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LÄRARE PÅ VÄG MOT DEN TREDJE MODERNITETEN?

EN STUDIE AV LTG-LÄRARES FÖRHÅLLNINGSSÄTT I RELATIONEN
TEORI–PRAKTIK UNDER PERIODEN 1979–2001

- ABSTRACT -

Teachers in the Third Modern Transition? An Inquiry of Teachers in the Interplay between Theory and Practice during the Period of 1979–2001.

This inquiry has presented an analysis of compulsory school teachers in the interplay between theory and practice during the period 1979–2001. The purpose of the study is to find conditions of bridging the discrepancy between theory and practice within the school arena in the shift from the second to the third modernity. As a tool of the interpretation of the empirical data I have used the concepts Stephen Toulmin applies in his descriptions of the shift from the first to the second modernity in his book *Cosmopolis – the Hidden Agenda of Modernity*. According to the result of the analysis the teachers' attitudes are to a large extent related to characterizations of the so-called second modernity. But there are also characteristic features of the so-called first modernity. A recapture of the first modernity thinking offers a possibility to bridge the discrepancy between theory and practice within the school-arena.

Keywords: teachers, transition of modernity, interplay theory–practice.