

Acknowledgment of Sapmi, south-Sami district including NTNU



I pay my respects to the custodians of this land and to the embodied knowledge of the indigenous Sami culture, and as connected to NTNU I actively wish to make a connection from the indigenous knowledge to the conference topic Looking back planning ahead including all participants in this special farewell event for NAFOL, nation wide in Norway as well as internationally around the globe.



NAFOL students' knowledge production in Norwegian teacher education

- A descriptive analysis of 147 PhD theses

NAFOL conference 2022 13-15 June in Trondheim



Anna-Lena Østern, former academic leader of NAFOL (2010-2015)
Professor Emerita attached to Åbo Akademi University, Finland, and NTNU,
Norway.

How has NAFOL contributed to change in the teacher education landscape in Norway during its 12 years of existence?

A three dimensional narrative space for NAFOL

- Temporality
- Sociality
- Place

A doctoral school for teacher education?

23 institutions joined the NAFOL application 2009

Active for a doctoral school for teacher education was especially UHR (A board for Universities in Norway) with chair Knut-Patrick Hanevik, vice chair Per Ramberg, and Petter Aasen. They took the lead and gathered people.

Kari Smith and Anna-Lena Østern chaired two working groups.

The dean of the faculty of social sciences at NTNU Jan-Morten Dyrstad offered support.

Professor Svein Lorentzen and senior officer Torill Ryghaug worked intensively for the project to be launched as an application to the National Research Council.

The task and money was given from Ministry of Education and Research .

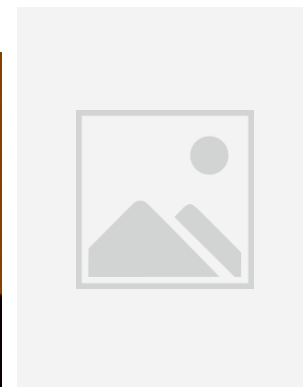
NAFOL's first board



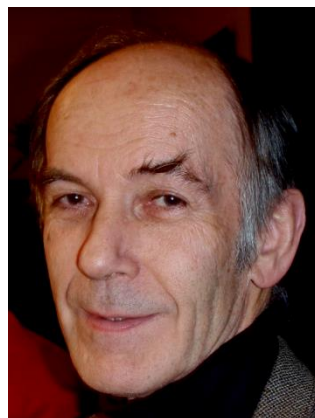
Academic leader
Anna-Lena Østern
as secretary



Chair Kari Smith



Torill Ryghaug,
Administrative
Senior officer





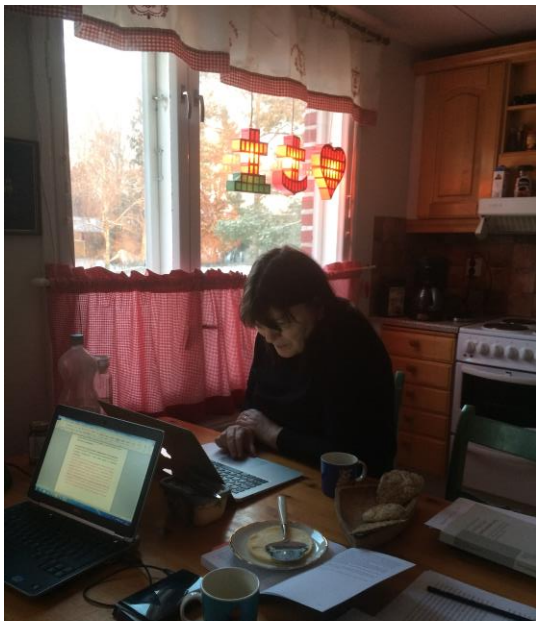
NAFOL'S first Advisory Board

Starting up at NTNU



Dialogue

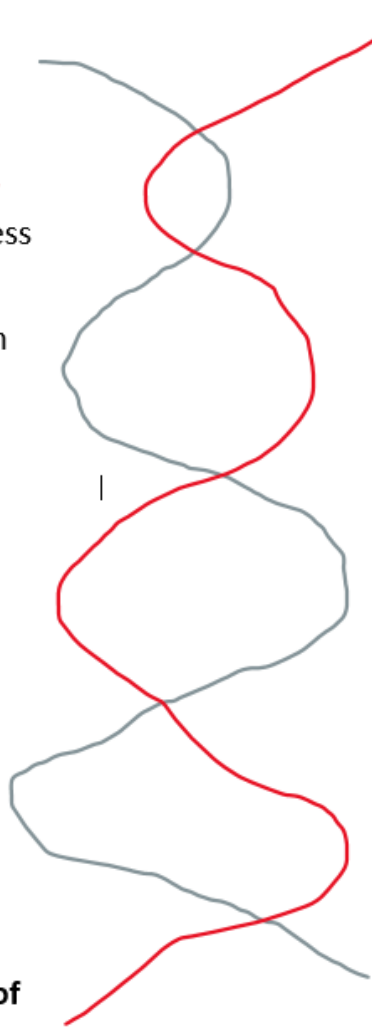
- Collaboration
- Supervisor team



Evolving researcher competence

Ethics
Inter-
nationalisation
Research process
Research communication
Mentoring response
Genre competence
Theory of the subjects
Positioning
Theory of the Profession
By the means of science

In
NAFOL



Ethics
Intercultural encounters
Social community
Dramaturgy (composition)
Experiences, senses
Nature, Culture
Aesthetic, multimodal approach
By the means of art

Supplementary forms of understanding

Development of the NAFOL concept

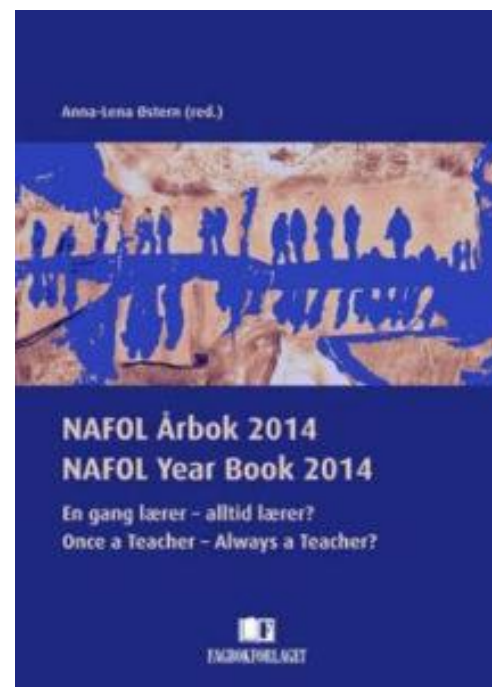
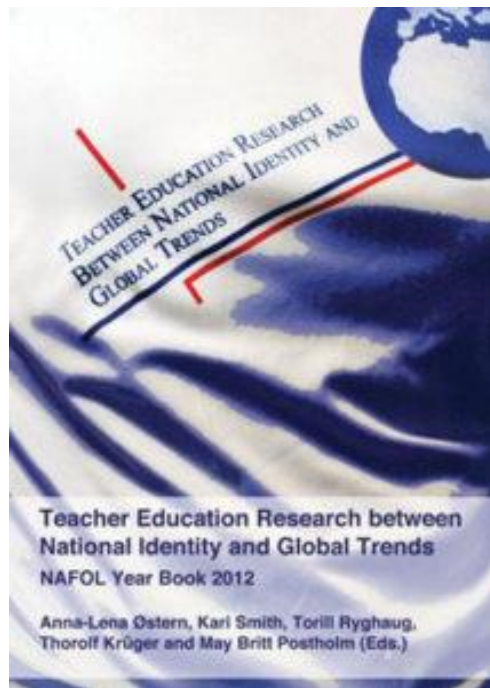


Development of the NAFOL concept



Seminars for students
Highly qualified guest professors
Supervisor seminars
'Førstelektor' seminars
Ph.D. courses
NAFOL network letters
NAFOL conferences
NAFOL publications
Evaluation

Pecha cucha, posterdesign, research presentation skills

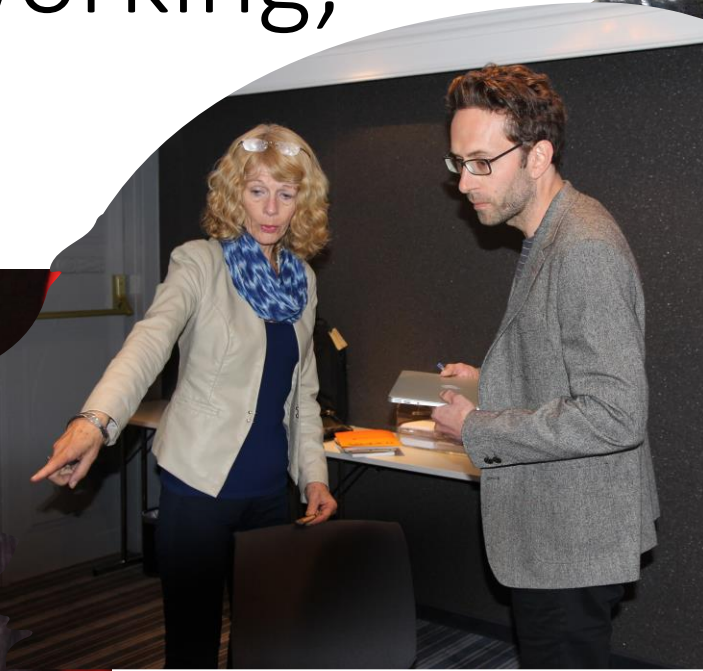


Karl Smith (red.)

VALIDITY AND
VALUE OF TEACHER
EDUCATION
RESEARCH

FAGBOKFORLAGET

Gatherings, networking, community



Ph.D.-course





In an analysis of 46 Ph.D. s 2016

46 completed Ph.D.s within the two thematic fields in NAFOL:

Teaching and learning [fag- og yrkesdidaktikk]

Profession[lærerens samfunnsmandat, profesjonsforståelse og profesjonsutvikling]

Secret rooms in education made visible

- Possibility conditions: teacher education is a strategic means for cultural production and reproduction in the nation.
- Teacher education therefore has in an ongoing dilemma between being the servant of society and a critique of society.
- Who has the right to define what is useful, normal, important and desirable to do in teacher education and make an agenda for things to happen?

Conclusion 1- what is the benefit for the authors?

What the authors get is first and foremost knowledge about the field they have studied.

They get to know a variety of scientific approaches; they get a deep insight in research about the teacher and the teacher educator, school, kindergarten and education - and they undergo necessary processes of change.

They also get an idea of what it takes to be a supervisor of scientific texts.

Conclusion 2: Knowledge contributions to teacher education which become visible

- A goal-ruled educational discourse
- A discourse connected to democracy and character formation
- A critical discourse

They all inscribe themselves in a solidarity discourse connected to teacher education, and the wish to develop a research based teacher education



Early childhood education



ECE seminar and conference on Crete

Present state of NAFOL «affairs»

267 students have been accepted into NAFOL

Cohort 1-10	Student numbers
2010	20 (18)
2011	23 (19)
2012	27 (29)
2013	35 (33)
2014	17 (18)
2015	22 (23)
2016	33 (30)
2017	22 (20)
2018	46 (43)
2019	22 (23)



Present -

By June 2022 the number is 147 Ph.D.s

(76,5% are from female students 23,5 % are from male students of these)

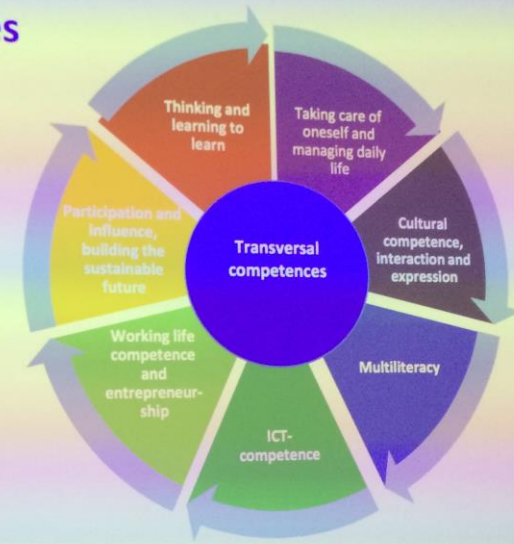
Qualitative, postqualitative, mixed methods
and quantitative studies

Future Planning ahead



Transversal Competences

- An emphasis on broader competences as an outcome of basic education
- Each subject promotes the development of transversal competences
- The aims of the competences are specified in the National Core Curriculum for three different grade units



- <https://vimeo.com/133437785>

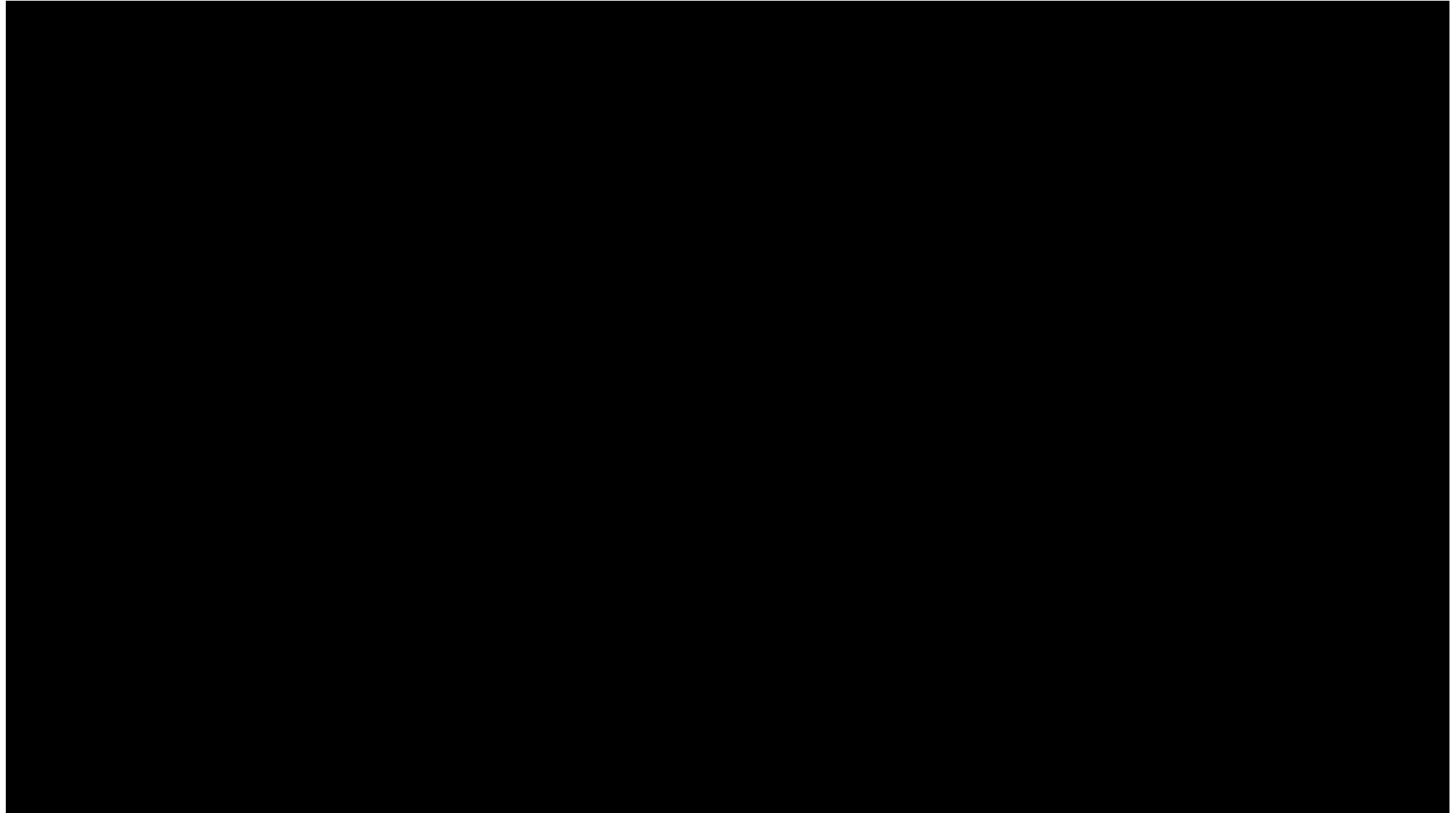


Ingrid Bjørkøy

<https://vimeo.com/431260024>



Nomadic dramaturgy



«Only the one who clear-sighted dears to look around oneself knows that it is the outlook on life of indigenous people that now must turn into action if we shall be able to leave a habitable world as heritage after us.»

(Mia Berner in the foreword to Nils-Aslak Valkepää's Trekways of the Wind, Swedish edition)

References

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