

ENGLISH SUMMARY

Social pedagogy in different forms in the light of Luhmanns systems theory. An empirical inquiry into what happens in situations where an evidence manual is not followed.

This thesis addresses social pedagogical practice around an evidence based manual where social pedagogues choose to act differently to following the detailed directions in the manual. This is an interesting new research field since the social pedagogues intend to follow the structures that again claim to replace aggressive behaviour with young people if the program compliance is high. This makes it interesting to explore why social pedagogues act differently.

The manual is linked to the program aggression replacement training (ART) and describes three different components, each to be conducted ten times, overall 30 trainings over ten weeks. The empirical take-off in the thesis consists of nine filmed ART-trainings with the participation of six social pedagogues functioning as ART-trainers. Each social pedagogue participated in a one-to-one interview structured around the films where this exact social pedagogue is head trainer, thus making the most decisions in the training. The interviews focus on situations where the social pedagogues' action differs from the structures described in the manual.

In regards of theory, epistemology and analytic strategy all are anchored in Niklas Luhmanns Systems theory, which in this thesis leads distinction guided observations to play a central role. This also indicates the epistemological starting point as observation theory and operational constructivism.

Observations guided by the difference situative caused actions | following the manual were used to sort the transcribed interviews and allowed the science system to produce suggestions as to how social pedagogues observe the filmed situations where they, in the head trainer role, deviate from the manual. In addition, by explicating how distinctions are drawn and how differences are constructed, the thesis allows readers to follow the choices made throughout the five chapters that contain the basic analysis.

The observations suggest these five themes as consistent conditionings of situative caused actions as different from and in the light of following the manual:

1: Different understandings of the ART-manual in social pedagogical optics 2: the individual young person in social pedagogical optics 3: the group of young people in social pedagogical optics 4: recognition in social pedagogical optics 5: time in social pedagogical optics

The themes indicate how the social pedagogues relate to the individual young person or recognition when they deviate from the manual. The five analytical chapters each contain three different analysis which again produce different suggestions as to how social pedagogy is shaped in different forms.

The scientific contribution is a perspective on how these different forms of social pedagogy with reference to the help system can be observed as acted social pedagogy which is activated in situations where the manual seems to threaten the coupling between the participating young people and the ARTtraining. This means that ART in ART-training is observed as help by the social pedagogues until the relation between ART and fidelity- and effect research seems to threaten the coupling where by elements of ART is observed as not-help. In that sense, social pedagogy continuously conditions social pedagogical action and is activated with the distinction social pedagogy | not-help if problems in relation to fidelity- and effect research occur in social pedagogical optics.

Meetings between social pedagogy and the ART-manual in relation to fidelity- and effect research are handled by the organization system's social pedagogy in relation to ART, where membership is determined by the training course to become an ART-trainer and by the education to either social pedagogue or pedagogue. Thus the meetings are not characterized by arbitrary action but by the organization system reproducing itself by the program, social pedagogy aiming to establish coupling between young people and ART-training. With this program the ART-manual becomes social pedagogical and social pedagogy in relation to ART marks its borders in relation to the elements in ART that the system do not characterize as help.

In addition, the thesis contributes with the specific scientific perspective that the observations mark a certain kind of help, namely social pedagogy which as system differentiated from the help system can simplify communication in different situations as when the organization system social pedagogy in relation to ART marks its borders to fidelity- and effect research. These actions draw on different dimensions in a social pedagogical referring horizon where by social pedagogy in these observations functions as solution to problems produced by the ART-manuals relation to fidelity- and effect research.

Solution (social pedagogy)

Problem

Person Role

Uncertainty absorption aiming to establish couplings between young people and ART-training

The ART-manual produces uncertainty in relation to couplings between young people and ART-training

Experience and personal style Planning/prescription

Reflexive learning Learning as behaviourism

Recursive time Causality and linearity

Long and longer time horizons Short time horizons

Planning to avoid collision The different elements in the ARTmanual collide

Increased sensibility towards time bindings

Few time bindings

This border marking can lead to three problems:

1: that social pedagogy can become insensitive towards other observation criteria than those produced by the social pedagogical referring horizon.

2: the young participants in ART-trainings can perceive it as problematic with the border between social pedagogy and fidelity- and effect research if they expect program compliance.

3: the border between social pedagogy and fidelity- and effect research can produce uncertainty in other systems surroundings, so that i.e. politics or research can have problems identifying social pedagogy as help.

Then the thesis develops a reflection theory in, for and regarding social pedagogy in relation to ART which can both contribute to the consecutively border marking and maybe to other systems meeting alternative forms of social pedagogy than seen before.

In the last chapter I discuss the course of action in the thesis and I point out three ways to take research further from here:

1: I find it relevant to pursue the young people's perspectives on how they perceive social pedagogical help and what they perceive as help.

2: In the thesis I show how the ART-manual becomes social pedagogical in situated caused action and I find it relevant to observe how social pedagogues condition the elements that from the manual that they follow, if they too are conditioned by observations of the individual young person or recognition.

3: cf. the above I claim that situated caused actions is conditioned social pedagogically and I find it interesting to observe if ART-trainers who are not trained social pedagogues or pedagogues condition in the same way.

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