BERÄTTELSER OM OMSORG

Omsorgsetikens kritiska potential i skolans värdeförmedlingsuppdrag

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Akademisk avhandling

som med vederbörligt tillstånd av Rektor vid Umeå universitet för avläggande av filosofi doktorsexamen framläggs till offentligt försvar i HUM.D.220, Humanisthuset, fredagen den 16 februari, kl. 13:15.

Avhandlingen kommer att försvaras på svenska.

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Narratives of Care – On the critical potential of care ethics in values education

From a care ethics perspective, this thesis aims to discuss and conceptualise children’s experiences of care in Swedish compulsory school. I initiate an ethical discussion focusing on the theoretical core of care ethics and exploring how the framework can be adapted to increase its utility within the aforementioned educational context. The thesis consists of two empirical and two theoretical articles. In the empirical articles, a qualitative approach is employed to interview sixth-grade children about their experiences giving and receiving care within peer relationships in school. The theoretical articles explore the conditions of values education in Swedish schools and the application of the care ethics framework in the context of new moral psychological research. Article I, underscores the significance of contextualisation in analyses of values education, emphasising the intricate interplay between societal values and those imparted within educational contexts. In article II, a care ethics perspective is employed to analyse caring narratives from pupils in sixth grade, revealing the dynamic roles of caregivers and recipients of care in shaping a reactive care narrative. Partiality’s pivotal role in care dynamics is explored in article III, stressing its impact on peer relationships in school environments. Article IV, delves into recent developments in moral psychology, challenging the care ethics understanding of moral reasoning by acknowledging the connection between rapid emotional responses and deliberate rational thinking. In synthesising these themes, the thesis contributes to a relational understanding of values education and situates the ethics of care framework within the realm of education. It offers a novel perspective on the interrelationships between values education, critical Religious Education, and the feminist framework of care ethics, enriching the discourse within these subdisciplines.

Keywords
values education, moral education, care ethics, peer-relations, compulsory school