Transfer – From Knowledge to Action
The Sense of Being a Competent Partner to Persons with Congenital Deafblindness

Helle Buelund Selling, Flemming Ask Larsen,
Anne V. Nafstad

Abstract

The aim of this study is to investigate the transfer process from knowledge to action in order to propose interventions that foster sustainable environments at deafblind organizations. According to theories on congenital deafblindness it is vital for the well being and growth of people with congenital deafblindness that they have competent communication partners within reach. Staff development is considered essential for the development of partner competences. However, international studies show that only 10 – 15 % of knowledge learned at courses is transferred into action. A qualitative study using interviews was designed to investigate and understand where knowledge, enthusiasm and energy go when course participants return to work. During winter and spring 2010 18 interviews with eight staff were held and data were exposed to thematic methodology and models from cognitive semiotics. The findings show that a strong feeling of a potential I-position as a competent partner is essential for the transfer process. Barriers that impeded the transfer process could be characterized as deep underlying structures in shape of social positions that stabilizes the known. These barriers lay within the individual as well as the culture. The study concludes that dialogical theories add a social psychological dimension to the notions on transfer that helps us to understand some of the mechanisms that are in play in the transfer process. The study proposes interventions that nurse a proactive culture towards staff development.

Keywords

Introduction

According to the theories on congenital deafblindness, a long term and emotionally strong relationship between the person with deafblindness and his partners is vital in order to co-create meaning and coherence (Rødbroe & Souriau, 1999; Nafstad & Rødbroe, 1999; Souriau, 2006; Bjerkan, 2006, 2002). Dammeyer writes that the staff's education in deafblindness plays an important role (Dammeyer, 2010). According to Ask Larsen a dynamic cooperation between the different staff education programs and the field of practice is essential for a professional development. (Ask Larsen, 2009). In this study partner competence is closely related to knowledge about deafblindness. A Danish survey on transfer refers to international studies on positive transfer, saying that only about 10% of learning transfers to job performance (Lin and Morris, 2006; in Wahlgren, 2009). Often during staff education courses at diploma level, students tell us that they find it hard to return to normal work after they have attended a course. They say that it can be hard to find acceptance from colleagues when they suggest new interventions or projects to practice.

The main reason for this study is grounded in a profound wondering why there seems to be an asymmetry in the encounter between commonly shared knowledge that staff development is significant and the experiences by the course participants saying that it is hard to work with new knowledge back at work. The aim is to investigate the transfer process from knowledge to action in order to propose interventions that foster environments at deafblind organizations that strengthen the staff´s sense of being competent partners to persons with congenital deafblindness.
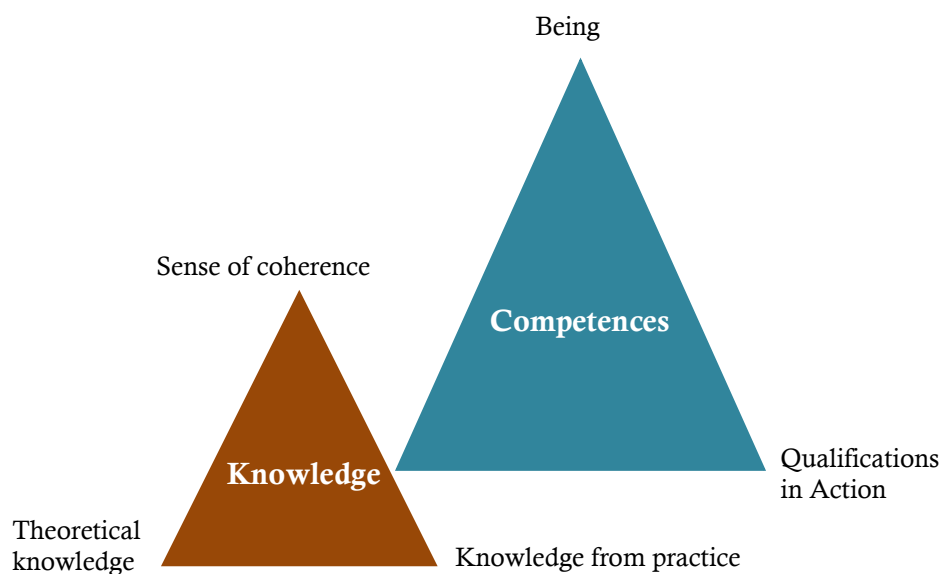
Background

Since The Danish Resource Centre on Congenital Deafblindness introduced an article by Per Lorentzen on dialogical theories in 2005 (Rødbroe, 2010) to the Danish field of deafblindness, the starting point has been: What does it mean, according to dialogical theories, to be a competent partner for people with congenital deafblindness? The focus is particularly directed at the relationship between the person with deafblindness and his partner and how this relationship strengthens development of social and communicative competence. This focus on the relationship between a person with congenital deafblindness and a competent partner underlies many of the topics investigated in the master theses from Groningen University e.g. Johannessen (2009), Vege (2009), Haubrich (2010) and in articles by Buelund (2008, 2010).

Very few people, if any, have a natural and instinctive gift to understand how complex deafblindness is and to be in a supportive relationship with a person with congenital deafblindness in a manner that we, in the words of Per Linell, may say that: *"the relationship carries the competence, not the partner"* (Linell, 2010). In this understanding development of competences are interdependent on the relationship between the two parties, the more sustainable the relation is, the more competences we see and vice versa. This means that staff

has to learn, how to co construct sustainable relationships.

Here, the notion on transfer becomes relevant because it deals with the process that translates the acquired knowledge into action. In his survey on transfer Wahlgren highlights nine conditions that influences transfer: Motivation, goals, self-efficacy, mapping two arenas, the power of examples, and the teacher, organization of the workplace, work culture and room for reflection. (Wahlgren, 2009). He defines competence as being able to transfer what has been learned into action (Wahlgren, 2010). This definition can, to some extent, be accused of leaning towards qualifications. However, Wahlgren is also concerned about the manner in which we transfer knowledge into action and so his definition on competences becomes wider. According to the Nordic definition of deafblindness, partners to deafblind people need to aim meeting the other person from his perspective (Nordisk Lederforum, 2006). This approach takes the notion of partner competence beyond mere qualifications. In this study competences will therefore be understood in a dialogical perspective as a concept of three components: Knowledge, Qualifications in Action, and Being (cf. Figure 1).

Figure 1: Three components of competence.

Being is here the manner in which act and knowledge are integrated into the personality. A definition could then be: A competent partner for a person with deafblindness is a partner who is able to combine his human approach with his knowledge about deafblindness, and use it actively in such a manner that the relationship lets the person with congenital deafblindness experience "that he is and has a communicative agency" (Nafstad, 2009).

Methods

The aim of this study is to investigate transfer of knowledge in order to propose interventions that foster environments in strengthening the staff´s sense of being competent partners.

Design

A qualitative study using interviews was designed to investigate and understand where knowledge, enthusiasm and energy go when course participants return to work, and they have to transfer knowledge into action.

Single interviews were picked as the qualitative method to gather information about this process for several reasons. First of all, a qualitative and semi-structured method made it possibility to ask further into some of the given answers, hoping to reach a level of *espoused beliefs and values* (Schein, 2009, p.28). A questionnaire in a structured and quantitative method would not allow the same depth of the answers and would only give a superficial characteristic of the experiences. Secondly, single interviews allow anonymity, which is not possible in a group, and the purpose was to give the interviewee the possibility to speak freely. Thirdly, in single interviews, the interviewee would not be inspired by others and this would prevent the sort of intervention that can emerge during group reflections (Marková et al., 2010).
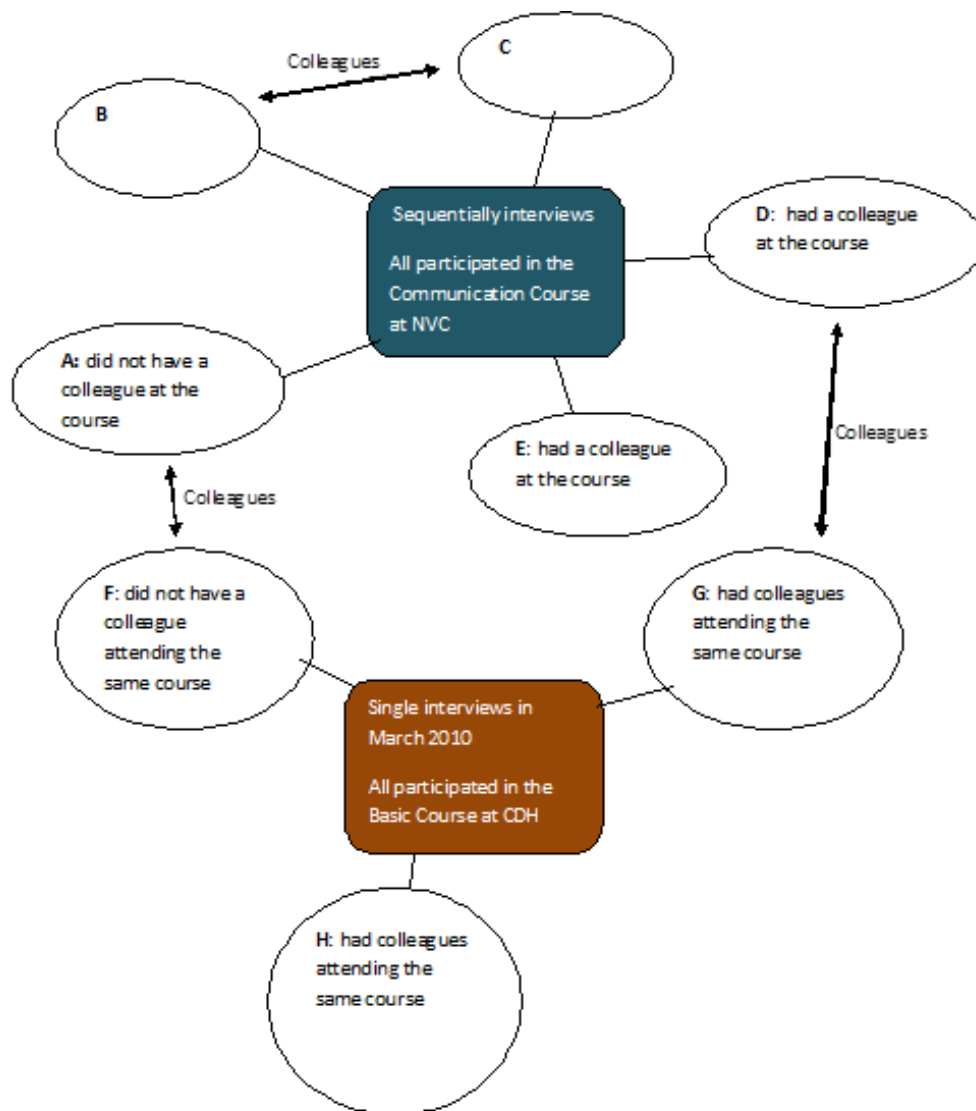
Participants. The empirical data is based on interviews with eight Danish staff members from two organizations representing five different departments. All had participated in either a national or a Nordic staff education course that are grounded in the Nordic Curriculum of Staff Education in Congenital Deafblindess (Rødbroe, Hauge and Andressen, 2009). The topic and principles are therefore similar; however, there are differences in academic levels as the national course was designed for new staff, whereas the Nordic course was for more experienced staff.

Data collection. To begin with, five participants from the same course accepted to participate in the study. Only two of these interviewees were colleagues. In order to monitor how they experienced their return to work and their possibilities for transfer over a period of time, the first interview was set to take place right after the end of the course, a second interview fell after one month, and the third (and final) another two months later.

As the interaction between the interviewee and the interviewer was considered to intervene in the natural transfer process, a control group of three other course participants were asked to give one single interview each to investigate if there were great differences in the answers that could be subscribed as intervention from the interviewer. Three participants that attended another staff development course accepted the invitation to participate. The full structure of relations between the different interviewees, their colleagues and participation in

the two courses can be seen in Figure 2).

Figure 2: The relation between the different interviewees, their colleagues and participation in the two course.

All the participants except A and F had colleagues attending the same course. Wahlgren writes, that participating the course together with a colleague support good transfer.

The study focused on the interviewees´ perspective and the interview guide was designed by the researcher according to the goals of the study (Schein 2004). All the interviews followed a prepared set of questions that were answered by all the interviewees in order to gather systematic data. However, some answers created new questions on topics that needed to be elaborated, and these additional exchanges were included in the data.

The primary topics in the interviews were the interviewees´ motivation and expectations, their encounter with the organizational culture, and their possibilities for

transferring and sharing knowledge. Secondary topics concerned the interviewees´ image of themselves and their reflections on self-development. The interviews were held in Danish, audio recorded, and transcribed in full.   To ensure full anonymity for the individual interviewee, all of them were referred to as females, and they were labeled A to H. The interviewer was labeled I, for Interviewer.

Data Analysis

Wahlgren´s survey (2009) highlights nine conditions for positive transfers, which were used as guidelines to what to look and ask for. The nine conditions fall into four groups; three relate to the individual: motivation, goals and self-efficacy, three relate to the learning situation: mapping two areas, power of examples and trust in the teacher, two conditions relate to the user situation: organization of work, work culture and finally one that applies more generally to all mentioned conditions, which is room for reflection. Dialogical theories (Bakhtin, 1986, 1981; Fogle, 2002; Linell 2009, 2001; Lorentzen, 2003; Marková, 2008, 2006, 2003, 1995; Nafstad, 2010; Van Rooij-Cooymans, 2009) provided the analysis with the scientific paradigm taking its starting point in social constructivist theories form which human life can be explored, discussed and argued about. Central to the dialogic theory is the understanding of a dialogical self that *"[…] can be described as a dynamic multiplicity of I-positions in the landscape of the mind (Hermans, 2002; p. 47.)."* (Linell, 2009; p.111). Fundamental elements in a social interaction between the dialogical self and Alter are mutual interdependency as well as tension in the encounter of two parties. Schein´s theory on organizational culture (2004) proposed a methodical structure for the analysis as the assessment works its way through the cultural levels. The data was exposed by a thematic methodology (Braun and Clark, 2006) for identifying themes or patterns. The barrier model and the semiotic square from cognitive semiotics (Brandt, 2003) were used to understand some of the underlying assumptions in the deepest and unconscious structures.

In order to understand how the relationship between the nine conditions for transfer (Wahlgren, 2009) affects the transfer process itself on the level of espoused values and beliefs, it can help to get an overview of the process the eight case persons went through.

Figure 3 represents a sample of the transfer process. The empirical data were categorized according to Wahlgren´s nine conditions of transfer. Features pertaining to the nine conditions were coded into general themes.

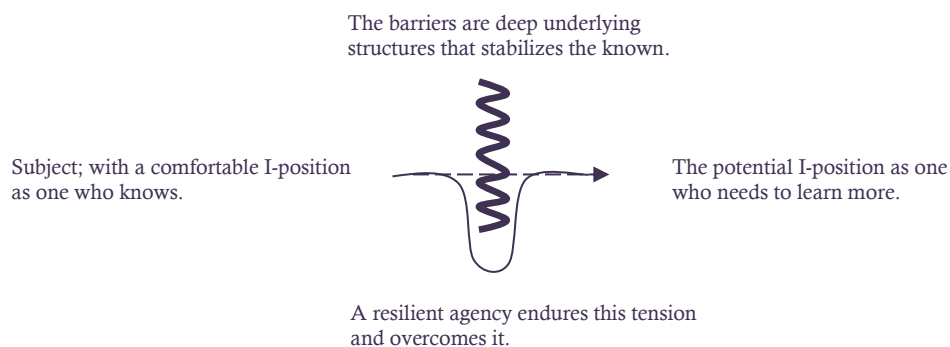*Figure 3*: A sample of the transfer process.

Results

Motivation

The different answers on motivation reveal two diverse (inner and more external) approaches towards course participation. Five of the interviewee had a sort of inner drive – an intention that triggered the motivation for participation. This inner drive or intention was very closely related to a sense of coherence in the way that they imagined themselves as a more competent partner even before the course has started; they had come into contact with a potential I-position, in other words they have come into contact with a new, but not yet known and mastered position within themselves. The other group of answers indicates more external reasons for participation, and the participants were not in contact with a potential I-position as a competent partner before attending the course.

The fact that the course for some of them was mandatory did not influence directly on the motivation as the triggering cause for participating the course. When the course is mandatory, staff development becomes a part of the organizational culture: it opens up for the socially shared understanding that competences can be acquired.

Encounter New Knowledge

All of the interviewees were all very enthusiastic, felt inspired, and were highly motivated to use what they had learned. However, three of the participants were surprised that the course contained new unexpected material. This surprise to some extent disturbed there I-positions and created a tension between the known and comfortable I-position, as the one who knows, and a potential I-position, as one who needs to learn more. According to Schein, it creates anxiety to be challenged or confronted with something new, because the encounter requires that you give up old habits and ways of thinking (Schein, 2004, p. 329). Linell (2009) and Marková (2003, 2006) characterize this anxiety as tensions. Nafstad (2010) is concerned how the agency becomes resilient enough to be able to endure this tension. Brandt´s model of barriers (Brandt, 2003) can illustrate this inner process (cf. Figure 4).

Figure 4: leaving old habits and ways of thinking.

The barriers are deep underlying structures that stabilizes the known.

Subject; with a comfortable I-position as one who knows.

The potential I-position as one who needs to learn more.

A resilient agency endures this tension and overcomes it.

The manner in which the course participants transfer the tension between I-positions into action tells us something about their professional agency, and whether their agency is resilient enough to endure and cope with this tension.

Goals

Mapping the two arenas, course and work, and reflecting one in the other can be considered a dialogue between two parties that strives towards co-creation of coherence. According to Wahlgren (2009), co-creation of coherence is significant for setting realistic goals. Being able to set realistic goals is interdependent with that something that triggers motivation, the encounter with new knowledge, and co-creation of coherence (Wahlgren, 2009). The five participants that had a perceived need to learn and a clear image of job utility were helped by this to set realistic goals.

Encounter with Work

Most of the interviewees expected and experienced positive and supportive reactions from their colleagues and leaders. Seven of the course participants encountered a positive reception from colleagues and leader. However, one experienced very little attention from her leader, and the colleagues were relatively indifferent.

When asked how the interviewees expected that their colleagues and leaders would react when they were introduced to new initiatives, the term "no resistance" was used by more than one interviewee. The fact that the interviewees did not encounter resistance is not the same as to say, that they met a desire to participate in new initiatives from their colleagues.

All the participants had opportunity to share knowledge at a formal level for instance at staff meetings, but only few of them did. An implicit reason for not sharing knowledge formally could be that it was an opportunity not an expectation. Working place culture acknowledged that sharing knowledge has great value; however, it is not considered so important that it is naturally an explicit part of the practiced working culture, and so we find an asymmetry between espoused values and beliefs and how it really is. When knowledge from a course is not expected to be shared formally, it requires that the course participants put themselves in the role as knowledge holders – the role is not given to them by the structure. This means that the course participants need actively to take on an I-position as one who knows and wants to share.

A resilient agency and trust in own ability to present new knowledge is significant for the presentation to actually happen. This trust is nursed from earlier experiences, not only from own actions but also through mirroring of others.

According to several of the interviews, the leader is supportive but not otherwise inquiring about new interventions. The fact that the leader does not inquire implies for a few that it is hard to make progress on their own. They miss a sort of feedback. When the leader is less attentive, this may affect the socially shared culture in the group. All interviewees said

that their colleagues show interest and have positive approaches to the different initiatives, but they follow from outside with greater or lesser interest. None, except colleagues who also participated in the same course, co-operated directly in implementing interventions.

When a leader does not inquire, it sends a signal to the employees that new interventions have no particular priority or value, and there is therefore no reason for others to participate.

There may be several reasons why a leader does not interfere in the daily work, but one major factor may be an underlying basic assumption about confidence/trust in staff: that staff members master and handle the challenges the practice brings on their own.

Markova (2010) characterises this type of confidence as a context-specific or limited trust/distrust. Leaders' confidence or trust in employees is self-reinforcing, in a manner that employees typically strive to maintain this trust. Leaders' trust in employees' ability to handle work satisfactorily means that employees also have trust in the leader that she has confidence/trust in them. With the barrier model in mind, we are able to recognize the deep underlying structures in shape of social positions that stabilizes the known. This maintaining of the socially shared culture of mutual trust can lead to a transformation of culture, in which none interferes with another's work. The lack of inquiry about employees' work was, to begin with, an expression of confidence/trust, but, over time, there is a great risk that it is actually perceived as disinterest.

Action and Sense of Self Development

This study showed that action and sense of self-development is very closely related to trust in own abilities. According to Washington self-efficacy promotes transfer (Washington, 2000) and therefore the notion on self-efficacy and trust in own abilities are very close related. The interviews of this study confirm Wahlgren´s survey (Wahlgren, 2009) that it is crucial for the interviewee that they started to use what they had learned right after returning to work as a way of preventing motivation from failing.

Figure 4: Example on coding Wahlgren´s nine conditions for transfer.

Condition	Features said	Coded as
Reflection	*" […] but then you don´t go around and think about it either on which pedagogical theories you are using – you know? Because it lies in our back bone, now it is learned" (app. 2A, p. 27).*	*No reflection on self development*
	"[…] I have become more conscious about all we have learned […]" (app. 2B, p. 36).	*Reflection on self development*
	"[…] the new is, that I have understood it" (App. "C, p. 47).	*Reflection on self development*
	"I feel better dressed" (App. 1D, p.53). [A Danish metaphor for knowing more]	*Reflection on self development*
	"But in general, I have become more attentive to all the small details […] I have got a wider understanding" (App. 2E, p. 59).	*Reflection on self development*

"There have been some things, that you become more conscious of […]" (App. 4F, p. 101)	*Only reflection on self development to some extent, because F says "you" about herself.*
I have got a lot on new knowledge, or become more sharpened in some areas" (App. 4G, p. 110).	*Reflection on self development*
"I have got a knowledge that I think I can use […] " (App. 4H, p. 119)	*Reflection on self development*

An important parameter was the sense of self-development and the sense of being more competent. Other supportive parameters for a positive transfer were to attend the course with a colleague because mutual support and shared knowledge had an important influence on getting transfer started. The study showed, that the two interviewees A and F, who didn´t have a colleague attending the same course succeeded less in the transfer process compared to the other interviewees and A didn't give a third interview.

Discussion

Discussion of Findings

Dialogical theories were used as a scientific perspective in order to gain access to understanding deeper layers of the encounter of two parties. The empirical study showed that the underlying type of motivation for course participation matters, and that there is a strong relation between co-creating motivation and the transfer process. Especially an inner motivation triggered by a potential future I-position is significant for transfer, Theories on learning emphasizes motivation as a significant condition for learning (Illeris, 2006; Hørup et all., 2009; Jarvis, 2006). According to Wahlgren (2009) very little theory has been written on transfer itself. Researchers have been more concerned with learning and have not paid much attention to transfer. Common for the present study, Wahlgren´s survey, and the theories on learning is that motivation can be considered as a drive towards a change. The same approach to motivation can be found in some of the theories on Change Management (Kotter, 1996). This drive towards a change encounters obstacles but also nursing circumstances on its path towards transforming the potential I–position into become more resilient. In this study these obstacles or barriers are found to be grounded in deep social structures that stabilize the known. In other words, the structure does not acknowledge the intentions of the changes. According to Schein (2004), obstacles surface when the internal processes of an organization encounter the external environment and are challenged to adapt elements from the external in the internal processes.

The possession of self efficacy is found in this study to be one of the nursing circumstances and is also mentioned by Bandura in Washington (2000). Here the belief in own ability to transfer is significant, a belief that dialogically influences and is influenced by the history of the individuals and their earlier experiences with transfer.

Coherence between the learned and job utility is also mentioned as a nursing condition for transfer (Wahlgren, 2009). In the study we found that participants who mapped the content of the course and job utility were more able to set realistic goals and pursue them, than whose who were more uncertain on how to map the two areas. There seems not to be clear policy in the organizations on the relationship between staff development and the methodology used by the organization and mapping the two arenas and arenas and setting realistic goals can be less clear for the individual.

The empirical study showed that self-efficacy and the ability to endure tension between the deep underlying structures in shape of social positions that stabilizes the known and a new I-position are significant for transfer to succeed.

Limitations of the Study

As the study takes the staff's perspective and investigates their experiences with transfer, some limitations need to be acknowledged. First of all, when taking only one perspective the other part will not be given a voice, and therefore a given culture is only presented through the perspective of the individual – in this case the employees. Secondly, the interviewer may intervene during the interview with follow-up questions on a theme, which could start a reflection that would not have takes place if not asked. Likewise, the interviewee may also intervene the research itself, as answers given in one interview often lead to other elaborating questions than originally planned. Questions that emerge as a result of the process can influence the basis of comparison between the interviews. The three control interviews turned out not to be able to detect differences in the responses given in the two different types of interviews and therefore the study was not able to reveal if interviewing the case persons during a period of time started a sort of intervention, and let them to think or do things differently, than if they had not been interviewed.

Conclusion

First and foremost, we can conclude that dialogical theories help us to understand the complexity of transfer and how different conditions mutually influence each other in the transfer process. The focuses on tensions between I-positions as well as the understanding of the deep and unconscious social structures as barriers for transfer are significant aspects of transfer. With this in mind, we can conclude that dialogical theories provide more complexity to the notion of transfer. We may use this understanding when we analyze and make suggestions for how organizations for people with congenital deafblindness can attract and keep competent and motivated staff.

A recurrent feature in the analysis is the notion of sense of coherence and how sense of coherence relates to new knowledge, job utility, and organization culture. For both the individual and the group it is significant that coherence between the mission of the

organization and job utility is obvious and share symmetric elements. The manner the organization relates to, thinks and speaks about, and organizes work in relation to staff development and new knowledge is significant for transfer.

Implications for Practice

We suggest that deafblind organizations dare to challenge themselves on their underlying basic assumptions by asking: *In what manner can and will we endure the tension that emerges in the encounter between new knowledge, new ways of organizing work, and our basic underlying assumptions?* By answering these questions, the organization has to relate actively to staff development and define how they support the transfer process in the best way.

We suggest that it becomes mandatory to share new knowledge, because it can create a culture that discusses and accepts differences in competences. If differences in competences become clearer, it is easier to be inspired by each other and to trigger an intention and a wish to become more competent. Before attending a course, the Head of Department could invite the course applicant to a meeting and help him or her to find an inner motivation before attending the course. A blueprint or a contract in the form of a plan for actions to support transfer could be signed by both parties. In that process, a relevant issue to be discussed would be how to share knowledge on a formal level. If the leader makes sharing knowledge mandatory and include the issue on the agenda for staff meetings, the role as knowledge holder is given "from outside" and the individual does not have to take it herself.

The analysis shows that the leader's interest is significant on how colleagues reciprocate shared knowledge and participate in each other's work. This means that the delicate balance between trust and control must be reflected in the co-operation between staff and leader, so that interest and involvement in each other becomes an integral part of the underlying assumptions and actual practices and not only an espoused value.

Informal shared knowledge is very valuable. This is where, new ideas and projects develop, theories are discussed and related to practice, and culture is established. If knowledge is shared also formally more people get access to it. Increased access to shared knowledge opens the organization towards a culture that allows differences and questioning, and it can also be a shared starting point for discussions. These discussions may very well be a trigger for motivation to become a more competent partner for the individual deafblind partner.

Acknowledgements

References

Ask Larsen, F. (2009). Om forholdet mellem fagudvikling og policymaking. *Nyhedsbrev vol. 1*, Dronninglund, Denmark: NVC-Denmark. (The relationship between professional development and policy making).

Ask Larsen, F. (2003). The Washing-Smooth Hole-Fish. *CNUS*, vol. 9, Dronninglund, Denmark: NVC-Denmark.

Bakhtin, M.M. (1986). *Speech Genres and Other Late Essays.* Austin: University of Texas Press

Bakhtin, M.M. (1981). *The Dialogic Imagination*. Austin: University of Texas Press

Bjerkan, B. (2006). Døvblindhet, trivsel og Tromsø. *Døvblinde – Nyt, no. 2, 24-27.*

Bjerkan, B. (2002). *Døvblindfødtes livskvalitet.* NUD (NVC-Denmark), Dronninglund, Denmark. 11-12th November.

Brandt, P.O. (2003). "Kognitiv semiotik – et forskningsparadigme for humaniora" in Bundgård, P., Egholm, J. & Skov, M. (Eds): *Kognitiv Semiotik: En antologi om sprog, betydning og erkendelse* (59-87). Haase.

Braun, V. and Clark, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology vol. 3, 77-101.*

Buelund, H. (2010). Mød mig og støt mig i at blive et helt menneske – om partnerkompetencen. *Specialpædagogik vol. 30 no. 1-2.*

Buelund, H. (2008). *Symmetri /Asymmetri i samvær med voksne døvblindfødte*. Aalborg, Dk: Videnscenter for døvblindfødte. (Symmetry/asymmetry in relationship with congenital deafblind adults).

Dammeyer, J.H. (2010). Interaction of Dual Sensory Loss, Cognitive Function and Communication in People Who Are Congenital Deaf-Blind. *Journal of Visual Impairment and Blindness, November 2010, 719 – 725.*

Fogel, A., de Koeyer, I., Bellagamba, F. and Bell, H. (2002). The Dialogical Self in the First

Two Years of Life. Embarking on a Journey of Discovery. *Theory & Psychology, vol. 12*(2), 191-205.

Haubrich O. (2010). Scaffolding Heroes. Faculty of Behavioural Sciences, University of Groningen, The Netherlands.

Høyrup Pedersen, S., Rohde Voigt, J and Gundersen, P. (2009). *Motivation og læringsform. En oversight over eksisterende forskning*. Nationalt Center for Kompetenceudvikling, København, Denmark.

Illeris, K. (2006) Lifelong learning and the low-skilled. *International Journal of Lifelong Education*, 25:1, 15-28.

Jarvis, P. (2006) Towards a comprehensive theory of Human Learning. *Lifelong Learning and the learning society*. Vol. 1. Routledge, London.

Jensen, T. K. og Johnsen, T. J. (2000): *Sundhedsfremme i teori og praksis.* Kap. 3. Forlaget Philosophia Aarhus Universitet, Århus.

Johannessen, A. (2009). Trust in the Other. Faculty of Behavioural Sciences, University of Groningen, The Netherlands.

Kotter, J.P. (1996) The Eight Stage Process. In Kotter, J.P. *Leading Change* (pp. 33 – 145), Harvard Buisness School Press.

Linell, P. (2010). University of Groningen on 2nd March.

Linell, P. (2009). Rethinking Language, Mind, and World Dialogically. Interactional and Contextual Theories of Human Sense-Making. Charlotte, North Carolina: Information Age Publishing Inc.

Linell, P. (2001). *Approaching Dialogue. Talk, interaction and contexts in dialogical perspectives. Vol.3.* Amsterdam/Philadelphia: John Benjamins Publishing.

Lorentzen, P. (2005). Det dialogiske perspektivet. *Døvblinde – Nyt, no. 2.*

Lorentzen, P. (2003). *Fra tilskuer til deltaker. Samhandling og kommunikasjon med voksne utviklingshemmede.* Oslo, Norway: Universitetsforlaget.

Marková, I. (2010, A). A respond to Linell´s lecture on University of Groningen on 2nd March.

Marková, I. (2010, B). *Dialogicality and Trust,* Keynote Speech, Paris Fr. June.

Marková, I. (2008). *Dialogicality,* Keynote Speech, Leeds, UK. 8-11th October.

Marková, I., Linell, P., Grossen, M. and Orvig, A.S. (2007). *Dialogue in Focus Groups. Exploring Socially Shared Knowledge*. London, UK: Equinox Publishing Ltd.

Marková, I. (2006). On "The inner Alter" in Dialog. *International Journal for Dialogical Science,* vol. *1*(1), 125-147.

Marková, I. (2003). *Dialogicality and Social Representations: The Dynamics of Mind*. Cambridge: Cambridge University Press.

Marková, I. (1995). Asymmetry and intersubjectivity in dialogue involving non-speaking people. In Rönnberg & Hjelmquist (Eds.), *Proceedings from the International Symposium on Communicative Disability: Compensation and Development* (pp.67-78) Linköping, Sweden: Linköping University.

Nafstad, A.V. (2010). *Communication as cure. Communicative agency in persons with congenital deafblindness.* https://sint.statped.no/dokumentsenter/Fagstoff/Communication as cure.pdf

Nafstad, A.V. (2009). *Joint Attention in Dialogical Perspective.* Lecture at the Faculty of Behavioral and Social Sciences, Groningen University, NL. 14 – 16th October.

Nafstad, A.V. and Rødbroe, I.B. (1999). *Co-creating Communication. Perspectives on diagnostic education for individuals who are congenitally deaf/blind and individuals whose impairments may have similar effects.* Dronninglund, Denmark: Nord-Press.

Nordisk Lederforum (2006). *Nordisk Definition af Døvblindhed og Nordisk Vejleder.* Aalborg: Videnscenter for døvblindfødte.

(Nordic definition on Congenital Deafblindness.*The Danish Resource Centre on Congenital Deafblindness*).

Rødbroe, I.B. (2010). Døvblindområdets historiske udvikling, pæadgogiske paradigmer og konsekvens for praksis. *Specialpædagogik vol.30 no.1-2.*

Rødbroe I.B and Souriau, J. (1999). Communication. In McInnes, I. (Ed.) *A Guide to Planning and Support for Individuals who are Deafblind.* (pp.119-149). Toronto, London: University of Toronto Press.

Rødbroe, I.B., Hauge, T.S. and Andreassen, E. (2009). *Nordisk Grunnutdannelse om medfødt døvblindhet. Revisjon av Leseplan. Aalborg, DK:* Videnscenter for døvblindfødte.

Schein, E.H. (2004). *Organizational Culture and Leadership, Third Edition*. San Francisco, USA: Jossey-Bass.

Souriau, J. (2002). The theoretical framework of the conference – Keynote Speech. *CNUS,* vol. 3. Dronninglund, Denmark: NVC-Denmark*.*

Van Rooij-Cooymans, E. (2009). *Dialogical practice in past and present. Quality of dialogicality at a school for children with deafblindness.* Faculty of Behavioural Sciences, University of Groningen, The Netherlands.

Vege, G. (2009). Co-presence is a gift. Faculty of Behavioural Sciences, University of Groningen, Netherlands.

Wahlgren, B. (2010). DPU 4th. October.

Wahlgren, B. (2009). *Transfer mellem uddannelse og arbejde.* Aarhus, Dk: Nationalt Center for Kompetenceudvikling, DPU ved Aarhus Universitet.

Washington, C.L. (2000). *Influencing Process Change: Understanding the Role of Learning Transfer Climates, Self-efficacy, and Goal Commitment*: Ohio State University, Workforce Development and Education Section.

Helle Buelund Selling, MSc, *Consultant Staff Development, Center for Døvblindhed og Høretab, Aalborg, Danmark; e-mail: <hellebuelund@rn.dk>.* ***Flemming Ask Larsen, MSc,*** *Postdoctoral Researcher, Department of Psychology, University of Copenhagen, Denmark; Lecturer, Department of Special Needs Education and Youth Care, University of Groningen, e-mail: <ask.larsen@psy.ku.dk>.* ***Anne V. Nafstad,*** *Psychologist, Department of Deafblindness and Combined Visual and Hearing Impairment STATPED Southeast, Oslo, Norway; Lecturer, Department of Special Needs Education and Youth Care, University of Groningen, Netherlands; e-mail: <Anne.nafstad@statped.no>.*