

Publications referenced in the "What it means to be a teacher educator in today's policy climate" session, 23 May 2019 in Oslo

Marilyn Cochran-Smith

Cochran-Smith, M. (1990). "Learning to Teach Against the Grain." *Harvard Educational Review*. 51 (3): 279-310.

Cochran-Smith, M. (1991). "Reinventing Student Teaching." *Journal of Teacher Education*. 42(2): 104-118.

Cochran-Smith, M. and Lytle, S. . (1999). "Relationships of knowledge and practice: Teacher learning in communities. In A. Iran-Nejad and C.D. Pearson (Eds.). *Review of Research in Education* (Vol. 24). Washington, DC: American Educational Research Association, pp. 251-307.

Cochran-Smith, M. & Lytle, S.L. (2009). *Inquiry as Stance: Practitioner Research for the Next Generation*. New York: Teachers College Press.

Cochran-Smith, M. & Villegas, A.M. (2015). "Studying Teacher Preparation: The Questions that Drive Research." *European Education Research Journal*. 14(5): 379-394.

Dr. Karen Hammerness, Selected publications on teachers' and program vision:

Hammerness, K. & Kennedy, W. (2018, September). Teaching Practices Grounded in Foundational Knowledge, Visions and Contexts. *The New Educator*, published online first and available at:
<https://doi.org/10.1080/1547688X.2018.1506070>

Hammerness, K. (2014). Chapter Six. Visions of Good Teaching. In Feiman-Nemser, S., Tamir, E. & Hammerness, K. (Eds). Inspiring Teaching: Context-specific teacher preparation for the 21st century. Harvard Education Press.

Hammerness, K. (2008). "If you don't know where you are going, any path will do": The role of teachers' visions in teachers' career paths. *The New Educator*, 4, 1, pp. 1-22.

Hammerness, K. (2004). Teaching with Vision: How one teacher negotiates the tension between high ideals and standardized testing. *Teacher Education Quarterly*, 31(4) Special Issue on Passionate Teaching in an Era of Test-Based Accountability.

Hammerness, K. (2003). Learning to hope, or hoping to learn? The role of vision in the early professional lives of teachers. *Journal of Teacher Education*, 54(1), pp. 43-56.

List of publications related to the Procedure of Guided Reflection

Dr. Professor Auli Toom

Husu, J., Toom, A. & Patrikainen, S. (2008). Guided reflection as a means to demonstrate and develop student teachers' reflective competencies. *Reflective Practice*, 9(1), 37–51.

Leijen, Ä., Allas, R., Toom, A., Husu, J., Mena Marcos, J., Meijer, P., Knezic, D., Pedaste, M. & Krull, E. (2014). Guided reflection for supporting the development of student teachers' practical knowledge. *Procedia – Social and Behavioral Sciences*, 112 (2014), 314 – 322.

Toom, A., Husu, J. & Patrikainen, S. (2015). Student teachers' patterns of reflection in the context of teaching practice. *European Journal of Teacher Education*, 38(3), 320-340. DOI 10.1080/02619768.2014.943731

Leijen, Ä., Allas, R., Pedaste, M., Knezic, D., Mena Marcos, J.-J., Meijer, P., Husu, J., Krull, E. & Toom, A. (2015). How to support the development of teachers' practical knowledge: Comparing different conditions. *Procedia – Social and Behavioral Sciences*, 191, 1205 – 1212.

Allas, R., Leijen, Ä. & Toom, A. (2016). Supporting the construction of teacher's practical knowledge through different interactive formats of oral reflection and written reflection. *Scandinavian Journal of Educational Research*, 61(5), 600-615. DOI: <http://dx.doi.org/10.1080/00313831.2016.1172504>

Heikonen, L., Toom, A., Pyhältö, K., Pietarinen, J. & Soini, T. (2017). Student teachers' strategies in classroom interaction in the context of the teaching practicum. *Journal of Education for Teaching*, 43(5). DOI: 10.1080/02607476.2017.1355080

Saariaho, E., Toom, A., Soini, T., Pietarinen, J. & Pyhältö, K. (under review). Student-teachers' and pupils' co-regulated learning behaviours in authentic classroom situations in teaching practice. *Teaching and Teacher Education*.

Allas, R., Leijen, Ä. & Toom, A. (under review). Video-enhanced reflection to support student teachers' construction of practical knowledge in the context of teaching practice. *Teacher Development*.

Husu, J., Patrikainen, S. & Toom, A. (2007). Developing teachers' competencies in reflecting on teaching. In J. Butcher & L. McDonald (Eds.), *Making a difference: Challenges for teachers, teaching and teacher education* (pp. 127-140). Rotterdam: Sense Publishers.

Toom, A. (2019, accepted for publication). Tacit knowledge in teacher education. In M.A. Peters (Ed.), *Encyclopedia of Teacher Education*. New York: Springer.

Tilikainen, M., Heikonen, L., Toom, A. & Husu, J. (2016). Videoavusteinen tuki opetusharjoittelun ohjauksessa ja ammatillisessa oppimisessa. *Kasvatus*, 47(1), 48-54.

García, M., Mena, J., Gómez, R., Leijen, Ä., Husu, J., Toom, A., Knezic, D., Meijer, P., Pedaste, M., Allas, R., Heikonen,

L., & Tiilikainen, M. (2017). Innovaciones en la formación práctica del profesorado [Innovations in the practical formation of the teachership]. *Papeles Salmantinos de Educación*, 21, 125-132. Universidad Pontificia de Salamanca: Facultad de Educación.

Tilikainen, M., Toom, A. & Husu, J. (2018). Opetuksellisen toimintatiedon rakentuminen ohjatussa opetusharjoittelussa [Construction of teacher's practical knowledge in supervised teaching practice]. In T. Heino, O. Kokkonen, T. Uskali, K. Urnson, E. Niinistö & T.

Merisuo-Storm (Eds.), Rauman normaalikoulu – oiva opinahjo [Rauma Teacher Training School – An Excellent Place for Learning] (pp. 44-50). Rauma: Rauma Teacher Training School, University of Turku

Mena, J., Toom, A., Leijen, Ä., Husu, J., Knezic, D. Heikonen, L., Tiilikainen, M., Garcia, M., Allas, R., Pedaste., M. & Meijer, P. (2015). *Handbook on teaching – Teachers' strategies in classroom: A student-teaching collection of cases from four European countries*. Spain: University of Salamanca. <http://hdl.handle.net/10366/126554> [also available in Dutch, Estonian, Finnish and Spanish]

ACTTEA Project (2012-2015). *ACTTEA Video Learning Environment for Teacher Education*. <http://acttea.ut.ee/video/> Estonia: University of Tartu. [also available in Dutch, Estonian, Finnish and Spanish]

List of publications, Lexie Grudnoff

Cooper, B., & Grudnoff, L. (2017). Redesigning authentic collaborative practicum partnerships: Learning from case studies from two New Zealand Universities. In M. Peters, B.Cowie, & I. Mentor (Eds.), *A companion to research in teacher education*, 223-236. Singapore: Springer Singapore.

Grudnoff, L., Haigh, M., & Mackisack, V. (2016). Reinvigorating School-University Practicum Partnerships Through the Development of Collective Third Space. *Asia-Pacific Journal of Teacher Education*, 45(2), 180-193

Grudnoff, L. (2011). Rethinking the practicum: Limitations & possibilities. *Asia-Pacific Journal of Teacher Education*, 39 (3), 223-34.

Grudnoff, A.B., & Williams, R. (2010). Pushing Boundaries: Reworking University-School Practicum Relationships. *New Zealand Journal of Educational Studies*, 45 (2), 33-45.

List of publications, Viv Ellis

Ellis, V. & Childs, A. (2019). Innovation in Teacher Education: Collective Creativity in the Development of a Teacher Education Internship. *Teaching and Teacher Education DOI: 10.1016/j.tate.2018.10.020*.

Ellis, V. (2016). The Challenge of Transformation: Å arbeide med kunnskapsproblemet i lærerutdanningen. *Acta Didactica Norge* 10, 2: 366 – 374.

Ellis, V. (2011). Re-energising professional creativity from a CHAT perspective: Seeing knowledge and history in practice. *Mind, Culture and Activity: An International Journal* 18: 2, 181 — 193.

Ellis, V. (2010). Impoverishing experience: The problem of teacher education in England. *Journal of Education for Teaching* 36,1: 105 – 120

References, Alis Oancea

- Oancea, A (2018) *The practice of educational research*. In P. Smeyers (ed) International Handbook of Philosophy of Education, Dordrecht: Springer
- Oancea, A., & Furlong, J. (2007). *Expressions of excellence and the assessment of applied and practice-based research*. *Research Papers in Education*, 22(2), 119–137.
- Oancea, A., Fancourt, N., Robson, J., Thompson, I., Childs, A. and Michie, J. (2017) [Building research capacity in teacher education in Wales] *Evaluation of WISERDEducation*. Report to the Higher Education Funding Council for Wales. Caerphilly: HEFCW
- Oancea, A (2014) “*Teachers' professional knowledge and state-funded teacher education: a (hi)story of critiques and silences*”, Oxford Review of Education. 40(4) 497-519. DOI: <http://dx.doi.org/10.1080/03054985.2014.939413>
- Winch, C, Oancea, A, Orchard, J (2015) “*The contribution of educational research to teachers' professional learning: philosophical understandings*”, Oxford Review of Education, 41(2) 202-216. DOI: <http://dx.doi.org/10.1080/03054985.2015.1017406>
- Oancea, A, Orchard, J (2012) “*The Future of Teacher Education*”, Journal of Philosophy of Education. 46(4) 574-588. DOI: <http://dx.doi.org/10.1111/j.1467-9752.2012.00888.x>
- Bridges, D, Oancea, A & Orchard, J (2017) ‘*On the role of philosophical work in research in teacher education*’. in: Peters, M., Cowie, B., Menter, I. (eds) A Companion to Research in Teacher Education'. Springer Academic Publishers
- Oancea, A., Mills, D., and Robson, J. (2017) Harnessing Research on Education in the UK.** Report to the Royal Society and **British Academy** Joint Enquiry on Educational Research. London: Royal Society / **British Academy**.
- Christie, D., Donohue, M., Kirk, G., McNamara, O., Menter, I., Moss, G., Noble-Rogers, J., Oancea, A., Rogers, C., Thomson, P., & Whitty, G. (2012). Prospects for the future of educational research.** London: BERA/UCET.
- Oancea, A. (2005). *Criticisms of educational research: Key topics and levels of analysis*. *British Educational Research Journal*, 31(2), 157–183.

Mikael Alexandersson: Publications within the theme of my presentation 23 May 2019 in Oslo, NOKUT

- Alexandersson, M. (Fall 2019). Så att de berörda berörs – Perspektiv på praktiknära forskning. I M. Dahl (red.) *Självständigt arbete i praktiknära utveckling*. Liber.
- Alexandersson, M. (2018). Konstruktiva dekonstruktioner i samverkansprojekt. I M. Berg, V. Fors. & R. Willim. (red.) *Samverkansformer. Nya vägar för humaniora och samhällsvetenskap*. Lund: Studentlitteratur.
- Alexandersson, M. (2018). Vem i hela världen kan man lita på? Om myndighetsutövning och kollegial kunskapsbildning. I G. Åsén (red.) *Att vilja veta. Om utvärdering och pedagogisk bedömning i skolan*. Stockholm: Liber.
- Alexandersson, M. (2017). *Konsten att ligga i framkant. Utredning av ledningsstruktur för forskarskolan CUL-Centrum för utbildningsvetenskap och läarforskning*. Intern PM. Utbildningsvetenskapliga fakulteten. Göteborgs universitet
- Alexandersson, M. (2007). Från central kontroll till professionell utveckling. I C. Brusling & G. Strömqvist (red.), *Reflektion och praktik i läraryrket*. Lund: Studentlitteratur.

- Alexandersson, M. (2007). Praxisnära forskning och läraryrkets vetenskapliga bas. I Sandin, B. & Säljö, R. (red.) *Utbildningsvetenskap – ett kunskapsområde under formering*. Stockholm: Carlssons förlag.
- Alexandersson, M. (2007). I riktning mot en forskningsanknuten lärarutbildning. *Vägval – Tidskrift för svensk utbildningshistoria*, 1, Lärarförbundet.
- Alexandersson, M. (2007). Tankens krökning tillbaka mot sig själv. *Pedagogiska magasinet*, 1.
- Alexandersson, M. (2006). I riktning mot en professionsinriktad forskarutbildning som grund för praxisnära forskning. I O. Eskilsson & A. Redfors (red.), *Ämnesdidaktik ur ett nationellt och internationellt perspektiv*. Kristianstad University Press.
- Alexandersson, M. (2006). Praxisnära forskning och läraryrkets vetenskapliga bas. I B. Sandin & R. Säljö (red.), *Utbildningsvetenskap – ett kunskapsområde under formering*. Carlssons förlag.
- Alexandersson, M. (2004). Läraryrket kräver egen forskningsarena. *Pedagogiska magasinet*, 1.
- Alexandersson, M. (red.). (1999). *Styrning på villovägar. Perspektiv på skolans utveckling*. Lund: Studentlitteratur.
- Alexandersson, M. (1998). Dialog och reflektion. I antologi om *Lokala arbetsplaner*. Skolverket.
- Alexandersson, M. (1998). Dynamisk kunskapsprocess eller förstelnad ritual. I *Pedagogiska magasinet*, 4.
- Alexandersson, M. (1996). Att lära av undervisning. I C. Brusling & G. Strömquist (red.), *Reflektion och praktik i läraryrket*. Lund: Studentlitteratur.
- Alexandersson, M. (1997). I spänningsfältet mellan vision och vardag. I Pedagogiska magasinet, 1.
- Alexandersson, M. (1995). Att reflektera över sin praktik. Fenomenografiska studier för att beskriva reflektion. I H. Uggla (red.), *Varför kvalitativ forskning är nödvändig*. Forum för Humanvetenskaplig Forskning. Högskolan i Örebro.
- Alexandersson, M. (1995). Makt och tradition i lärarutbildningen. I *Didaktisk Tidskrift*.
- Alexandersson, M. (1994). Fordjupad reflektion bland lärare – för ökat lärande. I T. Madsén (red.) *Lärares lärande*. Lund: Studentlitteratur.
- Alexandersson, M. (1994). Profession och reflektion. I *Lärarprofessionalism — om professionella lärare*. Lärarförbundet.
- Alexandersson, M. (1994). Focusing Teacher Consciousness. I G. Handal, I. Carlgren & S. Vaage (Eds.), *Teachers' Minds and Actions*. London: The Falmer Press.