



# UiO : The Faculty of Education University of Oslo

RESEARCH

COMMUNITY

INTERNATIONAL

QUALITY



## From the Dean's Desk

These are exciting times for any research and education institution and for educational science in particular. Research in learning and education is a key component in providing the ability to understand and address the emerging challenges of our global, knowledge-based society.

Knowledge is after all the core resource; and learning is the fundamental process in a world characterised by ever-faster technological development, changing competency requirements, increasing competition and mobility, high-speed information flows, and increasing multicultural diversity.

The Faculty of Education at the University of Oslo is the largest educational research institution in Norway, and one of the leading faculties in our field in Europe. As such, we have a dual responsibility of commitment to research excellence and delivering training and applied skills to the community.

We take pride in both these roles at the Faculty of Education, and have built our reputation as a great place to work and study. If your travels should take you to Oslo, I hope you will take the opportunity to contact our staff for any questions you might have about studying or collaborating with us.

Sincerely,  
Vibeke Grøver Aukrust  
Dean

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# Norway's Capital City

Oslo is the oldest of the Scandinavian capitals, and its history goes back 1000 years, when the first settlements were built at the inlet of the Oslo fjord.

Oslo is a picturesque city with a population of over 500 000 inhabitants. The city is characterized by a mix of old and new architecture, parks, hills, museums, monuments, lakes, forests and the fjord. It is also a vibrant metropolis, excellent for shopping, culture and sports activities. The capital city also has a wide range of good restaurants and a lively nightlife.

The city has become an attractive tourist and conference city, with a large selection of excellent hotels and congress venues.









# Norway's Premier University

The establishment of a public university in Oslo in 1811 was decisive for the political, cultural, and economic development of Norway. Today the University of Oslo (UiO) stands at the centre of a vibrant and cosmopolitan capital. The region surrounding the Oslo Fjord is home to one third of the population of Norway and has a wide range of higher education institutions, research institutes, and knowledge industries.

As a part of its international strategy, the university works to establish closer, more ambitious ties with first-class international partners. As a result, UiO has an international campus where students and staff from 130 different countries constitute more than one tenth of the student population, one fourth of the PhD students, and one sixth of the academic staff. The university collaborates with the City of Oslo and national agencies in order to provide efficient reception services for international students and researchers.

## UiO facts and figures

Students	27 700
PhD students	2532
Academic staff	2029
Administrative staff	2814
Faculties	8
Museums	3
Library Holdings	3,6 million items
Operating Budget	5,5 billion (NOK)
Nobel Prize Winners	5
Shanghai Ranking	num. 65 (World)

# About the Faculty of Education

One-third of Norway's population is either in formal education or employed in the education sector. As one of the largest educational research institutions in Norway and one of the leading multi-disciplinary education and research institutions in Europe, we have an important responsibility for nurturing our field of expertise.

The faculty is composed of three departments and a research centre with a total of nearly 250 employees and 2,500 students. We offer three different bachelor degrees and ten master's programmes, as well as Norway's most prestigious teacher-training program and several joint interdisciplinary programmes.

The combination of a long history of practice orientation with pockets of research excellence in theoretical disciplines has contributed to the development of a unique research foundation for our academic programs. Our research portfolio includes education, special needs education, and curriculum studies, as well as related topics, such as school leadership, virtual learning technologies and new media.

## Units at the Faculty

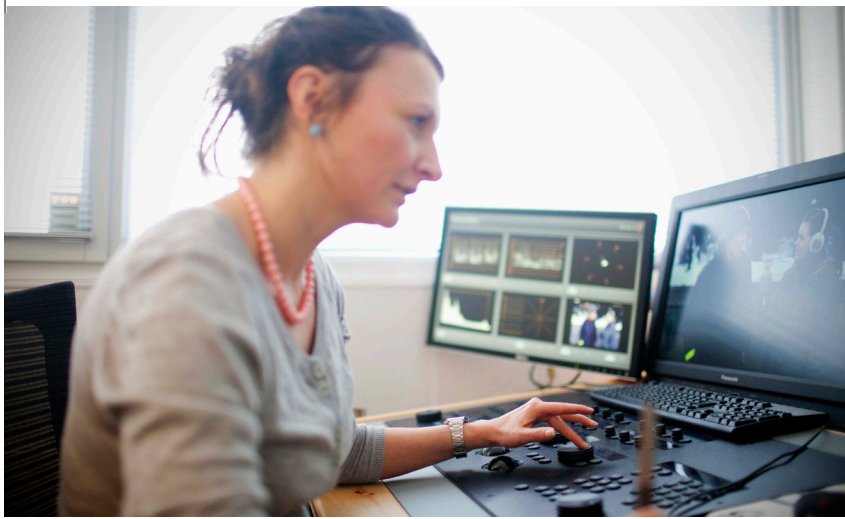
### Departments

- Department of Education
- Department of Special Needs Education
- Department of Teacher Education and School Research
- InterMedia

### Research Schools

- National Research School in Science Education (R-DID)
- National Graduate School in Educational Research (NATED)
- National Research School of Humanities Studies in Education (HUMSTUD)





# Research

The Faculty of Education is Norway's only integrated educational science institution, and one of the largest institutions dedicated to educational research in Europe.

Our research areas cover a substantial part of the broader field of educational science. The faculty has traditionally focused on socialization and education, teaching and learning within the educational system as a whole, within the family environment and individuals as members of social systems.

These theoretical underpinnings have laid the groundwork for more recent interdisciplinary research on digital learning environments, on leadership of educational institutions, and on professional learning and knowledge management within both private and public sector institutions.

Within this broad spectrum of research areas, the faculty has prioritized the following research areas:

- Classroom research and subject didactics
- Educational leadership, school reform and education governance
- Comparative and international educational research
- Humanities studies in education
- Higher education and professional learning
- Modern childhood and research on young individuals
- Language development, text comprehension and literacy
- Special needs educational research



# SPOTLIGHT



**Professor Ivar Bråten,  
Head of the TextDIM Research Group**

His research focuses on beliefs, learning, and comprehension, with a special emphasis on the roles that epistemological and motivational beliefs play in text-based learning and comprehension. Professor Ivar Bråten has published his research in such prestigious journals as the Journal of Educational Psychology, Cognition and Instruction, and Reading Research Quarterly, and he is a regular reviewer of papers submitted to international journals.

## Research group

TextDIM - Text comprehension development, instruction and multiple texts

The members of the group have all been involved in several research projects on different aspects of literacy, such as: literacy among minority language children, early reading skills, oral discourse as a precursor for literacy, text comprehension among postsecondary students, and reading of multiple sources. The research group is currently focusing on four issues of high relevance for both ongoing research in the field and for practical application in current education:

- developmental processes in text comprehension
- text comprehension among minority language children
- teaching of text comprehension skills
- learning from and with multiple information sources

The core activity of the research group includes five different project teams, all focusing on one or more of the four issues. The group also offers a course at master's level and plans to organize doctoral courses and workshops with international collaborators in the near future.

# International projects

In order to achieve academic excellence, it is vital to ensure input from international research partners. The faculty is proud to present cooperation with both national and international research partners from Europe, and the USA and we are continuing our quest to forge new partnerships. Moreover, a numbers of our researchers are also focused on collaboration with partners from the south.

## Selected international projects

### Minding the Gap

The key concept of this project is inquiry-based teaching of secondary school science. Research and development performed in Europe in the area of inquiry-based science teaching (IBST) is abundant, however the knowledge is spread thin and indistinct, and thereby not utilised to its full potential by teachers and educators throughout Europe.

### Polish Higher Education and European Higher Education & Research Areas

The project responds to a need for strengthened Polish-Norwegian cooperation in the area of higher education research and teaching and to the need signalled by Polish and international studies of higher education in Poland: how to strengthen its integration with the European Higher Education and Research Areas.

### PISA

PISA is an international comparative survey of the educational school systems in different countries. The first cycle of PISA was carried out in 2000, initiated by OECD (Organisation for Economic Co-operation and Development). PISA measures 15-year-olds' competencies in reading, mathematics and scientific literacy.

### Higher Education and Economic Development in Africa

The Aim of the project is to analyse the contributions of African universities to the economic development of their countries. The countries included are: Botswana, Ghana, Kenya, Mauritius, Mozambique, South Africa, Tanzania, and Uganda.

### KP-Lab: Knowledge Practices Laboratory

The EU-funded research project Knowledge Practices Laboratory (KP-Lab) explores collective knowledge creation processes and tool-mediated practice transformations. InterMedia is involved in several case studies of knowledge practices in workplaces and contributes also to refining the theoretical framework.

### The International Successful School Principship Project (ISSPP)

A 'multi-perspective' research project designed to identify the qualities, characteristics, competencies and other mediating influences of education leaders who have been successful in primary and secondary schools in different socio-economic circumstances in eight participating countries – Australia, Canada, China (Hong Kong), England, Norway, Sweden and USA.

# SPOTLIGHT



**Professor Sten Ludvigsen,  
Scientific Manager of Kaleidoscope Project  
(2007-2009)**

Professor Sten Ludvigsen was director of InterMedia during the period 2004-2009. He received his PhD in 1998 based on a study of learning in medical institutions. His academic background is from education psychology and his specialty is research related to how the use of digital learning resources and the relationship between co-located and distributed settings, in the educational sector and in the workplace. He is involved in PhD teaching and supervision, and has published more than 60 articles, papers and book chapters the last eight years.

## EU project

### Kaleidoscope (EU Network of Excellence)

Kaleidoscope is a EU Network of Excellence which brings together European teams in technology-enhanced learning, to develop concepts and methods for exploring the future of learning with digital technologies.

In the 21st century European knowledge-based economy, learning is mobile, social, and multicultural. Kaleidoscope's approach to technology-enhanced learning (TEL) places the learner at the centre of a multidisciplinary research perspective, with theoretical foundations in the cognitive and learning sciences as well as in computer science and technology design.

The network also has a strong practical orientation aimed at increasing innovation and competitiveness, and generating new forms of cultural and learning experiences.

Kaleidoscope integrates European research units to develop new concepts and methods for exploring the theoretical and practical future of learning with digital technologies. There are more than 1,095 researchers in the Kaleidoscope Community, which includes 91 research units from 24 countries. The network covers a wide range of expertise from technology to education, and from academic to private research.

# Ph.D. – Programme

The Faculty of Education takes a special responsibility for the scientific development of the educational research field. The Ph.D.-programme is an important component required in bringing new researchers to the required scientific level, to ensure the necessary academic renewal of our academic staff, and also to meeting the increasing demand for education expertise nationwide.

Within the Doctoral Programme, the candidates can specialize within Education, Special Needs Education, Language Education, Science Education, Mathematics Education, School Development and Learning and ICT. The specialization leads to the degree of Philosophiae Doctor (Ph.D.). The doctoral degree programme requires a full three years admission period as a minimum at the Programme. The central element of the programme consists of critical and

individual research into a special field, to be concluded in a doctoral dissertation. The programme also contains a compulsory training component corresponding to at least one semester (approximately 30 credits). The doctoral programme is concluded with a public lecture on a prescribed topic, and a disputation defending the doctoral dissertation.

About 2/3 of all Ph.D - degrees within educational science in Norway are obtained from the Faculty of Education.

In the programme, the candidates are given courses in English, they write their dissertation in English, they go abroad to international congresses and conferences, and present their work in international settings. The Faculty, has at any one time around 5 % foreign candidates.

## Selected doctoral dissertations

Scientific Inquiry in Web-based Learning Environments

Computer-based 3D models in Science education

School Governing in Transition? Perspectives, Purposes and Perceptions of Evaluation Policy

Phonological Representations, Verbal Short-term Memory, and Reading Skills

Learning by Bootstrapping: A study of constructivist multimediased learning

Learning Impacts of Technologies in Higher Education: Methodological and theoretical issues in and for research

Mathematical Archaeology on Pupil's Mathematical Texts. Un-earthing of Mathematical Structures

Talk in Practice. Analysing Student Teachers' and mentors' Discourse in Internship

Modernization as Lived Experiences. Identity Construction of Young Adult Only-Children in Present-Day China

Exploring a ROSE-garden. Norwegian Youth's Orientations Towards Science - seen as signs of late modern identities

Prediction of Development in Beginning Reading and Spelling: A Norwegian latent variable study



# The National Graduate School in Educational Research (NATED)

The National Graduate School in Educational Research (NATED) is a partnership between all Norwegian universities and one university college. The school is co-ordinated by the Faculty of Education at the University of Oslo. The candidates who wish to apply for NATED admission have to be admitted at a Ph.D.-programme at one of the NATED partnership institutions. NATED receives co-funding from the Norwegian Research Council until 2016.

Through a combination of network structures and thematic tracks, the school aims to provide PhD students with:

- courses in the philosophy of science, research ethics and research methods
- specialised education and training in thematic fields central to educational knowledge

At present, NATED offers specialisation along four thematic tracks, which constitute core areas in educational research:

Track 1: Language development, text comprehension and literacy

Track 2: Learning and teaching in and out of schools

Track 3: Educational leadership, school reform and educational governance

Track 4: Higher education and professional learning





# SPOTLIGHT



**Professor Kirsti Klette,  
Head of the CAMP Research Group**

Her field of research is teachers' work and professional development linked to teaching and learning in classrooms. Originally trained to use ethnography as a tool for observing classrooms but has over the last years become familiar with video studies as ways of representing teachers' expertise and professional development.

## Research Group

### CAMP: Classroom Analyses from Multiple Perspectives

The main thematic focus of the research group is knowledge cultures and learning processes in classrooms and schools. While issues related to teaching, learning and subject content are central to pedagogical practices, associated discussions tend to be fragmented. Despite the long tradition for studying teaching and learning, we still know little about how differences in teachers' activities are related to students' learning. Few studies of teachers and teaching have examined the extent to which differences in teaching methods are related to differences in teachers' subject matter knowledge. The CAMP research group will focus on methodological and analytical frameworks and designs able to bridge the teaching-learning gap in education. We are especially interested in systematically studying the relationship between the offered learning activities in schools, learning activities as experienced by students and how these two considerations interact with subject matter, subject organization, learning activities and learning tools.

CAMP is organized as a cross disciplinary collaborative research group involving scholars from math education, science education, language arts, special needs education and general education.

# Studies

Our faculty educates more than half of the university-level students studying within the field of educational research in Norway. The student body currently numbers around 2500, with an additional 1800 students taking advantage of the faculty's broad offering of around 65 continuing professional educational courses. The credit system used for courses at the University of Oslo is based on the European Credit Transfer and Accumulation system. A full semester's work load consists of 30 credits.

## Norwegian language programmes:

### Bachelor degrees

- Pedagogy
- Special Needs Education

### Master degrees

- Pedagogy
- Special Needs Education
- Educational Leadership
- Teacher Education Programme (5-year integrated Master's degree)

The Faculty also offers practical training in community schools through the Practical Pedagogical Education module (1 year), as well as several part-time and remote learning programmes which are primarily oriented towards graduates and teachers.

## English language programmes:

### Master degrees

- Higher Education
- Comparative and International Education
- Special Needs Education

Internationalization of both study programs and research has been an important part of the overall strategy at the Faculty of Education for several years. As a result, the Faculty offers international two-year master programs that attract students from all over the world. International exchange students can also attend for one or two semesters and take part in both bachelor and master courses taught in English.

Since 2004, the Faculty of Education has coordinated the Erasmus Mundus Program, European Master Program in Higher Education – HEEM.

The Faculty has also extended international cooperation through numerous bilateral exchange agreements, both within the LLP Erasmus Program and bilateral agreements outside Europe. Some of our partners are Humboldt-Universität zu Berlin, Université Paris X Ouest Nanterre La Défense, Universität Innsbruck, University of California Berkeley, and University of Dar es Salaam.



## Life on Campus

The University of Oslo (UIO) is situated just minutes by subway, tram or bicycle from the heart of Oslo, the capital of Norway. The metropolitan city lies between the Oslo Fjord and the green hills of the Oslo forest. The combination of city life and easy access to outdoor activities makes the city a unique destination. Theatres, art-galleries, the new Opera House, cinemas, cafes, pubs, shopping in the city. Skiing, sledging, hiking, climbing, and even kajaking. All in all, Oslo has everything.

On campus, the students and staff at UIO have access to excellent lecture and library facilities. We work continually to ensure that students benefit from a positive and inclusive learning environment, and international students often comment positively on the availability and approachability of teachers.

The Foundation for Student Life in Oslo attends to the non-academic aspects of student life. It runs an on-campus student health center and student counselling services which are free of charge to students. There are more than 40 restaurants and cafés on campus, as well as 250 student associations, societies, clubs and 5 sportcentres scattered throughout the city. At the beginning of the semester, the University of Oslo organizes the welcome of new students in groups led by a “Buddy”. This is an easy way

of making new friends in the first week. For international students at UIO, there are also weekly international coffee meetings. Student residence villages can be found across the city and international students are guaranteed student housing.

The Faculty of Education is well known for its active and vibrant student culture. Each study programme having its own student association and there is also a popular student driven pub. Furthermore, the Faculty has its own student-produced journal «Pedagogic Profil» which is published quarterly. Additionally, the Faculty runs an online forum for all students and graduates involved with the international Masters degree programmes at the Faculty. It serves as a source of information and a meeting point for learning opportunities, social events, jobs, networking activities, and much more. Furthermore, the Faculty is a part of the international Hedda blog, exploring higher education from an international perspective. It serves as a resource that is informative and inquisitive, by featuring current research developments and projects in higher education, events, Bologna process developments, policy debates, conference information, late-breaking literature reviews and opinions on the dynamic nature of higher education around the globe.



# SPOTLIGHT



**Professor Peter Maassen**  
**Director of Hedda and Head of**  
**Research at the Department of Education**

Professor Maassen has over 25 years of experience in the field of higher education research. His career started in 1984 as an Assistant Professor for the Faculty of Public Policy and Public Administration at the University of Twente, Netherlands. He then quickly moved into a research position for the Center for Higher Education Policy Studies (CHEPS) and in 1997, he became Director. After 15 years at CHEPS, he was ready for a new challenge and in 2000, he moved to Oslo as a Visiting Faculty Member for the Faculty of Education. Currently, he is a Full Professor at the University of Oslo. In 2009, he was voted “Teacher of the Year” by students at the Faculty of Education.

## **Higher Education** **Development Association (Hedda)**

Hedda is the European association of research centres, institutes and groups with expertise in higher education research.

The Hedda partners are situated in eight different European countries; Norway, Finland, Germany, the Czech Republic, the Netherlands, France, and Portugal; and approach higher education research from a wide variety of disciplines; sociology, political science, economy, and pedagogy to name a few.

They are involved in higher education research, teaching and consultancy, both as experts within their national contexts, as well as within the European and international arenas. They are located either within universities or as independent research centres, and work on an individual basis, as well as together in an association and/or in cooperation with a number of international partners.

Hedda offers international two-year master programs, attracting students from all over the world. International exchange students can attend for one or two semesters and take part in both bachelor and master courses taught in English.

# In the Community

The faculty's research departments have histories dating back over 70 years, and contribute knowledge and engagement to developing the Norwegian education system, to improving life-long learning processes, as well as to improving learning outcomes for children with special needs.

Engagement in the community is an approach that allows us to see the impact of our research in practice, and creates new opportunities for enhanced learning and development.

## Selected Projects in the Community

### **CONTACT Project: Communicating Organizations in Networks of Art and Cultural Heritage Technologies**

A large part of what we call the cultural sector in Western society is related to the knowledge production, communication, and representation practices of museums and cultural heritage organizations. In recent decades, digital technologies have transformed practices of communicating, collecting, and preserving cultural heritage, including art.

The CONTACT project at InterMedia investigates the ways in which ICTs are impacting the organizational and communicative practices of museums in their work of engaging audiences, particularly young people. The project runs from 2009-2012, is financed by the Research Council of Norway, and is run as a partnership between the Faculty of Education, The National Museum of Art, Architecture and Design, the Museum of Cultural History, and the Norwegian Cultural Heritage Association.

### **EKVA: Quantitative Analyses of Education**

The EKVA research group at the Faculty of Education has a specific national responsibility for researching and communicating knowledge about learning in the Norwegian school system to inform stakeholders. These include teachers, school management, policy makers, scientists, politicians and anyone else with an interest in the Norwegian education system.

EKVA currently manages the Norwegian data collection for a number of international studies, including PISA, TIMSS, TIMSS Advanced, and TEDS-M. The studies measure a broad range of variables such as teacher preparation, student attitudes, and learning outcomes in mathematics, civics, reading, and science.

# SPOTLIGHT



**Professor Bente Hagtvet,  
Head of the CLL Research Group**

Professor Bente Hagtvet's research focuses primarily on developmental and didactic issues related to oral and written language development in typical and atypical populations. Key topics are: prevention of reading failures, educational strategies in kindergarten and early schooling in a dialogical perspective, ego-involved literacy stimulation, preschool precursors of language problems, assessment and evaluation in pre-school and school.

## Research Group

### CLL - Child Language and Learning

The CLL group, at the Department of Special Needs Education, has three aims :

- to generate knowledge about language and learning in developmental, preventive and educational perspectives
- to provide scientifically based knowledge to serve policy makers and educators in relevant fields in society
- to develop an internationally oriented scientific knowledge base for special needs education

Consisting of researchers, post.docs, Ph.d.students and master students, the research group covers a broad range of research problems within the fields of language development and stimulation of child language. The overall goal of the projects is to further our understanding of language and communication development in children in general, in bilingual children with minority backgrounds, and in children with language impairments and delays of different origins.



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