

SUMMARIES

Klaus Nielsen & Jacob Klimøller: PISA, tacit knowledge, and pedagogical standards

The international PISA student assessments presently function as the central framing for the development of educational systems across large parts of the Western world. The goal is comparisons of the competencies of students across countries to make differences between the effectiveness of educational systems clear. This paper will question some of the epistemological assumptions in PISA. Drawing particularly on Polanyi's concept of tacit knowledge, we argue that PISA represents a partial and limited view on knowledge being individualistic, verbal, and unambiguous. In opposition to this, we argue that knowledge for Polanyi is a much broader phenomenon where the body, tools and tradition are key components. Furthermore, we argue that Polanyi's concept of knowledge is useful to approach the complex issues that the educational system faces today.

Jan Tønnesvang: Why educate? Qualified self-determination as a foundation and direction for pedagogy and teaching

The article aims at providing some building blocks for an educational approach that meets the current requirements for specific competencies and at the same time insists on wholeness and Bildung as a basic value in educational theory and practice. The basic idea of the article is to make the concept of competency an integral part of a Bildung-framework that can overcome some of the basic contradictions seen in the current way of framing pedagogic, teaching, and education. This is done by applying the principle of double-sided openings on the concept of qualified self-determination that concerns four basic forms of *life competencies* which humans must develop in order to be capable of realising a functional-viable life in the tension field between themselves and their surroundings – with regard to relationships, culture and society. The article argues that the four competencies are cross-contextual and that the concept of qualified self-determination thus has the potential to function as a meta-methodology for educational theory and practice, hereby paving the way for academic and interdisciplinary discussion of didactics, as well as for collaboration across different educational and institutional contexts. This is highly relevant in a complex world where human beings in pedagogical and educational processes interact in contexts where they meet people from different professions and therefore may need a translation key in order to understand how the different professions contribute to the participants' development of life competencies on an overall basis. Finally, an organisational model for a Bildung-anchored educational approach that applies qualified self-determination as both foundation and directional point of orientation for its activities is presented.

Louise Margrethe Pedersen & Martin Pors Knudsen: Am I the problem? – An activity-theoretical analysis of educational difficulties

When a university student with one or more mental disorders experience educational difficulties, we are presented with a very complex process where the student attempts to manage a great many demands, bonds and opportunities at once. The main thesis of this article is that we need to develop a holistic framework for understanding educational difficulties where

these are not reduced to linear effects of diagnosed mental disorders. In this article such a framework is presented with roots in the activity theoretical analysis and concepts of A. N. Leontjev. Furthermore, three structuring tools are presented to be used by educational counsellors for conversations with students, the aim being to understand the complex systemic characteristics of the difficulties and being able to address these. The article is based on individual counselling of students at the team of pedagogical-psychological educational counselling, Aarhus University.

Jonas B. Borg & Klaus B. Bærentsen: Illusions about free will: neuro-scientific studies of free will – a critical discussion

Philosophical and folk concepts of free will take it for granted that conscious processes such as decisions and intentions can cause behaviour. Neuroscientific experiments by Libet and others have been claimed to indicate that this assumption might be wrong, and free will is therefore an illusion. Analysis of the experiments reveal however, that they do not provide evidence that conscious decisions and intentions are causally ineffective. The decisions that subjects are to make in these experiments pertain to freedom of indifference, i.e. there is no reason to prefer one decision in favour of the other. The experiment results are therefore inconsequential concerning the question of free will. In contrast, the conscious decision and intention to comply with the experimental instructions is meaningful from the participant's point of view and these decisions and intentions seem to be causally effective. The "unconscious" character of decisions in the experimental situation is a fulfilment of experimental instructions. The experiments by Libet and others do not prove free will to be an illusion. Analysis of the experiments indicate, that the possibility of free will is not to be sought in isolated motor neurons in the brain during the final hundreds of milliseconds before a movement, but during the years, months, weeks and minutes preceding the movement. This is forgotten, when free voluntary actions are reduced to meaningless spontaneous movements. This is problematic, when sensationalistic press eagerly reports the allegation that free will is impossible, and that humans therefore cannot be held accountable for their deeds.

Lise Christensen: Vitalising psychology in neurorehabilitation

The article shows how a vitalising psychological approach can contribute to the area of neurorehabilitation for the purpose of understanding the psychological deficit position of the brain injured person. It is argued that a vitalising psychological understanding of the basic psychological needs in humans and their vitalising environments can contribute to the development of the holistic approach towards neurorehabilitation. Based on the premises in vitalising psychology, the discussion of the practical implications for this approach towards neurorehabilitation is contextualised within an integral framework that facilitates respect for complexity.

Peter la Cour: The functional syndromes: Illness, psyche and soma

The understanding of the functional diseases is complex in many ways: The difficulties of language, the cluttered diagnostic categorisation and the unclear picture of what is causing the diseases. In this article, modern perspectives on comprehension are presented, and two contemporary and different psychological attitudes are discussed in relation to the diseases.

Former views and explanations of the diseases have to be discarded in the light of new empirical findings, but new views and perspectives have not yet emerged as replacements. We have to navigate in uncertainty, which produces dilemmas. A more conscious handling of the tradition of health psychology and the tradition of psychosomatics may contribute to a psychological treatment that is more precise and more relevant to the patients.

Mia Skytte O'Toole & Jan Tønnesvang: Qualified self-determination in clinical work: a framework for the integrative eclectic psychologist

A large number of named psychotherapies provides clinicians with a broad catalogue from which to pick and choose intervention techniques. Today, many psychotherapists claim to work eclectically, referring to the use of varying intervention techniques both within and between the different psychotherapeutic traditions. The availability of many psychotherapeutic techniques can indeed be beneficial, but the question remains as to how the psychotherapist chooses one technique over another depending on the circumstances. In this paper, we will present an analytic framework aimed at providing psychotherapists with a navigation tool with which to qualify the choice and coordination of psychotherapeutic techniques. The foundation for this tool is the concept of qualified self-determination, which points to some of the basic competencies necessary for humans to navigate within the technical, social, and personal domains of life. On this basis, we outline how different psychotherapies are differentially aimed at developing these competencies. Finally, we present specific examples on where and how this framework can be used, including how it can guide the client case formulation, and how it can facilitate productive collaboration at network meetings.

Ida Bering Christiansen & Dion Sommer: Resilience in the future: integrative metatheoretical contributions

Research on resilience has not examined how metatheories, such as Dynamic Systems Theory, Transactional Theory and Probabilistic Epigenesis, can explain resilience. This is despite the fact that these theories have been proposed as being of central importance to the future research on resilience. For that reason, this article examines the integrative potentials of the metatheories. It is found that the metatheories can offer new ways of understanding resilience, for instance, as an intergenerational phenomenon and as an attractor pattern. The integration of the metatheories in resilience research can furthermore enable that new interdisciplinary hypotheses about resilience can be proposed. The metatheories can contribute as the missing theoretical base under the resilience research in the future.

Eva Hertz: Mental resilience training in the Danish army

Over the last two decades, Denmark has sent 26,000 combat soldiers to the Balkans, Iraq and Afghanistan. A large number of veterans have difficulties in adjusting to everyday life after the mission and suffer from sub-clinical symptoms of depression, withdrawal, arousal, and insomnia. The aim of this study was to examine whether resilience training has a positive effect on these symptoms.

A pilot study was conducted among a battalion of 130 combat soldiers (ISAF-15) attending a 5-day course on resilience training prior to their deployment to Afghanistan. The curriculum included positive psychology interventions to boost well-being, i.e. training of cognitive

skills, self-regulation and identifying character strengths using the VIA-survey. The results were less symptoms of distress, higher scores concerning positive emotions, flexible thinking, and coping strategies. These results persisted 6 months after return from the mission in Afghanistan. This study suggests that resilience training has a significant impact on combat soldiers psychological well-being.

Troels Gottlieb & Jeppe Brændskov Klewe: Personality and job success

This article addresses the issue: *Can personality tests be used to predict job success?* For this purpose, we initially recap the historical person-situation debate that left a fundamental scepticism regarding the existence of personality. Then we illustrate how the personality concept withstood the criticism and yet again became a relevant research subject. This is done by reviewing a newly gained conceptual consensus via the Five-Factor Model, as well as the consolidation and development of meta-analytic and corrective validity generalisation methods. To investigate the relationship between personality and job success we subsequently summarise the first two early 1990s meta-analyses in this field. Finally, a perspective is undertaken on the basis of Robert Hogan in relation to collect, interpret, and apply psychometric data in a business context ending up with three conclusions: (1) the generalised relationship between personality and job success is at best moderate; (2) the “successful employee” varies with the situational demands of a given employment; (3) if one wishes for stronger validities for personality tests in the IO-context a carefully prepared job profile is necessary.

Ida Weidner & Jan Norman: Ph.d. in a time of tango: A qualitative analysis of positioning possibilities for externally funded PhDs

The present article discusses the dilemmas, possibilities, and consequences that originate from increased external funding of research in the humanities and social sciences, including psychology. This development in funding affects these sciences as they are no longer defined by a criterion of truth, but become part of a performativity culture. By employing Davies & Harré’s (1990) positioning theory and Lyotard’s (1996) concept of performativity, this article explores the possibilities and consequences of the dilemmas researchers face when research is increasingly financed externally.

Lars Hem: Dreams as a psychological phenomenon – glimpses from a lifelong cognitive journey.

First, it is argued that the discovery of REM-sleep and its attributes disprove central elements in Freud’s arguments for the psychological meaningfulness of dreams. Next, Engelsted’s theory of REM-sleep as an important stepping-stone in the evolution of mammals is presented, and its implications for a theory of dreams is considered. Finally, Evan and Newton’s notion of dreams as a device to keep a biological information-processing system, the human brain, fully functional is described. In conclusion, Engelsted’s theory of REM-sleep and Evan and Newton’s theory of the cognitive function of dreams are considered to constitute a sufficient scientific foundation for most of the uses dreams are put to in modern psychotherapy.