

## SUMMARIES IN ENGLISH

*Peter Krøjgaard: Is the Teddy Bear the Same as the one I saw Before? – A critical evaluation of Meltzoff & Moore's identity theory, and of the recent studies*

This article is about infants' cognition of objects' numerical identity. The first section of the article is an outline and a critical evaluation of Meltzoff & Moore's identity theory. The second section contains a presentation and a discussion of some of the recent studies within this field of research. The studies in focus are Wynn (1992), Simon, Hespos & Rochat (1995), and Wilcox & Baillargeon (in press, *a*; *b*). Finally, the author seeks in brief to systematise the present knowledge concerning object individuation in infants.

*Jan Tønnes Hansen: »Bildung«, Education, Personality and Technicality: Qualified Self Decision as a Concept of Life Competencies Necessary for Living in Late Modernity.*

The article presents a theoretical framework for understanding technical and personal learning and development as aspects of the same phenomenon »Bildung«. The offset is the concept of »qualified self decision« which will be differentiated in terms of outgoing and ingoing intentionality and placed in a taxonomi of four existential life competencies. It will be argued that the development of full qualified self decision implies a stable organized and balanced existential contact between cognition, psychodynamic, emotionality and action competencies. In the last section of the article the four existential competencies will be related to a concept of self, which integrates four basic forms of human intentionality. The self, combined with its existential competencies will serve as a theoretical eye-opener for the understanding of how central personality factors in the relationship between teacher and child student influences the child's learning and development. Though the articles main focus is the question of »Bildung« in public schools, it can be generalized to reflections of life competencies necessary for living in late modernity in general.

*Jytte Bang: Learning and Competence*

What kind of relationship exists between the development of competence (learning) and the unfolding of competence? In the article, I take up a discussion about this issue. To begin with, I analyse a concrete sequence from a learning situation in physics. In the sequence I analyse some characteristic differences between the teacher's way of thinking and knowing and the pupil's ways of thinking and knowing. These differences lead me to a theoretical discussion about the concept of 'internalization' and problems related to this concept. I conclude that learning can be regarded as an activity, where individuals 'externalize' what they learn. They, so to say, anchor their knowledge about some object in the object itself. Knowledge, therefore, is not seen as a decontextualized mental state but as an activity – a way of keeping in contact with the object. Parallel to this process, the individual becomes more competent, that is, becomes able to deal with complicated problems, which demands some kind of 'reference to the future'. The theoretical analysis serves the purpose to avoid a dualism between the subject and the object without loosing the subject as an important unit of analysis.

*Lotte Rienecker: Developing university students' competence in academic writing*

Writing skills in higher education means that the student knows, handles and respects the sources of the field, knows the conventions and formats, is able to present knowledge in a context chosen by the student, can combine elements of tradition with elements of innovation within the field studied, is able to metacommunicate about his own text in his own text and about the texts, theories and methods of the

subject matter, and can differentiate between and qualify some sources, and criticize and distance himself from others. The competent academic writer has »taken the university in« and identified with the conventions and norms of scientific writing, yet is able to distance himself sufficiently from authorities to transform, debate, differentiate between and criticize them. American and British research has shown that academic writing is best learned within a process-oriented pedagogical setting where the participants write on-the-spot, and comment on their own and other students' work-in-progress. At the Communication Skills Centre, Copenhagen University, academic writing is taught using model-examples and mutual feedback in order to train the important metacommunicative competence.

*Mogens Hansen: Competencies and potentials in Intelligence Research, on Diversity, Learning and Social Rhetoric.*

The psychological and intellectual diversity in the human race is enormous. This diversity is unfolded as a resultant of heredity and environment. In this decade of biologism you will often meet fear for a dysgenic tendency because of the higher reproduction among the underprivileged with their postulated less valuable genes than the privileged. This postulate has no support in current research. Results are more to the opposite side. The still high popularity in intelligence testing is for no minor part based on social rhetoric for the legitimisation and consolidation of social, economic and educational advantages for the privileged groups.

*Jørgen Aage Jensen: Scientific pedagogical research*

The thesis is advanced that a mature science is characterised by accumulation of knowledge, an immature science by a replacing, or superseding of points of view and their associated observations. The ambition is to make a contribution to the discussion of the conditions for making research in science curricula a mature scientific endeavour. On the basis of an outline of important features of the scientific endeavour, including an attempt at characterising the concept of scientific observation, a description of the object of science curricular research is offered, as well as a frame for its research. In the present article this frame is established as a heuristic for assumptions about and observations of human acquisition processes. Some examples of possible research topics for science curricular research in agreement with the heuristic are briefly presented.

*Gerda Kraft: Didactics Between Ethics and Psychology*

This paper points to the didactic problems involved in establishing pedagogy on the foundations of psychology. A disregard of educational contents and objectives is the consequences leading to a functional approach on education. The distinction between normative pedagogical objectives and pedagogical praxis is obliterated and the upbringing aims of pedagogy is neglected. The question discussed is whether the functional approach brings pedagogy at risk of being an instrument for disciplinary purposes.

*Per Fibæk Laursen: The Educational Concept of Cognition*

The concept of cognition is central to theories of teaching and learning. However the educational concept of cognition is dominated by simplified metaphors. Four basic metaphors have been identified. They view cognition as material substance, growth potential, social practice, or construction. An integrated and more subtle concept of cognition based on newer American cognitive approaches to teaching and learning is introduced. The concept of cognition in Danish education is analysed and criticized.

*Søren Hegstrup: Is Pedagogy a Science, a Subject, a Discipline?*

Since 1992 everyone involved in practice-based professional training, whether in teaching, nursing, social work or social education, has been pawns in a very turbulent educational political game. Sometimes the training has had to be academic, and sometimes non-academic. In defiance of this turbulence, social educators, teachers, nurses and social workers have been able to work within a framework of legislation. The question discussed in this article is whether, in such a period of change, a vertical dialogue can be created between the fields of research, training and practice.

*Klaus Nielsen: Music and Psychology: Learning the Profession in Psychology and Music*

Today several higher education's are organised in a theoretical part where the students first learn, after which they apply what they learned in practice. As an example, this division is recognisable in the education of psychology. Prerequisite's and problems for this sequential organisation of the education's are outlined in the article. From a research study of how piano students at the Academy of Music learn to play the piano, the strong points in a side by side model of education are emphasized, where learning the profession is mixed with participation in the profession. In that connection several co-learning elements are identified such as students being more careful in their preparations, learning from more experienced musicians and how mistakes and inspiration are important learning resources in becoming a skilled practitioner. Furthermore, it is argued that the piano students learn from being teachers themselves. These different co-learning elements from the Academy of Music are related to the education of psychologists. Finally, several reservations to these comparisons between psychology and music are made.

*Ole Elstrup Rasmussen: Modelling of the relationship between competence and leadership, qualifications and administration*

To develop a theory of the relationship between competence/qualification and leadership/administration, the point of departure is taken in a description of a coherent and exhaustive set of psychological forms of control: reproduction, change and transformation. Subsequently it is maintained that the psychological forms of control, described within the language of system dynamics, perform the functions of competence and qualification by which the person is able to manage the civilisation and culture in which the person is embedded. Next, competence is describes as the synthetic ability to make sense of a complex civilisation while qualification is described as the analytical ability to reach goals within a complicated culture. Further, leadership is identified as synchronisation of competence by way of co-ordinating co-operation, while administration is identified as the condition of power, to which unfolding of qualification is subjected.

*Torkil Clemmensen: Knowledge and Competence in Academic Work*

In this paper we discuss the possibilities for cognitive psychological investigations of academic competence and use of basic scientific knowledge in practical problem solving. An analogy is drawn between medical and engineering problem solving. A case-representation paradigm developed in studies of medical expertise (Patel & Groen, 1986; Boshuizen & Schmidt, 1992) is adapted as a method for examining five engineers initial representation of problems in an industrial production plant. Propositional analysis shows expertise effects in recall of case material and use of basic process control knowledge. These results suggest that the method is robust and produce results that are comparable with investigations of medical problem solving.

*Charlotte Mathiassen: The Development of Competencies in a Context of Treatment – a proposal*

Within the context of competence development as the primary goal of treatment it is claimed that this project has to be subordinated the subjects 'life-project'. Furthermore it is claimed that during the course of treatment it may be necessary for the treatment itself to become its own goal, for a time replacing change in the life-activity of the subject as the primary goal of treatment. The author documents these points through a thorough presentation and description of three women's life during and after a period of treatment in an institutional context. The basis of the documentation are the women's own perspective on their life- and developmental projects.

*Ole Dreier: Therapeutic competence in a problematic practice*

It is argued that we must comprehend therapeutic competence as an aspect of concrete therapeutic practice. On this background therapeutic competence is characterized as problematic since the discipline and the practice of therapy are problematic entities. The competence changes historically and differs locally and individually. It is complex and must be understood in a decentered manner, is distributed and partial, positioned and situated, controversial and cannot be taken for granted, marked by a combination of personal uncertainty, normative faultlessness and sole responsibility. The paradox of exercising authority in the government of other people's autonomy increases therapists' personal need for self-monitoring, self-examination and self-development. It also necessitates a combination of critique of the discipline, self-criticism and development. And it calls for a concrete practice research about the therapist as a person in a therapeutic practice marked by such features.

*Eric Friis Jørgensen & Peter Elsass: Psychotherapists' Difficulties and Supervisors' Competence*

Based on a questionnaire concerning 157 Danish psychotherapists' career development, this article discusses supervisors' competence to alleviate therapists' difficulties. The Danish study is carried out within the framework of a cooperating international research network (Collaborative Research Network, in itself a part of Society for Psychotherapy Research). At present the questionnaire includes about four thousand respondents worldwide. Processes in the therapeutic triad (client, supervisee, supervisor) are discussed in the article focusing on working alliances between supervisee and supervisor. Resistance, transference and counter transference are considered in relation to supervisee and supervisor. Supervision and supervisor instruction are looked at in the context of ensuring quality, which is why an evaluation of supervisees' and supervisors' competence is included. Importance is attached to using empirically based knowledge where possible, founded on both national and international material.

*Carsten René Jørgensen: An Empirical approach to analytical interpretation.*

Analytical interpretation has traditionally been given a central place in psychodynamical psychotherapy. In this article is sketched a number of prominent approaches to operationalise analytical interpretation in order to enable empirical research. In addition is described some of the difficulties attached to a clinical valid investigation of the numerous complex factors found in the use of analytical interpretation – one of them being the assessment of the quality, timing and relational context of a specific interpretation.