

June 17, 16:45-18:15

Chair:

Annalisa Sannino, ISCAR President and Regional Representative

Panelists:

Asa Hirsh, ISCAR Representative for Sweden

Reclaiming equity and agency: Swedish reflections on practice-based school development and future Nordic Baltic collaboration

Åsa is Associate Professor in Education at the University of Gothenburg. Her research lies at the intersection of instruction, assessment, and sustainable school development, with a particular focus on equity, leadership, and professional agency. She has extensive experience in long-term research-practice collaborations, working closely with teachers, principals, and municipal leaders across Sweden. Her work is grounded in Cultural-Historical Activity Theory and aims to strengthen the agency of school professionals and support locally grounded instructional development.

## Jaakko Hilppö, ISCAR Representative for Finland CHAT in Finland at a glance

Jaakko was granted his PhD at the Faculty of Educational Sciences, University of Helsinki where he currently works as University Lecturer. His research focuses on children's projects as manifestations of their agency and on the cultures of sleep in early childhood, both from a cultural historical activity theory perspective.

## May Britt Postholm, ISCAR Representative for Norway CHAT as the theoretical framework for research in Norway

May Britt is a Professor in Education and in Qualitative Methodology at the Department of Teacher Education, Norwegian University of Science and Technology. She uses cultural historical theory (CHAT) as her theoretical framework when conducting DWR and has published extensively on learning and development. Postholm has been Regional Representative for the Nordic Baltic Countries from 2017 to 2024.

Aleksejs Šņitņikovs, ISCAR Representative for Latvia Study of digital mediation, thinking styles and cognitive skills in Latvia

Aleksejs is Dr.sc.soc., Senior Researcher and Docent at the Institute of Digital Humanities, Riga Technical University. His research concerns historical political and figurational sociology, particularly the study of the development of administrative and organizational cultures. He has extensive experience in conducting theoretically grounded sociological research. In recent years, his work has engaged with the sociology of youth, digitalization, and learning processes, drawing on the frameworks of cultural-historical psychology and activity theory.