

About the authors

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Arnesen teaches mathematics. Her research interests encompass mathematics teacher education, proof and proving at all levels of mathematics education, and students' collaborative work in mathematics.

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Biesta conducts research and writes about the theory of education and the philosophy of educational research, with a particular interest in teaching, teacher education, citizenship education, arts education, religious education, and education policy.

Jon Brodal, Associate Professor, Western Norway University of Applied Sciences (HVL), Campus Stord

Brodal's research interests include second language acquisition, intercultural communication, and preservice teacher training.

Michel Alexandre Cabot, Associate Professor, Western Norway University of Applied Sciences (HVL), Campus Stord

Cabot teaches linguistics and language teaching of English (L2) and foreign languages (e.g. French, German) in teacher education. His research interests include (grammar) feedback, ICT, intercultural competence, (critical) citizenship, process drama, and dialogic teaching.

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Christiansen is interested in teacher education and practice-based teaching.

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Christie's academic interests include the teaching and learning of modern languages, particularly pupils' use of the target language, the development

of spontaneous target language talk, and the inclusion of meaningful content in modern languages lessons.

Ole Enge, Associate Professor, Norwegian University of Science and Technology (NTNU)

Enge teaches mathematics in teacher education. His research interests focus on the interplay between content knowledge and pedagogical content knowledge in mathematics teacher education, as well as reasoning and argumentation in primary school.

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Enqvist-Jensen's research focuses on teaching and learning in higher education, with a particular interest in students' participation in knowledge practices across various educational contexts.

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Erdmann teaches English and applied linguistics at the University of Agder. Her research interests include language didactics, translation studies, and academic writing.

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Haukanes's research focuses on teacher education, democracy, citizenship, Bildung, critical theory, and hermeneutics.

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Høisæter taught Norwegian as a first language in teacher education. Her research focused on rhetoric, oral communication, and dialogic teaching in teacher education.

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Iversen holds a master's degree in special education. She has many years of teaching experience in primary and secondary schools, as well as in teacher education. Her research interests include early primary education and student-active learning methods.

Kristin Koløy, In-Service Teacher and Social Advisor, Nordbygdo Lower Secondary School

Koløy teaches English, Norwegian and special education. She is particularly interested in learner autonomy and inclusive learning and teaching, with a specific focus on learning environments that benefit from the diversity of students in every group.

Marit Kulild, Associate Professor, Western Norway University of Applied Sciences (HVL), Campus Stord

Kulild teaches pedagogy in teacher education. Her research interests focus on preservice teachers' activities that contribute to their professional development, including observation, improvisation, and dialogic teaching.

Ruth Leitch, Professor Emerita, Queen's University Belfast, Northern Ireland

Leitch's research ranges across teacher development. Her research has focused on reflective practices and processes, exploring their relationship to both individual development and systemic change. The role emotions play in reflective practice and action has remained a central interest throughout her career.

Fride Lindstøl, Associate Professor, Department of Educational Science, University of South-Eastern Norway (USN)

Lindstøl is a classroom researcher with a particular interest in aesthetic and dramaturgical perspectives on teaching about teaching within teacher education.

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Litlabø teaches science, social science, mathematics, and arts and crafts. Her interests include adapted teaching and the creation of inclusive, inspiring learning environments across a range of subjects.

Elaine Munthe, Professor of Education, Knowledge Centre for Education, University of Stavanger (UiS), Norway

Munthe has fifteen years of leadership experience as Head of Department, Dean, and Director. She has chaired two national evaluations of teacher education in Norway and one in Denmark. Her main research interests are teacher education, teachers' professional learning, and the use of research in schools.

Hege Myklebust, Associate Professor, Western Norway University of Applied Sciences (HVL), Campus Stord

Myklebust teaches Norwegian as a first language (L1) in teacher education. Her research focuses on oral and written interaction in educational contexts, particularly within teacher education. She leads the research group ORITE (Oracy in Teacher Education).

Morten Oddvik, Associate Professor, University of South-Eastern Norway (USN)

Oddvik's research explores the role of digitalisation and technology in education, with a particular emphasis on digital competence, assessment practices, artificial intelligence, and video-based learning.

Dr Joanne O'Flaherty, Associate Professor, School of Education, University of Limerick, Ireland

O'Flaherty's research interests include teacher preparation, social justice education, and social and emotional learning. She has published widely in these areas.

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Opdal teaches pedagogy in the teacher education programme at USN, as well as supervision and mentoring in continuing education for teachers. His research interests include mentoring in schools and kindergartens, and student-active learning methods.

Kirsti Rø, Associate Professor, Western Norway University of Applied Sciences (HVL)

Rø's main research interests include reasoning and proving in primary education, core practices in mathematics teacher education, mathematics teacher identity, and the transition of mathematics teachers from teacher education to their professional debut in schools.

Magnus Sandberg, Associate Professor, University of South-Eastern Norway (USN)

Sandberg's research focuses on the educational and cultural implications of digital media, particularly how digital narratives and interactive environments can enhance learning, historical consciousness, and personal development.

Anna Sfard, Professor Emerita (PhD), University of Haifa, Israel

Sfard conducts research and teaches in the domain of learning sciences, with a focus on the relationship between cognition and communication.

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Smith's main research interests are doctoral education, teacher education, professional development, and assessment for and of learning.

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Sømme's research interests focus on teacher education and relational pedagogy.

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Traa teaches English, Norwegian, mathematics, as well as arts and crafts. She is interested in how teachers create inclusive and inspiring learning environments across subjects to support the full diversity of students.

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Tuset teaches mathematics in teacher education. Her research interests include mathematics teacher education and dialogic approaches to mathematics teaching.

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Valenta teaches mathematics in teacher education. Her research interests include mathematics teacher education and work on reasoning and proving in primary schools.

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Vangsnes's research interests include teacher education, practice-based teaching, aesthetics, the performativity of teaching, dramaturgy, process drama, and dialogic teaching.

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