyday lives.



TIME: JUNE 26, 11:15-12:45, BUILDING 30, ROOM 4

**Symposium: Young human beings' conduct of everyday life with media**

*Chair: Niklas A. Chimirri, Roskilde University, Denmark*

How important are media technologies for young human beings when conducting their everyday lives? This question has – especially in psychology – usually been tackled from an adult's perspective, i.e. the focus is put on how “responsible adults” have to deal with the media use of young people in educational and everyday life settings. Consequently there is a lack of knowledge in relation to conceptualizing the young people's own understanding of the role media technologies play in their everyday lives, as well as the struggles they deem relevant and the possibilities they see when engaging in the exploration of technological artifacts. Although in the Danish context psychological practice research has proceeded from a one-sided adult view on young people's engagements to a two-sided understanding of the child-world relationship (e.g., in the works of Højholt, Kousholt, Morin), media technologies have not taken center stage in those studies. In contrast, media anthropology, audience research, childhood sociology and other academic fields have systematically built on young human beings' accounts of media technology's everyday relevance. The symposium would like to explore how these accounts point to possibilities and limitations in the conduct of everyday life of the young people researched, while also reflecting on the ontological and epistemological premises necessary for developing common concepts and research methodologies. It thus wishes to enact a dialogue between researchers who are interested in how young people live and act with everyday technologies and who are working with two-sided understandings of the human-technology relationship. The aim is to philosophically and conceptually fructify critical approaches, and to promote collaboration between psychologists and other social scientists when engaging with everyday human-technology phenomena. We envision three short presentations (20min each) and afterwards 30min of discussion time, in which the presenters discuss with each other and the plenum.

*Niklas A. Chimirri, Roskilde University, Denmark:*

**The technological socio-materiality of kindergarten children's conduct of everyday life**

The conduct of everyday life concept has been enormously fruitful for theorizing how persons come to live their lives across diverse social contexts as participants in and contributors to social practices. However, social practice research still needs to investigate in a more detailed manner the relevance of material artifacts for conducting one's everyday life. Everyday artifacts such as media technologies heavily shape the concrete socio-material arrangements in specific practices, hence co-constituting the scope of imaginable action possibilities. The presentation builds on insights drawn from a four-month researcher participation in a kindergarten practice. It argues that the relevance of media technologies can only be investigated in relation to the various perspectives of the other practice participants. The main focus is put on the children's perspectives, as it is their conduct of everyday life which tends to be most easily ignored when studying the subjective relevance of everyday technologies in and across practices.

*Steffen Eisentraut, University of Wuppertal, Germany:*

**Mobile interaction orders among teenagers: Self-socialization through the use of smartphones**

Mobile communication has become a fundamental part of adolescents' everyday lives. Serving as "permanent digital companions", mobile phones and smartphones are deeply embedded in peer interactions. Mobile media encompass both mediated interactions and face-to-face-interactions, creating different technosocial situations in which specific social rules and interaction orders are generated. In the context of qualitative group interviews/discussions, respondents gave valuable insights about such situations, focusing on interactional routines and conflicts as well as social expectations towards media (related) interactions. From a sociological perspective it is not only necessary to question the implications of those "mobile interaction orders", but it is also instructive to take a look at the meaning of socialization processes within concrete media practices. Deriving from the respondents' narratives, it is argued that teenage peers are socializing themselves by

constantly negotiating the (more or less implicit) rules of their own media practices, hence by establishing mobile interaction orders.

*Ditte Dalum Christoffersen, Roskilde University, Denmark:*

**Around a whiteboard in grade 7a**

This paper will take its point of departure in an empirical case that illustrates how students use a whiteboard in their classroom. The setting is the 7th grade of a Danish public school. My empirical material consists of interview transcripts and observation notes on the students' everyday life during both lessons and recess in school. I will elaborate on some of the different agencies the whiteboard has, depending on concrete arrangements of time, space and matter, and on how the students act on and around the whiteboard, for instance when creating and maintaining hierarchy structures amongst each other. Poststructuralist and new materialist approaches inspire the theoretical framework. I draw on concepts from Karen Barad, Gilles Deleuze, Dorte Marie Søndergaard, and Bronwyn Davies to connect the whiteboard use and its multiple agencies to inclusion and exclusion processes among students. The paper presents a work-in-progress analysis and aims at raising and discussing challenges around uses of a classroom whiteboard from the students' perspectives during lessons and recess, and how the intra-active forces of this "new" technology influence the hierarchy structures amongst them.

TIME: JUNE 26, 13:30-15:00, BUILDING 30, ROOM 2

**Symposium: Rhythms and practices in everyday life of families in transition. Part I**

*Chair: Pirjo Korvela, University of Helsinki, Finland*

This research project focuses on studying the changes in the rhythms and practices of everyday life during critical transitional phases of the family life course. The aim of this project is to explore how the changes in daily rhythms are connected to the well-being of individuals and families, as well as how the changes in rhythms implicate the need for support or the lack

of ability to live independently. The practical aim is also to offer tools to families with children and to the elderly with drifting rhythms as a means of changing rhythms into more stable and predictable ones. The project has three analytical levels: 1) the societal level in which collective rhythms and historical analysis of tensions in the rhythms are studied; 2) the family level, in which the creation of rhythms is investigated; and 3) the personal level in which the meanings of rhythms and the practices connected to them are studied. The research project is based on complementary socio-cultural and phenomenological approaches. The symposium is divided into two sessions. The first session focuses on the rhythms of everyday life from collective rhythms to Individual and family interpretations on daily rhythms and decision-making in family life-stage changes. The second session focuses on analyzing daily living and rhythms from elderly and family interventions' perspective.

*Kristiina Aalto, National Consumer Research Center, Finland:*

**The rhythms of daily life in the transition to parenthood in 1979 and 2009**

Becoming a parent brings a change in the lifestyle of young couples. The aim of the paper is to explore whether the collective activity rhythms have changed during the last 30 years among mothers and fathers of a first baby. The question is examined by comparing the rhythms of time use in 1979 and 2009 focusing on paid work, housework, childcare, and free time. The data for the study was drawn from the nationally representative time use surveys carried out by Statistics Finland. The data of sequential episodes of time use during a day were processed in order to visualize the timing of daily activities. Results show that the new mothers are longer at home with their baby now than 30 years ago. Women do more housework and childcare both in 1979 and 2009. However, the difference between mother and father is smaller when the total work time is compared.

*Anu Raijas, National Consumer Research Center, Finland:*

**The everyday activities in families with small children and the challenges of social change**

The paper explores the evidence of how certain social phenomena, as well as the changes in the everyday social, economic and cultural environments are considered in the lives of the families with small children in Finland in the 2010s. The study analyzes the young mothers' online discussions in the years 2004–2011. The research investigates the influence of the following phenomena and changes in environments in the everyday lives of the families with small children: the development of technology and digitization, new forms of networks, urbanization, inequality, affluence and indebtedness, individualization and the structural change of households. The paper discusses the threats and opportunities the changes bring to young families with children, as well as figures out the solutions to the problems caused by changes.

*Taina Kyrönlampi, HUMAK University of Applied Sciences, Tornio, Finland:*  
**Primary school children's experiences on daily living**

Traditionally children has been researched by collecting information from the children's parents, teachers, and other adults. Children as informants has been considered of a secondary source. Recently emerged approach consider children themselves as research subjects. The data in this study consist of interviews and photos taken by 12 nine to ten-year-old children in the Northern Finland. The aim of this paper is to investigate: 1) how children are encouraged to talk about their everyday life; 2) how researcher, as an adult, can understand the child's world; and 3) how children's photos can be analyzed. The phenomenological approach provides a good starting point for a child-centred research, because a researcher is to extricate and separate himself/herself from the prejudices and attitudes concerning the children's experiential world that he/she has as an adult. The phenomenological research approach makes researcher to look from a child and at a child.

*Discussant: Pernille Hviid, University of Copenhagen, Denmark*

TIME: JUNE 26, 15:30-17:00, BUILDING 30, ROOM 2

**Symposium: Rhythms and practices in everyday life of families in transition. Part II**

*Chair: Pirjo Korvela, University of Helsinki, Finland*

*Sanna Sekki, University of Helsinki, Finland:*

**Drifting daily life**

In drifting families the skills and competences of everyday life are low and home as an environment lacks regularity and routines. In addition, interaction outside home is easily reduced. If we understand home as an activity which is constructed with family members artifactual and collaborative actions as well as with the interaction between family members and other activity systems, ruptures in internal and external relations may cause families to drift towards an unstructured daily life. The goal is a balanced everyday life, which is neither too stiff nor loose in its structure. Our data comes from family work project called "Getting a grip" during 2007-2010 and is based on family workers notes and recordings of home visits. We will analyse how the drifting everyday life appeared in research families and how family workers and family members started to build more structured everyday life with help of the sequence method.

*Marja Saarilahti, Pirjo Korvela & Sanna Sekki, University of Helsinki, Finland:*

**The sequence method in changing daily rhythm of families with children**

The paper deals with the development process of a new family work method called the sequence method. The aim of the method is to offer a new tool for working with families to organize their daily life more predictable one. A structured everyday life offers secure feeling for children and supporting structure for parents. The process is analysed as an expansive learning process (Engeström 1987). As a collaborative, tailored process, the executed sequence method varies from family to family. In a multiprofessional collaboration, values, working principles and methods might conflict. Conflicting interests reflect the change process: retooling family work inevitably conflicts with

the prevailing object of the work and promote changes in it. Working with a new object produces new outcomes. In this case, more structured and predictable daily living and empowered family members with an agency to get help for personal problems, such as drinking or interactional problems.

*Sari Kivilehto, University of Helsinki, Finland:*

**The daily rhythm of elderly and independent living**

The amount of the elderly is rising fast in Finland. At the same time the tendency in current housing policy is to support elderly to live at their homes as long as possible. The aim of this study is to find out if the regular daily rhythm supports the autonomous living of elderly. For elderly people the changes in life or the absence of supporting structures could be indicators of a declining ability to cope of their own. In analyzing the changes in life one could find turning points that could have an effect on the daily rhythm. In this study the main questions are: What does the daily rhythm consist of? What kind of turning points can appear? How does the daily rhythm support the independent living? To answer these questions the elderly people and experts of the elderly care have been interviewed.

*Discussant: Ole Dreier, University of Copenhagen, Denmark*

TIME: JUNE 27, 13:00-14:30, BUILDING 30, ROOM 2

**Symposium: Children's and young people's competence development and conduct of everyday life: Transitions and dilemmas. Part I. Participation and competence development across cultural boundaries**

*Chair: Pär Nygren, Lillehammer University College, Norway*

The symposium is based on ongoing research projects at the Research Centre for Child and Youth Competence Development, addressing children's and young people's participation and competence development in various ways and focusing on different contexts. The Centre, also administering a multidisciplinary PhD-program, studies children and young people as subjects

in their participation and development of competences in and across daily life contexts such as daycare, school, family and peer practices. The general theoretical approach is a socio-cultural perspective on children's and young people's learning and development. The methodological focus is on gaining knowledge of children's and youth's participation and competence development in and across different contexts in their everyday life. In session I, the first two presentations address dilemmas and conflicts in children's and young people's competence development and conduct of everyday life in a transition between cultures. These two presentations focus on methodological issues. The third presentation in this session discusses how youth with migrant backgrounds in Norway participate in different social contexts, particularly in school. It focuses on well-being and national/ethnic identity construction in the intersection of racialized ethnicity, religion, gender and class. In session II, the first presentation addresses close relations involving friendship, love and intimacy in youth with a migrant background. It focuses on transitions and dilemmas in competence development in relation to identity construction, wellbeing and belonging. The last two presentations concern socially endangered children. One presentation focuses on children growing up with mentally ill or substance abusing parents. How do children, growing up in such circumstances, link their participation and experiences in the various contexts of their everyday life? The last presentation takes as its point of departure a model for systematically and personally tailored assessment of socially endangered children's competences. It focuses on how professional educators in daycare and primary school develop competences that are significant for the socially endangered children's development of competences to handle their everyday life.

*Frank Jarle Bruun, Lillehammer University College, Norway:*

**Dilemmas of everyday life competences of young girls experiencing social and economic change in the High Atlas Mountains of Morocco: A research approach using photography**

The rural areas of Morocco are facing rapid socio-economic changes, which are likely to provoke conflicts between generations when it comes to cultural values and competences in everyday life. In order to make a preliminary assessment of potential conflict areas, this study explores using photos taken



by young girls in a Berber village to facilitate semi-structured interviews with parents and children about cultural values and ideas about competencies in a changing world. How may photos be helpful in a situation with large cultural, language and age barriers? How may photos make it possible to access the life worlds of the interviewees? And how may photos inform social scientific issues on children and youth's dilemmas in a situation of social and cultural change?

*Ragnhild Holmen Bjørnsen, Lillehammer University College, Norway:*

**Advantages and pitfalls of using self-directed photography in social research on children: The case of emotional competences of children accompanying their parents employed at the Norwegian Foreign Service**

The research project investigates which competences children, who move regularly across countries and cultures during their childhood, need in order to master the complexities that such a childhood entails. The presentation focuses on emotional competences in relation to a life in transitions. One of the research methods applied is the use of self-directed photography to capture when youths feel good/not good in different situations and contexts. The youths are also asked to write a brief comment to each photo. These photos and comments, together with pictures of previous places they have lived, will later be used as starting points for narrative interviews with the youths. The presentation highlights advantages and pitfalls of using photography to capture experiences of transitions in the present as well as to elicit memories of transitions in an interview setting.

*Mari Rysst, Lillehammer University College and National Institute for Consumer Research, Norway:*

**Always a foreigner? Youth constructing national identity through participation and competence building**

Previous research on hybridity theory assumed that youth with a migrant background had one foot in two cultures, and that this created difficulties for their identity construction, sense of belonging and wellbeing in their everyday life. Recent research is more positive in that it views youth with a migrant background as creative bricoleurs and competent navigators of

culture. More research is needed on the intergenerational conflicts and dilemmas about the presentation of self for girls and boys in families with a foreign background. Seeing youth as creative agents, this presentation discusses how youth with a migrant background in Norway participate in social contexts, particularly in school. It does so by focusing on racialized ethnicity, religion, gender and class related to wellbeing and national identity construction. The presentation highlights competence building and identity construction related to the categories of 'being Norwegian' and 'being a foreigner'.

TIME: JUNE 27, 15:00-16:30, BUILDING 30, ROOM 2

**Symposium: Children's and young people's competence development and conduct of everyday life: Transitions and dilemmas. Part II. Participation, competence development and close relationships in and across different contexts**

*Chair: Pär Nygren, Lillehammer University College, Norway*

*Anne Sigfrid Grønseth, Lillehammer University College, Norway:*

**Dealing with competences for close relations: Friendship and intimacy among youth with a migrant background**

When addressing youth with a migrant background there is often a concern about their struggles with the expectations and restrictions of their parents and ethnic communities about close relationships of friendship, love and confidence. However, we need more research that moves beyond the widespread either-or perspectives on the formation of friendship and partnership. In the media and social debates themes of social isolation, control, power and violence is often attached to matters of youth friendships and love relationships. This study aims to investigate how youth, boys and girls, experience and deal with such matters. It goes beyond the more common concern with network and adjustment perspectives, and with social and individual difficulties related to arranged and forced marriage, in exploring how youth with a migrant background participate in relationships of

friendship, partnership and confidence, and what kind of competences is seen crucial to deal successfully with such relationships within and across distinct social and cultural settings as well as between non-family and kin-members, and between members of the same ethnic group and different ethnic groups.

*Astrid Halså & Kerstin Söderström, Lillehammer University College, Norway:*

**At home and elsewhere: How to handle daily life growing up with a “mad mother” or a “drunk father”?**

There is a large body of research on children living in families with parental mental illness/substance abuse focusing on parental failure, adverse outcomes and risks imposed on the child. The risk and harm perspective is, however, less suitable when studying children as participating agents. There is a gap of knowledge about how these children deal with the different realities of home and outside home, and at what costs and benefits they adapt to these different contexts. They often have to negotiate between the often secret and shame-laden family context and arenas and situations outside the family. In this study we ask: how do these children experience their everyday life, friendship and other close relationships? How do they link their participation and experiences in the various contexts of their everyday lives when they are growing up with parents with mental health problems or substance abuse?

*Björg Midtskogen, Lillehammer University College, Norway:*

**How can systematic and personally tailored assessments of socially endangered children’s competences contribute to the competence development of their educators in daycare and primary school?**

Traditional evidence-based programs rest on standardized models of socially endangered children and their needs. In contrast, this presentation applies a person and context sensitive model for a systematic assessment of the competences of the children as well as their educators. Based on assessments of the professional competences and the children’s competences, the educators create pedagogical development plans guiding their local, contextual devel-

opmental work. In this way, the competence development of the educators is based on regular evaluations of their professional practice. This is done in a process of reflection, where experience, knowledge and improvisation help educators think critically and analytically in order to develop their concrete, context specific and operative competencies to meet the child's needs for support. The presentation focuses on the professional competence development on the basis of observations and interviews of educators in daycare and primary school.

TIME: JUNE 26, 13:30-15:00, BUILDING 30, ROOM 3

### **Symposium: The concept of “conduct of everyday life” in practice research**

*Chair: Tove Borg, Aarhus University, Denmark*

This symposium presents four different examples of practice research accomplished by health professionals primarily contributing to empirical and theoretical reflections related to the study of different subjects' *conduct of everyday life* across contexts. Through practice research the interplay between social practices within health institutions and clients' own conduct of everyday life are studied from the perspective of the situated subjects. The subjects involved are mainly patients and their relatives, but professionals having diverse perspectives on particular issues are also included. The perspectives of the persons involved are analysed by using basic analytic concepts from critical psychology, including *conduct of everyday life*. Through the analyses problems and possibilities of action are linked closely together. New scopes of opportunities in practice and various fields of practice are developed. During the processes the researchers and the other agents are confronted with different productive contradictions and dilemmas. In our symposium we want to discuss an array of examples of productive results, contradictions and dilemmas revealed by using the analytic concept *conduct of everyday life* at different levels of practice and within the different contexts of the actual practice research projects.

*Tine Aagaard, University of Greenland, Greenland:*

**Everyday life with illness**

Healthcare service in Greenland, like in Denmark, is established to support people's participation in society. For this purpose people are expected to follow biomedically developed health and lifestyle regulations. This also goes for patients with (chronic) illness. Support is defined from an outside perspective. From many patients' perspective things look otherwise: Participating in society means having a useful/meaningful productive practice, through which one can live a good life. This cannot be substituted by occupational activity, the only purpose of which is, for instance, socializing. Nor can a 'healthy' lifestyle be satisfactory as an aim in itself. Many people's motivation to cultivate a healthy lifestyle is closely connected to *conducting a meaningful everyday life*. In my presentation I will discuss this contradiction in relation to empirical material from my project Everyday Life with Illness.

*Helle Marie Christensen, University of Southern Denmark & Odense University Hospital, Denmark:*

**Exploration and development of practice with non-invasive ventilation based on the patients' and healthcare professionals' perspectives on the treatment**

New management strategies for patients with severe chronic obstructive pulmonary disease (COPD) in exacerbation requiring treatment with NIV were developed through practice research at the Department of Respiratory Medicine in Odense. A co-researchers' group was set up to describe and analyze the practice of NIV treatment in collaboration with the researcher. Healthcare professionals contributed with experience-based issues, and the researcher contributed with input concerning issues based on a combination of fieldwork and semi-structured interviews with patients and their relatives. The patients' perspective was analyzed by using basic concepts from critical psychology, including conduct of everyday life. I want to discuss the possibilities and dilemmas of developing strategies based on patients' conduct of everyday life in a co-researcher group, where the researcher is the only one who has acquired experience in working with the theoretical conceptualization.

*Elise Bromann Bukhave, University of Southern Denmark & University College Zealand, Denmark:*

**Activity problems in everyday life: Patient perspectives of living with hand osteoarthritis**

The focus of my study is patients living their everyday lives in and across different contexts. The patients' activities and participation are explored. By using the concept *conduct of everyday life* the participants' problems and possibilities are foregrounded and situated. The concept highlights the participants' reasons for acting, including their negotiation of situations based on their personal relations to the conditions. Activity and participation are interlinked and closely related to practice and context. Within the field of occupational science *activity* is a core concept. The concept *conduct of everyday life* draws attention to the fact that activity is always embedded in the situations of everyday life. I will discuss how the concept of *activity* can be usefully applied to focus on the possibilities and limitations encountered in everyday living in different contexts.

*Stina Meyer Larsen, University College Lillebaelt & Tove Borg, Aarhus University, Denmark:*

**Conduct of everyday life in bachelor students' practice research**

The context of our presentation is a University college educational initiative. The objectives were (1) to establish institutional partnerships between the educational institution and various practice fields and (2) to develop bachelor students' competencies in practice research and collaboration, thus building-up a framework in which research-based change of occupational therapy practice can be pursued through students' practice research. The practice research undertaken in the students' projects had a theoretical and methodological foundation in critical psychology, including the use of the analytic concept *conduct of everyday life*. 4 bachelor cohorts participated. 9 groups conducted a practice research project, wherein they collaborated both with occupational therapists in the practice field and with citizens, and later drafted written reports and communicated their results. We will briefly present the evaluation of the initiative and discuss the results of the projects and some examples of contradictions and dilemmas that arose in utilizing the theoretical concepts.



# Abstracts

Papers





TIME: JUNE 28, 10:45-12:15, BUILDING 30, ROOM 1

*Alexandra Kent, Keele University & Charles Antaki, Loughborough University, United Kingdom*

### **Getting someone to do something: Fault and immediacy**

Getting someone to do something conflicts with respecting their right to do as they please. This paper uses Conversation Analysis to examine video recordings of two everyday settings. One is the family dinner table, where the parent might want the child to (say) use their knife and fork in a certain way. The other is the exchange between an adult with intellectual impairments and a member of staff whose job it is to support them to perform everyday tasks. In both the residential home and around the dinner table, requests tended to be in formats (like directives) that claimed high entitlement to be obeyed, and made little acknowledgement of the contingencies facing the recipient (Curl & Drew, 2008; Craven & Potter, 2010; Antaki and Kent, 2012). Staff and parents seem to resolve the dilemma of care and control mostly in favour of getting jobs done, at the expense of recipients' potential trouble or disinclination. Curl and Drew's entitlement and contingency framework is certainly helpful in describing what is going on, but we identify two local factors that may tip the balance of the requester's choice of format: whether the request comes in the environment of a fault or mistake (either before it is about to be committed, or in response to its committal); and whether the request is for some physical activity in the here-and-now, as opposed to something verbal (like a promise or a decision), oriented to the future.

TIME: JUNE 26, 11:15-12:45, BUILDING 30, ROOM 1

*Allan Westerling, Roskilde University, Denmark*

### **Everyday life and discursive psychology**

This paper explores the conceptual roots of everyday life in psychology. The concept of everyday life seems primarily to be associated with sociology. While this discipline is both rich and its contribution to the development of everyday life research, I shall devote this paper to the concept of everyday life within psychological traditions of thought. My focus is on Discursive

Psychology (Wetherell, Potter & Wetherell, Davies & Harré, Van Langenhove and Harré, Gergen, Mead).

TIME: JUNE 27, 13:00-14:30, BUILDING 30, ROOM 1

*Anja Hvidtfeldt Stanek, University of Southern Denmark & Maja Røn Larsen, Roskilde University, Denmark*

### **Small children's development of conduct of everyday life**

Nordic countries are characterised by a high rate of small children attending day care – in Denmark 18 % of children less than a year and 86 % one-to-three year-olds attend either day care or nursery (Haagensen, 2011). Still we need more knowledge about the specific meanings of these societal arrangements and how the youngest children develop their conduct of everyday life in the transitions across home and institutional arrangements as nursery or day care (Haavind, 2011). The aim of this paper is to discuss small children's (aged 0 to 3 years) development of a personal conduct of everyday life through participation in social practices among peers, parents and professionals – especially focusing on the children's life in day care or nursery. We present an on-going two-year ethnographic study during which, we do participatory observations of the social life of children in nursery or day care – and in the transitions between home and societal institutions. Starting out when each child is about 12 months we follow them in- and across their societal settings. Furthermore, we conduct interviews with the parents and professionals around the children. We work within a theoretical framework developed in German-Danish critical psychology, as well as the ethnographic tradition deriving from Jean Lave (Dreier, 2008; Holzkamp, 2013; Lave, 2011). We thus approach the empirical and theoretical challenge related to the study of small children's everyday life through analysis of the dialectic relation of the small child as a subject with agency, participating in societal contexts in which the child develops and learns.

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TIME: JUNE 26, 11:15-12:45, BUILDING 30, ROOM 1

*Anke Werani, University Munich, Germany*

### **Constructing everyday life through language activity**

In cultural-historical psycholinguistics it is an important fact that language and speech are a dynamic entity preserved as an ability making humans unique, it is the language activity. Language activity has two central functions: it is necessary to communication and to higher psychological functions. First, this entity will be stressed and the problem addressed that in most language disciplines language and speech have been separated; there is an interest in language as a system *or* in speech as a process. Language products, their elements and structure, are mostly analysed isolated from use. Strikingly, language and speech processes are often neglected in psychology. Second, it is important to reintroduce language activity in psychology as fundamental for human beings and an integral part of human mind and society. The intertwined function of language activity will be related to the conduct of everyday life. For example “telling stories” is an important narrative element constructing reality and our Self. Language activity gives some information about higher psychological functions and vice versa. But how do these processes of interiorization and exteriorization work? How are for example attribution processes connected to language activity and where do attitudes come from? What about the magic replacement of our Self through language activity in media and social networks? And, how do we construct our Self in shared activity between individuals in specific cultures, with specific manners of cognition, and with specific ways of communication?

TIME: JUNE 28, 13:00-14:30, BUILDING 30, ROOM 3

*Anne Maj Nielsen, Aarhus University & Marie Kolmos, Aarhus University, Denmark*

### **Contemplative awareness-culture in schoolchildren's everyday life**

How do children experience contemplative activities in everyday school life? During the past decade there have been increased reports of stress and concentration problems among school children. Furthermore the everyday life of school children is conducting across diverse contexts that expose the children to various demands, opportunities and relations. According to the growing body of knowledge contemplative education and mindfulness in education can reduce stress and concentration problems for schoolchildren (i.e. Byrnes, 2012; Flook et al., 2010; Jennings et al., 2012; Napoli, 2004). Contemplative education in this study conceptualizes the work with personal experiences of mindful sensuous activities related to the school subjects. We present and discuss results from a qualitative study of a school class (grade 5-6, children aged 11-13) through the initiation of contemplative practice and after a year. The focus is on children's experiences of contemplative practices in relation to their wellbeing and ability to concentrate in diverse situations in their everyday life. The study aims to describe, conceptualize and analyze individual participant's experiences as well as the situated contextual constraints, opportunities and interactions in which experience happen. We have used sensory-based interviews with children in order to obtain their sensuous experiences of contemplative activities. The theoretical approach is informed by phenomenology, cultural psychology and materiality studies (i.e. Barad, 2003; Holzkamp, 1998; Stetsenko & Arievisch, 2004; Zahavi, 2003).

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TIME: JUNE 26, 11:15-12:45, BUILDING 30, ROOM 3  
*Anne Marché Paillé & Pascal Paillé, Université Laval, Canada*

### **What can we learn from the “lack” of disgust of gerontological nurse body work?**

As part of the unrewarding aspects of domestic work which the whole society seems to loathe, work of caregivers assigned to the personal care of elderly residents in institutional facilities is thought of as “dirty work” (Hughes, 1951). This work is delegated to women – and a few men – who must deal with unbearable feelings of disgust and the ethical threat that this represents for “care work”. Using a framework integrating both moral theory of emotions (Nussbaum, 2001) and psychodynamics of work (Dejours, 1980), this qualitative study examines how caregivers, though declaring their lack of disgust, use their creative intelligence to deal with the emotional and moral conflict between the disgust they feel and the core values of care work. Based on structural oppositions of disgust and on human conducts in work situations model, an ad hoc grid inspired by moral theory of disgust (Miller, 1997) was developed to analyze twenty in depth interviews. The results show that nurse aides keep their feelings of disgust away, protecting themselves by adopting an ingenious approach involving subjective distance. This conduct of every day life protects the workers, their coworkers but in the first instance, the elderly residents, from the loathing of disgust and from its contaminating power (Rozin, 1986) involved in body work.

TIME: JUNE 27, 10:45-12:15, BUILDING 30, ROOM 3

*Arthur Arruda Leal Ferreira, Natalia Barbosa Pereira, Julia Torres Brandao, Karoline Ruthes Sodr , Marcus Vinicius Barbosa Verly Miguel & Bruno Foureaux, University of Rio de Janeiro, Brazil*

**The production of subjectivities in networks: Following the clues of an applied psychology division**

This paper aims at shedding some light on the different ways of producing subjectivities engendered by psychological practices. This research is based on the conceptual Political Epistemology of Isabelle Stengers and Vinciane Despret and the Actor's-Network Theory of Bruno Latour and John Law. To these authors, scientific knowledge is produced not as a representation of reality through well-formed sentences, but as articulation modes between researchers and investigated entities. In general, these articulation modes can engender a recalcitrance effect (questioning of assumptions, concepts, tools or even survey issues) or docility (extortion of the expected response) on the part of the investigated entities. The possibility to generate and shelter recalcitrance would be the basis for a new parameter of scientific legitimacy, replacing the model that seeks to approach that which would be true. To investigate these modes of articulation produced by psychological knowledge and practices, it was observed modes of articulation that certain psychological techniques, especially in therapy, have with their users. Specifically these techniques, coming from different directions (psychoanalysis, behavioral cognitive therapy, Gestalt Therapy and Institutional Analysis) are currently being followed in the Division of Applied Psychology at UFRJ. To this end, in addition to the description of the artifacts present in certain therapeutic practices people in the early and end of therapy were interviewed as well as trainees, screening staff and mentors. In such interviews, respondents are considered co-experts are able to express themselves on topics such as: the nature of psychology, its therapeutic aspects and its effects on everyday life. We highlight in this paper the narratives of the screening staff and that in early therapy. With regard to the screening team, it is possible to highlight the nonlinear modes of negotiation that exist between the DPA trainees for entry of new users. It was possible to observe that there is no predetermined criterion to forward the user to a specific therapeutic approach. The choice form is based on the availability of vacancies in a particular

approach, remaining the user's demand in the background. With regard to people in the beginning of therapy, after analyzing the interviews it was possible to perceive two response patterns: 1) Canonical answers about what therapy is and what its goals are, demonstrating a docile posture before the psychologist's authority who was incarnated by the interviewers, students of psychology. 2) Answers with a more inquisitive position about Psychology, understanding this as a way of seeing the world, a philosophy of life, presenting a more recalcitrant posture.

TIME: JUNE 27, 10:45-12:15, BUILDING 30, ROOM 1

*Barbara Schneider & Liza McCoy, University of Calgary, Canada*

**Square dancing in the third age: Play, aesthetics, and embodiment in everyday life**

Our research investigates the everyday practices and experiences of aging adults who take part in a square dancing club in a Western Canadian city. As many scholars have pointed out, much of the literature on aging regards it as a deficit condition: it is thought to involve loss of former work roles, loss of health and mobility, loss of community participation. However, with ever increasing growth in the number and wealth of older people in North American society, "new forms" of aging are leading to a shift in conceptions and practices of aging. Much has been written about the health benefits of square dancing for aged and aging people, but our focus is on the emotional, embodied, and inter-relational aspects of square dancing and its contribution to the everyday lives of aging adults. Building on a methodological commitment to starting analysis in the everyday lives of individuals, we draw on rich empirical data gathered in a study of square dancing and the square dance community in Calgary, Alberta, Canada, including participant observation, interviews, focus groups, surveys, and photographs. We offer an ethnographic case study that explores the possibilities offered by square dancing for understanding how older individuals engage in everyday activities that have the potential to contribute to a reconceptualization of subjectivity and agency in older adults and to a recasting of traditional social psychological approaches to aging.



TIME: JUNE 28, 13:00-14:30, BUILDING 30, ROOM 3

*Blair Stevenson, University of Oulu, Finland*

**Can you export independence? A theoretical framework exploring children's independence as a hidden variable in current discourses on educational success in Finland**

This paper outlines a theoretical framework for exploring the influence of children's independence in everyday life as a contributing factor to educational success within the Finnish context. This framework is offered as a critical response to increasing policy attention to Finland's educational success as suggested by PISA test scores. Furthermore, this framework attempts to demonstrate that current international comparisons of educational success fail to sufficiently account for social and cultural aspects of everyday life that may have considerable influence the children's learning and success in the formal education system. A comparison of links between the everyday settings of family life and schools in Finland and Canada is provided through this framework to exemplify the differing social and cultural foundations and their potential implications for educational success. Specifically, parental perceptions of their children's level of independence and the physical networks in communities such as bicycle paths and parks that children may or may not be able to independently access are outlined as key areas for study. An interdisciplinary approach to research methodologies is introduced focusing on both the use of surveys to examine parental perceptions on independence afforded to children and a spatial analysis of physical pathways and spaces in communities which may impact on children's abilities to act independently. A preliminary hypothesis suggests that the level of independence in children's everyday lives outside of the school environment will have a notable impact on the connected performance and interaction of those children in school.

TIME: JUNE 28, 10:45-12:15, BUILDING 30, ROOM 1

*Bogdana Humă, Loughborough University, United Kingdom & Cosima Rughiniș, University of Bucharest, Romania*

**First impression reports as methodically constructed narratives of first acquaintances in daily talk-in-interaction**

Discursive social psychology proposes a novel approach to human interaction by focusing its investigations on everyday activities performed by individuals as parts of their daily lives. Social psychological processes are studied as discursive accomplishments, produced in and through talk and text in local contexts with specific, here-and-now interactional stakes. In this paper we put forward a discursive approach to “first impression” formation, a phenomenon traditionally investigated in laboratory settings using an experimental methodology. Instead, we look into spontaneous stories of initial encounters delivered by speakers as parts of larger naturally occurring conversations. We aim to produce an understanding of first impression reports as constructed, employed, furnished, and dealt with by participants in everyday interactions. Based on an examination of naturally occurring recorded conversations in which individuals talk about first acquaintances, we observe that first impression reports are usually comprised of three elements connected through a narrative line: the context of the first encounter, a set of events involving the target person as witnessed by the speakers, and their subjective reactions to these events. These elements are available for participants to selectively employ and actively shape through talk-in-interaction. Moreover, each component is accompanied by a set of epistemic and experiential entitlements, utilized by speakers to manage the fragile balance between factual description and personal stakes. First impression reports constitute a powerful discursive device for introducing potentially controversial knowledge and moral appraisals of other persons in daily interactions.

TIME: JUNE 28, 13:00-14:30, BUILDING 30, ROOM 4

*Caroline Nilson, Paul Morrison & Cathy Fetherston, Murdoch University, Australia*

**Being immersed in the everyday lives of an Australian Aboriginal community: The ‘personal development’ required of a non-Aboriginal researcher**

This paper will highlight the preparation required, of a non-Aboriginal researcher and health promotion intervention facilitator to work collaboratively with and be involved in the everyday lives of an urban Australian Aboriginal community. Understanding and defining her role, obligations

and responsibilities in the context of the Indigenous research paradigm is paramount to ensure that all learning, sharing and growth taking place is reciprocal and engages all parties as active subjects. The aim of the paper is to explain the researcher's preparation through three specific areas of 'personal development' (Smith, 2005). Firstly, through self-examination and evaluation of personal actions, views, values, beliefs, customs and communications that constitutes what she has come to consider full engagement and participation in everyday life. Reconceptualization of these personal criteria is required to guide the search for reality in a diverse cultural context. Secondly, with an understanding that cultural competence is a continual journey and not a destination, she takes action to demonstrate willingness to explore cultural differences and develop openness to those differences, with particular reference to health care practices and the Aboriginal ways of knowing, being and doing. Finally, the participation in knowledge development in topics that enable information sharing in culturally safe ways, which highlight and draw on the strengths of individuals and the community as a way forward to positive change. In addition, the paper will discuss the impact of the preparation on the researcher as an individual and the impact on the relationships with and within the Aboriginal community.

Smith, L. (2005). *Decolonizing methodologies: Research and Indigenous peoples*. London: Zed Books.

TIME: JUNE 26, 13:30-15:00, BUILDING 30, ROOM 4

*Charlotte Jonasson, Aarhus University, Denmark*

**Attending the education of attention: Preparing for apprenticeship in everyday life in a Danish school**

A central purpose of the introductory course at a Danish vocational school is to prepare the students for apprenticeship. Empirical findings from a one year field work at a vocational school show how teachers and students during workshop classes in the kitchen share an attention to, what Ingold (2001) has described as an 'education of attention', where the novice becomes skilled through processes of imitation and processes of improvisation. The findings show that the teachers make efforts to support the students' shifting in between processes of imitating the teachers' expertise in handling

ingredients and methods and processes of students' improvisation to use such ingredients and methods in their own cooking procedures. In this process, the teachers encourage the students to make and learn by their mistakes, which, they argue, may not always be possible at workplaces that have to attend to more productive and economic priorities. Thus, the everyday life in school may entail complex processes of attention that both imitate and improvise on the perceived everyday life at a workplace. This may be relevant for further studies of learning in school and crossing boundaries to work.

Ingold T. (2001). From the transmission of representations to the education of attention. In H. Whitehouse (ed.), *The debated mind: Evolutionary psychology versus ethnography* (pp. 113-153). New York: Berg.

TIME: JUNE 27, 15:00-16:30, BUILDING 30, ROOM 1  
*Constantine George Caffentzis, University of Southern Maine, USA*  
**Everyday life in the shadow of the debt economy**

Caffentzis examines the changes in the structure of everyday life in the United States wrought by the rise of the debt-economy. The major features of this development being: increasing individualization, the centrality of monetary guilt and shame, and the apparent disappearance of agents of repression. Caffentzis then examines the making of an anti-debt movement aiming to counter these tendencies.

TIME: JUNE 28, 10:45-12:15, BUILDING 30, ROOM 4  
*Daniel Adler, University of Technology Sydney, Australia*  
**Artifacts of project based work, activity and every day action**

Projects are a widespread method for accomplishing work. Definition of projects and their management draw upon the concepts of temporary organisation, limited time, and constrained resources. However there is a dearth of research into the fine grained activities of the day to day actuality of projects, and the purpose of this paper is to explore this through the application of an ethnomethodological approach guided by activity theory with

several in depth case studies of small groups of people working on projects in order to record and analyse how projects are accomplished. Place, activity, and actors are explored with focus on shared objects and mediating tools as a method to link the individual experience to the group via the shared externalisation and internalisation of meaning generated through collective discourse. To make sense of this dynamic third generation activity theory is being applied to limit the shared object based on goal-motivated action. Results of this study indicate that the object is unstable and dependent upon the relationships between actors across the course of a project. The locally produced order through goal directed action can also surface contradictory world-views that through the constraint of the temporary organization, are unable to be fixed in any one position for long enough for the local actors to resolve. Though project based work does promise mobility and flexibility from an organizational perspective, in practice this is not necessarily the case for the project group participants.

TIME: JUNE 26, 13:30-15:00, BUILDING 30, ROOM 1

*David Pavón-Cuéllar, Universidad Michoacana de San Nicolás de Hidalgo  
Morelia, Mexico*

### **Jacques Lacan and the Other's conduct of everyday life**

Could it not be that something or someone else conducts my life while I feel I am conducting it? But who or what might conduct my life instead of me? Actually the question is not only who might conduct my life, but who owns this life? Whose life are we talking about? It may be considered my life, at least in the liberal democratic perspective. But even in the Marxist representation of capitalism, life must belong to the workers who freely sell their life, their labour force, as a commodity. However, once they sold their life, this life belongs to the capital. It becomes this capital that is nothing more than a symbolic value from Lacan's point of view. Such a symbolisation, or transformation of real life into the symbolic value of capital, may still be conceived as the basis of alienation. Life would be alienated or taken by the Lacanian Big Other, which would become the subject of the human subject's life, the reality of the human essence as Marx understands it, as the ensemble of the social relations. Should we then conceive these relations as

the subject itself? If we do so, the subject should not be reduced either to the traditional psychological individual *subject in social relations*, nor to the alternative subject offered by Holzkamp's critical psychology, the *subject within the context of her or his conduct of everyday life*. After all, how can we distinguish this context from the subject within it?

TIME: JUNE 26, 11:15-12:45, BUILDING 30, ROOM 3

*Ditte Stilling Borchorst, Roskilde University, Denmark*

### **Community alarms, recognition, and elderly people's conduct of everyday life**

In aging societies, welfare technology has become a new buzzword in the private and public sector. An increasing amount of technological artifacts and systems are developed and implemented in the elder care, and ambient assisted living technologies are becoming influential "forms of life" (Langdon Winner) in the everyday life of elderly people. In my PhD project I investigate the social implications of community alarms in elder care, focusing on the emerging dilemmas and contradictions of elderly people in their conduct of life, including the transformations of professional practice. My research is based on critical psychological practice research, the critical theory of recognition, as well as critical participant methodologies (e.g. participant observation, qualitative interviews, interpretation meeting). I am working with questions like: How do elderly people and their caretakers relate to the community alarm? How are other people involved in elderly people's life with a community alarm? What kind of contradictory circumstances are connected to this form of social practice? I am engaged in generating knowledge about the significance of welfare technologies for the mutual social recognition in the conduct of everyday life.

TIME: JUNE 27, 10:45-12:15, BUILDING 30, ROOM 1

*Erin Thrift, Simon Fraser University, Canada*

### **Structure and agency in everyday life**

A question that appears repeatedly in the study of everyday life is the extent

to which human action is determined by structure or explainable by agency. This paper advances a compatibilist position on the structure/agency debate, arguing that agency is a human capability that develops (unequally) through intersubjective exchanges that are themselves shaped and constrained by structure. The development of reflective agency enables people, in turn, to transform social structures. This argument will be illustrated by examining the everyday interactions between people that occur in the context of charitable institutions. Charities play an important role in providing for many of the basic needs of disadvantaged people. However, as with any institution, the structure and operations of charities affect the ways people think about themselves and their social world and engage in everyday life. A service-provider/client model is common to charities in the Western world. Although this operational structure has some advantages (e.g., efficiency), this model of helping also limits opportunities for social position exchange, which diminishes the possibility for the development of agency in all parties involved, and thus perpetuates the status quo. The work of Foucault, which examines the effect of institutions on “the possible,” as well as Position Exchange Theory (Martin & Gillespie, 2010), a developmental theory of agency based on the original theorizing of G.H. Mead, will be referenced in support of this argument. Alternative charitable models that encourage more diverse forms of interactivity between will be examined.

Martin, J. & Gillespie, A. (2010). A neo-Meadian approach to human agency: Relating the social and the psychological in the ontogenesis of perspective-coordinating persons. *Integrative Psychological and Behavioral Science*, 44, 252-272.

TIME: JUNE 28, 10:45-12:15, BUILDING 30, ROOM 4

*Estrid Sørensen, Ruhr-University Bochum, Germany*

### **The scale of ‘situation’ and ‘practice’ in studies of everyday life**

There is a shared understanding among scholars studying everyday life that this endeavour requires attention to situated practices. However, the temporal and spatial scales of the ‘situation’ and of ‘practice’ are rarely debated. Empirical studies referring to ‘situated practices’ apply very different scales; from micro-interactions to broad cultural, historical and societal trends.

With a point of departure in Marx', Mead's and Garfinkel's approaches to (situated) praxis and practicalities the paper points to the different scales applied by these classics. Focus will lie on the way in which such scales are guiding for collection and analysis of empirical data. I draw on my own ethnographic classroom research and on my research into child protection practices to argue for an approach to the 'here-and-now' (Verran 2001) scale in empirical research; a scale not only applying to the objects of study but also to the research process.

TIME: JUNE 26, 13:30-15:00, BUILDING 30, ROOM 1

*Fernando Lacerda Jr., Federal University of Goiás, Brazil*

### **Liberation psychology and the need to challenge power: Tasks for psychology**

This paper presents a discussion about what means Liberation Psychology in the work of Ignacio Martín-Baró. The paper is divided into four parts: (a) a brief presentation of life and work of Martín-Baró; (b) considerations on the different definitions of Psychology proposed by Martín-Baró; (c) discussion about the centrality of the concepts of ideology and power in Liberation Psychology; (d) development of the argument that Liberation Psychology can be understood as a Critical Psychology of Everyday Life. Initially, the paper argues that the concern with the role of Psychology in realities governed by oppressive and exploitative societal relations led Martín-Baró to study and to develop a theoretical reconstruction of Psychology – what resulted into original elaborations (proposition of new fields as Liberation Psychology or a Psychology from the People) or redefinition of traditional fields (like Social Psychology and Political Psychology). However, besides the diversity of studies and discussions developed by Martín-Baró, there are two categories that are present in almost every discussion proposed by the author: ideology and power. In other words, a critical understanding of ideology and power is necessary in order to liberate Psychology from individualistic and unilateral standpoints or to propose a Liberation Psychology that tries to overcome oppressive relations. In this sense, one can argue that Martín-Baró developed a Critical Psychology of everyday life, since his studies focused: (a) How subjects are involved in ideological and power



relations? (b) How Psychology can, instead of justifying and reproducing, contribute to the critique and transformation of societal relations?

TIME: JUNE 27, 13:00-14:30, BUILDING 30, ROOM 3

*Heinz Mölders, INCA Projectbureau Amsterdam, Netherlands*

### **Multiloog about everyday life**

The Multiloog project is a low threshold service for users and survivors of psychiatry, relatives, professionals and others. Its aim is to promote communication about (problematic) everyday experiences. In this context, an important question is, how to create a “safe space” for self-understanding and constitute promotive and preventive circumstances in this process. For example, the discourse on illness interferes with a process of understanding. Perspectives of critical psychological practice are discussed in the paper. The Multiloog-project finds its inspiration in the ideas of Klaus Holzkamp about self-understanding in everyday life (*Soziale Selbstverständigung im Rahmen alltäglicher Lebensführung*) and the work of ALF (*Arbeitsgruppe Lebensführung*) at the Free University of Berlin. In the paper I will present the Multiloog-project, we have 15 years of experience with in the Netherlands and I want to present the theoretical background. An important part of the theoretical background is the process in which we try to transcend the common conditioning discourse (*Bedingtheitsdiskurs*) with the reason discourse (*Begründungsdiskurs*) through which the reasons for human actions can come into focus (Website: [www.inca-pa.nl](http://www.inca-pa.nl)).

TIME: JUNE 26, 13:30-15:00, BUILDING 30, ROOM 4

*Jacob Klitmøller, Aarhus University, Denmark*

### **Students' relations to educational arrangements**

A great variety of researched educational teaching techniques exist for teachers to use as tools for arranging student life and work in classrooms. In the past decade learning styles in general and the Dunn & Dunn Learning Styles (Dunn & Griggs, 2004) in particular has been widely adopted (Andersen, 2006). Aside from the question of whether the effects suppos-

edly found in research actually carry into practice another which will be pursued here, is how and in which ways students understand and interpret these arrangements – vis-à-vis their everyday classroom participations and their wider participation in as well as outside school (Dreier, 2004). This paper reports from a study in a classroom in which the techniques (diagnosis of individual learning styles, instructional resources) of the Dunn & Dunn learning styles model were used explicitly by the teacher to structure teaching. Classroom observation was supplemented with interviews of participants and revealed a marked difference in perspective on the model between teacher and students. Differences pertaining to the usefulness of its effectiveness; the place of the underlying assumptions about individual learning styles; the relation of the techniques to other teachers non-use of the same techniques; to the different perspectives of school life and learning opportunities outside school. Findings highlight questions pertaining to the role of educational techniques in the everyday life of students and the common methodological reduction of students to effects of educational implementations (Dreier, 2011).

TIME: JUNE 27, 15:00-16:30, BUILDING 30, ROOM 1

*Karen Henwood, Nick Pidgeon, Catherine Butler, Karen Parkhill & Fiona Shirani, Cardiff University, United Kingdom*

**Life dilemmas and sustainable transitions: A study of everyday energy practices**

Finding ways to live more sustainably is a key issue on the political agenda locally, nationally and globally. Increasingly, the rapid depletion of natural resources that are necessary for the production and everyday consumption of energy is adding to this sustainability agenda. In the UK, research initiatives are underway to investigate the kinds of transformative changes that could be set in motion to create major (less energy intensive/low carbon) transitions in our societal, community and personal ways of relating to energy. Energy biographies is one such project, and starts from the assumption that making changes associated with decarbonisation will not be easy because energy is deeply embedded in taken for granted, structurally organised aspects of everyday life. The project ([www.energybiographies.org](http://www.energybiographies.org)) focuses

on people's mundane or routine ways of using energy as an invisible part of how they live out their everyday lives. It is also developing an innovative "biographical" methodological approach to investigating the everyday situatedness of energy demand reduction within and beyond the home (i.e. also including work and travel). The talk will present progress made thus far in investigating questions about how, over the course of their lives, people become locked into high intensity energy use pathways, and whether they can be prompted to engage with possible openings for change. It will also address the kinds of life dilemmas that emerge once questions are explored about people's connections and disconnections with the longer term future, and implications of this for understanding ethical perspectives relating to energy consumption.

TIME: JUNE 28, 13:00-14:30, BUILDING 30, ROOM 3

*Karen-Lis Kristensen, Aalborg University & Line Lerche Mørck, Aarhus University, Denmark*

### **ADHD medication in a Danish primary school**

The paper addresses dilemmas and struggles in relation to medicating children diagnosed with ADHD. The case study is about an ADHD diagnosed 1st grader, 7 year old Dennis and his struggles for a 'viable life' (Butler). The paper presents processes of coming to new understandings (Holzkamp) of I, we and others - exemplified by Dennis' change of self-understanding in and across school and his two homes. The empirical case study has been generated through collective biography work with teachers and students, as well as qualitative interviews, photo based interviews with students and participant observation in school. Our aim is to generate theoretical knowledge about change of self-understanding in relation to medication of children in school and simultaneously developing everyday school practice through creating new 'practice recognitions' that partly move beyond the marginalized self-understandings. A multitude of dilemmas for teachers, pedagogues, parents and for the child are unfolded. The paper also analyses the struggles and limitations of viable lives in school as ADHD-diagnosed and the difficult processes of becoming a more active and potent subject among others while medicated.

Butler, J. (2004). *Undoing gender*. London: Routledge.

Holzkamp, K. (2013). Psychology: Social self-understanding on the reasons for actions in the conduct of everyday life. In E. Schraube & U. Osterkamp (eds.), *Psychology from the standpoint of the subject: Selected writings of Klaus Holzkamp* (pp. 233–341). Basingstoke: Palgrave Macmillan.

TIME: JUNE 26, 11:15-12:45, BUILDING 30, ROOM 1

*Karl E. Scheibe, Wesleyan University, USA*

### **The drama of everyday life**

Everyday Life is a drama. In virtue of the choices made by human players, time successively molds definition out of mere possibility—the arbitrary becomes essential. Our performances always take their significance out of the frames and boxes that provide their context, and it is sometimes hard to know that these frames and boxes are not coextensive with the whole world, but are adventitious affordances of the theater of the moment. Drama implies not only an actor but at least two actors, or an actor or an audience, or a hypothetical other. The play necessarily involves cycles between and among these parties. Drama is not stasis but transformation—a change in form or quality resulting from the playing out of cycles of exchange. The drama of everyday life is taken seriously—or not, depending on the disposition of actors to be loyal to their professed commitments and true to their promises, and, of course, depending on the way settings change. Genuine human caring is created out of the natural background of profound indifference by the connective properties of dramatic narrative. The motivational significance of drama is revealed by its capacity to relieve human beings from the boredom of sameness and repetition, even as boredom is never completely lost as a phase in the dramatic cycle. We are material creatures, animal bodies—and as such we must be clothed and made up in order to be suitable for participation in the drama of everyday life. We are also reflective selves. This means that we have concerns other than mere bread and company. The drama of everyday life is constantly in flux, though its main functional features of cyclical exchange are permanent.

TIME: JUNE 26, 11:15-12:45, BUILDING 30, ROOM 3

*Kasper A. Kristensen, Roskilde University, Denmark*

**The everyday conduct of life as a potent concept for a critical health psychology**

This paper argues for drawing in and developing a theoretical and empirical framework in critical health psychology, which focuses on health concerns from the standpoint of the individual subject within his or hers personal conduct of everyday life. This standpoint builds on a growing body of theory and research on the conduct of life in the German-Danish tradition of critical psychology. Furthermore it borrows from Danish philosopher Juul Jensen's dialectical analysis of the health concept as diverse historical and culturally developed forms of knowledge to evaluate the qualities of human life. Analysing health in the context of the everyday conduct of life is argued to be a potent psychological window to the knowledge, the experience and the active efforts of individuals and groups to conduct life and realize important projects and goals as well as struggles and dilemmas of everyday living. Opposed to the medical concept of health as an enclosed evolutionary skin bound mind-body functionality, the conduct of everyday life is argued to offer a relational and dynamic perspective of human life, through which the embodied individual being can be seen to actively integrate and participate in the social and ecological world through which, his or her life is made possible. The theoretical framework is furthermore discussed as a resource to develop research participant's critical consciousness of health problems, as they are involved in a conduct of life and related to particular participations in social practice, particular concerns and broader social systems and ideologies that confronts and possibly marginalize groups and individuals.

TIME: JUNE 28, 13:00-14:30, BUILDING 30, ROOM 1

*Kasper Levin, Roskilde University, Denmark*

**Capoeira, ADHD and aesthetic movements of life**

“There is no other aesthetic problem than that of the insertion of art into everyday life” (Gilles Deleuze)

In psychological research art and aesthetics are rarely considered central to the perspective of everyday life. Philosophically this relates to an insist-

ent separation of art and life that goes back to Immanuel Kant's theory of sensation in which aesthetics takes on a double meaning. Thus, on the one hand, aesthetics is a theory of art by which we can reflect on our actual experiences with different material forms of expression (aesthetic judgment); on the other hand, it also refers to a more general theory of sensibility, as the conditions of possibility for subjective experience (transcendental aesthetics). As an effort to unite these empirical and transcendental aspects of sensation this paper will animate the philosophy of Gilles Deleuze and argue that questions of art and aesthetic expressions are forces immanent to the production of sensibility and as such fundamentally related to the conduct of everyday life. In this perspective the question of aesthetic expression cannot be reduced to a function of psychological, social or cultural representation of the lived, but must also be addressed as a field for producing or opening new possibilities for everyday practice. As a concrete example of an aesthetic approach to everyday life I will take point of departure in my own research exploring the relationship between the expressive movements in the Brazilian martial art, capoeira, and the conduct of children diagnosed with ADHD.

TIME: JUNE 28, 13:00-14:30, BUILDING 30, ROOM 4

*Katia Dupret Søndergaard, Aarhus University & Jo Krøjer, Roskilde University, Denmark*

### **Heterogenic listening: Ethics in work life analysis**

Departing from new materialism and actor-network theory the article discusses the ethics of analysis implied in the principle of general symmetry. Rooted in investigation of the ethical claims which arise from the inclusion of non-human actors in analysis of work life, we suggest a way to act on such ethics. Departing from Latour's idea of 'Parliament of Things' (Latour 1993) we suggest that work life analysis are more/only ethically sustainable when including relevant, non-human actors. In our opinion it is only possible to understand and analyze work life adequately, if such analysis takes the works and beings of both human and non-human actors – and the network which connects them – into consideration. In order to do so, we develop a new analytical strategy; Heterogenic listening. Our foundational premise is that neither researchers nor the field possess powers to define an ethics of

analysis. Ethics of analysis is rather to be understood as an effect of actual relations between the field-network and the researchers' network. This proposing of a new-materialist ethics of analysis also involves a new concepts of analysis connected to 'heterogenic listening'. We aim at unfolding the strategy of heterogenic listening and the analytical concepts of 'putting at risk' and 'slowing down'.

TIME: JUNE 27, 13:00-14:30, BUILDING 30, ROOM 3

*Kirsten Gabriele Schrick, TIM-Foundation Munich, Germany*

**“Adolescents present us their lives”: A study by the TIM-Foundation**

Children and teenagers from socially disadvantaged backgrounds show high competencies in the conduct of everyday life, which are often not recognized by themselves and their environment. In order to recognize, expose and promote these skills and resources, the TIM-Foundation explores jointly with adolescents, what it is that helps them succeed in their daily lives: The adolescents show us their everyday life, what is most important to them, what their goals are, how they organize their lives and what is difficult for them to cope with. By doing that, the adolescents also discover, what they handle well in their everyday lives – and what causes problems. The paper presents results of the TIM-study “Adolescents Present Us Their Lives”. Our observations and propositions are based on qualitative interviews that were conducted by using the method of companion and were assessed jointly with Munich's IPP (Institute for Praxis Research and Project Consulting). This subject oriented perspective follows the “Munich subject-oriented sociology”, a theory and research approach that has been developed since the 1970s. Learning from our target group is part of the TIM-Foundation's work and research approach. Hence, our foundation is – similar to the adolescents – in a constant process of development. Building on these results, the TIM-Foundation initiates projects that deal with the promotion of competencies for the conduct of life.

TIME: JUNE 28, 13:00-14:30, BUILDING 30, ROOM 1

*Kurt Bader, University of Lüneburg, Germany*

**To create presuppositions: Arts in everyday life**

In neo-liberal society humans are expropriated from arts. Arts turn to be an affirmative element and are embedded in commercial structures. This has an influence as a profile of demands on the artistic work of humans. Either artists play a role as entertainers or, for the main part, they are relatively isolated. Especially the neo-liberal regulations offer in this case an individualistic view and pretend a hopeful subjectivity without fitting to the conditions. As a consequence of these processes the critical power of arts is abolished and partly disappears. Nevertheless the critical content of arts further exists, although it is deformed. Within the everyday life of subjects the contradictions, which are in connection with these circumstances, will be analyzed including the subjective signification of humans, who do arts, in relation to the social conditions. Belonging to this topic various questions will be treated as follows: What could be generally the subjective function of arts? What is the position of arts in the neoliberal society? Do have arts a political function? What is the value of arts? What function can have arts in a dialogue of self-understanding? As a summary of the analysis of the relation between subject and arts in everyday life four aspects belonging to the subjective meaning of arts can be formulated: (1) The subjective meaning of arts only can be derived from the totality of living. (2) The ambiguous character of arts is a big chance for processes of social self-understanding. (3) Based on the concept of unconsciousness in critical psychology it seems to be important, that, if arts are capable to make things conscious (again), this could be a gain of knowledge. (4) Arts don't have the political power to change the conditions of society – art is not political. But by means of arts it is possible to find and create presuppositions to increase the quality of life. Therefore arts can play an important role in human everyday life.

TIME: JUNE 26, 15:30-17:00, BUILDING 30, ROOM 1

*Lasse Meinert Jensen, University of Copenhagen, Denmark*

**The relevance of “personality” for the personal conduct of everyday life: A conceptual defense**

This paper presents a discussion of the relation between the concepts of “personality” and “conduct of everyday life”. With outset in Ole Dreier's works on persons' conduct of everyday life I will argue that “personality” is



a valuable concept that should not be written off as inherently essentialist, or worse, be left to mainstream psychology.

My claim will be that the “personality” is a valuable concept for understanding individuals in the complexity of their everyday life, and that the core questions which it addresses – individual differences, continuity, and variability – are hard to avoid when studying the everyday life of persons. I will suggest that “personality” is a practical matter, deeply related – but not reducible – to the person’s conduct of everyday life. However, conceptualizations of “personality” have mostly addressed “individual stability” or “coherence”, making such conceptualizations ill-equipped to address how persons live in and across practices and contexts. “Personality” should enable us to grasp subjective orderings and arrangements of participations and concerns, and I will draw upon empirical examples from my research into person-situation interactions and self-tracking practices to illustrate this. I will discuss the concern that “personality” atomizes the analysis of everyday by focusing too much in the individual sphere. I will argue that the concept of “personality” provides a valuable addition to the study of participation, but not a prerequisite for it. Personality should not be an excuse to disregard the social nature of practices.

TIME: JUNE 28, 10:45-12:15, BUILDING 30, ROOM 4

*Lilliana Del Busso, Ostfold University College, Norway*

**Young women’s embodied experiences in everyday life: Movement, objects and space**

The term embodiment can be understood as the “multi-sensory” and “multi-dimensional” (Mason 2002: 104) process through which persons live through and generate their bodily being-in-the-world. Embodiment thus is produced simultaneously through multiple modalities of experience relating to the bodily senses and capacities, such as the visual, auditory, touch and linguistic modes. In these terms embodiment, as the existential condition through which persons are in-the-world, is a sensuous process, of felt lived experiences contextualised and constituted through the dynamics of the surrounding socio-political world. This paper explores three empirical studies of young women’s embodied experiences in everyday life, which

utilised research methods such as life history interviewing, diary writing, photo production and memory work. These data collection methods were used in order to encourage participants to focus on concrete and specific felt and sensed experiences, and thus avoid general “talk about” the body. The approach resulted in the production of complex narratives full of tensions and ruptures, which suggest that young women live through a set of contradictory experiences in everyday life. As such women’s accounts centred on specific experiences or moments of being in stasis, motion and space – variably experiencing agency, or a loss of status as “person in the world”. This paper argues that research on everyday experience should aim to produce more than just general “talk about” that experience.

TIME: JUNE 28, 10:45-12:15, BUILDING 30, ROOM 3

*Lisbeth Hybholt, Aarhus University, Denmark*

### **Patient education in everyday life**

In this paper, I discuss analyses of change in the conduct of everyday life among adults who are treated in an outpatient clinic after a hospitalization for depression in a psychiatric ward. As part of the treatment, they have attended a patient education course. The patient education course intend to help participants conduct their everyday life outside the hospital. For example, participants are encouraged to practice a suitable activity level. Holzkamp (1998) divides the concept ‘conduct of everyday life’ into ‘routines’ and ‘the real life’. He describes routines as cyclic activities which eventually become more or less automated and taken for granted. Routines afford us time to focus on ‘the real life’, that which really matters and fulfils life. Dreier (2008) and Borg (2003) have e.g. criticized this understanding for not taking into consideration the variations and the profound personal meaning in the cyclic everyday life conduct. My analysis of participant-driven photo-interviews and follow-up interviews with participants in patient education courses led me to two points. Firstly, the analyses exemplified that cyclic routines can matter, fulfil life and vary, which can support the ongoing discussion about the concept. Secondly, it makes a more comprehensive analysis if all conduct of everyday life is perceived as having profound

personal meaning and understood in relation to the individuals concerns, orientation and localization at a certain time.

Borg, T. (2003). *Livsførelse i hverdagen under rehabilitering*. Institut for sociale forhold og organisation.

Dreier, O. (2008). *Psychotherapy in everyday life*. New York, Cambridge University Press.

Holzkamp, K. (1998). Daglig livsførelse som subjektvidenskabeligt grundkoncept. *Nordiske Udkast*, (2), 89-117.

TIME: JUNE 27, 10:45-12:15, BUILDING 30, ROOM 1

*Louise Windfeld Holt, Mødrehjælpen, Copenhagen, Denmark*

### **Handcraft as social dwelling (or how not to go exotic)**

What are the connections between forms of handcraft – such as knitting, gardening, playing instruments – and our ability to do some *dwelling-telling*, forgetting ourselves all the while? Freud proposed a *topological Mirror* to work on subjectivity and the present Narrative field calls upon a *grateful Witness*. How might a conversational psychology otherwise respond to questions crucial to subjectivity of today? The drive towards techniques of *inner silence*, e.g. Mindfulness, goes along with a general turning away from dialogical practices of *reflective subjectivity*. This workshop will deal with the troublesome, existential questions that people are trying to solve with individualizing “techniques of the mind”. The constant invitations to ‘positive thinking’ and ‘awareness of the presence’ uphold a limited choice between active and passive forms of life; have I worked hard enough (on my self) today to achieve *inner silence* in order to deal more efficiently with *outer noise*? How to become a legitimate, participant citizen when faced with physical illness, depression, grief – different sorts of existential vacuums that do not fit with a constant readiness to perform or represent oneself? This workshop will address this limited sense of choice that often outlines experiences of subjectivity. Drawing on Korean-German philosopher Byung-Chul Han, I will explore the idea of a *Vita Contemplativa*; a state of being that does not *isolate* the individual (mind or body) *nor* actualize such “techniques of the mind” as *exotic* moments in everyday life. The question is how to socially create states of being that are neither active nor passive. In particular, I will focus on *handcraft* as an everyday practice of

this *Vita Contemplativa*. I'm interested in how the practice of handcraft might change the predominant ways of framing ideas of 'the social' – what it means to be a social being. Doing handcraft makes it possible for us to connect with others without being primarily concerned with the production of identity. Or rather, without placing identity in the foreground of a social activity. Practicing handcraft makes people forget themselves and in a way forget others, while still connecting with others, still blending with others; *becoming part of* rather than being a participant. Furthermore, I will explore connections between the practice of handcraft and the concept of *joy* with reference to the work of Gilles Deleuze and Friedrich Nietzsche.

TIME: JUNE 28, 13:00-14:30, BUILDING 30, ROOM 4

*Marcia Hespanhol Bernardo & Filipe Uveda Martins, Pontifícia Universidade Católica de Campinas, Brazil*

**Work Social Psychology: Focus on everyday life of the workers by a counter-hegemonic approach**

In Brazil, the predominant idea on academic and professional areas is that all the psychologists which focuses on the work, on researches or professional performance, are included on the approach called Work and Organizational Psychology. This understanding is also present in most part of the western countries, though the denomination for this area can vary (as, for example, Industrial and Organizational Psychology). However, we can identify epistemological, methodological, and why not say, ideological differences among psychological approaches focusing on work that not allow such a generalization. Thus, the aim of this presentation is to demonstrate that exists, at least, two very distinct approaches that focus on the work within psychology and that cannot be put together under the same denomination. At one side, is the classic Organizational Psychology, which is closer to the managerial interests, and, at the other side, is the Work Social Psychology, which is oriented by a critical understanding of the work considering the broader social context. The Work Social Psychology, the approach adopted by the authors of this presentation, sets focus on the everyday experience of workers, searching, for example, clarify the exploration situations or identify ways of workers resistance. Thus, here, we aim to present some characteristics

of this approach, as it has been discussed in the research group “Work on the current context: Critical studies in social psychology”, in the Pontificia Universidade Católica de Campinas, Brazil, which the authors are members.

TIME: JUNE 27, 15:00-16:30, BUILDING 30, ROOM 1

*Martin Dege, Clark University, USA*

### **The emergence of cooperation in everyday-life**

In the 1940's, coal mining underwent a drastic technological revolution. With the introduction of the conveyor belt, labor became organized around the needs of this new technology. This shift carried harsh psychological consequences: Workers lost contact to each other resulting in social isolation. During the 1950's however, a group of selforganized workers in the East Midland's mining field created smaller units of workers, including self-managed shift and payroll plans, leading to a drastic improvement of the workers' situation. In 2011, the German defense minister Karl-Theodor zu Guttenberg was accused of large scale plagiarism. Within weeks of the first accusations, an Internet platform was established at which everyone could submit plagiarized paragraphs found in Guttenberg's dissertation. At a much higher speed and in a much more thorough fashion than any imaginable institution could have ever done, a group of otherwise unconnected individuals established a report which proved that more than 60% of Guttenberg's dissertation were in fact plagiarized. In late 2012, the WAZ media group, Germany's third largest newspaper publisher acquired several thousand low security documents of the German military documenting the Afghanistan campaign. In order to transcribe the material, the company decided to create a website at which everyone could participate in making the documents accessible and searchable. The three examples resemble forms of self-organized communities grouped around a specific labor task. And this labor produces change 'out of thin air' without institutional support. They however differ in scale as well as in organizational effort necessary to get the respective groups underway. The commonalities as well as the differences of these three cases point to two things which I will explore in my talk: (1) The possibilities for cooperation seem to have grown drastically in the past 60 years and (2) the ideological fabric undergirding these

forms of cooperation is witnessing a radical shift. How can these changes be conceptualized and what are the consequences of these changes for our understanding of knowledge, agency, and social change?

TIME: JUNE 26, 13:30-15:00, BUILDING 30, ROOM 1

*Michi Almer, Amsterdam, Netherlands*

**The work of Pichon Rivière: An Argentinean approach to the conduct of everyday life**

Studying the conduct of everyday life should be the fundamental concern of a psychology, which does not reproduce the worldlessness that characterizes mainstream psychology and which might therefore be less prone to individualize social problems and blame their victims. This was, after a lifelong search for an approach in psychology that could make a contribution to the Marxian project of emancipation and liberation, the conclusion of both Klaus Holzkamp (1927-1995), founder of the Berlin school of critical psychology and Enrique Pichon Rivière (1907-1977), founder of the Argentinean school of social psychology.

For me, having followed and studied the Berlin critical psychology since 1977, it was surprising to discover the work of Pichon Rivière and the many similarities his approach has to the German approach. I will give an impression of Pichon Rivière's ideas concerning the study of the ways we conduct our everyday lives, the place where, in his words, the social historical reality that defines the conditions of our existence at the same time shows and hides itself. I will focus on the question how the experiences of the individual subject can be the starting point of our analysis without forgetting to relate it to the social historical structures in which they are grounded, nor reducing it to those structures in any attempt of 'consciousness raising'. Argentinean social psychologists took part in the social movements based on 'horizontalism' and 'autogestion' born in the economical crisis of 2001. So this virtual visit to Latin America will be more than a theoretical exercise.

TIME: JUNE 27, 13:00-14:30, BUILDING 30, ROOM 1

*Oddbjørg Skjær Ulvik & Liv Mette Gulbrandsen, Oslo and Akershus University  
College of Applied Sciences, Norway*

### **Exploring children's everyday life as part of professional practices**

People's everyday life is a neglected area within many fields of social research. But children's everyday life is also a widely neglected issue within professional practices and welfare services. Gullestad (1989) suggested that the concept of everyday life includes the organization of activities, as well as the dimension of experience. In this paper, we will present results and experiences from the research project *"Talk with us" – Professional practices and children's participation*, located in the child welfare field in Norway. One aim of the research project was to study how professional practices which included the interest for and the exploration of children's everyday lives, could be developed. A research approach, the life mode interview (Haavind, 1987), was introduced and transformed into a tool for practitioners. An explorative and concretizing mode of conversation was supposed to be applicable for various kinds of professional conversations with children. The flow of time structures the conversation. Together with the child, the adult explores in detail the events of a specific day and how the child makes sense of them. The exploration includes the organization and activities of the children's everyday life across institutional contexts, as well as the children's experiences of their everyday life, and their meaning making processes. During the project period, practitioners trained this mode of conversation. The conversations were recorded and transcribed. The transcripts served as material for joint analyses for practitioners and researchers, in order to identify options and obstacles, and the knowledge gained about the everyday life of the particular child.

TIME: JUNE 28, 10:45-12:15, BUILDING 30, ROOM 1

*Ofra Shalev, Zefat Academic College, Nehami Baum, Bar Ilan University &  
Haya Itzhaki, Bar Ilan University, Israel*

### **"There's a man in my bed": First sexual experience among traditional newlyweds**

Although sexuality is an integral part of married couples' everyday life, little is known about first sexual experience within marriage. Studies investigating first sexual experience focus largely on relationships at a young age and among teenagers, whereas studies of that experience in the context of marriage are extremely sparse and focus mainly on clinical population of unconsummated marriage. The presented study is an initial attempt to fill the gap by exploring the subjective perceptions of first sexual experience among a non-clinical religious population. Thirty six men and women of the Modern Orthodox Jews of Israel were interviewed during their first year of marriage. The interviews revealed unique challenges and difficulties related to everyday sexuality in general and to first sex experience in particular. The findings indicate that for both men and women the first sexual experience was associated with emotional and behavioral difficulties, which appear to be rooted in the traditional nature of their religious background. The findings explore reasoning and justifications for these challenges and detail different coping strategies of the individual and of the couple, embedded in their daily behavioral routines. The findings are relevant for other traditional societies in which couples experience sex only after marriage. The findings might also support professionals and sex therapists in addressing newlywed couples' needs in similar traditional populations, such as those of Indians couples, traditional Chinese couples and Muslims communities worldwide.

TIME: JUNE 27, 13:00-14:30, BUILDING 30, ROOM 1

*Raquel Souza Lobo Guzzo, Etienne Janiacke, Walter Mariano de Faria Silva Neto, Ana Paula Gomes Moreira & Adinete Sousa da Costa Mezzalira, Pontifícia Universidade Católica de Campinas, Brazil*

**Everyday life and public elementary school in Brazil: A critical intervention model for psychology practice**

The educational system is set up in the midst of social relations and production of the capitalist society, playing a key role in the maintenance of alienation and labor social division. In Brazil, one of the countries that have greater economic disparity between population groups, this system stands as the main actor for the mechanisms for social exclusion. Under neoliberalism, the increasing commodification of education, which contributes to



the strengthening of the private and the devaluation of public education, are elements that come together to deepen social inequality and install a crisis in the Brazilian educational system, in addition to violating the right of children and young people to develop themselves. In this context, we present a proposal for psychologist intervention in public schools conducted by an extension project “Flight of the Eagle”, for 12 years inside our research group: *Psychosocial Assessment and Intervention: Prevention, community and liberation*. The intervention model advocates monitoring the development of children, according to a critical, social and historical approach, which considers all aspects of everyday life, from school and community. Through daily immersion in the school setting, psychologists analyze the everyday life of those children and its relation to various aspects, such as different expressions of violence, financial difficulties related to informal employment or drug dealing; poor access to health services and care, and the impact of the dimensions such as poverty and economic inequality in this developmental process. Based on Paulo Freire’s emancipatory education proposal and Ignacio Martín-Baró’s psychology of liberation, the inclusion of psychologists in school and community is marked by the involvement and commitment of different professionals and the perspective of subject gives support for making the issues, everyday problems and solutions, as collectively as possible, breaking the hegemonic model of psychological practice that considers the child and family as responsible for their problems. A concrete example of this critical psychosocial intervention model will be presented.

TIME: JUNE 26, 13:30-15:00, BUILDING 30, ROOM 4

*Roland Bloch & Monique Lathan, Martin-Luther-University, Germany*

### **Happy to teach: Empowered teaching faculty at German universities**

Academics share a strong belief that teaching is part of the academic profession. In line with this, results from an online survey of teaching faculty at four German universities display a general satisfaction with teaching and a shared intrinsic motivation to teach. However, this intrinsic motivation mobilizes a teaching faculty that is unequal in academic status (professorial vs. non-professorial personnel) and employment conditions (permanent vs. temporary faculty). Faced with these structural inequalities limiting the

scope of action, the faculty's motivation to teach is not intrinsic, but rather an internalization of externally set demands, namely the academic profession's demand to teach. As the teaching faculty enacts these internalized demands, it appears to be intrinsically motivated (cf. Holzkamp-Osterkamp 1990). As we will show on the basis of interviews with teaching faculty, it is an empowered faculty that recognizes and solves problems individually, thereby increasing its seemingly intrinsic motivation and reproducing structural inequalities at the same time (cf. Holzkamp 1985). Motivation and a-motivation appear as directly related to individual practice. These academics are happy to teach because they fulfill the profession's demands in an everyday practice that allows for a certain degree of autonomy in defining course content, time, and date. Yet at the same time, they are happy to teach although they may be employed temporarily, teach more than they are supposed to, offer redundant courses, have no saying in developing the study program etc. They are an empowered faculty that reproduces the power relations inherent to teaching at German universities.

Holzkamp, K. (1985). *Grundlegung der Psychologie*. Frankfurt/M.: Campus.

Holzkamp-Osterkamp, U. (1990). *Motivationsforschung 2. Die Besonderheit menschlicher Bedürfnisse. Problematik und Erkenntnisgehalt der Psychoanalyse*. Frankfurt/M.: Campus.

TIME: JUNE 28, 10:45-12:15, BUILDING 30, ROOM 3

*Rossella Sorte, Manchester Metropolitan University, United Kingdom*

### **On the developmental self through food: Migrant women's identities**

Food is a key part of everyday social life activities. This study outlines the theoretical framework for exploring its centrality on women lives in order to enlarge the comprehension of the dilemmas and contradictions of being a migrant woman in the west. By using interviews, the study explains experiences of first and second generation migrant women living in England and Italy in relation to the maintenance and transformation of their religious and cultural identities through food. Food consumption, preparation and exchange are explored in several contexts: on a day-to-day basis, and considering its function during fasting and feasting with respect to participants' engagements with the observance (or otherwise) of religious rituals and

events. Particularly, it explores how food is used to preserve or reconstruct some of the aspects of family, community and national ties of diasporic and international identifications and how, within the specificities of local circumstances, focusing on the daily, material and symbolic social practice of cooking and eating, gender, ethnicity and class are conceptualized and reformulated. Furthermore, it takes into account the role that the Internet and different kinds of associations might play on helping migrant women retain a sense of agency over everyday activities around food.

TIME: JUNE 26, 15:30-17:00, BUILDING 30, ROOM 1

*Sofya Nartova-Bochaver, Moscow State University of Psychology and Education, Russia*

**The personal sovereignty: The way to respect others and to defend oneself**

Striving for living their own authentic lives, our contemporaries are allowed to keep a balance between their own and other's needs. This means they have to master the skills at distributing time and place in everyday situations, in other words, to maintain and keep psychological boundaries and to stand challenges and pressure from outside. The main purpose of the presentation is to substantiate the Theory of Personal Sovereignty (PS), developed by author during the last decades (Nartova-Bochaver, 2008, 2011). PS is an agency's ability to keep the boundaries of his/her psychological space (*Dasein*). Based on psychotherapeutic clients' reports about everyday conflicts we have identified six fields of psychological space: body, territory, belongings, regime habits, communications, and values. Sovereignty can be established relating to each of them. At the same time, every person can launch an invasion into the psychological space of other one using the everyday activities: speaking by handy, treatment with disliked dishes, kissing, tapping, interrupting the activity, etc. Theory of PS discovers evolutionary and social meaning of PS. To measure the sovereignty level a "Personal Sovereignty Questionnaire-2010" (PSQ-2010) has been developed; psychometrics has been tested on the sample of N=1073 respondents. It has been shown that PS level is connecting on the agency's temper, biography, and culture; has been linked with psychological well-being and pro-social functioning.

TIME: JUNE 27, 10:45-12:15, BUILDING 30, ROOM 3

*Teemu Suorsa, University of Oulu, Finland*

**Solution-focused therapy and research of personal conduct of everyday living**

The connection between subject-scientific research and therapeutic practice has been a central theme in German critical psychology from early on. Psychoanalysis as the "first subject science" has been the main partner in critical-psychological projects of "critique and cultivation". There has, however, been also treatises that discuss family and systemic therapies with relation to subject-scientific concepts. In my presentation I will discuss the practice of solution-focused therapy from subject-scientific point of view. My main concern here is therapy as a way of researching the personal conduct of everyday living. Subject-scientific and solution-focused approaches share several critical concerns with regard to "main-stream" psychological concepts and therapeutic practices. Also the presented alternatives have certain obvious similarities, such as accentuating cooperation and articulating possibilities. The articulation of the societal mediatedness of human experience and action, however, hasn't been an important theme in solution-focused therapy. Whereas it is justifiable to leave the societal mediation unarticulated in conversations with some clients, it is clear from the subject-scientific perspective that it is necessary for a therapist to seek to comprehend the societal dimension both in her own action and experiences as well as in those of the client. In my presentation I will elaborate a concrete way to get a subject-scientific hold of the societal in the everyday living of clients through typical solution-focused practices.

TIME: JUNE 28, 13:00-14:30, BUILDING 30, ROOM 1

*Tine Jensen, Roskilde University, Denmark*

**Remembering forgetfulness**

This presentation takes an onset in an everyday life approach to forgetting. Thus, the question here is neither about "retrieval problems", as forgetting is coined in cognitive science, nor is it about psychoanalytical concepts of "repression". Rather, this paper looks at the meanings that forgetting

and forgetfulness takes on in everyday activities. The empirical material is derived from a memory-work-shop in the aftermath of a seminar on remembering and forgetting in the framework of the SUBSTANce research group. Researchers wrote stories about forgetting and forgetfulness, based on the task: "Tell a story, about a time when you forgot something". These stories all revolved around forgetting: Something I could not find, someone I could not remember, something, I suddenly remembered that I forgot. The stories have commonalities, but also differences, but one commonality seems to be the discursive coupling of remembering/forgetting and accountability, interest, as well as moral stance. This presentation wants to invite the audience to discuss different takes on forgetting, rather than to the presentation of "results".

TIME: JUNE 28, 10:45-12:15, BUILDING 30, ROOM 3

*Vilma Hänninen, University of Eastern Finland, Finland*

### **Losing the grip: Depression as disruption of everyday life**

Depression is usually seen as a psychological or, increasingly, a biomedical phenomenon. However, it is also profoundly connected with the sufferer's everyday life. In the presentation, the relations between depression and everyday life are analyzed on the basis of qualitative interviews with 56 40-49-year old people who have self-defined as having been depressed. Everyday life seems to be involved in various ways in different phases of the depression process. First, a difficult life situation is the context in which depression develops; inability to cope with simple everyday tasks makes depression visible; depression is sought to be controlled using everyday coping strategies; seeking treatment is restricted by practicalities that are especially burdensome to a depressed person, and finally, overcoming depression is often accompanied with making changes in the structure and habits of everyday life. The results shed light both to depression and the nature of everyday life and suggest that depression can be seen both as losing one's grip of everyday life and as a situation when everyday life loses its grip of the person. Thus it may lead to a more conscious relation to the demands imposed by the material living conditions, social norms and personal standards. The results can be used to inspire sufferers of depression, their close ones, and professionals to

search ways in which depression can be coped with and even turned as a step towards a better everyday life.

TIME: JUNE 27, 10:45-12:15, BUILDING 30, ROOM 3

*Youli Tsirtoglou & Electra Anagnostopoulou, Private practice in the cooperative partnership "Psychi Logos EpiKinionia", Athens, Greece*

**The psychologist's personal social practice: Structuring the neoliberal inconsistencies in the "flow" of everyday life**

Our intention to reflect on the psychologist's personal social practice through the development of neoliberalization in Greece on the one hand and our working as partners on the other served as the common ground for this joint venture. However, taking a first person perspective designated also the discrete meanings under which each one of us objectifies her personal social practice. For Youli the main focus is to address the various and precarious meanings along with the frequently contradictory possibilities through which the psychologist aspires to compose the components of the following dual intention in a meaningful, "multivocal and not-fragmented" personal social practice: on the one hand to work properly as a provider of "(psycho) therapy" to the people applying for it in order to structure and perform their reasons for action; on the other hand to realize her life interests as an agent participating in multiple "collectively dynamic contexts" (family, friendships, partnerships, communal initiatives, and socially committed practices). For Electra, though, what serves as a point of departure is the psychologist's direct financial reward by the "client" and its meaning for the therapeutic relation as an inter-subjective encounter of providing, requesting and receiving. In this respect she reflects upon her personal social practice mediated by the following dialectic process and its everyday inconsistencies: acting as "a responsible facilitator" of the therapeutic relation's potential on the one hand and on the other hand "dealing with the reasons" stemming from her perspective in practice. Nevertheless, both us discuss our perspectives as indicative scenes of the psychologist's conduct of life as a collective subject.



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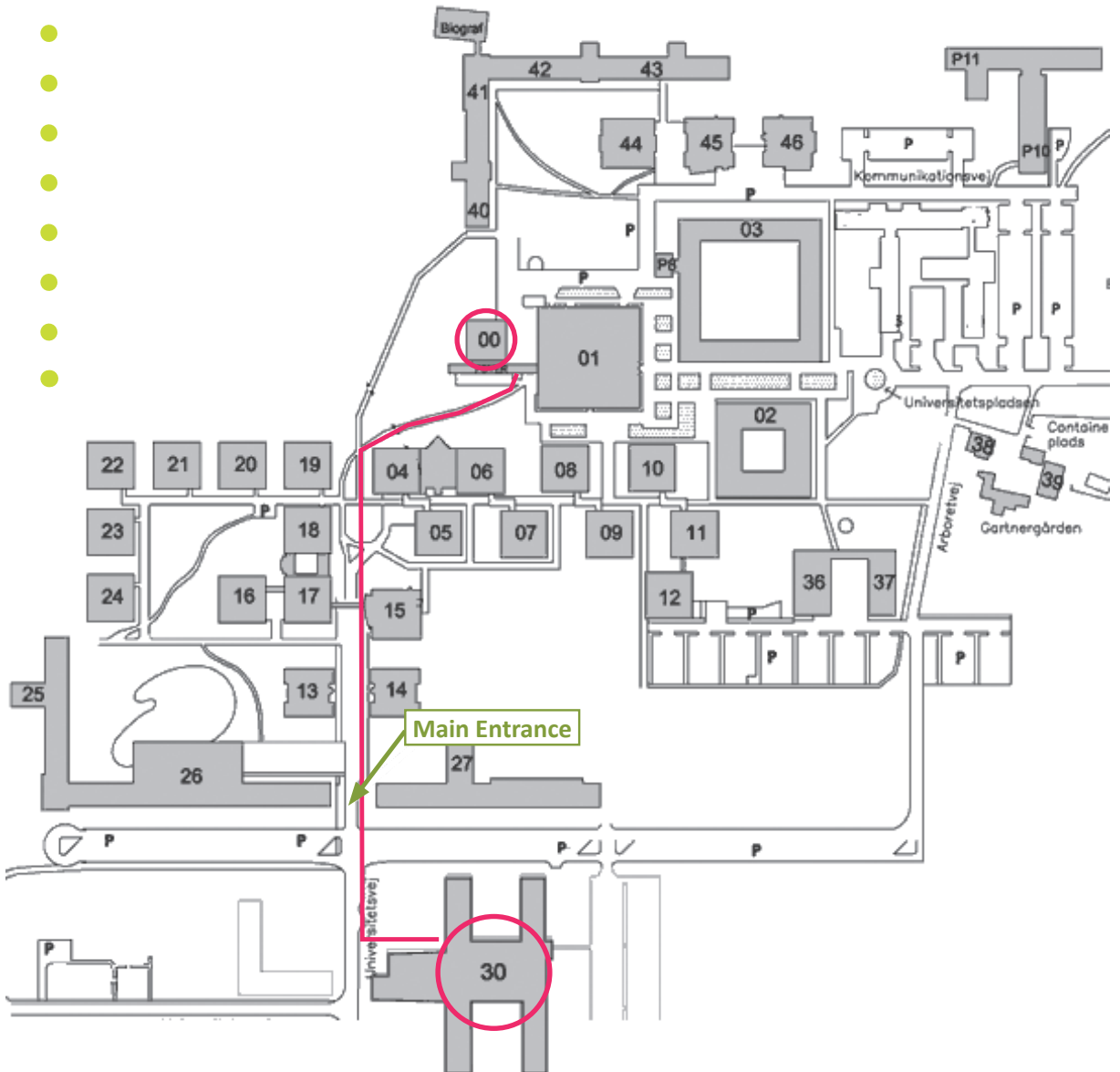
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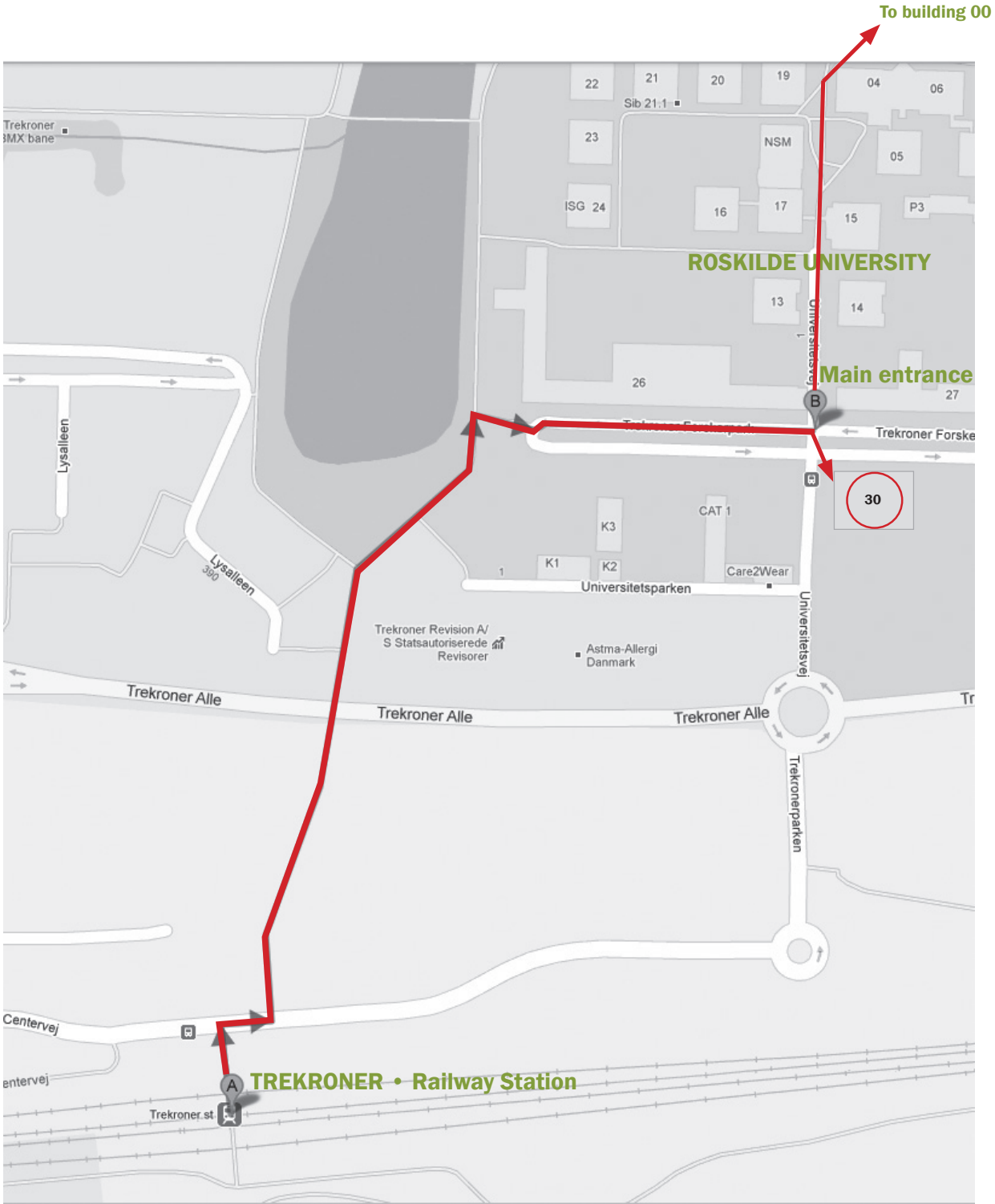
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# ROSKILDE UNIVERSITY – CAMPUS



 CONFERENCE SITES – Building 00 & Building 30





## About Roskilde University

Roskilde University was founded in 1972 as an alternative to traditionalist universities. Its problem-orientated approach to research and education is committed to developing democracy by bridging disciplinary boundaries and taking current societal problems as scientific point of departure.

Research at the Department of Psychology and Educational Studies investigates the everyday life and learning contexts of human subjects in their cultural and societal relations. Through participatory methodology and theory-based interpretation of empirical data, it pursues the critical development of scientific theory that expands people's possibilities for social participation and influence.

Psychology at Roskilde University focuses on the social psychology of everyday life. Research centers on the critical analysis of psychological processes as they unfold in the multiplicity of activities and spaces across the socio-historical contexts of everyday life. Psychology at RUC offers both interdisciplinary under-graduate and graduate education including a PhD program in "Social Psychology of Everyday Life".