



# **Centre for Professional Learning in Teacher Education**

*Annual report for 2017*

## Vision

ProTed's vision is to promote innovative and relevant teacher education programs for future schools. The overarching goal for these efforts is to promote coherent, integrated programs. The centre is a developmental unit, a national provider of insights and an internationally recognized partner for the development of a knowledge base for teacher education. The centre is a catalyst for research and development through systematic interventions, analyses and dissemination.

In order to realize our vision, we build on the following principles:

- Research based development of teacher education
- Systematic work with coherence and progression in studies
- Systematic work with student active learning
- Development of partnerships between universities and schools
- Systematic work to integrate multiple knowledge domains

Together these principles provide a basis for educating professional teachers for the future knowledge society.

## Executive summary

2017 has seen the start of the second period of ProTed funding as a Centre of Excellence and in addition new leaders at ProTed Oslo (Doris Jorde) and ProTed Tromsø (Siw Skrøvset). Based on the centre evaluation for the first period, together with new aims for the coming five year period, the project portfolio has been revised to reflect new innovations in teacher education.

The fall of 2017 marked the start of national teacher education programs for all levels of education leading to a Master Degree (1-7, 5-10 and 8-13). Expertise from the University of Tromsø in their 5 year integrated teacher education program (Pilot i Nord) has played an important role in how institutions are meeting these challenges with programs for 1-7 and 5-10. The University of Oslo has expertise in Master Degree programs for 8-13. Together UiT and UiO are providing models for implementing these new programs in which progression throughout the integrated program is described, studied and shared with other institutions.

At the national area, ProTed hosted the second Knowledge Parliament in collaboration with the National Knowledge Centre for Education and the Teachers Union (Utdanningsforbundet). The theme for the conference was "Who are the teacher educators?" The complexity of teacher education programs brings us to the conclusion that there are multiple actors in any program, including those teaching academic subjects, subject didactics, pedagogy and teachers in schools. Together we are all teacher educators. The key to quality in teacher education depends on models able to integrate multiple knowledge domains so that students are able to navigate through this complexity.

ProTed continues its engagement with widespread dissemination at conferences nationally and internationally as well as through scientific publications drawing on our innovations and extensive collaboration with the multiple actors in the field of teacher education. Together with the Norwegian Centre for Science Education, ILS/ProTed has implemented a course for science teacher educators throughout Norway.

ProTed continues to develop innovation practices in teacher education in close collaboration with university schools. Building bridges between campus programs and school based practice is an

increasingly important component of quality teacher education programs. University schools work closely together with UiO and UiT in providing practice arenas for students, by participating in school based research and by participating in campus teaching. The new national strategy for teacher education in Norway, Lærerutdanning 2025, builds on the experiences from ProTed's work with university schools.

“Teacher Education for the Digital Future” drives many of the innovative projects within ProTed. Students entering teacher education programs in 2017 must be educated with skills to meet a modern school, possibly unlike the one they remember. Professional Digital Competence, knowing how to adapt teaching and learning using digital technologies, is an important competency offered in our teacher education programs (Profesjonsfaglig digital kompetanse, PfdK). Innovation in the creation of digital learning modules, followed by implementation and research on the learning modules is an important element in teacher preparation. The introduction of the learning platform, Canvas, is an innovation in teacher education in the use of networking and communication. The use of authentic video in teacher education continues to be an innovation linking campus and schools.

ProTed Oslo was asked to be the Project Manager of the STIL project (student active learning forms in teacher education) for the Ministry of Education and Research. Five institutions were identified through an international evaluation and have been working with their STIL projects in 2017. ProTed UiO is coordinating and mentoring the different project partners. ProTed Oslo will also synthesizing the research results and disseminate to all teacher education institutions in 2018.

An important activity for ProTed in 2017 has been international contacts to discuss our models for teacher education. ProTed Oslo has visited the University of Helsinki and the University of Oxford for such “benchmarking” discussions. The University of Oxford is important for the work they are doing with partnerships (the Deanery). The University of Helsinki is important for comparing how cohesion and progression is seen in their program. Such visits open doors for future research and development projects.

Through extensive contacts with national and international networks, we are moving towards our goal of becoming a national and international actor in teacher education research and development communities.

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## Organization

ProTed serves as an experimental bed for innovation in teacher education through systematic interventions, analyses and dissemination. ProTed is a partnership between the University of Oslo (UiO) and The Arctic University of Norway (UiT), with UiO as the host institution. The ProTed board has members from both institutions, with Professor/Dekan (Faculty of Education, UiO) Sten Ludvigsen as the leader. The centre is managed through joint scientific leadership, with leaders at UiO and UiT.



*Doris Jorde and Siw Skrøvset*

### **ProTed leadership teams at UiO and UiT:**

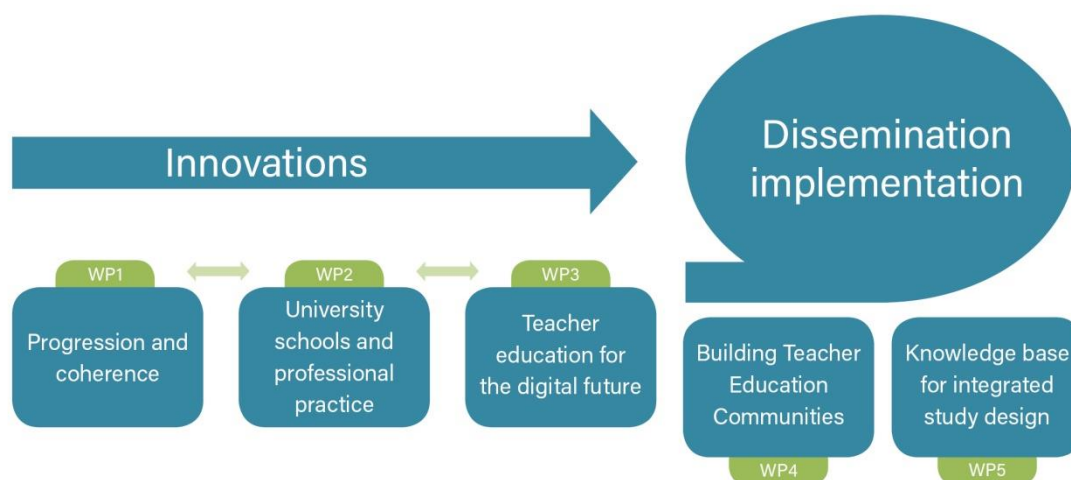
- Leader of ProTed/Professor Doris Jorde (UiO)
- Head of Studies Kirsti Engelen (UiO)
- Senior Adviser Tone Malmstedt Eriksen (UiO)
- Leader of ProTed/Associate Professor Siw Skrøvset (UiT)
- Head of Studies Henning Marius Sollid (UiT)
- Adviser Silje Sivertsvik (UiT)

The centre serves as a development unit together with the two universities and the hosting departments: Department for Teacher Education and School Research (ILS, UiO) and Department for Teacher Education and Pedagogy (ILP, UiT).

ProTed works with the development of quality in the integrated five year teacher education programs for levels 1-7, 5-10 and 8-13.

<http://www.uv.uio.no/proted/om/> and <https://result.uit.no/proted/>

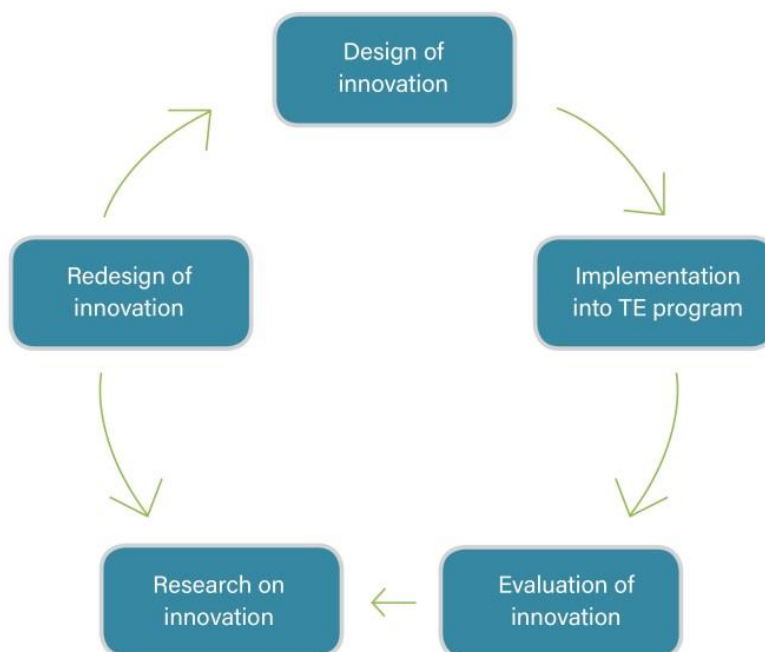
ProTed is organized in work packages, each contributing to the design of coherent teacher education practices.



#### The organization of the ProTed work packages

The first three work packages are designed to highlight innovation in teacher education programs related to student centered study designs. A large body of development projects collectively generates a movement towards the future, experimenting with new design elements throughout the five-year course of the study programs.

The latter two work packages relate the experimental work in ProTed to the wider community of teacher educators locally, nationally and internationally. Implementing ideas into working models and evaluating the outcomes of new innovations in our programs locally provides a growing knowledge base for dissemination nationally and internationally.



## Research and development activities

In the following sections we highlight selected projects from the individual work packages in ProTed.

### WP1: Coherence and Progression in Integrated Teacher education

The overarching goal for WP1 is to promote coherence and progression in our programs by developing research-based, student-active and professionally relevant practices on campus. Innovations are related to different components in the program, with the intent to promote integration and progression between the different content areas. The project portfolio includes elements such as e.g. new assignment designs, developing integrative dialogue arenas and addressing subject-specific or subject-overarching themes. This work builds upon systematic, research-based interventions and innovations, stimulating new initiatives, e.g. through seed-money, and disseminating projects that have exemplary status.

Working with coherent models of integrated teacher education for grades 8-13 in the “Oslo Model” for teacher education involves the integration of academic subjects (2) together with professional courses (pedagogy and subject didactics) and 100 days of school practice. Coherence and progression in the five-year teacher education program at UiO (Lektorprogrammet) involves close collaboration between five faculties. In this way, students are engaged with top academic research environments, while at the same time taking courses preparing them to become professional teachers. ProTed works continuously with the development of learning progression in: teacher professional identity, research and development expertise, professional digital competence (PfdK) and school practice.

Models for integrated teacher education 1-7 and 5-10 involve 3-4 academic subjects, pedagogy, subject didactics and school practice as students work towards a Master Degree (see attachment 1). At UiT, the Tromsø “steps” (Tromsøtrappa) were introduced to show progressions in digital competencies, research development, school practice and multicultural perspectives.

### Becoming a teacher through processes of engagement and motivation (UiT)

Becoming a teacher through processes of engagement and motivation (Oppstart med STIL: Læringslyst og læringsbehov) is one of the five projects receiving funding from the national STIL (Student Intensive Learning Methods) grant. The project is designed to increase and support first year teacher students’ learning, through focus on engagement and motivation in the first phase of their teacher education program at UiT (1-7 and 5-10). One important aim of the project is to establish an early connection to the development of a professional identity as a teacher, so that this can serve as a driver for learning throughout the years of study. The first phase of the project was implemented at the start of the term in august 2017, and was a combination of activities including: creative workshops on communication, drama and music, meetings with schools and teachers, social excursions, presentation of academic subjects, etc.

The overall question throughout the weeks of introduction was “Why do I want to become a teacher?” “What kind of teacher do I want to be?” and “What is necessary in order to become this teacher?” The second phase of the project involves working with the academic teams to introduce topics of student engagement in teaching and a cross-disciplinary workshop using creative methods and roleplay connected to the headline “Democracy and citizenship; the role of the teacher and the school”. These will be implemented in spring term 2018.





Introduction week at UiT – “Why do I want to become a teacher?”

### **PROMO – A good start for teacher education students (UiO)**

PROMO is the name of UIO’s mentoring program for teacher education students. In their first week at campus, all students in the five year “Lektorprogram” are divided into groups by subject combination. Each group is paired with a mentor, who is a professional and experienced teacher teaching the same subjects in school. Mentoring of teacher students contributes to a good start on teacher education by meeting challenges first-year students may have in becoming part of a study community, and to start on their teacher identity formation process. The mentor groups meet routinely during the teacher education program, either on campus or at the schools where mentors are teaching

Why is this program so important? The National curriculum for teacher education 8-13 mandates that institutions create opportunities for students to participate in discussions of interdisciplinary professional topics of relevance. Research has shown that students need help in translating their knowledge from their fields of study to the everyday life in school. Mentors help in this translation, bringing their experiences and knowledge from school together with campus experiences. Students in the teacher education program at UIO start their first year at their academic faculties. They take courses together with students who are not planning careers in teaching. PROMO not only introduces students to a practicing teacher, it also provides a network for students who have the same career goal.





Promo – experienced teachers serve as mentors for teacher education students

PROMO is part of ProTed Oslo's research agenda with two researchers following the implementation of the program,.

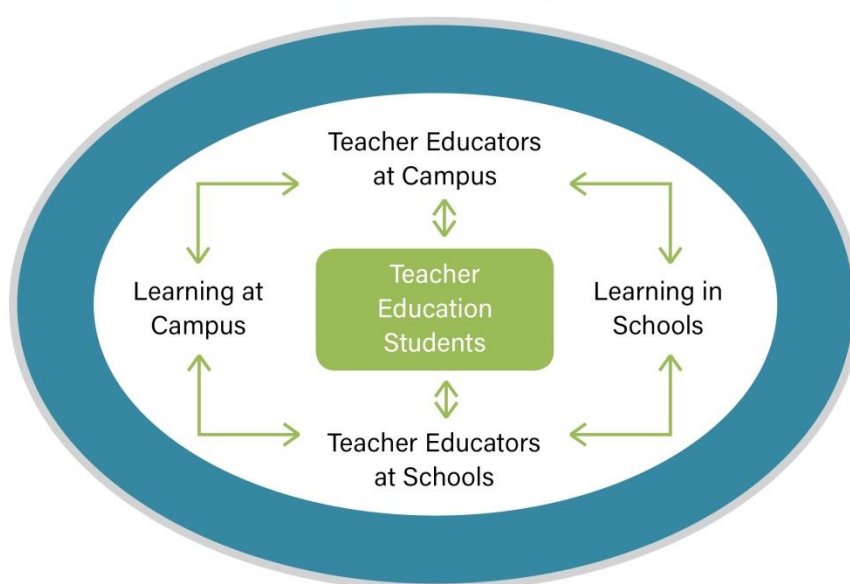
*Relevant publication:*

Hatlevik, I. K. R. & Lejonberg, E. (2017). Mentoroppfølging i lektorutdanningen: Hvordan oppfølging ved en mentor kan bidra til en god oppstart for lektorstudenter. Acta Didactica.

## WP2 University schools and professional practice

ProTed works to integrate forms of knowledge through search for coherence between academic and experiential knowledge throughout a five year integrated study design. This work package develops more symmetric partnerships between stakeholders in teacher education at campus and in university schools by developing innovative models for professional practice. Developing the University School concept as a sustainable partnership model is a core task. There is great potential in further developing this concept, not least by involving university schools in joint research and development projects, mentoring practices, campus instruction and arenas for knowledge exchange.

### PROFESSIONAL LEARNING



Collaborative Model of Teacher Education (Developed further from Lillejord, 2014)

<http://www.tandfonline.com/doi/abs/10.1080/02619768.2016.1252911>

### Lesson Studies in University Schools (UiO)

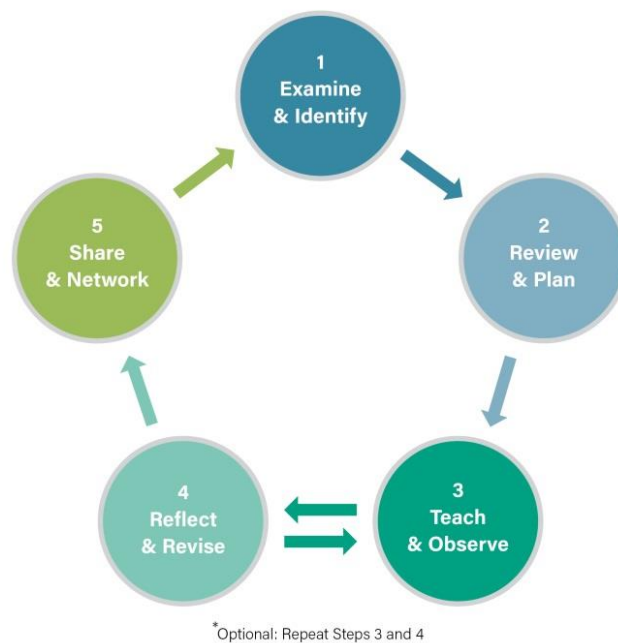
At UiO, we are moving from piloting to a permanent model for the University school collaboration. The model has proven to be imperative for the development of new practices on campus, in schools and in the interface between.

The agreement at UiO has three agendas:

- Developing the practice dimension for teacher education students.
- Developing teacher education programs
- Collaboration on research and development work in schools

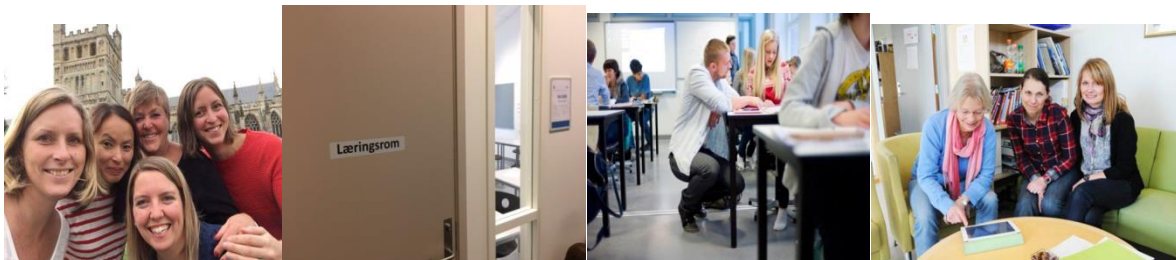
Ongoing are a number of projects involving teacher education students. As the interim evaluation of the university school project assessed the need to promote authentic research and development (R&D) collaboration, much effort has been put into developing models for such partnerships.

An example of this is the project “Lesson study as means for professional development in schools and teacher education”. Research on teaching and teacher education emphasizes the goal of helping teachers become adaptive experts or lifelong learners within learning communities (Shulman 1999, Hammerness et al 2005). This, however, depends on long-term, focused support for research-oriented, inquiry-oriented approaches to learning within schools (Burn & Mutton 2015). The project explores the use of Lesson Study as a method for collective, research-based learning among teachers.



The Lesson Study Cycle

The project has been going on for two years. The University arranges workshops on campus and follow-up-sessions in schools. Recordings, interviews and participatory observations feed into the further development of the project and are the basis for further research.



### University schools in Tromsø and Alta (UiT)

The University of Tromsø has one of the most comprehensive systems in place for University Schools. What started out as a group of schools in grades 1-7 and 8-10 (eight in Tromsø and three in Alta) has now increased to three upper secondary schools (11-13) as well as six kindergartens.

The original university school project in Tromsø (since 2010) has four developmental areas:

1. Development of professional practice - the focus in 2017 was on a revision of The Guidebook for Practice, developed by the university schools and now used by all the practice schools in Tromsø.
2. Research and Development work in partnership - two R&D projects are in their final phase: Well-being in Tromsø (Trivsel i Tromsø) and I-pad in supervision (The MOSO-project). The Well-being project ends in June 2018, after running for 6 years and including 7 university schools. The project has produced a doctoral thesis and three master theses. A closing meeting is planned during autumn 2018. The MOSO-project will reach its end during spring 2018.
3. Network and dissemination - the university school concept has now become national policy (see Lærerutdanning 2025), and UiT receives many requests to present their concept. In order to balance between dissemination and further development of the university school concept, a handbook was developed to present the aims, goals and selection criteria for the different university school concepts. The Handbook for University Schools will be distributed through seminars, on our website and at request.
4. Professional development among university school teachers - We have arranged a meeting for all practice teachers in the 1-10 Tromsø schools (about 100). The focal point in the meeting was the new master program, including progression and integration between campus and practice.

#### *Relevant publication:*

Jakhelln, R., Lund, A., & Vestøl, J. M. (2017). Universitetsskoler som arena for nye partnerskap og profesjonskvalifisering. I: S. Mausethagen & J.-C. Smeby (Eds.), *Kvalifisering til profesjonell yrkesutøvelse* (pp. 70-82). Oslo: Universitetsforlaget.

## WP3 Teacher Education for the Digital Future

ProTed works to promote student-active learning in technology-rich environments. This requires that we design activities and practices where technologies are put to use in ways that enhance pupils' learning, that are relevant for practices in working life and further education, and that make it possible to go beyond and transcend constraints in time and space. Networked and collaborative practices are fostered. All this requires assessment criteria and practices that take the use of technologies into consideration.

Innovation requires:

- Developing the use of technologies to enhance integration and professional learning in teacher education
- Promoting the understanding and development of professional digital competence by contributing to a conceptual understanding of digital competence and through interventions that promote the ability among students to design teaching and learning in technology-rich environments.
- Creating new, technology-enhanced affordances for transformation and learning, including the development of learning arenas and resources (including Canvas) that transcend current teaching practices.

ProTed's work on professional digital competence (PfdK) is published and presented in numerous ways making an impact in the field. From this robust and research based foundation, a principled integration of Professional Digital Competency in teacher education has started and will be combined with student teachers' development of designs for technology rich environments and trajectories.

### Video based Mentoring in Practice Placement in Teacher Education (UiO)

The aim of the project "Video based Mentoring in Practice Placement in Teacher Education" (Videobasert veiledning av praksis i lærerutdanningen, VVPL) is to improve quality in supervision of students while participating in school practice. The project is developing an "app" that will enable video recordings for secure storage. The app will be downloaded on students' own private digital device (BOYD – Bring Your Own Device) and be used to video record their own teaching while being in school or at campus. In school practice, students develop teaching plans, teach in authentic classrooms, and participate in mentoring dialogues with their mentor. The VVPL project is an innovational project which enables the mentoring dialogue to be focused around video recordings from students' teaching sequences or pupils learning opportunities.

National policy documents for teacher education state that all periods of school practice (100 days) should be supervised and assessed, and that this should be conducted as a collaborative endeavor between mentors in schools and teacher educators on campus. Each semester about 1000 students are participating in school training at UiO, requiring extensive collaboration between school mentors and campus teacher educators. The VVPL project builds on the pilot ProTed project "Video based Assessment in Teacher Education", which concluded the project to be of high value for developing teacher education. The VVPL project is in its' initial phase and has support funding from the Faculty of Education at UiO.





The VVPL project transforms traditional mentoring in teacher education:

- Mentoring dialogues with mentor at practice placement will no longer be based on divergent memory or lack of memory of what happened in a specific teaching sequence. The video recording will support a common understanding of the teaching sequence.
- Experiences in practice placement will merge with campus activities, as students bring their video recorded teaching sequences for common examination between themselves, peers and teacher educators at campus.
- Mentors from practice placement and teacher educators at campus will collaborate on supervising the students, by making use of students' recorded videos of teaching sequences.
- Students can become more aware of their own professional development over time by creating a portfolio of their teaching sequences from the beginning to the end of their educational program.
- Teacher educators can bring practice placement into their teaching in lectures and seminars at campus, to exemplify pedagogical theory and make their teaching more relevant for their students.

### Flipped Teacher Education (UiO)

Flipped Teacher Education explores how learning management platforms can create new opportunities to learn in teacher education through a hybrid program design. New scaffolding structures in the Learning Management System (Canvas) enable students to interact with digital learning resources in their preparation before and after class. A number of digital resources have been developed to enhance student understanding of the different topics and subject areas found in the teacher education program, thus affording a learning and teaching approach that frees time for discussion and student involvement as more uni-directional delivery of course material is available regardless of space and time. ProTed's innovative work in this area will be important as UiO and 20 other institutions of higher education will make a transition to the Canvas platform during 2018.

### Digital learning modules in Professional Digital Competence (PfdK) (UiO)

Digital learning modules in Professional Digital Competence (PfdK) involve the development of digital learning environment (in Canvas) integrated into student campus courses in Professional Subjects (integrating pedagogy with subject didactics) in the 3rd, 6th and 7th semester in the five year program. These courses are closely integrated in the students' other learning activities through a series of tasks encouraging students to explore how technology can help support pupil learning in their specific field of study, such as Mathematics or English. Students also learn strategies to ensure a successful learning environment in technology rich environments.

Coming article: Transformative Agency in Teacher Education: Fostering Professional Digital Competence (Torunn A. Strømme, Andreas Lund, Lisbeth M. Brevik, Greta B. Gudmundsdottir)



UKE 5:  
Profesjonsfaglig  
digital  
kompetanse



UKE 6:  
Digitale  
ferdigheter  
i alle fag



UKE 7:  
Elevenes  
digitale  
hverdag



UKE 8:  
Klasseledelse  
teknologirike  
omgivelser



UKE 9:  
Digitale læremidler



UKE 10:  
Fagdidaktisk  
fag A (praksis)



UKE 11:  
Fagdidaktisk  
fag B (praksis)



UKE 12:  
IKT og læring - hva  
sier forskningen?  
(praksis)



OBLIGATORISK  
OPPGAVE

The interface from the learning module for PfdK-learning environment in the 6th semester in the UiO Lektorprogrammet.

### Future Lab (UiT)

Future Lab is the arena for developing students' and teachers' professional digital competence. ProTed works with Future Lab in organizing workshops for students, teachers and teacher educators. Future Lab is coordinated with the Center for ICT in Education and UiT. Future Lab has been active in presenting activities for future classrooms in teacher education programs at UiT and nationally.

Future Lab's yearly report may be found at:

<http://site.uit.no/futurelab>





## WP4 Building teacher education communities

WP 4 is concerned with building learning communities of teacher educators locally, nationally and internationally. The goal is to integrate research and experience based knowledge on teacher education. All teacher education programs in Norway integrate multiple knowledge domains including academic subjects (science, Norwegian, mathematics), subject didactics (science education, mathematics education), pedagogy and classroom practice. Teacher education students navigate through these domains in their education, making it necessary for programs to follow their progression and increase internal coordination between those delivering courses in the programs.

### Developing Research and Development (FOU) competencies among staff (UIT)

At UiT a main priority has been to develop staff competence in supervision of the Master Thesis. Focus has been on a model of three part cooperation: between teacher education on campus, teacher education in the practice schools and the students. Developmental work in this field started in 2014 and ended spring 2017, resulting in a final report. This documentation is important internally, but perhaps more important for other institutions starting to implement the new MA program (Fall 2017). ProTed has initiated a national dissemination seminar for teacher educators in March 2018.



The report is available at: <http://result.uit.no/proted/wp-content/uploads/sites/45/2017/12/Kvalitet-i-masterveiledningen-Kollegabasert-kompetanseutvikling-for-veiledere-i-IMA-LU-1-7-og-5-10..pdf>

### Educating the Educators (UiO)

Teacher education in Norway is going through an intensive reform as all students beginning their studies in 2017 will work towards a Master Degree. The master thesis should be research based and connected to classroom teaching. These are exciting developments for transforming teacher education and classrooms.

Perhaps more important is the transformation that will need to go on for those working in teacher education programs. In a few years, large numbers of students will require supervision of staff who, in many cases, have never been involved in this type of work.

The National Center for Science Education (Naturfagsenteret) and ProTed are taking responsibility for educating science teacher educators from institutions throughout Norway. 30 participants have been given support from their institutions to attend a 30 point course over a period of two years in which participants will develop their competency in science education (naturfagdidaktikk). Together, participants will learn about inquiry based science teaching, how basic skills are related to science teaching, conceptual development in science and assessment in science. Participants are required to conduct research and publish in science education journals.

[www.uio.no/studier/emner/uv/ils/NATDID4901V](http://www.uio.no/studier/emner/uv/ils/NATDID4901V)

Why is this course needed? Many of our colleagues working in science teacher education programs have doctoral degrees in science (Chemistry, Biology, Physics, Geology, etc). Conducting research in Science Education is an academic discipline many have little or no experience with. In dedicating time to this course, participants will also become qualified to supervise students taking a research based Master degree in science teacher education.

We have started with Science Education. Our hope is that the model may be applicable for other disciplines in teacher education.



## WP5: Knowledge base for integrated study design and quality indicators

The overall aim for ProTed is to develop designs for high quality integrated teacher education. This work package synthesizes the knowledge produced through the developmental projects of WP 1-4, evaluates this knowledge in light of national and international research and develops models for study design and quality descriptions. WP5 cooperates with WP 1-4 to develop quality descriptions which are found in our models, in descriptions of progression and in research publications. As the knowledge base for teacher education continuously develops, work proceeds to bring forward a research base for the further development of teacher education.

WP5 is entering a new phase as we begin to gather research documentation from colleagues studying our teacher education programs. At UiT, the implementation of a five year integrated program leading to a Master Degree has resulted in publications on the process as well as a report on the quality of MA supervision.

At UiO the ideas of progression and coherence have been central for working internally within ILS and also with the four faculties delivering academic subjects to the teacher education program. Focus has been on coordination and cooperation between academic subjects and professional subjects (pedagogy, subject education, practice) and between campus courses and school practice. The “Oslo Model” for teacher education has been shared nationally and internationally in 2017. We continue to conduct research on the implementation of the model as seen from analysis at the system level (faculties and schools) and the level of experience from students.

To conduct an overall analysis of the Oslo model for teacher education, two projects have been initiated in 2017 and will proceed in 2018:

1. Post Doctoral Project – “Using video as an instructional tool to strengthen teacher candidates’ knowledge base and professional identity” will link video research projects to teacher education. The longitudinal study will look at the use of authentic classroom video in campus instructions, helping students with “learning to notice” as sequences are observed and discussed. The study will strengthen the knowledge base on student trajectories through the integrated teacher education program.
2. A review on all ongoing research and evaluation of the entire teacher education program at UiO (last 5 years) with the aim of identifying and assessing possible gaps for collaborative research. The systematic review will result in publications on the history and implementation of the “Oslo Model”.

### *Relevant publications:*

Olufsen, M. Karlsen, S. & Ødegaard M. (2017). «Endringer i lærerstudenters kompetanser? En casestudie fra en ny lærerutdanning ved UiT Norges arktiske universitet». *NorDiNa Nordic Studies in Science Education* Vol 3, No 2 (2017).

Vestøl, J. M., & Lund, A. (2017). Co-configuring Design Elements and Quality Aspects in Teacher Education: A Research Agenda. In M. Peters, B. Cowie & I. Menter (Eds.), *A companion to research in teacher education* (pp. 725-739). Singapore: Springer.

## WP 6: Externally funded projects and applications

1. STIL project (Student Active Learning Forms) – Project financed by the Ministry of Education for a one year period. ProTed Oslo is coordinating the overall project in which five teacher education institutions with 1-7 and 5-10 are working on projects to enhance student participation in the initial years. Project leaders: Inga Staal Jensen and Tone Malmstedt Eriksen (UiO).
2. Linking Instruction in Science and Student impact (LISSI) – Project financed by “Utdanningsdirektoratet” to improve the teaching of science in grades 1-10. The project is financed for three years and will be run jointly between UiO and UiT. Project leaders: Marianne Ødegaard and Marit Kjærnsli (UiO)
3. Developing ICT in Teacher Education (DICTE) - ERASMUS+ project administered by HiOA and where ILS/ProTed is a partner with Greta Björk Gudmundsdottir. The three year project involves four European countries.  
<http://www.hioa.no/Aktuelle-saker/Om-laererstuderens-digitale-kompetanse>
4. Project: Videobased Mentoring in Practice Placement in Teacher Education – support from UiO in the development of an application for recording secure classroom video materials. Project leader: Torunn Aanesland Strømme (UiO)
5. PHYS-TALC (Physics Teaching And Learning Culture) – Project sent to FINNUT by Department of Physics (UiO) in which ProTed Oslo is involved in the scientific committee through Doris Jorde.
6. Nordic centre of excellence in education application sent UiO to the Nordic Council on Ministries. ProTed is participating in the application. Project leader, Kirsti Klette (UiO).

## Future plans

ProTed plans involving both UiO and UiT:

1. Knowledge Parliament 2018 (Kunnskapsparlament). In cooperation with the Norwegian Knowledge Centre for Education, we will work on developing a thematic area relevant for teacher education institutions. Projected date – May 2018.
2. Establish a national network for “partnerships” with schools in accordance with the long-term strategy for teacher education in Norway.
3. International conference in 2020 (Bringing Teacher Education Forward 2). Planning will begin in 2018 towards a final conference for the ProTed period. We build on the success of the international conference in 2016, Bringing Teacher Education Forward.
4. STIL project (Student Active Learning Forms) – ProTed Oslo is responsible for the administration of the project while UiT is one of the five institutions contributing to the overall project. The project ends in 2018 with a national dissemination conference in the fall.
5. ProTed Oslo and ProTed Tromsø will establish working collaboration between their 8-13 teacher education programs.

## University of Oslo (UiO)

1. The leadership team of ProTed Oslo was strengthened to include Kirsti Lyngvær Engelién (Head of Studies at ILS). ProTed now has a direct link into the teacher education study program.
2. We will administer and evaluate the “STIL “-project (student active learning forms) initiated by the Ministry of Education (KD). The project has identified five institutions within GLU, each working with ideas for improving the involvement of students in the first year of teacher education studies. UiO will continue to organize seminars and site visits to the institutions. Final reports from projects are expected in August 2018, followed by a dissemination seminar for GLU institutions in 2018. UiO has taken responsibility for the development of a questionnaire mapping the overall “study intensity” in teacher education programs which will be administered at participating institutions and analyzed by UiO.
3. Postdoctoral position – Inga Staal Jensen began her post-doc with ProTed on January 1, 2018. Her project will follow cohorts of lector students at UiO (8-13) in a longitudinal study. Of particular interest will be the use of authentic classroom video on campus to map students’ ability to “learn to notice”.
4. Use of authentic video in teacher education has become an important innovation for ProTed Oslo. Video data from research projects has been categorized and is ready to use in campus courses.
5. Continued development of the Oslo model – ILS is responsible for the teacher education program at UiO, working together with four faculties. The Oslo model is dependent on good communication between ILS, faculties delivering academic courses and schools where students have their practice.
  - Work with The Faculty of Mathematics and Natural Sciences (MN) continues as we follow progression of lector students through their five year study. We will continue to present findings at national and international conferences. In 2018, work with the Faculty of Humanities will intensify as progression through the lector program and school cooperation is prioritized at the faculty.
  - We will continue to work on the development of the mentor program “Promo”, including increased research on the effects of this program.
  - We will continue to work with faculties on ideas of student active learning forms.
  - We will continue to work with ideas of bringing teacher education closer to 21st century skills required by teachers and schools in the future (including digital competencies) .
  - We will continue to map research conducted on the Oslo model and identify gaps where additional research and innovation are needed
6. We will continue our work with the development of an “APP” to be used for filming of practice situations for teacher education students. Once developed, the app will allow better coordination between school practice and campus advisors.
7. The university school model is implemented as a permanent model for partnership at UiO. Current contracts for our 21 university schools end in June, 2018. Applications for new university schools will be considered in the spring of 2018. School owners are included as partners in the further development of the model and future collaborative projects.
8. We will continue to work with the Norwegian Centre for Science Education (Naturfagsenteret) with the implementation of a national course for science teacher education in Science Education (Naturfagdidaktikk). We will discuss (with KD) possibilities of transferring this

model to other subject areas as teacher education programs move towards a five year Master Degree program.

9. We will establish a scholarship for Lector students with the intent of developing a student portal for navigation throughout the lector program.
10. We will continue our work with “benchmarking” activities in teacher education with chosen international institutions.
11. We will engage in the work of the research group “Teacher Professionalism and Educational Change: Practices, Purposes, Policies (TEPEC)” as we combine innovation, evaluation and research studies within the teacher education program. Coordination of activities should result in research papers and conference presentations of the Oslo Model.

The Arctic University of Norway (UiT)

Focus: New activities according to the Milestone plan (2016-2021) – will be further developed together with the WP-leaders.

1. The leadership team of ProTed Tromsø was strengthened to include Henning Marius Sollid (Head of Studies 1-7 & 5-10 at ILP). ProTed now has a direct link into the teacher education study program.
2. Dissemination. UiT realizes the importance of and the mandate to disseminate their experiences with five-year master-GLU as all the other institutions follow. Thus, a series of workshops will be arranged in targeted areas for academic staff working in teacher education.
3. The first seminar is dedicated to Veiledning for Teacher Educators (1-7, 5-10). New programs for teacher education will mean that academic staff (fagdidaktikk og pedagogikk) will be advising students towards a Master Degree which should be directly connected to the practice field. Since this is new for many academic staff, it is important to start now to work on ideas of school based research and advising of students for their FOU progression throughout their five year program. The seminar will take place in Oslo, March 15-16.
4. We will continue development of the Tromsø model for teacher education.
5. We will continue working on the STIL project at UiT in which the entire staff has been working with new ideas for student integration and program coherence. The project will arrange a student innovation seminar in 2018.
6. We will develop phase three of the University schools project with emphasis on developing arenas and venues for meetings between master students, university school staff and teacher educators as all work together in projects leading to school based Master Degree projects.
7. A summary conference for the project “Trivsel i Tromsø (Well-being in Tromsø) is planned in the fall semester (19.11.18) and will include university schools.
8. We will continue the development of partnerships between schools and teacher education institutions in work with school based Bachelor and Master Thesis projects.

## Dissemination

Dissemination from the five work packages takes place at three levels:

1. Internally within our institutions as we work on improving our models for teacher education
2. Nationally
  - a. Working together with other teacher education institutions on their models either as critical friends or as mentors

- b. Participation in conferences, seminars and workshops on teacher education
  - c. Participation in courses for teacher educators
- 3. Internationally
  - a. Publication of research papers on teacher education models and innovations in Norway
  - b. Presentations at international conferences
  - c. Networks and seminars with international partners

A list of publications and presentations is found as an appendix to this document.

## **Student Engagement in ProTed**

Students are at the core of all ProTed activities, whether we are studying our teacher education programs or introducing innovations. Student feedback is highly regarded for evaluation and research on program development, driving the iterative process of redesign. Student participation in formal and informal arenas for teacher education provides the student voice in all activities related to teacher education. Students are always represented at national conferences in teacher education (Lektorutdanningskonferansen). The student voice is important and necessary for ProTed.

At UiO students are involved in the planning of teacher education progressions through academic faculties (SV, MN, TF and HF) as well as integration with teacher education programs. We see an increasing interest from faculties to include lector students in decisions related to courses, learning environments and social activities. At MN, lector students are using their professional skills from the teacher education program to lead seminars and introduce ideas of student active learning within the sciences. Lector students have several political and social platforms where students have direct contact with the leadership at ILS and ProTed. Lector students are involved in the development of modules for digital competencies, providing information on content, relevance and connections to Canvas as a learning environment. Lector students are involved in research projects at ILS as they build competencies in research and development connected to teaching and learning in schools.

As a result of an additional grant from NOKUT to promote student-driven-projects, UiO has initiated a collaborative project with the student organizations to create a web portal for all student involvement in study related and social activities. The project will continue in 2018.

At UiT, the STIL-project (Student Intensive Learning Methods) has been the key project for developing increased student engagement in 2017. All new students in the GLU 1-7 & 5-10 master programs are included. In addition, 14 students in their second year were engaged to welcome the new students (150) in August, during participation in round-table discussions about the teacher role and in arranging a rebus on campus. The second year students led by student representatives, planned and organized components of the introduction week activities for new students. The evaluation showed that the new students appreciated the engagement shown by older students in welcoming them to their teacher education study. Based on



experiences from the pilot introduction week, the older students have already volunteered to repeat such an arrangement for new students in 2018.

During the autumn 2017, student intensive learning methods have been a part of the agenda at every team meeting for the first year students and the teachers involved. The team meetings involve all the teachers and student representatives. The project continues in 2018.

In Tromsø, the NOKUT-grant is directed towards extra efforts for students that are midway in their program, to involve students as partners in the evaluation and development of the program. Development of the STIL –project is a part of this work.



ProTed: Educating inquiring professional teachers, ready to become change agents in schools

## Attachments

1. Teacher education models at UiO and UiT
2. Personnel
3. Publications and Presentations
4. Financial accounts
5. Projects

## Teacher education programs at UiO and UiT

The teacher education programs are regulated by national regulations, one for each level:

Forskrift om rammeplan for grunnskolelærerutdanning for trinn 1–7:

<https://lovdata.no/dokument/SF/forskrift/2016-06-07-860>

Forskrift om rammeplan for grunnskolelærerutdanning for trinn 5-10:

<https://lovdata.no/dokument/SF/forskrift/2016-06-07-861>

Forskrift om rammeplan for grunnskolelærerutdanning for trinn 8-13:

<https://lovdata.no/dokument/SF/forskrift/2013-03-18-288>

The following models project how the programs at UiT and UiO are organized.

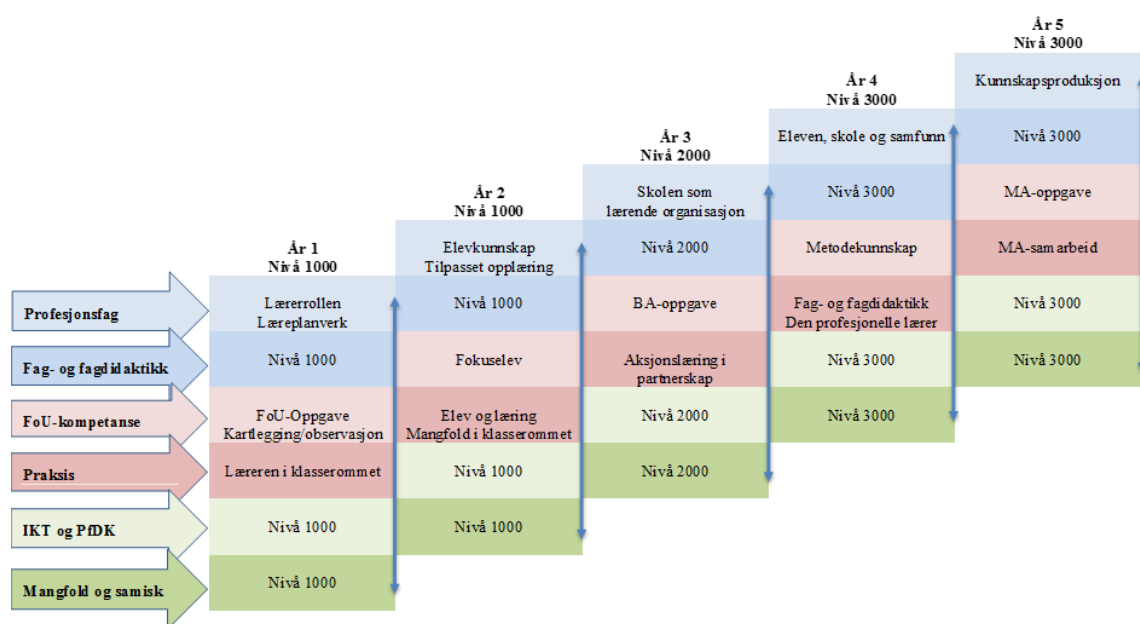
### UiT Tromsø model 5-10

	Høst	Vår	Undervisningspraksis
1. studieår	Fag 1 (15sp)	Fag 1 (15sp)	25 dager
	Fag 2 eller 3 (15sp) + PEL (10sp) + Praksis + FoU <b>fag 1</b> (5sp)		
2. studieår	Fag 2 eller 3 (15sp)	Fag 2 eller 3 (15sp)	30 dager
	Fag 2 eller 3 (15sp) + PEL (10sp) + Praksis + FoU <b>fag 2</b> (5sp)		
3. studieår	Fag 1 fordypning (20sp)		30 dager
	Fag 2 fordypning (20sp)		
	FoU-tema <b>fag 2</b> (5sp)	FoU-oppgave <b>fag 1</b> (15sp)	
	Praksis		
4. studieår	PEL (15sp)	Masteremne (15sp)	30 dager
	PEL (15sp)	Masteremne (15sp)	
	Praksis		
5. studieår	Metode (15sp)		
	Masteroppgave (45sp)		

## UiT Tromsø model 1-7

	Høst	Vår	Undervisningspraksis
1. studieår	Matematikk (15sp)	Matematikk (15sp)	25 dager
	Norsk (15sp) + FoU (5sp) + PEL (10sp) + Praksis		
2. studieår	Fag 3 (15sp)	Fag 3 (15sp)	30 dager
	Norsk (15sp) + FoU (5sp) + PEL (10sp) + Praksis		
3. studieår	Fag 4 (15sp)	Fag 4 (15sp)	30 dager
	Fag 1 fordypning (15sp)	FoU-oppgave (15sp)	
	Praksis		
4. studieår	PEL (15sp)	Masteremne (15sp)	30 dager
	PEL (15sp)	Masteremne (15sp)	
	Praksis		
5. studieår	Metode (15sp)		
	Masteroppgave (45sp)		

## Progression throughout five years: The Tromsø steps



## Teacher education program at UiO (8-13) “Oslo Model”

University of Oslo Study design – Humanities (8-13)				Dimensions throughout the five year, integrated study design			
				Mentor Program (Promo)	Teaching practice in schools	Research methodology	Professional digital competence (PfdK)
10	Master thesis ( Subject 1 or Subject didactic 1)			1 seminar + poster-conference	Poster conference with schools	Experience from scientific work Master thesis	Test mapping professional digital competence 3
9	Subject 1 or Subject didactic 1	Subject 1 or Subject didactic 1	Subject 1 or Subject didactic 1	2 seminars	15 days: Empirical data collection?	Data collection + analysis	Digital learning module 4 (integrated SPOC)
8	Subject 1 or Subject didactic 1	Subject 1 or Subject didactic 1	Subject 1 or Subject didactic 1	2 seminars	R&D in schools	Research design + method	Test mapping professional digital competence 2
7	Professional course (Integrated Educational Theory and Subject Didactics)			2 seminars	45 days : Assessment and differentiated instruction	Research methods + R&D exam assignment	Digital learning module 3 (integrated SPOC)
6	Subject 1	Professional course (Integrated Educational Theory and Subject Didactics)		2 seminars	25 days : teaching, learning and classroom management	Research in schools + R&D exam assignment + digital video case exam	Digital learning module 2 (integrated SPOC)
5	Subject 1	Subject 1	Subject 1	3 seminars	Visits to different learning arenas (museums etc.)	Bachelor thesis	Technology in subject areas and research
4	Subject 1	Ex.phil	Subject 1	3 seminars	Schools visits, university schools	Specialization in subject area + Analytical skills	Test mapping professional digital competence 1
3	Subject 1	Subject 1	Professional course	3 seminars	15 days : Pupils learning in different subjects	Systematic observation + Case analysis of pupils and teacher	Digital learning module 1 (integrated SPOC)
2	Subject 2	Subject 2	Subject 2	3 seminars	The role of the teacher	Professional insight in subject area + Critical thinking	Technology in subject areas and research
1	Subject 2	Subject 2	Subject 2	3 seminars	Schools visits, university schools	Professional insight in subject area + Critical thinking	Technology in subject areas and research
	10 ECTS	10 ECTS	10 ECTS				

## ProTed Personnel and Management 2017

ProTed is a collaborative partnership between UiT The Arctic University of Norway and The University of Oslo. A common center management is responsible for academic leadership. The two universities are represented at all levels of academic management. UiO is the financially responsible host institution.

### Board Members

- Pro-Rector Ragnhild Helene Hennum (UiO) Chair until June, 2017
- Dean Sten Ludvigsen (UiO), Chair from August 2017
- Pro-Rector Wenche Jakobsen (UiT)
- Dean Sonni Olsen (UiT)
- Dean of Studies Jon Magne Vestøl (UiO)
- Dean of Studies Ingjerd Hoëm (UiO)
- Head of Department Odd Arne Thunberg (UiT)
- Head of Department Rita Hvistendahl (UiO)
- Student Katrine Marie Håvik (UiT)
- Student Marianne Ingrid Finsrud Lien (UiO)
- Head of ProTed/Associate Professor Siw Skrøvset (UiT)
- Head of ProTed/Professor Doris Jorde (UiO)

Secretary for the board is Senior Adviser Tone Malmstedt Eriksen (UiO).

### Executive Committee

- Head of Department Rita Hvistendahl (UiO)
- Head of Department Odd Arne Thunberg (UiT)
- Head of ProTed/Professor Doris Jorde (UiO)
- Head of ProTed/ Professor Siw Skrøvset (UiT)
- Senior Adviser Tone Malmstedt Eriksen (UiO)
- Adviser Silje Sivertsvik (UiT)

### Management Team

- Head of ProTed/Professor Doris Jorde (UiO)
- Head of ProTed/ Professor Siw Skrøvset (UiT)
- Senior Adviser Tone Malmstedt Eriksen (UiO)
- Adviser Silje Sivertsvik (UiT)

### Work Package Leaders (status 31.12.2017)

- WP1    UiO Associate Professor Kari Anne Rødnes until June 2017  
         UiT Professor Tove Leming
- WP2    UiT Project Leader Jan Fredrik Skogdal  
         UiO Adviser Tove Seiness Hunskaar
- WP3    UiO Associate professor Torunn Strømme  
         UiT Senior Lecturer Lisbet Rønningsbakk
- WP4    UiT Associate Professor Rachel Jakhelln  
         UiO PhD Candidate Inga Staal Jensen, now Post Doc.
- WP5    UiO Associate Professor Jon Magne Vestøl  
         UiT Head of Program 5-10/Associate Professor Ove Drageset

### Other Personnel

ProTed is tightly integrated in the teacher education programs at UiO and UiT, resulting in a large number of administrative and academic personnel involved in ProTed's research and development activities (approx. 150).

## Publications and Presentations

### Scientific publications

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- Gudmundsdottir, Greta Björk & Vasbø, Kristin Beate (2017). Toward Improved Professional Digital Competence: The Use of Blended Learning in Teacher Education in Norway.
- Hunskaar, T. & Eriksen, T.M. (2017). Strands of research and experiences with partnership models in ProTed, University of Oslo. Dept. of Education, Oxford, March 13-14.
- Hunskaar, T. & Eriksen, T.M. (2017). Fra fortellinger om klasserommet til forskende fellesskap. Lesson Study som metode for utvikling av kompetanse og kvalitet i undervisningen. Hordaland Fylkeskommune, Bergen, January 17.
- Hunskaar, T. & Eriksen, T.M. (2017). Lesson study i universitetsskoleprosjektet. Jessheim videregående skole, January 19.
- Hunskaar, T. & Eriksen, T.M. (2017). Lesson Study som metode for utvikling av kompetanse og kvalitet i undervisningen. Workshop for universitetsskolene, Oslo, March 3.
- Hunskaar, T. & Eriksen, T.M. (2017). Fra fortellinger om klasserommet til forskende fellesskap. Lesson Study som metode for utvikling av kompetanse og kvalitet i undervisningen. Workshop for universitetsskolene, Oslo, October 26.
- Hunskaar, Tove (2017). Universitetsskoler som partnere i lærerutdanning. Nasjonal forskerskole for lærerutdanning (NAFOL), Drammen, May 10.
- Hunskaar, Tove (2017). Universitetsskoler i lærerutdanning; samarbeid, forskning og utvikling. Jubileumseminar for universitetsskolene, Oslo, December 3.

- Jakhelln, R. E. & Bjørndal, K. E. W. (2017). Absence and presence of leadership? The experience of early career teachers' with school management with respect to their competence from initial teacher education. Congress of the Nordic Educational Research Association; March 23 – 25, UiT.
- Jakhelln, R. E. & Stølen, G. (2017). Transition or transformation? Early career teachers' experiences with their first workplace and the dialectic of recognition. The European Conference on Educational Research; August 22 – 23.
- Jenset, Inga Staal; Canrinus, Esther Tamara; Klette, Kirsti & Hammerness, Karen (2017). Opportunities to analyze pupils' learning at campus: A key challenge in Teacher education?
- Jenset, Inga Staal; Klette, Kirsti & Hammerness, Karen (2017). Exploring the 'problem of enactment' in teacher education coursework.
- Jenset, Inga Staal; Klette, Kirsti & Hammerness, Karen (2017). Opportunities to Enact Practice within Coursework on Campus.
- Jenset, Inga Staal; Klette, Kirsti; Hammerness, Karen; Bergem, Ole Kristian; Dossil, Cristina González & Pedroso, Sergio Ballester (2017). Panel: Coherencia entre la teoría y la práctica en la formación de profesores.
- Jorde, Doris. (2017): *Panel diskusjon: veien videre for lærerspesialistfunksjonen*. Erfaringskonferanse - lærerspesialistordning. Arrangør: Utdanningsdirektoratet, 12-13 Januar, Clarion Hotel, Gardemoen.
- Jorde, Doris; Erlien, K.; Malmstedt, Tone E., Hanskaar, Tove S.(from UiO) and Heiervang, Hans Christian; Johnson, Øyvind; and Nordlie, Morten (From KD) (2017). Presentation and discussion about University schools at UiO, January 25.
- Jorde, Doris. & Tellefsen, Cathrine W. (2017). Building science teacher identity. Knowledge Parliament, Oslo, May 12.
- Jorde, Doris (2017). International Trends in Science Education. Nasjonalt kurs i naturfagdidaktikk for lærerutdannere, September 14, Gardermoen.
- Jorde, Doris & Tellefsen, Cathrine W. (2017): Building Science Teacher Identity for grades 8-13 at the University of Oslo. Nordic Research Symposium on Science Education, Trondheim 7-9 June.
- Jorde, Doris (2017). The role of science in new models for integrated teacher education programs. Hell Seminar – Network for Science Teacher Educators, 15-16 Nov.
- Jorde, Doris (2017). Discussion with Naturfagseksjon, HiVestlandet; September 11.
- Jorde, Doris (2017). Discussion with teacher education leaders at UiA, October 12.
- Jorde, Doris; Engeli, K. L.; Malmstedt, Tone E. & Hanskaar, Tove Seiness (2017). Presentations about the ProTed “Oslo Model” for teacher education to a delegation from Japan (KD). November 22.

- Mathisen, Petter; Bjørndal, Cato R. P. (2017). Veiledningsteknologi – et bidrag til kvalitetsheving i praksisveiledningen.. Lærerutdanningskonferansen April 20.
- Lund, A. (2017). Profesjonsfaglig digital kompetanse som design: mellom kunst, håndverk og vitenskap. Noen erfaringer fra bruk av CANVAS i lærerutdanning. Nettverkssamling for PFDK, Drammen, November 15.
- Lund, Andreas; Vestøl, Jon Magne (2017). Fostering professional digital competence (PDC) as transformative agency in teacher education. EARLI, August, Tampere, Fl.
- Skrøvset, Siw. (2017). Lærerrollen i framtida. Ekspertgruppa og ProTed sin rolle.. Årsmøte i Skolelederforbundet; April 3.
- Skrøvset, S.& Jakhell, R. E. (2017). Hvem er lærerutdanneren - sett fra universitetet. Kunnskapsparlamentet; May 12.
- Skrøvset, Siw. Skoleledelse: praksisfellesskap, organisasjonslæring og relasjonsbasert ledelse.. Ungdomstrinn i utvikling 4.samling for skoleeiere og skoleledere; September 18-19.
- Skrøvset, Siw (2017). Skoleutvikling, aksjonsforskning og rektorutdanning. Det forskende lederskapet - aksjonsforskning i lokalt utviklingsarbeid.. Över alla gränser II Tvårikeskonferensen, June 13-14.
- Skrøvset, Siw (2017). Ekspertgruppens anbefalinger og implikasjoner for UH-sektoren.. Oppsummeringskonferansen i Nettverk for kompetansemiljøer i UiU; April 6.
- Sollid, H. M., Skrøvset, S. & Skogdal, J. F. (2017). Universitetsskoleprosjektet ved UiT. Lærarutbildning mot framtiden – Pilotprosjektet brobyggaren. Desember 1, Göteborg.
- Sæther, Kari-Anne (2017): Hvordan bygge studentens profesjonsrettete FoU-kompetanse gjennom utdanningen? Universitetet i Tromsø - Norges arktiske universitet. Lærerutdanningskonferansen .
- Tellefsen, Cathrine W. & Jorde, Doris (2017). MN lektor studenter seminar, Sundvolden, 18-19 August.
- Tellefsen, Cathrine W. & Jorde, Doris (2017). Building science teacher identity through an integrated program of study, European Science Education Research Association (ESERA) Conference, Dublin 21-25 August.
- Thorvaldsen, Steinar (2017). Storelva skole: Presentasjon av resultater fra Trivsel i Tromsø, Lærermøte Storelva skole; June 14.
- Thorvaldsen, Steinar (2017). Trivsel i Tromsø: Skolerapport Workinnmarka skole, høsten 2017. Lærermøte Workinnmarka skole, August 30.
- Thorvaldsen, Steinar. Universitetsskolene og prosjektet Trivsel i Tromsø. Møte med Høgskolen på Vestlandet, October 3.
- Vasbø, Kristin Beate & Gudmundsdottir, Greta Björk (2017). The use of flipped learning in teacher education program in Norway.
- Vestøl, Jon Magne (2017). Fremragende lærerutdanning – hva er det?

**Scientific advisory seminars:**

University of Helsinki, Department of Teacher Education: Comparing Teacher Education models between Norway and Finland. Jari Lavvonen, Doris Jorde, Jon Magne Vestøl, Kirsti Lyngvær Engelién, Cathrine Wahlstrøm Tellefsen.

University of Oxford, Department of Education: Strands of research and experiences with partnership models. Anne Edwards, Katharine Burn, Nigel Fancourt, Trevor Mutton, Ann Childs, Eluned Harries, Tove Seiness Hunskaar, Greta Björk Gudmundsdóttir, Doris Jorde, Tone Malmstedt Eriksen

Karen Hammerness, American Museum of Natural History: Vision, coherence and practice in powerful teacher Education Programs. Karen Hammerness, Kirsti Klette, Doris Jorde, Inga Jensen, Kirsti Engelién, Tone Malmstedt Eriksen

## Financial accounts

		UiO		UiT		Proted II	
Art overført-innt-kost	Artsrapport styringskart	Sum Regnskap	Sum of Bud	Sum Regnskap	Sum Budsjett	Sum Regnskap	Sum Budsjett
Overført fra i fjor	Overført fra i fjor	-4 000 000	-4 000 000	-694 880	-694 880	-4 694 880	-4 694 880
Overført fra i fjor Totalt		-4 000 000	-4 000 000	-694 880	-694 880	-4 694 880	-4 694 880
Inntekter	Inntekt fra bevilgninger		1 500 000	-3 000 000	-1 500 000	-3 000 000	0
	Eksterne inntekter og bidrag	-1 000 000				-1 000 000	0
Inntekter Totalt		-1 000 000	1 500 000	-3 000 000	-1 500 000	-4 000 000	0
Personalkostnader	Feriepenger, AGA og pensjon	1 367				1 367	0
	Andre personalkostnader	11 845				11 845	0
	Timelønn og honorarer	4 780				4 780	0
Personalkostnader Totalt		17 991				17 991	0
Driftskostnader	Andre driftskostnader	6 453	225 000	94 031	350 000	100 484	575 000
	Kurs, konferanser og reiser	201 460		229 276		430 736	0
Driftskostnader Totalt		207 913	225 000	323 307	350 000	531 220	575 000
Nettobidrag eksternfinansierte prosjekter	Egenandel	-7 035 138	-7 107 338	-4 957 751	-4 946 000	-11 992 889	-12 053 338
	Overhead	5 761 082	5 818 405	1 620 500	1 771 000	7 381 582	7 589 405
	Frikjøp	3 784 039	3 827 898	2 920 975	3 567 000	6 705 014	7 394 898
Nettobidrag eksternfinansierte prosjekter Totalt		2 509 982	2 538 965	-416 276	392 000	2 093 706	2 930 965
Totalsum		-2 264 113	263 965	-3 787 849	-1 452 880	-6 051 962	-1 188 915
						* Tilskudd for 2018 er tilført i 2017	



## Attachment 5

# Project portfolio

## ProTed Oslo

Område	Prosjektnr	Delprosjekt	Tidsrom	Involverte
WP0		Ledelse av ProTed	2017-2021	Doris Jorde, Kirsti Engelsen, Tone M. Eriksen
		Definere prosjektportefølje for ProTed2	Vår 17	Doris Jorde, Kirsti Engelsen, Tone M. Eriksen
		Planlegge langsiktig for prosjektperioden	Vår 17	
		Dokumentasjon og formidling	Dokumentere resultater systematisk gj forsk	Alle, drevet i forskergruppen TEPEC
			Nettverksbygging	2017-2021
			Synliggjøre ProTed nasjonale arenaer	2017-2021
			Kunnskapsparlament	2017-2021
			Engelsk publisasjon om ProTed	2020
			SAC	
WP1		Studentaktiv læring og progresjon	2017-2021	Doris Jorde, Kirsti Engelsen, Tone M. Eriksen
Mål		Fremme studentaktiv læring, progresjon og koherens		
	WP1.1	Prosjekt progresjon	2017-2020	
	WP1.1 A	Samarbeid på tvers av fagenheter	2017	Doris Jorde, Katrine Tellefsen Kirsti Engelsen, Tone Malmstedt Eriksen, Elin Sæther
	WP1.1 B	Post.doc-prosjekt om utvikling av profesjonsidentitet	H2017-2020	Post.doc Inga Jensen, Doris Jorde, Tone Malmstedt Eriksen, Jon Magne Vestøl, Kirsti Engelsen
	WP1.1 C	Kjernepraksiser i lærerutdanningen		Doris Jorde, Tone Malmstedt Eriksen, Inga Jensen
		Studentaktiv læring i det femårige løpet	STIL	
			NOKUT-studentstipend	
		Fagdidaktisk toolbox		Majken Korsager
	WP1.2	Tverrfaglig samarbeid	Utdanning for bærekraftig utdanning	Doris Jorde, forskergruppen SISCO, SiG "Challenges of Sustainability in Educational Research" (COSER)
WP2		Universitetsskoler og profesjonell praksis		Tove Seiness Hunskaar, Tone M. Eriksen
Mål		Utvikle gode modeller for samarbeid mellom campus og skoler	2017-2021	
	WP2.1	Viderutvikling av uniskolemodellen	Felles FoU-prosjekt: Lesson study	2017
		Ny utlysning av universitetsskoler UiO	FoU-samarbeid: såkorn	2017
				V2018
	WP2.2	Dokumentere uniskolemodellen	Studietur Oxford; samarbeid om forskning	V2017
			AERA	2019
			Posisjonsskriv	2017
	WP2.3	Nettverksbygging og formidling	Uniskolekonferanser	
			Nettverksmøter (norske og int aktører)	
			Bedre skole	
WP3		Læring i teknologirike omgivelser og Profesjonsfaglig digital kompetanse		Torunn
				Torunn Aanesland Strømme, Greta Gudmundsdóttir, Kirsti Engelsen, Andreas Lund
	WP3.1	Profesjonsfaglig digital kompetanse i lærerutdanningen	utvikling av PfdK 3; re-design av PdFK 1	Torunn Aanesland Strømme, Greta Gudmundsdóttir, Kirsti Engelsen, Lisbeth Brevik
	WP3.2	Video i veiledning; APP utvikling	Dokumentasjon, evaluering	Torunn Aanesland Strømme, Greta Gudmundsdóttir, Kirsti Engelsen,
	WP3.3	Canvas/flipped classroom		Del-tids PPU
	WP3.5	Videodatabase til undervisningsformål		Inga Jensen, Kirsti Engelsen, Torgeir
	WP3.5	Nettverksbygging og formidling	IKTSenteret	
	WP3.6	Forskning	Innovasjonssøknad	Torunn Aanesland Strømme, Crina Damsa
	WP 3.7	Innføring av Canvas	FINNUTSøknad	
	WP 3.8	Video-case prosjekt		Kirsti Engelsen
WP4		Utdanningsledelse og programkvalitet		Kirsti Engelsen
		Interne tiltak - Faglig ledelse i LU	Interne arenaer ILS	
		Strategi - implementering av Canvas		
		LU intern konferanse	Dag 1 Oslo Modellen; Dag 2 SALF	V2018
		Ekstern rettede tiltak	Kunnskapsparlamentet; hvem er Lærerutdan	V2017
		Educating the educators	Naturfagdidaktikk for lærerutdannere	H2017 start
		LU 2025		
WP5		Integrerte studiedesign og kvalitet		Magne Vestøl
		Studiedesign og kvalitet	Indikatorer i eksisterende kvalitetssystem	Magne Vestøl, Kirsti Engelsen, Doris Jorde, Inga Jensen, Tone M. Eriksen
		Video-basert LU		Inga Jensen, Kirsti Engelsen
		Analyse av utviklings tiltak	Tiltak i ProTed 1	Magne Vestøl
			Tiltak i ProTed 2?	Magne Vestøl, Kirsti Engelsen, Doris Jorde, Inga Jensen, Tone M. Eriksen
		Dokumentasjon		Britt Oda Fosse
				Karen Hammerness
WP6		Extern finanserte prosjekter		
		STIL Hovedprosjekt, oppfølging av delprosjekt	V2017-H2018	Doris Jorde, Inga Jensen, Tone M. Eriksen, Ida Hatlevik

## ProTed Tromsø

Område	Prosjektnr		Delprosjekt	Tidsrom	Involverte
WP0		Ledelse av ProTed		2017-2021	Siw Skrøvset, Henning M. Sollid og Silje Sivertsvik
		<b>Definere prosjektportefølje for ProTed2</b>		Vår 17	Siw Skrøvset, Henning M. Sollid og Silje Sivertsvik
		Planlegge langsiktig for prosjektperioden		Vår 17	
		Dokumentasjon og formidling	Dokumentere resultater systematisk gj forskning	2017-2021	Alle
			Nettverksbygging	2017-2021	
			Synliggjøre ProTed nasjonale arenaer	2017-2021	
			Kunnskapsparlament	2017-2021	
			Engelsk publisasjon om ProTed	2020	
			SAC		
WP1		Studentaktiv læring og progresjon		2017-2021	
Mål		<b>Fremme studentaktiv læring, progresjon og koherens</b>			
	WP1.1	STIL-prosjektet		2017-2018	Tove Leming, Anne Eriksen, Ann Karin Tobiassen, Siw Skrøvset
	WP1.2	Drama og matematikk - bruk av roller som endring i samtalemønsteret i matematikk		2017-2021	Ove Gunnar Drageset
	WP1.3	Ny masterutdanning i naturfag – Bedre lærerkompetanse?		2017-2021	Magne Olufsen
	WP1.4	Å involvere studentene i forskningsarbeid		2017-2021	Hilde Sollid, Kari-Anne Sæther.
	WP1.5	Språklig mangfold i klasserommet		2017-2021	Hilde Sollid
WP2		Universitetsskoler og profesjonell praksis		2017-2021	
Mål		<b>Utvikle gode modeller for samarbeid mellom campus og skoler</b>			
	WP2.1	Viderutvikling av uniskolemodellen Inkludering av BHG (UbiT) og VGS	Ny utlysning USPIT	V2018	Jan Fredrik Skogdal, Geir Gabrielsen, Eva Mikkelsen, Silje Rossvold Kvande
	WP2.2	Trivsel i Tromsø		2017-2018	Steinar Thorvaldsen, Gunstein Egeberg, Geir Olaf Pettersen
	WP2.3	Nettverksbygging og formidling	Uniskolekonferanser Nettverksmøter (norske og int aktører)	2017-2021	
	WP2.4	Sammen gjør vi praksisopplæringa god (SPG)		2017-2021	Karin Danielsen, Ingrid Frenning
	WP2.5	Fysisk aktivitet i skolen		2017-2018	Karin Danielsen, Gunnar Mathisen
WP3		Digitale læringsomgivelser		2017-2021	
Mål		<b>videreutvikle pfdk hos lærerutdannere og studenter, samt å sørge for at pfdk er godt integrert i de nye studie- og emneplanene</b>			
	WP3.1	Futurelab ved ILP		2017-2021	Lisbet Rønningsbakk, Oda Julie Hembre
	WP3.2	innføring av Canvas		2018	Lisbet Rønningsbakk
	WP3.3	Nettbrett i praksisveiledning, Digitalisert observasjons- og veiledningsplattform i fremtidens lærerutdanning.		2017-2018	Cato Bjørndal + universitetsskoler
WP4		Utdanningsledelse og programkvalitet			
Mål		<b>utvikle en sterkere kultur for kollegabasert utviklingsarbeid og kompetanseutvikling</b>			
	WP4.1	Kvalitet i masterveiledningen. Kollegabasert kompetanseutvikling for veiledere		2017	Kari-Anne Sæther
	WP4.2	Trepartssamarbeid i lærerutdanning		2017-2020	Rachel Jakhelln, universitetsskolelærere
WP5		Integrerte studiedesign og kvalitet			
Mål		<b>Studiedesign og kvalitet</b>			