

# Akademisk litteracitet i en ny kunskapsvärld



## 5 Akademisk litteracitet i en ny kunskapsvärld 91

*Lisa Bjernhager*

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”I en anda av breddat deltagande behöver det ämnesspecifika sättet att kommunicera synliggöras för alla studenter. Likaså behöver skrivandets roll i akademien klargöras. (i kapitlet, s. 91)

– i båda fallen av dem som är experter i ämnets sätt att kommunicera, det vill säga lärarna i ämnet.

# Kunskapsfält och sätt att kommunicera = TVÅ SIDOR av SAMMA MYNT

**Exempel definition av akademisk litteracitet**

**(Wingate 2018, s 350):**

**Förmåga att: ”[...] communicate competently  
in an academic discourse community”  
vilket omfattar ”[...] reading, evaluating  
information [...], presenting, debating and  
creating knowledge through both speaking  
and writing.**



*[...] ett nära samband mellan ämnesdisciplin (ämneskultur) och sätt kommunicera*

Wingate, U. (2018). Academic literacy across the curriculum:  
Towards a collaborative instructional approach. Language  
Teaching 51(3), 349–364.

# Varför går det så trögt?

## Eventuella orsaker:

- förlegad syn på och okunskap om vad skrivandet i akademien går ut på?  
(iaf inte i enlighet med Wingates definition av akademisk litteracitet)
- svårigheter se det komplexa med akademisk litteracitet och varför undervisning om det måste finnas med i utbildningen?  
(ofta kombinerat med okunskap om genrer, disposition, språk m.m.)
- brist på intresse hos en del lärare?
- brist på tid och resurser?



**Abstract.** When solving partial differential equations using boundary integral equation methods, accurate evaluation of singular and nearly singular integrals in layer potentials is crucial. A recent scheme for this is quadrature by expansion (QBX), which solves the problem by locally approximating the potential using a local expansion centered at some distance from the source boundary. In this paper we introduce an extension of the QBX scheme in two dimensions (2D) denoted AQBX—adaptive quadrature by expansion—which combines QBX with an algorithm for automated selection of parameters, based on a target error tolerance. A key component in this algorithm is the ability to accurately estimate the numerical errors in the coefficients of the expansion. Combining previous results for flat panels with a procedure for taking the panel shape into account, we derive such error estimates for arbitrarily shaped boundaries in 2D that are discretized using panel-based Gauss–Legendre quadrature. Applying our scheme to numerical solutions of Dirichlet problems for the Laplace and Helmholtz equations, and also for solving these equations, we find that the scheme is able to satisfy a given target tolerance to within an order of magnitude, making it useful for practical applications. This represents a significant simplification over the original QBX algorithm, in which choosing a good set of parameters can be hard.

**Key words.** boundary integral equation, adaptive, quadrature, nearly singular, error estimate

**AMS subject classifications.** 65R20, 65D30, 65D32, 65G99

**DOI.** 10.1137/17M1121615

**1. Introduction.** Integral equation methods are a class of numerical methods that are based on the reformulation of an elliptic partial differential equation (PDE) as a boundary integral equation. When applicable, this solution approach has several attractive features. Among these are high-order discretization methods, well-conditioned linear systems after discretization, a reduced number of unknowns compared to volume methods, and straightforward handling of moving boundaries.

A suitable starting point for our discussion on integral equation methods is the representation of the solution  $u$  using layer potentials, which are evaluated by integrating the PDE's fundamental solution  $G$  and a layer density  $\sigma$  over the domain boundary  $\partial\Omega$ . We represent  $u$  as a linear combination of the double layer potential  $D$  and the single layer potential  $S$ ,

(1)

$$u(z) = D\sigma(z) + \alpha S\sigma(z) = \int_{\infty} \frac{\partial G(z, w)}{\partial n} \sigma(w) ds_w + \alpha \int_{\infty} G(z, w) \sigma(w) ds_w, \quad z \in \Omega,$$

Original Article

## Mortality from Acute Coronary Syndrome: Does Place of Residence Matter?

Seyed Hesameddin Abbasi, MD, PhD<sup>1,2,\*</sup>, Örjan Sundin, PhD<sup>3</sup>, Arash Jalali, PhD<sup>4</sup>, Joaquim Soares, PhD<sup>5</sup>, Gloria Macassa, MD, PhD<sup>2,3</sup>

<sup>1</sup>Tehran Heart Center, Tehran University of Medical Sciences, Tehran, Iran.  
<sup>2</sup>Department of Health Sciences, Section of Public Health Sciences, Mid-Sweden University, Sundsvall, Sweden.  
<sup>3</sup>Bernard Lown Scholar in Cardiovascular Health, Harvard T.H. Chan School of Public Health, Boston, MA, USA.  
<sup>4</sup>Department of Psychology, Mid-Sweden University, Östersund, Sweden.  
<sup>5</sup>Department of Occupational and Public Health Sciences, University of Gävle, Gävle, Sweden.

Received 25 December 2021; Accepted 29 February 2022

### Abstract

**Background:** Current evidence shows inequality in the outcomes of rural and urban patients treated at their place of residence. This study compared in-hospital mortality between rural and urban patients with acute coronary syndrome (ACS) to find whether there were differences in the outcome and received treatment.

**Methods:** Between May 2007 and January 2018, patients admitted with ACS were included. The patients' demographic, clinical, and laboratory data, as well as their in-hospital medical courses, were recorded. The association between place of residence (rural/urban) and in-hospital mortality due to ACS was evaluated using logistic regression adjusted for potential confounders.

**Results:** Of 9088 recruited patients (mean age = 61.30 ± 12.25 y; 5557 men [61.1%]), 838 were rural residents. A positive family history of coronary artery disease ( $P=0.003$ ), smoking ( $P=0.002$ ), and hyperlipidemia ( $P=0.026$ ), as well as a higher body mass index ( $P=0.015$ ), was seen more frequently in the urban patients, while the rural patients had lower education levels ( $P<0.001$ ) and higher unemployment rates ( $P=0.009$ ). In-hospital mortality occurred in 135 patients (1.5%): 10 rural (1.2%) and 125 urban (1.5%) patients ( $P=0.465$ ). The Firth regression model, used to adjust the effects of possible confounders, showed no significant difference concerning in-hospital mortality between the rural and urban patients (OR, 1.57; 95% CI, 0.376 to 7.450;  $P=0.585$ ).

**Conclusions:** This study found no significant differences in receiving proper treatment and in-hospital mortality between rural and urban patients with ACS.

J Teh Univ Heart Cir 2022;17(2):56-61

**This paper should be cited as:** Abbasi SH, Sundin Ö, Jalali A, Soares J, Macassa G. Mortality from Acute Coronary Syndrome: Does Place of Residence Matter? J Teh Univ Heart Cir 2022;17(2):56-61.

**Keywords:** Rural population; Rural health; Urban health; Acute coronary syndrome; Hospital mortality

### Introduction

Differences in health outcomes are a global public health concern as they affect a variety of population groups in

different regions. Several studies have shown a worldwide widening of rural-urban disparities in cardiovascular events.<sup>1-4</sup> Due to several plausible factors, individuals living in rural areas may experience worse cardiovascular event

## Join the Holy Spirit on Zoom

### African Pentecostal churches and their liturgical practices during COVID-19

DOI: <https://doi.org/10.103664/ar.107728>

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The COVID-19 global pandemic impacted all social relations, including the way religious communities engage in worship services. Due to strict social distancing protocols, the only viable solution for many congregations was online worship. This article investigates how platforms in cyberspace, such as Zoom, can provide a substitute for the core religious practices found in physical worship services, particularly for African Pentecostal believers who rely heavily on the aesthetic and sensory experience of their religious environment. Drawing on the theoretical concept of affordance, it is argued that digital affordances such as the chat box and emojis are used by believers to communicate affective moments arising from the sensory experience of worship. Members of the congregation become 'digital spiritual hype people' who render support to leaders in order to create and regenerate an affective environment where the presence of the Holy Spirit can be felt. The Holy Spirit, a fundamental pillar for Evangelical Christians, is understood as an embedded presence within the digital infrastructure. The internet connection, the phone and computers and screens are all re-appropriated as spiritual tools through which miraculous healing can be dispensed to believers in need. This research stands at a critical juncture between what might be termed the 'pre-COVID era' and the 'post-COVID era'. As vaccination plans continue to roll out and social distancing measures are slowly being lifted, a 'post-COVID era' for African Pentecostals means negotiating the boundaries between online and offline spaces to fulfil core religious practices.

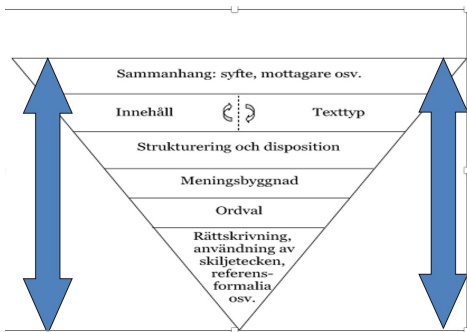
### Introduction

On day one of the national lockdown in Italy our senior pastor sent a text in the WhatsApp group informing church members that the Italian government had banned all social gatherings across the nation. Effective immediately, all churches would be closed and members would not be allowed to meet with one another due to the strict measures imposed.<sup>1</sup> The message sent panic waves across the congregations, and the church leadership board called for an emergency meeting to find a solution to the problem at hand. After days of deliberation, the leaders proposed that the congregation meet online to worship. My church has a small congregation of 30 to 50 believers, so the digital platform needed to recreate, as much as possible, the sense of close-

- 1 The first cases of COVID-19 were initially detected in northern Italy in the early days of 2020. By February 2020 Lombardy became the centre of the crisis, thus resulting in a lockdown of the entire region. Subsequently, as the number of infections spread to the neighbouring regions, the Italian government instituted a national lockdown on 9 March 2020. The governmental decree dubbed 'Io Resto a Casa' (I stay home), banned all forms of social interactions, including religious gatherings.

Approaching Religion • Vol. 11, No. 2 • November 2021

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### Texttriangeln

enligt Skriva och samtala. Lärande genom responsgrupper av

Løkensgard Hoel, 2001

(modifierad modell av Hillocks 1987)

JOURNAL OF YOUTH STUDIES  
<https://doi.org/10.1080/13676261.2022.2144715>



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## Understanding how place is addressed in research on young people's political action: cases from Sweden

Maja Adolfsson and Anna-Britt Coe

Department of Sociology, Umeå University, Umeå, Sweden

### ABSTRACT

Following recent critiques of the metrocentric nature of global youth studies, this paper explores the role of place in current research on youth political action in Sweden. Drawing on Agnew's (2011, "Chapter 23: Space and Place," in *Handbook of Geographical Knowledge*, edited by J. Agnew, and D. Livingstone. London: Sage) concept of place and using qualitative interpretive review as our method, we examined three sets of research publications on three different aspects of youth political action in Sweden. Our analysis found that place was addressed differently in each set of publications: youth political socialization and civic engagement were approached as placeless, street protests were examined as place assumed and urban justice movements were studied as place-based. The first two sets of publications contribute to reproducing a metrocentric understanding of youth political action, where urban areas are constructed as the key settings for political action among young people, while rural or peripheral areas are assumed to work in the same way or are depicted as non-political. By contrast, the publications on urban justice movements offered an alternative by exploring political action as place-based. The need to study the place-specific ways that young people do politics is discussed, with its potential to further the understanding of how young people do politics from where they are.

### ARTICLE HISTORY

Received 10 January 2022  
Accepted 3 November 2022

### KEYWORDS

Youth; political action; place;  
rural; metrocentric nature;  
literature review

### Introduction

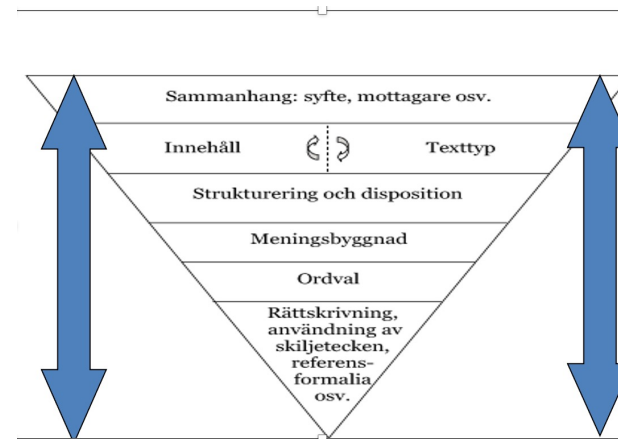
Youth political action has been shown to be somewhat similar between rural and urban areas, but also crucially different. While the research on rural youth's political action is quite limited, a few studies from the US explore these differences. For instance, studies show that church attendance and involvement in community sports are more important for youth political action in rural areas compared to urban areas (Elder and Conger 2000; Ludden 2011; Oosterhoff, Metzger, and Alvis 2020). Another study conducted in the US finds that cross-generational interactions and organizing practices are more common among politically active youth in poor rural areas compared to poor urban areas (Lay

CONTACT Maja Adolfsson [maja.adolfsson@umu.se](mailto:maja.adolfsson@umu.se) Department of Sociology, Umeå University, 901 87 Umeå, Sweden



# Skrivglapp? / Förväntningsglapp?

Komplext skrivande  
– Kognitiv överbelastning?  
(Flower & Hayes, 1980, se kapitlet)



# ”Sjunkande skrivförmåga” – Hur var din egen väg?

UHÄ-rapporten *Högskoleutbildning  
och modersmålsträning*, 1979:20.  
Citerat i Ann Blückert, *Skrivarstugor  
och loggböcker. En översikt över  
idéer och insatser kring studenters  
skrivande*, 2002, s.10.

Hur lärde du dig skriva?

Hur skrev du i början av dina studier?

Har du explicit textkunskap inom  
genren /inom olika genrer och  
kan förklara olika textdrag?

Det är de brister i studenternas språkfärdighet gentemot tidigare studerandegenerationer som upprepade påståenden från universitetslärare och andra vittnar om. Särskilt gäller klagomålen skriftlig framställning. Den bristande språkliga underbyggnaden inte bara försämrar studenternas möjligheter att följa och tillgodogöra sig undervisningen vid universiteten utan gör dem också sämre rustade för deras kommande yrkesverksamhet. Det finns såvitt jag vet ingen egentlig dokumentation av den påstådda försämringen, även om en sådan nog skulle kunna fås fram. Men iakttagelserna är så många och så samstämmiga att det inte finns någon anledning att betvivla dem, i varje fall vad gäller den rent formella säkerheten.





Att träda in i en ny kunskapsvärld

– och påminnas om hur det är att  
vara novis.

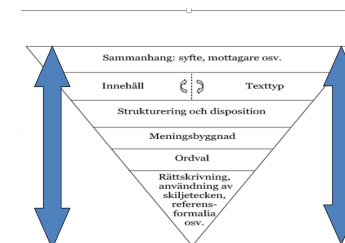
"A search for  
perfection can  
often make us  
freeze"

# Undervisning av akademisk litteracitet, vems ansvar?

Ämneslärarna är experter i hur ämneskunskapen kommuniceras och måste ta ansvar för undervisning både av ämneskunskap för hur kunskapen kommuniceras.

## Men

”för att få igång ett förändringsarbete i alla utbildningar för att bygga in progression av akademisk litteracitet [...] det är troligtvis också nödvändigt med beslut från ledningshåll om att detta förändringsarbete måste genomföras. Det räcker inte med olika typer av policy- eller styrdokument om breddat deltagande. Det måste omsättas i praktiken.” (i kapitlet, s. 101–102)





# Pedagogiskt utvecklingsarbete

## – gärna i samarbete med lärosätets studieverkstad

I kapitlet: Olika förslag på vad samarbetet i samband med pedagogiskt utvecklingsarbete kan innebära

Finns redan en hel del samarbeten vid olika lärosäten



I den bästa av världar, vid alla lärosäten: en ”studieverkstad” eller motsvarande vid varje fakultet (eller institution eller...)

(Organisation) och kompetensförsörjning studieverkstäder?

– Men ta vara på den kompetens som finns.

Till sist:

**Från kapitlet (s. 111):**

Skrivandet är en slutprodukt av ”a complex literacy process” (Wingate 2018, s. 352) och om vi på allvar ska tala om breddat deltagande, inte bara i teorin utan även i praktiken, är det nödvändigt att det finns tillräckliga resurser för att stötta studenternas utveckling av akademisk litteracitet.

**Behovet finns. Finns viljan? Finns resurserna?**