

Skjemainformasjon

Skjema	SFU
Referanse	1006100
Innsendt	08.05.2013 12:27:09

Host

Information about host institution and center

Name of centre	Lærerutdanningslaben
Host institution	Høgskolen i Oslo og Akershus
PO Box address	Postboks 4, St. Olavs plass
Postal code / City/place	0130 OSLO
Telephone	22452000
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Contact person

Contact person

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About the centre

About the centre

Is the centre already established at the time of application

No

Describe briefly the plans for establishing the centre (maximum 1500 characters)

LÆRERUTDANNINGSLABEN HIOA - The TQLab

Organisationally, the TQLab will be a part of the Faculty of Education and International Studies and set up as a developmental workshop staffed by SFU-funding and with some additional funding from OAUC. The TQLab will be located in the main building of the Faculty of Education and International Studies, staffed with a Lab leader and part time coordinators for each of the teacher education areas. The Lab will have a national professional reference group as well as international advisory seminars. From the second term of 2014 the LTQ unit will be fully staffed and in activity in all main areas, and this activity level will be stable for all years in the five year period.

Describe briefly the aims and current as well as planned activities of the centre (maximum 1500 characters)

The knowledge triangle in four teacher education areas

The Teacher Qualification Lab aims to further and extend the main quality assets from the local four programs and build networks for exchange of good practices and research locally, nationally and internationally. A common concern in the teacher educations in OAUC is the strengthening of coherent knowledge triangles for professions, connecting high quality in teaching and research with innovation and knowledge exchange with kindergartens, schools, teachers and other professional arenas.

The vision of The TQLab is to implement and explore practices and structures that enhance coordination and understanding across subject knowledge and pedagogies, research-based and experience-based competences, and institutional boundaries of college and professional practice. A key concern is to develop collaboration across sub-fields in relation to students' professional qualifications and repertoire.

The TQLab will give priority to development efforts in three areas: Integrated didactic design, based on the new EQF pattern for national curriculum guidelines, analysis and development of assignment pedagogies, and uses of placement periods. For the three sub-project areas the TQLab will support and fund local development projects within the four program areas, based on applications.

Application Document

Application Document

Upload application document

[profile_2013 SFU - Application from LUI HiOA.docx](#)

Timeline and budget

Timeline and budget

Upload planned timeline and the activities to be conducted

[timeline_Timeline and main activities.docx](#)

Upload plan for financial resource acquisition

[financial_Plan for financial resource acquisition.docx](#)

Upload budget

[budget_Preliminary budget.docx](#)

Attachments

Attachments

- 2013_SFU__CV_OAUC__att__1.docx
- profile_2013 SFU - Application from LUI HiOA.docx
- budget_Preliminary budget.docx
- financial_Plan for financial resource acquisition.docx
- timeline_Timeline and main activities.docx
- 2013_SFU__Documentation_OAUC__att__2.docx

Comments

Comments to the application form (maximum 1500 characters)

NOKUT

Date: 8. May 2013

Our ref.: 2013/2212

Executive officer: Anne-Lise Grændsen

Your ref.: ref.

APPLICATION FOR SFU-PILOT IN TEACHER EDUCATION

The Faculty of Education and International Studies at Oslo and Akershus University College of Applied Sciences, represents a large and varied collection of Teacher Education Programs in Norway. It comprises Early Childhood Teacher Education, Teacher Education for Primary and Lower Secondary School, as well as Vocational Teacher Education. Subject Teacher Education for Bilingual Teachers and Subject Teacher Education for Physical Education and Health is also included. Altogether, these programs make the Faculty capable of approaching Teacher Education in a holistic manner, developing professional competences both within and across different programs. In the SFU-Pilot application yet another Subject Teacher Education is added, namely the Teacher Program in Arts and Craft, belonging to another Faculty at the OAUC (TKD). An important motivation for this application is therefore linked to the expected outcomes rising from the collaboration between different Teacher Education Programs within and across Faculties at OAUC, the ultimate goal being the construction of a strong environment for excellence in Teacher Education.


Following the strategic aims of the OAUC, the Faculty's ambitions are strongly linked to the ongoing, institutional transformation process towards becoming a University of Applied Sciences. The SFU-pilot corroborates this development by emphasizing the need for strong coherence between education, research and development and innovation and knowledge exchange with professional fields. Moreover, the application for an SFU-pilot in Teacher Education is linked to the wider institutional strategy for excellence in professional education, known as the FPK-strategy, at the OAUC-level.

The initiative behind this application was jointly taken by the Faculty Management and a group of staff members dedicated to research based Teacher Education. At all levels representatives from the different institutes and Teacher Education Programs have participated in the application process, which also has been supported by administrative resources both from the Faculty and the institutional level.



Kari Toverud Jensen

Rector



Knut P. Hanevik

Dean

THE TEACHER QUALIFICATION LAB – WORKSHOP FOR GOOD TEACHER EDUCATION AREAS

The knowledge triangle in four teacher education areas

The four areas of teacher education at Oslo and Akershus University College of Applied Sciences (OAUC) have, following the university college reform two decades ago, met national reforms and other quality challenges with collegiate innovative efforts not least through cooperation with placement areas and across sub-fields. A common concern in teacher education in OAUC is the strengthening of coherent knowledge triangles for professions (Massen et. al. 2010, Havnes 2011), connecting high quality in teaching and research with innovation and exchange of new knowledge and practices with schools, teachers and other professional arenas. The Teacher Qualification Lab (The TQLab) aims to further and extend the main quality assets from the local four programs and build networks for exchange of good practices and research locally, nationally and internationally.

The four teacher education areas at *OAUC* represent the broadest collection of teacher education (TE) programs nationally within one institution. All four TE areas at OAUC have met recurrent challenges in systematic ways relating to particular aspects of their profile.

- The early childhood teacher area has a long record for partnership building with the professional field, as well as linking subject components and professional orientation.
- For more than a decade the teacher education area for basic schooling has developed the links across subject fields. The emphasis has been on multidisciplinary and horizontal coordination and cooperation as a framework for mutual responsibilities for high quality in professional competences and repertoires.
- The vocational teacher education area qualifies personnel with a craft or journeyman's certificate and relevant vocational practice. Through 30 years of vocational TE in higher education the area has a long tradition of cooperation with vocational schools and work enterprises.
- At OAUC there are three teacher education programs based on the national framework for three-year teacher bachelor degrees – two in single areas for arts and crafts and physical education, respectively, and one for qualification for teaching of bi-lingual pupils.

The vision of The TQLab is to implement and explore practices and structures that enhance sustainable patterns of action, coordination and understanding across subject knowledge and pedagogies, research-based and experience-based competences, and institutional boundaries of

college and professional practice. Taking this broad approach to coherence as starting point, the aim is to deepen the understanding of the teaching professions by comparative work and exchanging experiences. A key concern is to develop collaboration across sub-fields in relation to students' professional qualifications and repertoire. Excellence in teacher educations implies combining foci on subject knowledge and pedagogy with the related varied research-based and experience-based fields and forms of knowledge. The TQLab frames comparisons and advancements of coherence in teacher education areas in the context of three interrelated concepts.

High quality in four teacher education areas

The application is based on the sustained and high level innovative efforts of staff and students in the four teacher education program areas at OAUC. In all four areas OAUC offers concurrent bachelor programs for full-time students. In the early childhood teacher area additional models are a part-time model, and a workplace and experience-based program with a somewhat modified curriculum model. In the vocational area a bachelor degree is offered in eight vocational fields, while the traditional model has been a consecutive program, offered as one-year full time or two years part time alternatives.

Quality assets in the Faculty of Education and International Studies (further info: see attachment 2)

Since the national state college reform in 1994 all four teacher education areas at OAUC have gone through deep changes from teaching only institutions to areas with a mission where teaching and study, research, and innovation and knowledge exchange with professional fields are growing and well balanced.

- Stable recruitment, and good Ects production and progression across rapid shifts of national regulations, are indicators of high and stable quality and efficiency.
- The two large teacher program areas have, respectively, received the national quality award of the Ministry of Education in 2003 for systematic cooperation across subject fields in the program area, and the OUC learning milieu awards in 2005 and in 2010.
- OAUC and the teacher educations have been recognized in Norway as a pioneer institution in professional higher education for minority students.
- The dean, other leaders, and prominent faculty members have over the years had many expert functions.
- R&D and professional services have been expanding and OAUC is among the largest educational research institutions nationally with focus on professional issues. From 2012 the education faculty started the first broad Ph.D. in education with a dedicated professional profile.

Quality assets in the four teacher education areas

Early childhood teacher education - barnehagelærer. This program area at OAUC is the largest nationally, and one of two with early childhood pedagogy as the all-encompassing field of specialisation. Current work on curriculum development and quality improvements includes:

- A strong tradition for specialization and focus on early childhood pedagogy and a well balanced academic and professional qualification profile among the staff of the institute.
- Interplay of research and teaching activities have been a source for quality improvement.
- Partnership development throughout a number of years with the municipality of Oslo and district administrations on work-based qualification models.

Schoolteacher education - grunnskolelærer. The four-year degree program accepts more than 300 new students each year. The documentation confirms a long record of stable, high-quality practice with multi-disciplinary coordination. High quality and focus on coherence point to:

- A strong record in multi-disciplinary coordination and integrated didactic design that supports a strong academic and professional profile throughout the program area.
- A balanced academic and professional profile in research and qualifications of the academic staff of the institute.
- High satisfaction among students as reported in yearly student evaluations.

Vocational teacher education - yrkeslærer. The Vocational teacher education area at OAUC is the most extensive nationally, and the only one comprising all sub-fields in vocational education. The documentation of high quality and coherence indicates:

- A strong tradition for work-based pedagogies and of practice-based development projects as essential elements in formal education.
- Experience in involving student teachers in research and development projects on curriculum development in vocational education and vocational teacher education
- The institute holds the national leadership of a project aimed at establishing VTE–programs in all regions in Norway and implementing a new national curriculum framework.
- A growing research record in an area with a short research history and an increasing number of staff with formal research competence at top level

Subject centered teacher education – faglærer. Three subject-centered TE bachelor programs at OAUC are the latest additions in the TQLab. The bachelor degree-qualifying teachers in arts and crafts had a start from 1875. The two minor programs at the educational faculty started within the last decade. Documentation is for the oldest of these programs with a long record of high quality:

- The program has a tradition for innovation and cooperation with placement arenas not only in formal education, but also with museums, private corporations, and social organizations.
- The faculty combines competence at all levels in art fields and didactics, and contains R&D groups in Art and Education and Design Education. Important channels for publication include *FORMakademisk*, *Information and Technè*.
- Networking nationally and internationally has a high priority. A recent example is DRS//CUMULUS Oslo 2013 on “Design Education from Kindergarten to PhD”.

Local collaboration

All four teacher education areas include professional master-degree programs based on the basic teacher education programs. In the current political and scholarly situation extension of teacher education to five years is on the agenda. The four program areas at OAUC are, in this situation, well prepared for the design and development of new integrated practice and research-based master level teacher education models. From 2012 the educational faculty also includes the new PhD program in Educational Sciences for Teacher Education. Development of epistemology and research methodology related to the qualification of teachers is a key concern of the program, and joint actions with the Ph.d.- program and the Lab are included in the matrix of task areas.

While the Faculty of Education and International Studies will host the Centre, the strategy and work packages also include collaboration with The Center for Study of Professions, at OAUC. The Lab is also part of the wider strategy of OAUC towards its position as a full university with a distinct orientation towards professional fields, with emphasis on high quality professional education, scholarship, and research, and with a particular dedication and care for high-quality professional bachelor level programs.

Innovation, competence building, dissemination and research

The TQLab will initiate and further developmental projects in the four teacher education areas and build arenas for collaborative learning and research within and across programs. A common focus will be on coherence within sub-fields and programs. The development projects represent the core of the activities and will be organised in three sub-project areas. The TQLab will explore and try out ways of developing coherence by focusing on three key aspects: Integrated didactic design developed from the introduction of a new series of national curricular regulations based on the Norwegian EQF pattern, analysis and development of assignment pedagogies, and uses of placement periods. Conceptual development and comparative activities will support development

efforts and sub-project areas, and also be separate issues for open forums for discussion within and across the four teacher education areas, as well as in national and international contexts.

By working within the four diverse teacher education areas the Lab will identify commonplaces of didactical design, as well as variations in the professional object (Carlgren & Marton 2000) in the different teacher education areas (see matrix). Main common areas of didactical design can be elaborated from combinations of experiences from the four teacher education areas with the comparative questions of Eraut (1994). Eraut here questions the composition of professional knowledge bases, what are important qualifications to be achieved before certification, and which ones are better postponed, and what are qualifications best developed inside higher education, in placement programs, and in courses involving interchanges between contexts.

Conceptual framework to support innovations and comparative exchanges

Cultivation of the professional knowledge triangles. During the last decade the knowledge triangle (Massen et. a. 2010), has become a common frame of reference for focusing on the interchanges between education, research, innovation and sharing of knowledge with societies in the higher education sector. Knowledge triangles also can frame the striving for coherence in complex multidisciplinary areas as teacher educations and support search for common professional foci in good teaching, professional training, and educational research. In comparative research (Molander&Terum 2008), as well as in policy documents for OAUC, and within the teacher education areas (Ongstad ed. 2006, Bjarnø et.al 2011, Otterstad&Rossholt ed.2012, Christensen&Ulleberg 2013), frequent orientations correspond with this emphasis on positive linkages between education and training, research and development (R&D), and professional fields. In this respect approaches to knowledge triangles, research, and R&D- informed education in the efforts of the TQLab follow the broad understanding from the Universities and Colleges Act also including ‘academic and artistic development work and work experience’.

In professional studies and didactical development efforts at OAUC, a reference for work with broad coherence issues has, for some years, been the understanding of professional competences as forms of *practical syntheses* (Grimen 2008). A starting point here is that professional competence will need to draw on forms of knowledge that are epistemically diverse and borrowed from a variety of specialized fields. Practical syntheses in teaching professions emerge when diverse components of knowing and doing are coordinated in teachers’ work. The connections do not emerge from

theoretical forms of syntheses, but in the context of significant tasks and conditions. To further coherence in teacher education areas, it may be necessary to put greater emphasis on exploring aspects of knowing involved in the performance and professional development of the characteristics of good teachers. In this perspective coherence includes the furthering of didactical design and renewed forms of didactical trajectories and contracts (Hudson and Meyer 2011) not least working beyond the longstanding tradition in Scandinavia called a seminar contract (Kvalbein 2004).

Develop, compare and challenge signature pedagogies. Secondly, the strategy of the TQLab is grounded in the European tradition of didactical analysis and design in combination with Shulman's (2005) notion of *signature pedagogy*: "types of teaching that organize the fundamental ways in which future practitioners are educated for their new profession" (p 52). At a program level didactical design and signature pedagogies in professional fields transcend subject fields, modules and institutions by linking teaching, study, and repertoire building processes. A key characteristic is the strong relationship between teaching and study, research styles, professional practice and the continuous challenges posed to novices and to more experienced professionals. A main challenge in supporting important qualities of signature pedagogies is to develop methods in development work and research especially relevant for the teaching profession. This is an issue that the new Ph.D. program at OAUC has started to work with.

Building repertoires and comparing professional qualifications. This third set of concepts includes a biographical and lifelong learning perspective on teacher qualifications, embracing pre-service education, induction programs and in-service professional development. The TQLab will have varied strategies for bridging institutional arenas. One is to explore students' trajectories of learning across contexts and to develop sets of assignments that support students' engagement across the institutional contexts. As part of the same strategy it is essential to create settings that cross boundaries where teacher educators, practitioners and students are jointly engaged in exploring their understanding of teacher qualification and students' learning, and collaborate on designing learning tasks and assignments.

Sub-projects area 1: Regulations in accordance with The National Qualification Framework

From society there is a demand that teachers achieve a high level of subject knowledge and professional competence when they graduate. The ongoing national initiative is to implement the NQF in national curriculum framework for teacher educations. How this framework impacts

didactical design is a relevant comparative issue. There are particular challenges in the new ways that teacher educations are modularised with national multi-level regulations based on the Norwegian version of European Qualification Framework.

Sub-projects area 2: *Assignment pedagogies.*

Assignments represent ways of directing students' learning efforts, as well as of maintaining academic and professional standards. The TQLab will support and compare assignments that include efforts to compensate strict modularization. The bachelor assignments in the third year in the current programs will be a key area for comparative studies of assignments, and of student group related learning strategies and achieved qualifications. Focus on assignments and didactical analysis will also be included in efforts to qualify students for flexible and reflective teaching competence that is of growing importance when teachers' work changes and reliance on good habits or generalized methods becomes less likely.

Sub-projects area 3: *Placement pedagogies.* Learning in fields of professional practice is a core component of professional education. Teacher students have both observation practice and longer periods of placement. Studying placement structures across various professional educations, Grønn (2010) found that there is a large variation of placement patterns that invite further experimentation and comparison. The TQLab will initiate collaborative forums where college staff, mentors and students explore ways of further developing placement as a learning context, and particularly emphasizing ways of connecting subject knowledge and training and learning in practice. Forms of collaboration before, during, and after placement periods are among the relevant areas for exchanging experiences and didactical comparisons.

LÆRERUTDANNINGSLABEN HiOA - *The TQLab*

Organisationally, the TQLab will be a part of the Faculty of Education and International Studies and set up as a developmental workshop staffed by SFU-funding and with some additional funding from OAUC. The TQLab will be a resource centre and a community for sharing of experiences, deliberations concerning keywords and conceptual issues, creative didactical design, exploration of new practices and tools, and dissemination of experiences and knowledge. Linked to the projects, there will be series of seminars and workshops and national and international networking.

Comparing signature pedagogies in teacher educations

FORSØK og FORSKNING eCampusarbeid med Læringscenter og videolab LUI	<i>Coherence in EQF-NKR based TE design</i>	<i>Placement pedagogies</i>	<i>Assignment pedagogies</i>	Lærerutdannings forum
BARNEHAGE	<i>2012: Ny rammeplan Fra fagdelt modell til bredfeltmodell Nye forsøk ut fra ny rammeplan</i>	<i>Endring i praksisordning for å utvikle samspill utdanning og praksisfelt Partnerskap med barnehagesektor i kommuner</i>	<i>Studentmentorer Digital historiefortelling Bacheloroppgave</i>	BARNEHAGE
GRUNNSKOLE	<i>Faglig og flerfaglig profesjonsretting innen to veier til grunnskolelærer</i>	<i>Profesjonstema Forsøk med verkstedskoler Observasjonspraksis og fagpraksis</i>	<i>Bacheloroppgaver kombinerer flerfaglig forskning & profesjonsretting</i>	GRUNNSKOLE
YRKESFAG	<i>Fra prosjekter til implementering av ny rammeplan YFL og PPU</i>	<i>Partnerskap med skoler og lærebedrifter</i>	<i>Implementering av ny rammeplan Oppgaver i yrkesfaglig bredde og dybde</i>	YRKESFAG
FAGLÆRER	<i>Implementering av ny rammeplan Nye forsøk ut fra ny rammeplan</i>	<i>Entreprenørskap i studentprosjekter Fagpraksis Partnerskap med kulturarenaer</i>	<i>Bacheloroppgaver kombinerer kunst, design og fagdidaktikk</i>	FAGLÆRER
KOMPETANSE FOR LÆRERUTDANNING Høgskolepedagogikk Kvalifisering for førstestillinger Samarbeid innen og utover HiOA	<i>Exchange of experience and comparisons of didactical design based on uses of the norwegian version of EQF in four teacher education areas</i>			SYMPOSIUM PhD i utdanningsvitenskap – flerfaglig ramme om lærerkvalifisering

Building on this framework a threefold structure of innovative work will be established: development of cross-disciplinary conceptions and practices in the communities of teacher educators; educational development projects; and comparative analyses of similarities and differences across teacher educations. As indicated in the mixed languages in the activity matrix innovative efforts rely on invention of infrastructure and keywords in the working language of the TQlab. International exchange of experiences and strategies will be integrated parts of the activities in the sub-project areas, but will also depend on progress in the local development efforts.

The TQLab will be located in the main building of the Faculty of Education and International Studies, staffed with a Lab leader and part time coordinators for each of the teacher education areas. The Faculty and OAUC will provide facilities and additional administrative support as well as providing research time for staff engaged in the Lab activities. The central staff of the Lab together with the institute leaders of the four areas will act as governing body of Lab activities. The Lab will have a national professional reference group as well as international advisory seminars.

Collaborative partners (further info: se attachment 2)

The TQLab is set up as a collaborative project across the four teacher education areas.

- Within the Faculty of Education and International Studies key collaborative units will include the video lab and new fields for research cooperation functioning from the autumn term in 2013.
- Centre of the Study of Professions will contribute with wider comparative perspectives on professional qualification.
- The Learning Centre is a key institution in the new e-learning efforts at OAUC.
- Partners from the professional fields will include Oslo Municipality, partnership early childhood institutions, schools and the teachers' organisations.
- A number of international experts will be invited to act as critical friends, participating in a yearly international seminar and contributing at symposia and conferences.

New practices and new knowledge

The TQLab will generate knowledge on coherence along the sub-project areas. Conceptual development, exchange of experience and critical analysis within and across the diverse program areas will address the specific features of the teacher education programs, transitional, epistemological and biographical coherence, within as well as across the programs.

For the sub-project areas the TQLab will support and fund local development projects within the four program areas, based on applications. By including teacher educators, practitioners, and students in developing these task-specific pedagogies the TQLab will ensure that the educational development efforts involve main voices. Being part of wider, institutional development of excellence in professional programs at OAUC, the TQLab will also take part in wider cooperation.

- ***Innovative activities.*** The core activity will be ongoing and new developmental projects that the Lab will fund, supervise and coordinate, as indicated in the activity matrix. The Centre will host an annual symposium on coherence in teacher education areas to develop strategies for improving locally and nationally.

- ***Linking innovation and research.*** A wide range of R&D activities will be integrated with the work in the sub-project areas. Part of the projects will include collaboration with Centre for the Study of Professions. Through the research activities there will also be a focus on fields of knowledge, which will enable teacher educators to draw on comparative knowledge and experiences.
- ***Sustaining high quality in large teacher education programs.*** Taking into consideration the size of OAUC, knowledge about large-scale educational innovation and implementation will be collected and evaluated. By linking parts of the activities to wider institutional initiatives of OAUC for excellence in professional qualification and eCampus development, more general features of professional education will also be in focus.
- ***Transferring knowledge and dissemination.*** Through partnership building and the involving of mentor teachers and schools in projects, seminars and conferences, dissemination of research-based knowledge and results from projects will reach out to practitioners, as well as the community of teacher educators and students.

New media will be used to disseminate competence and results. The TQLab will build a website for dissemination of good practices and research from projects. In addition eCampus initiatives will be set up for educational and communication purposes. In collaboration with the video lab, edited video recordings of presentations and interviews will be made available also for teaching. Digital storytelling has been explored in ECTE, and will be elaborated.

Support and extend a public sphere and cross-disciplinary debates

Coherence in the teacher education areas grows from deliberation and debates across involved faculty and students. Extension of public communication on teacher qualification through e-journals and old and new media is a general framework as well as a separate achievement worth striving for.

From the second term of 2014 the LTQ unit will be fully staffed and in activity in all main areas, This activity level will be stable for all years in the five year period. Plans for 2016 will include an internal evaluation with professional and international experts among the members. After the evaluation activities and budget priorities might be changed, to have possibilities also to include wider set of target areas.

Preliminary budget

For the five years 2014-2018 the project apply for a yearly average support of NOK 3 mill. The two first years internal support from the FPK scheme of HiOA is included as well.

As seen in the preliminary budget planned activities will emphasise more internal project support in the first years and more open projects and external transfer oriented activities from 2017 till 2019.

We estimate that full activity will be reached first in 2015 and the first term of 2019 is planned as the final term of the project.

Year	2014	2015	2016	2017	2018	2019	
TEleaders	0,6	1	1	1	1	0,6	5
Projects sub-areas	0,6	1,2	1,2	1,2	1,2	0,6	6
<i>FPK HiOA projects</i>	<i>0,5</i>	<i>0,5</i>					
Open projects		0,2	0,2	0,2	0,4		1
Master student scholarships		0,3	0,3	0,3			0,9
Conferences and general information	0,2	0,2	0,1	0,3	0,2	0,2	1,5
eLearning	0,1	0,1	0,2	0,2	0,2	0,1	0,6
Sum SFU	1,5	3	3	3,2	3	1,5	15
<i>TOTAL</i>	<i>2,0</i>	<i>3,5</i>					<i>16</i>

Leader for the TQLab and four areas will have a yearly estimated average cost of NOK 1.mill.

Projects in the three sub-project areas have a common frame of NOK 1,2 mill. For the first two ordinary years each of the areas will have the same basic frame. The balance can be changed after the mid-term internal evaluation, from 2017.

The Faculty and OAUC will provide facilities and additional administrative support as well as providing research time for staff engaged in the Lab activities. This general support is not included in the preliminary budget.

Plan for financial resource acquisition

From 2012 sub-programs in two TE areas have started development efforts that will be furthered within the TQLab centre. From 2013 new local financial resources will be searched for.

Facilities and administrative and technical support will during the whole SFU period be provided by the Faculty of Education and the OAUC. The Faculty will also provide research time for staff and project personnel engaged in the Lab activities within the three institutes.

Funding of the research time of the staff by the Faculty will include about two full yearly workloads.

Estimates for staff engaged in projects are difficult, but a low estimation is that projects in each of the four TE areas will include between 10 and 25 of the staff with yearly R&D resource of 25% of their working time.

Timeline and main activities

2014 From the second term the TQLab unit will be fully staffed and in activity in all main areas,

This activity level will be stable for all years in the five year period.

2016 Plans for this year will include an internal evaluation with professional and international experts among the members.

After the evaluation activities and budget priorities might be changed, to have possibilities also to include wider set of target areas.

CV

Harald Jarning
Schwachs g 4
0360

October 2011

Short CV - Harald Jarning

Born 19. oktober 1952 in Tønsberg, married to Gro Hanne Aas and father to Marianne (b. 1981), Inga (b. 1989) and Torstein (b. 1991).

Education and academic competence

- Professor in education, from 2009
- Associate professor in education, from 1998
- Master- sosialpedagogikk hovedfag, Universitetet of Oslo, 1985
- Teacher sertificate – lærerprøve, Sagene lærerskole, 1975

Work experience

- Professor at PUS/HIOA, from 2009
- Head of studies for general teacher education - allmennlærerutdanning - HiO 2004 - 2008
- Associate professor at faculty of education, HiO from 1998.
- Senior adviser in strategy unit, *Norges forskningsråd*, 1996 to 1998
- Research scholarship from NAVF, 1989 - 1994
- Adviser in Norges allmennvitenskapelig forskningsråd, juni 1987 - 1989.
Forskningspolitisk Råd, 1985-1987
- Organisational secretary in Norsk Studentunion, 1981-juli 1984
- Chairman the national union of students - Norsk Studentunion - 1976-77

Selected projects

- Head of supplementary qualification program at HiO/HIOA for positions as associate professor – *Førstelektorprogrammet* - from 2010.
- Participation in research symposia in ECER conferences 2009, 2007 and 2006 on historical trajectories of education as a field of research and scholarship.
- Editor of the norwegian yearbook for history of education - *Skolen* - 2001-2002
- Engaged in 1991-93 by Bærum kommune in a one school evaluation project of *Lesterud skole*.

Selected publications – in english

Reform Pedagogy as National Innovation System. Early 20C reform pedagogic knowledge entrepreneurs in Norway, In *Paedagogica historica*, Vol. 45, Nos. 4–5, 2009.

Between Common Schooling and the Academe: the International Examinations Inquiry in Norway 1935-1961. Harald Jarning and Gro Hanne Aas. In: Martin Lawn (Ed.): *An Atlantic Crossing? The Work of the International Examinations Inquiry. Its Researchers, Methods and Influence*. Symposium Books, Oxford, 2008.

The Folk High Schools and General Education. The Folk High Schools in Norway from alternative to supplementary secondary schooling, In: *Skolen 2002-03*. Solstad, K.J. (red). Notodden 2003.

The Many Meanings of Social Pedagogy: pedagogy and social theory in Scandinavia, In: *Scandinavian Journal of Educational Research*, No 3-4, Vol. 41.

Selected publications – in norwegian

Det moderne norske utdanningssystemet

Resultater som teller

Bokskole for alle

Bortafor bankundervisningen. Forandringsarbeid og Skoleledelse i *Ledelse av skoleutvikling*, Stålsett, U. (red.). Høyskoleforlaget, Kristiansand. 2000

Mellom statsmakt og sosialiseringsmakt, i K. Jordheim (red.): *Skolen 1993-1994*. Notodden 1993.

Mellom klasserommet og venterommet. Utdanningssosiologiske perspektiv på utvidet skoledag, i Sand, T. og Walle-Hansen, W.: *Sosialisering i dag*. Oslo 1992.

Abeider om didaktikk, lærerutdanning og utdanningsteori

Dewey Square: Lærerarbeid, didaktikk og improvisasjon. I: K. Steinsholt og H. Sommerro (red): *Improvisasjon. Kunsten å sette seg selv på spill..* Oslo: N.W.Damm & Søn 2006

Lærerarbeidets profesjonelle objekt - Strategiske utfordringer for samspillet mellom FoU og utdanningsprogram. . I: Pauli Nielsen (red): *Innovation og aflæring*. 2. bog. Torshavn: Føroya Lærerskuli 2006

Paulo Freire. Kapittel i J. Aasen: *Tanke og handling : nøkler til pedagogisk filosofi* : Oplandske Bokforlag 2006

Det pedagogiske kunnskapsfeltet i Norge

Mellom disiplinforskning og profesjonsfellesskap. Reformpedagogikk og skolebasert kunnskapsutvikling. I AFI-rapport *Kunnskap og arbeid III*, redigert av Olav Eikeland og Knut Fossetøl, AFI 2004.

Eva Nordland. Mellom psykologisk og samfunnsrettet pedagogikk. I Harald Thuen og Sveinung Vaage (red.): *Pedagogiske profiler. Norsk utdanningstenkning fra Holberg til Hernes*. Abstrakt forlag. 2004.

Randi Veiteberg Kvellestad

Olaf Bullsvei 14 c

0765 Oslo

Short CV – Randi Veiteberg Kvellestad

Born 20. february 1958 in Førde, married to Agnar Kvellestad and mother to Dorthe Malene (b. 2003)

Education and academic competence

- Associate professor in Art and Design from 1996
- Master – hovedfag i forming, Høgskolen i Oslo (HiO), avdeling for estetiske fag, 1996
- Subsidiary subject (90 ects) in History of Art, University of Oslo 1994
- One year i Fine Art (60 ects), Statens lærerhøgskole i forming, Oslo 1986
- One year in Decorative Textile (60 credit), Statens lærerhøgskole i forming, Oslo 1987

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- Teacher certificate (180 ects) – Stord lærerhøgskole 1982

Work experience

- Associate professor at Faculty of Art and Design, HiO from 2000 –
- Associate professor at Faculty of Education, Høgskolen i Østfold from 1996 – 2002
- Teacher at Rosenhof voksenopplæringscenter; Qou Vadis? 1993 – 95
- Teacher at Sunnfjord folkehøgskole 1982-85, 1987-91

Selected projects

- Teamcoordinator for 1. year for Bachelor Programme in Art and Design from 2007 –
- Member of the committee to make the overall plan for Teacher Training Programme for practical and esthetic subjects in Norway - Appointed by Ministry of Education and Research 2011 – 2012
- Teamcoordinator for one year study Art and Craft, HiO 2005-2007
- Teamcoordinator for web-based study Art and Craft 2009-2011
- Subject Adviser for Aschehoug forlag &co 1998 – 1999
- Teacher and Subject Adviser for various post-qualifying courses for teachers, HiØ 1996 – 2001
- Teacher and Subject Adviser for various post-qualifying courses for teachers, HiO 2005 – 2011

Paperpresentation

- Paper - Karlstad University, Sweeden 2011
- Lecture at Østfold lærerstevne, 1998
- Lecture at 8. Nettvekskonferanse in education, HiØ 1997
- Lecture at Forskningsdagene, HiØ, 1997
- Lecture at Art and Design conference HiT, Notodden 1999

Artistic assignments

Ecclesiastical textiles in collaboration with Ecclesia textile, Son;
Fløsta Church, Arendal 2000, 2001, 2003, 2011
Såner Church, Vestby 2000, 2001, 2003, 2004
Dybvik Church, Tvedestrand 2002, 2008, 2010
Krokstad Church, Ski 2005
Emmanuel Church, Halden 2008

Ecclesiastical textile – independent
Ris Church, Oslo 2007 – 2010

C.V. Hilde Hiim (2013)

Akershus University College, Faculty of Technical and Vocational Teacher Education,
Instituttveien 24, 2000 Kjeller, Pb. 423, N-2002 Lillestrøm, Norway

Formal qualifications:

2011: Accredited formal competence as Professor at Akershus University College
2009: Doctor philos. degree (from Roskilde University Centre, Denmark)
1992: Accredited formal research competence at Ph.d. – level (Norwegian “førsteamanuensis”)
1984: Cand. Paed in Education (Master level plus one year)
1974: Bachelor in Education

Teaching experience:

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2005 - 2013: Tutor for ph.d. students, lecturer at ph.d. programmes at the Faculty of Technical and Vocational Teacher Education, in cooperation with Roskilde University

1993 - 2009: Teaching in the master degree programme in Vocational Education at the Faculty of Technical and Vocational Teacher Education

1991 – 1993: Teaching in the Educational guidance programme at the Faculty of Technical and Vocational Teacher Education

1986 – 1991: Teaching in the programme for Practical Pedagogy at the Faculty of Technical and Vocational Teacher Education

1984 – 1985: Teaching in the programme for Pre - school Teacher Education and the programme for Elementary school Teacher Education at Alta University College

1974 -1977: Teaching in Elementary School (Buer, Gjerpen elementary School, Skien)

Other professional experience:

Leadership in national committees for curriculum development:

2011: Member of a committee appointed by the Norwegian Association of Higher Education Institutions, with the mandate to draw a report on quality in teacher education

2006: Leading a committee appointed by the Ministry of Research and Education to prepare a national curriculum framework for a new vocational teacher education

2002: Leading a committee appointed by the Ministry of Research and Education, with the mandate of stimulating the practical professional perspective in the new national curriculum frameworks for different kinds of teacher education

1999: Leading a committee appointed by the Ministry of Education to prepare a new national curriculum framework for programmes in vocational pedagogy

1998: Leading a committee appointed by the Ministry of Education to prepare a new national curriculum framework for programmes in practical pedagogy

1997: Member of a committee appointed by the Ministry of Education to prepare guidelines for a national framework in vocational pedagogy

1985: Member of a committee appointed by the Ministry of Education to prepare a national framework on pedagogical guidance

Other kinds of professional committee work:

Extensive experience concerning formal evaluations of pedagogical research – and development projects.

Other kinds of leadership experience:

Periods as chosen head of the master programme, as chosen leader of faculty research committee, as chosen leader for the local trade union, etc.

Research leadership:

Leader of three extensive Action Research projects involving students, colleagues and schools:

- Didactics as Practice and Theory. 1985 – 1989. Supported by the Norwegian Research Council. (See list of publications)
- Professionally and Vocationally Relevant Education and Research: A Research programme for Vocational Teacher Researchers. 1995 – 2000. (See list of publications).
- Curriculum development in Vocational Education – an Action Research Project. 2006 – 2010. Supported by the Norwegian Research Council. (See list of publications)

- www.forskningsradet.no/prognett-praksisfou/Artikkel/Prosjektoversikt/1224698005755?lang=no

Reviewer for research journals:

Used as reviewer research journals:

- European Educational Research Journal
- FOU i praksis (A Norwegian journal of practical pedagogical research and development)
- UNIPED (A Norwegian journal of research and development work in educational subjects)
- Norsk Pedagogisk Tidsskrift (A Norwegian journal of education).
- Co – editor in the journal of Educational Action Research (2010-2011)

Publications

Hiim, H. and Hippe, E. 1989. (revised edition 2006). *Praksisveiledning i lærerutdanningen. En didaktisk veiledningsstrategi. (Professional Practice in Teacher Education. A Didactic Approach)* Oslo, University Press.

Hiim, H. and Hippe, E. 1989. (revised editions 1998, 2009) *Undervisningsplanlegging for yrkesfaglærere. (Didactics for Vocational Teachers)* Oslo, University Press. (Danish edition 1999, 2. edition 2003).

Hiim, H. and Hippe, E. 1991. *Didaktikk som praksis og teori. (Didactics as Practice and Theory)*. Publication 18 C Akershus University College, the Department of Technical and Vocational Teacher Education.

Hiim, H. and Hippe, E. 1992. Vurdering av en didaktisk strategi for yrkeslærerutdanning. (Evaluation of a Didactic Strategy for Vocational Teacher Education) Article in L. Mjelde og A.L. Høstmark Tarrou (ed.): *Arbeidsdeling i en brytningstid. (Vocations in Times of Change)* Oslo: ad. Notam Gyldendal Press.

Hiim, H. and Hippe, E. 1993. (revised edition 1998, 2. ed. 2006). *Læring gjennom opplevelse, forståelse og handling. En studiebok i didaktikk. (Learning Through Experience, Understanding and Action)* Oslo, University Press. (Danish edition 1998, 3. ed. 2007)

Hiim, H. and Hippe, E. 1995. Vitenskapssyn, kunnskapssyn og læring i yrkes og profesjonsutdanninger. (Epistemology, Knowledge and Learning in Vocational and Professional Education). Article in *Norsk pedagogisk tidsskrift (The Norwegian Journal of Pedagogy)* nr. 4/ 1995.

Hiim, H. and Hippe, E. 1997. Hvordan kan en utvikle lærerutdanning som tar utgangspunkt i et mangedimensjonalt kunnskaps- og vitenskapsbegrep? (Teacher Education Based on a Multi – dimensional concept of Knowledge? *Norsk pedagogisk tidsskrift (The Norwegian Journal of Pedagogy)* nr. 1/ 2 1997.

Hiim, H. and Hippe, E. 1999. Hva er yrkesdidaktikk? Om sammenhengen mellom yrkes og profesjonsdidaktikk, yrkeskunnskap og yrkesrelevant forskning. (What is Vocational Didactics? On Vocational Didactics, Vocational Knowledge and Vocationally Relevant Research) *Norsk pedagogisk tidsskrift (The Norwegian Journal of Pedagogy)* nr. 3 1999.

Hiim, H. and Hippe , E. 2000. *Hvordan kan en utvikle yrkes\ profesjonsutdanning og forskning som er relevant i forhold til yrkesutøvelse? Erfaringer knyttet til utdanning av yrkesfaglærere og et forskningsprogram i yrkesdidaktikk. (The Development of Professionally and Vocationally Relevant*

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Education and Research). Report from a research programme for Vocational Teachers. Akershus University College, The Department of Technical and Vocational Teacher Education.

Hiim, H. and Hippe, E. 2001, 2. edition 2003. *Å utdanne profesjonelle yrkesutøvere. Yrkesdidaktikk og yrkeskunnskap. (Educating Professional Practitioners. Vocational Didactics and Vocational Knowledge)*. Oslo: Gyldendal Academic Press. Danish edition 2005.

Hiim, H. 2002. Hva er yrkesretting, og hva kan det innebære for rammeplaner i lærerutdanning? (What is Vocational Relevance, and what can it mean for National Curriculum Frameworks in Teacher Education?) *Key note speech at the Ministry of Research and Education's conference on new curriculum frameworks in teacher education, autumn 2002.*

Hiim, H., Sannerud, R. og Sund, G. Haaland 2002. Sluttvurdering i yrkesfag – hvordan vurdere en bred og helhetlig kompetanse? The Assessment of Practical Knowledge in Vocational Education. Article in *"Karakterer – mer enn karakterer. Debatt om elevvurdering i grunnopplæringen"*. (Marks – more than marks. Debates on Pupil Assessment in Elementary, Secondary and Upper Secondary Education. Læringscenteret (The National Learning Centre) 2002.

Hiim, H. 2003. Læreren som forsker. Erfaringer med en strategi for å forske i læreryrket. (The Teacher as Researcher. A Strategy for Research in the Teaching Profession.) Article in *The Norwegian Journal of Pedagogy*. Nr. 5\6 2003

Hiim, H. 2003. Å forske i læreryrket. Et prøveprosjekt om forskerutdanning av lærere. (*Research in the Teaching Profession. A Project on Research Education for Teachers*). Article in the journal *"Utdanning"* (Education), August 2003.

Hiim, H. 2007. A Strategy for Practice Based Education and Research, built on experience from educating vocational teachers. Article in *"The Quality of Practitioner research"*, ed. Petra Ponte and Ben Smith, Sense Publishers, Rotterdam. 07.

Hiim H. 2007. *Forord i "Yrkesdidaktikk for grunnutdanning i helse- og sosialfag"*. (Preface in *"Vocational Didactics in Social and Health Care Education"*). Author of the book: T. Ekelund, T. Oslo: Gyldendal Academic Press.

Hiim, H. 2008. *Forord i "Yrkeskunnskap og utdanningsstrategier i helsearbeiderfag"*. (Preface in *"Vocational Knowledge and Strategies in Health Care Education"*). Author of the book: Støten, S. Oslo: Gyldendal Academic Press.

Hiim, H. 2008. *Underveisrapport fra prosjektet "Kunnskapsutvikling og implementering av læreplaner i yrkesfag gjennom aksjonsforskning"*. (Preliminary report from the project *"Implementation of a new National Curriculum in Vocational Education through Action Research"*). Akershus University College, Department of Technical and Vocational Teacher Education.

Hiim, H. 2009. *Lærerens yrkeskunnskap og læreren som forsker. En strategi for å forske i læreryrket. (Professional Teacher Knowledge and the Teacher as Researcher. A Strategy for Vocationally based Teacher Research)*. Doctor Philos. Thesis. Akershus University College \ Roskilde University 2009.

Hiim, H. and Stålhane, J. 2009. *Relevant Vocational Education – Methodological Approach and Results in an Action Research Project*. Paper to the CARN – conference in Athens 2009.

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Hiim, H. 2010. *Pedagogisk aksjonsforskning. Tilnærminger, eksempler og kunnskapsfilosofisk grunnlag. (Educational Action Research. Approaches, Examples and Epistemology.* Oslo: Gyldendal Akademisk.

Hiim, H. 2010. *Relevans i lærerutdanningen og i skolens praksis. (Relevance in Teacher Education and in Educational Practice).* Keynote at conference on quality in teacher education, arranged by the Norwegian Ministry of Education, Oslo October 25.th 2010.

Hiim, H. 2010. *The Teacher as Researcher and Co-researcher.* Keynote at ph.d.- course on System perspectives in Action Research, Demark Pedagogical University, Copenhagen, December 8.th 2010.

Him, H. and Stålhane, J. 2010. *Epistemological Perspectives in a Strategy for Research in the Teaching Profession.* Paper presented at the CARN – conference, Cambridge, November 8.th 2010.

Hiim, H., og Sund, Grete Haaland 2010. *Innholdet i yrkesutdanning. (Curriculum in Vocational Education).* Key-note at conference on needs for research in vocational education, arranged by the Norwegian Resarch Council, Oslo April 8.th 2010).

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Hiim, H. 2010. *Relevans i lærerutdanningen og i skolens praksis.* Innlegg på konferanse om lærerutdanning trinn 8 -13, arrangert av Kunnskapsdepartementet, Blindern, Helga Engs hus, 25. oktober 2010.

Hiim, H., Eikeland, O., Nielsen, K. Aagaard 2011. *Relevant Curriculum in Vocational Education and Training through Action Research and Organizational Learning (ReCarol).* Project description submitted to the Norwegian Research Council, PRAKUT, November 2011. Akershus University College, Department of Technical and Vocational Teacher Education. (Top score, but was not allocated funding).

Hiim, H. og Stålhane, J. 2011. *Educational Action Research and Professional Teacher Knowledge.* Paper presented at the CARN - (Collaborative Action Research Network) conference in Vienna 2011.

Hiim, H. 2012. Relevant, praksisbasert yrkesutdanning. (Relevant, practice based vocational education). Article in *Ledelse og profesjonsutøvelse (Leadership and professional practice)*, ed. B. Aamodtsbakken \T he Norwegian Research Council, program for practice based research and development (PraksisFoU). Oslo: The University Press.

Hiim, H. 2013. Educational Action Research and the Development of Professional Teacher Knowledge. Peer reviewed article in *Action Research for Democracy*, red. Gunnarsson, E., Hansen, H. P., Nielsen, B. Steen (eds.). 2013. In publication.

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Documentation – Oslo and Akershus University College of Applied Sciences (OAUC)

Content

1. Key indicators
2. R&D projects
3. Resources and assignments
4. International partnerships, networks, conferences
5. Awards
6. Collaborative partners
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1. Key indicators, Faculty of Education and International Studies

	2007	2008	2009	2010	2011	2012
Number of students who completed bachelor degree	474	483	503	528	548	563*
New credits produces by self-financed students (full-time equivalents)	51,7	51,1	50,5	50,2	50,9	52,5
Implementation of study plans	89	89	89	89	89	90**
Doctorate/senior competency staff within teaching- and research staff	0,36	0,41	0,44	0,41	0,45	0,69
Publication credit per one position within teaching and research	0,2	0,2	0,4	0,4	0,3	0,3

* The former HiO-programmes only (Early Childhood Teacher Ed. and School Teacher Ed.)

** Number for the institution as a whole

2. Research and Development projects

The Didactic Challenge of New Literacies in School and Teacher Education - RCN 2010-2013

Professor Sylvi Penne et. al

A starting point is social studies showing how traditional democratic ideals are threatened and an increasing number of students do not complete upper secondary school. International research relates such tendencies to a new focus on language - a natural consequence of the age of information. The concept "literacy" conveys that learning is a language act – that what is learned has to be mediated by cultural and linguistic signs, and that language and metalanguage as mediational means is decisive for who will learn what in the classrooms (Wertsch 1998, Gee 2003). This project studies the role of language/communication at different levels in the education system and investigates how three different subjects are taught in different classrooms. Two of the subjects, RLE and Norwegian, are traditionally based on a syntagmatic mode of thought, while the third is based on a paradigmatic mode. The dialectics between both modes is from a didactical point of view an essential part of a literacy-competence. The researchers in the project focus literacy on different levels of education from different perspectives.

Teachers' professional qualification; different forms of preservice programs and different knowledges

Professor Finn Daniel Raaen RCN PRAKUT 2012-2015

There are continuous discussions about how qualification for teachers and pre-school teachers should be organized and what kind of competence that is needed. Increased importance is attached to research based education and practice. Education reforms are to a greater extent based on research. This project focuses on how teacher education is understood and implemented in pre-school and school teacher education. A central hypothesis is that a greater emphasis on research based knowledge in teacher education will lead to increased tension regarding how the mandate of teacher education is understood. Such tensions relate to different views on the primacy of research-based or experience based knowledge. We aim to find out how the tension between the different types of knowledge are being handled (1) in pre-school and teacher education and (2) in various full time- and part time- models. The different sub-projects are concerned with the same overarching questions and seek to draw on each other's findings and collaborate across sub-projects, combining qualitative and quantitative data.

Searching for quality: Relations, play and learning in different group compositions in day care centers for children under the age of three

Professor Leif Hernes et al. – RCN support PRAKUT 2012-16

This project aims to generate research-based knowledge about quality of daily life in Norwegian day care institutions for children under the age of three, and to develop tools for researching, evaluating and enhancing quality in day care for the youngest children. An important issue is to examine to what extent different group compositions affect the quality in relation to care, social relations, play and learning for small children in day care. Development of qualitative good day care institutions calls for up-dated and practice-based knowledge about the actual situation in day care. There is a need for development of relevant knowledge from the practice-field that is closely interlinked with competent preschool-teacher education. The focus will be daycare as a context for care and learning processes in order to develop an optimal basis for practice in ECEC and as a basis for education of future teachers. For children under three, aesthetic activities are important ways of interacting and learning; and aesthetic learning will be given specific attention in this project. The research project will consist of a main project and several co-projects that will be developed during the research process in close relation between researchers, students and field of ECEC practice.

Better provision for Norway's children in ECEC: A study of children's wellbeing and development in ECEC, and new tool for Quality Evaluation

Project leader: Lars Gulbrandsen

The study is about the quality of ECEC on children's learning, social, emotional and cognitive development and wellbeing, with a focus on the younger ones, and on marginalized children, in relation to the Framework Plan. The task is also to develop a new National Quality Evaluation tool.- The challenge is to design a coherent and effective research design, built on international knowledge and transform these experiences into research that is rooted in the ECEC context in Norway, and in the most recent research on young children.- Central to the proposal is a longitudinal study of 1600 children in 80 ECEC centers. The study will establish the quality of the 80 centers for learning, development and wellbeing; i.e. to what extent do children in a specific center develop allowing for child and family background. The quality of centers will be linked with data on the center and municipality characteristics (staff, qualifications, management, leadership, ratios, group size, etc.). Staff composition, educational level and turnover are important factors. - Development of a National Quality Evaluation tool informing about the quality of ECEC in Norway is important and will start in existing instruments like the Dutch NCKO.- Case studies of 10 centers, starting when children are 2 years of age, will explore the processes that differentiate high quality centers from moderate ones. The relation between staff resources, structure, pedagogical processes and children's learning is important.- Evidence could guide future improvements to ECEC, such as the development of the National Framework plan, or Preschool teacher education. Such knowledge is important for decisions on the optimal composition of a peer group; child:staff ratio; staff education etc.

Relevant Curriculum in Vocational Education and Training (VET) through Action Research (AR) and Organizational Learning (OL)

The ReCarol project is a 4 year collaborative AR project combining development and research objectives, involving high-schools, firms, and university teacher education. ReCarol will analyze and develop VET curricula to improve student learning while simultaneously developing OL structures as collaborative learning structures in and between all participating units as necessary preconditions. New knowledge on curriculum and organization in VET will be developed.

There is little theory on VET curricula (Mjelde 2006). A main issue is developing beginners' vocational knowledge. In ReCarol, developing new curricula is inspired by critical-pragmatic philosophy and theory on vocational knowledge and experiential learning, (Hiim & Hippe 2001, Hiim 2010). Contextual and concrete aspects of knowing, exemplary learning, and student vocational practice are central. ReCarol will try to structure educational content around tasks and reflections in a "reflective practicum" requiring planned learning cooperation between teacher education, high-schools, and apprentice hosting firms. VET curricula must qualify students for cooperation and lifelong learning, without ending up in generalities lacking substance and support for professional identities and pride (Sennett 1998, 2008, Nielsen et al 2010). ReCarol will develop VET curricula emphasizing key qualifications in independent professional initiative and problem solving, and in collegial learning and development processes. Through collective cultures and craft networks ReCarol will create common arenas for exchange of experience on tasks and on qualification needs and developments in current vocations. Practice based development and research by apprentice instructors in firms and by VET teacher educators, will be stimulated.

Professor Olav Eikeland at the OAUC will be responsible to the Norwegian Research Council. Internally, a team of Eikeland and Hilde Hiim and Eva Schwencke will collaborate closely.

3. Resources and assignments

- At the Faculty of Education and International Studies it is established a major unit, “LEO - Lærerutdanningens etterutdannings- og oppdragsenhet” - implementing educational assignments requested and funded by different organisations outside OAUC, for example:
 - Education Programme for Rectors, in cooperation with Hedmark University College (HH), Akershus University College (HiAk), Karlstad University (KaU) and IMTEC organisation. OAUC is in charge of this programme. The Directorate of Education owns and funds the programme
 - Education Programme for Primary School Heads is a part of the same programme as mentioned above
 - The “Quality and Competence” Project is a postgraduate programme for teachers, owned by the Ministry of Education
 - Education Programme for Supervisors and Counsellors
 - The Faculty is in charge of the coordination of the postgraduate education courses in the northern districts of Oslo
- Knut Patrick Hanevik, Dean, Faculty of Education and International Studies, is leader of NRLU - Norwegian Council for Teacher Education. He sat as a member of the reference group for St.meld. nr. 11 – «Læreren Rollen og utdanningen» (2008-2009), he was a member of “Rammeplanutvalget for Grunnskolelærerutdanning» and a board member for «Rammeplanutvalget for lærerutdanningen 8-13». (Rammeplanutvalg=National Curriculum Framework Plan Committee)
- Several staff members were leaders or members of subject groups under the «Rammeplanutvalg» (Schoolteacher Education).
- Hilde Harnæs, head of Department of Primary and Secondary Education, in charge of the first evaluation of Teacher Education for «Norgesnettrådet» 2002, - also external member of the committee for evaluation of Danish teacher education (2003).
- Sidsel Øiestad Grande, head of Department of Vocational Teacher Education: Leader of «Rammeplanutvalg for 3-årig yrkesfaglærerutdanning og PPU for yrkesfag (PPU-Y)». The secretariat was at the OAUC. Also board member of “Evaluation of Teacher Education 8-13”.
- Mette Tollefsrud, head of Department of Early Childhood Education: Deputy of the recent “Utvalget for ny Rammeplan for barnehagelærerutdanning”. Several staff members were leaders or members of subject groups under the «Rammeplanutvalg».
- Sigmund Ongstad, professor:
 - Deputy chairman for NAFOL (National Network for research in teacher education) 2009-2013
 - Evaluator of Swedish teacher education (for Högskolverket, Stockholm) 2010/2011
 - Board member: Writing Across Borders (WRAB) (international network for research on writing) 2010-2013

Inger Vederhus: Member of «Nasjonalt fagråd for nordisk språk og litteratur ved universitet og høyskular».

Helga Kufaa Tellefsen: Member of NELVU (National Council for pupil Evaluation)

4. International partnerships, networks, conferences (see attachments)

In 2007 the researchers at the Faculty of Education and International Studies organized the first Nordic Conference in Didactics (NOFA1).

The Faculty also participates in the partnerships of NAFOL and NATED. NAFOL is a national graduate school which offers specialized education and training in the fields of preschool, school and teacher education. The National Graduate School in Educational Research is a partnership between Norwegian universities and Oslo University College.

5. Awards

- The Schoolteacher Education received in 2000 the Oslo University College learning milieu award and in 2003 a national quality award of the Ministry of Education, for systematic cooperation across subject fields in the program area and the use of ICT in Teacher Education.
- The Early Childhood Teacher Education received the Oslo University College learning milieu awards in 2005 and in 2010.

6. Collaborative partners

- The Faculty of Technology, Art and Design (TKD). Contact: Christel Sverre, Head of Studies
- The video lab and new fields for research cooperation functioning from the autumn term in 2013. The video lab, contact: Simon Michelet
- eCampus OAUC. Contact: Tengel Santrø
- Centre for the Study of Professions (SPS), formally opened in 1999 in order to stimulate research and critical reflection within the study of professions. Contact: Professor Anton Havnes
- The Learning Centre and Library: offers specialised scientific resources for different studies as well as help and assistance in information search, use of digital data bases, and development of ICT competence
- Oslo Municipality
- Early Childhood institutions, schools and the teachers' organisations
- A number of international experts will be invited to act as critical friends, participating in a yearly international seminar and contributing at symposia and conferences

7. References

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