

Teaching About Teaching: Teacher Educators' and Student Teachers' Perspectives from Norway

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In this chapter we will address the question of how to prepare for professionalism in teaching. We will especially focus on higher education based teacher educators and their role in promoting integration between theory and practice which is perceived as a challenge in teacher education (Korthagen 2010; Kvernbekk 2012). The chapter draws on a study that investigated teacher educators' competence seen from their own and student teachers' perspective in a Norwegian context (Ulvik and Smith 2016). Competence is here understood as the knowledge and skills teacher educators need to do their job.

1. Introduction

Teachers matter (OECD 2015)! The importance of teachers and the quality of their work is, perhaps, one of the few things on which the public, researchers and policymakers share the same views. Good teachers are believed to have a positive effect on students' learning and achievement, whereas bad teachers might have the opposite effect. When students' achievements do not meet the expectations of the stakeholders of education, teachers are to blame, and accordingly also teacher education which does not produce "good enough" teachers. One of the means for repairing education is therefore to reform teacher education, often in technical ways such as revising the curriculum, adding to the practical component, adding a year, make it more academic and research based. However, the real issue to be discussed is what is a "good teacher", and how can teacher education prepare for high quality professional practice of teaching which by the end of the day will enhance student learning? What does this require of teacher educators, and what knowledge are they in need of to be able to educate "good teachers"? There seems to be little agreement among the many stakeholders of education on these issues.

What we will address in this chapter is a common criticism in teacher education, the notorious gap between practice teaching (knowing how) and the university coursework (knowing that) (Korthagen 2010, Wilson 2006). Acting professionally teachers need to draw on knowledge from both fields (Smith and Ulvik 2010). They are constantly faced with new and unexpected situations and have to assess various solutions, prioritise and make their own decisions depending on the context in which they work. Independent decisions informed by practical

and theoretical knowledge, as well as experience, is what makes teaching a profession. There is no right answer to the many not-planned-for situations a teacher has to handle daily. It is therefore not sufficient to focus on predefined skills in teacher education; student teachers need to be supported in seeking informed alternative solutions when encountering challenges. As we see it, professionalism in teaching requires the confidence to make independent decisions and being able to explain and critically reflect on the decisions made. The question raised in the current chapter is what is required of teacher educators to be able to promote that kind of professionalism in teacher education. This challenge is discussed with the Norwegian case as an example. Before going further we will provide some information about the context.

In Norway there have traditionally been two different routes to become a teacher. University colleges have offered a four-year teacher education programme for primary and lower secondary school, level 1-10 (6 – 16 years), from 2010 divided into two programmes, level 1-7 and 5-10. The universities have offered a one-year postgraduate teacher education programme for secondary schools and from 2004 also a five-year integrated teacher education programme that leads to a master's degree in a school subject (level 8-13, 13 -19 years). Even if this is still the main model, the situation today is a bit more complex due to the fact that some university colleges have become universities and the new National Curriculums have been implemented with more similarity among the different programmes, but at the institutional level they are kept totally separated. The emphases in the new programmes are on increased subject knowledge, teaching skills and the quality of studies, but unlike for example England there is a greater emphasis on research. The programmes are, according to steering documents, expected to connect theory and practice by integrating the coursework at the higher education institution in the students' field-based learning and vice versa, and view the two arenas as equally important for learning to become a teacher (Kunnskapsdepartementet 2013).

Even if it is a prescribed aim to connect practice and theory, teacher education in Norway has, as in many other countries, been criticised for being fragmented and for not preparing student teachers for the challenges they encounter in schools. What is going on at campus and in fieldwork in schools is found to be perceived as two different cultures and represent different understandings of the profession (NOKUT 2006; Finne et al. 2014). The Norwegian government's White Paper 11 (Kunnskapsdepartementet 2009) addresses the challenges in teacher education and argues that teacher education should reinforce the quality of teaching

practice and the relationship between the different parts of the programme which in Norway consists of four main components; pedagogy, discipline studies, subject didactics, and practice. Furthermore, it argues that teacher education should be research-based and development-oriented. In-so-doing it should contribute to school development and to research on teaching, teachers and the school system as a whole. Enhancing the quality of teacher education is one of the government's means to improve Norway's ranking on international tests, e.g. the well-known Programme for International Student Assessment (PISA). To improve teacher education in Norway, a rather recent reform was implemented in 2010 for level 1-10 and in 2014 for level 8-13. A completed new reform is waiting around the corner when a five years teacher education at a master level will be introduced for all teacher education programmes.

2. Background

2.1. Teacher educators

The concept "teacher educator" is vague, and in some countries teacher trainer is more common, whereas in Japan, for example, the concept is new as all academics involved with educating teachers were identified in relation to their subject discipline (personal communication). In Norway, when typing the Norwegian word for teacher educators, "lærerutdanner", the spell checker would mark it as a mistake. The blurred understanding of the name of the profession, makes it a less valued profession and there is a need to clarify what the profession should be, expected to know, and be able to do (EU 2013; Lunenberg and Hamilton 2008; Smith 2009; Tryggvason 2012). Teacher educators encounter claims from the school as well as the academia and there is a tension in the two arenas between practice and theory, teaching and research based knowledge (Elstad 2010; Murray and Male 2005). In Europe there is no shared understanding of the role of teacher educators and the competences and qualifications needed for teaching about teaching, and there is little agreement if teacher educators should have a teaching qualification and several years of teaching experiences or if they should hold a PhD (Lunenberg and Hamilton 2008; EU 2013).

Different understandings of teacher educators mirror differences in views of how to educate teachers. The literature differentiates between two different perceptions, a training approach to make sure the students achieve explicit standards, and a more learning-centred approach (Harrison et al. 2006). The first view emphasises measurable standards for teaching. Teacher education becomes teacher training, and a good teacher is someone who masters certain

technical skills (Stephens et al. 2004). The second view is described as a more educative model based on scholarship and disciplinary knowledge. A good teacher is viewed as a professional who makes independent decisions grounded on a high level of reflection. This kind of teacher education could be described as more theory-based, and Norwegian teacher education might be placed in this category (ibid.).

Furthermore, the literature confirms that the background of teacher educators differs from one country to another. In countries like England and the Netherlands teacher educators often have a background as competent teachers (Murray et al. 2011; Koster et al. 2005). In teacher education they encounter demands about conducting research and feel unsecure when it comes to academic expectations (Murray and Kosnik 2011; Murray et al. 2011). In Finland, USA and more and more in Norway the way to get a permanent position in teacher education is a doctorate (Elstad 2010; Lunenberg and Hamilton 2008; Tryggvason 2012). It is research and publications that are recognized in universities. Other qualities, such as teaching experience, are often of secondary importance.

The research literature states that teacher educators' expertise is different from teachers' expertise (Bullough 2005; Smith 2005). The parties may be referred to as first and second order practitioners, following Murray (2002). The job of educating teachers also differs from other positions in higher education. By teaching about teaching, teacher educators model the profession. How they teach and the processes they initiate become part of the message (Loughran and Berry 2005; Ruys et al. 2013). Then it is important to align own practice to the practice the teacher educator wants to encourage in their students, and provide meta-commentary by explaining underlying pedagogical choices and linking the choices to relevant theory (Ruys et al. 2013). Implicit modelling are seldom understood by student teachers (ibid.; Lunenberg et al. 2007). Several studies, however, state that teacher educators do not connect their own practice to theoretical conceptions, but to personal experience, implicit theories and common sense (Ruys et al. 2013). It can then be hard for student teachers to be aware of the relation between theoretical perspectives and practice teaching.

In England it seems to be common for many teacher educators to perceive their identity as "once a teacher always a teacher" (Murray et al. 2011). Many teacher educators in Norwegian universities have no experience as school teachers. It can be a challenge when teacher educators are employed according to academic criteria, and student teachers ask for practical ideas about how to master the teaching role (Elstad 2010).

A recent report in Norway found that student teachers value field work higher than campus courses and criticise teacher educators teaching competencies (Finne et al. 2014). Student teachers do not find a clear connection between fieldwork and the teaching that takes place on campus. They suggest, among other things, that teacher educators' knowledge about what is going on in schools should be brought up to date. Basically, there seems to be a gap between student teachers' expectations and what teacher education offers (ibid.; Lid 2013). While Norwegian student teachers are mainly concerned with how to teach, teacher educators want to emphasise reasoning and ethical and political considerations that underpin practice (Fosse and Hovdenak 2014).

Even if there recently has been an emphasis on making teacher education more relevant for the practice field, Norwegian teacher education is still supposed to transmit research based knowledge, and there is a pressure on schools to implement research informed practice. The current policy to gradually implement a five-year master's degree for all teacher education programmes from 2017 means that teacher educators have to be research competent at a doctorate level. Master programs in Norway are research focused and to graduate students have to submit a solid piece of research. Inherently, all student teachers need to be supervised in their research by a teacher educator with a degree higher than the level they study for. Thus there is a heavy pressure, if not panic, on how to prepare teacher educators for the not-too-far-away requirement. They are therefore expected to adapt to the university culture, however, without losing the proximity to the practice field (Elstad 2010).

2.2. Theory and practice

Professions draw on knowledge from different fields, and Kvernbekk (2012) claims that all professions have a theory-practice problem. In teacher education the relation between the two is sometimes described as a gap that needs to be overcome, and it is argued that practice and theory should be brought align. However, coherence in teacher education has also been problematised. Some researchers claim that practice and theory are different epistemologies and understandings. Both should be part of a teacher's competence, and the two should challenge each other (Christensen et al. 2013; Heggen and Smeby 2012). The strive to link practice and theory is necessary, yet they do not have to appear as a harmonic unit.

Kvernbekk (2012) finds that some gap is useful because it leaves theory with a critical, independent role in relation to practice. She problematises the view that practice does not need theory, that theory is theoretical and practice is theory free, and she argues that practice is fundamentally theory-laden. Kvernbekk differs between weak and strong theory. Theory

in a weak sense is in the form of preconceptions, prior beliefs, prejudices etc. that are shaping and guiding the practice, personal practice theory. Theory in the strong sense should provide other ways of understanding practice, alternative explanations and critical views. In order to criticise practice, theory in the strong sense should keep a distance from practice (ibid.).

Differences might also create a connection (Christensen et al. 2013).

Biesta et al. (2015) support the idea that teachers need access to a wider perspective found in theory in relation to which they can evaluate their teaching. An important finding in their study from Scotland was “the absence of a robust professional discourse about teaching and education more generally” (p.638). The teachers’ beliefs were oriented towards here-and-now and influenced by current and recent policy. The researchers argue that teacher education needs to address the wider purpose and meaning of schooling, not only be geared towards the instrumental side of teaching.

In the following we will discuss the practice/theory dimension using the Norwegian context as an example which can be interesting based on the fact that Norwegian teacher education aims to cover and connect theory and practice. However, while more and more Norwegian teacher educators hold a doctorate, it is a challenge that student teachers seem to be increasingly dissatisfied with what they are offered in their education and complain about lack of relevance for practice (Finne et al. 2014).

3. The study

The study this chapter draws on is a part of a larger project: “Academic Tribes and their Territories in Teacher Education”, initiated by Jean Murray. The study is an interpretive and exploratory study and the current part investigated teacher educators’ competence seen from their own and student teachers’ perspective. The data was gathered through interviews with 20 teacher educators from 5 higher education institutions, a questionnaire to 120 student teachers and 4 focus groups from 4 cohorts of the students. The majority of informants came from the universities’ teacher education programmes for level 8-13, which means a five year integrated master programme and a one year post graduated programme. The informants were, among other things, asked how they labelled teacher educators, what experiences they found crucial and which skills and attributes they valued. The student questionnaire consisted of a series of closed questions, using Likert scales (1-5), and opportunities for free text responses to each question. The interviews with the teacher educators as well as the focus groups with students were based on a semi structured interview guide following up the

questions in the questionnaire. The research instruments were translated from English and adapted to a Norwegian context.

We followed strict ethical guidelines when collecting and analyzing the data. The informants gave informed consent to participate and were told that their responses would be handled confidentially. Furthermore, the project was approved by the Norwegian Social Science Data Services, which in Norway is mandatory to get permission to gather personal data. Being teacher educators ourselves, we chose not to include our own students in the study.

Furthermore, we interviewed teacher educators we had a possibility to meet face to face. Some of them we knew, others not. In order to get multiple perspectives we strived for a maximal variation sampling.

The quantitative data collected from students were analysed using SPSS, and the qualitative data were analysed using an interpretative approach (Hatch 2002). For the purpose of this chapter we address the main findings in the in the larger project that are relevant to the practice/theory perspective (Ulvik and Smith 2016).

3.1. Perspectives from the teacher educators

The vast majority of the teacher educators held a doctorate and about half of them did not have a teaching certificate and school experiences. Some saw themselves first and foremost as researchers, others as teachers. Furthermore, they saw themselves as teacher *educators*, not as *trainers*. One of them explains: “Teacher trainer is a concept I know of, but I do not like it because I do not train people. It sounds a little like training dogs”. Those with both school experience and a doctorate seem to feel confident in their jobs, and they were proud of working in teacher education. Others felt that being a teacher educator at the university had low status. Regardless of background, all the teacher educators experienced that their competence was relevant. “I think it’s important that students meet people with different kind of experiences”, one of them said.

While some teacher educators found that experiences from teaching were crucial and pointed at the tacit knowledge developed through practice, others underlined that it is not enough with experiences. Reflection needs input from more than own experiences to move into depth. One suggestion was to relate teaching experience to the group of teacher educators rather than to the individuals. Most important was familiarity to the practice field.

School experiences seem to offer legitimacy as regards the student teachers and the practice field. As a consequence, some felt that they did not live up to the expectations of others even if they felt qualified themselves. A teacher educator without school experiences says:

I've thought a lot about it, but I've to say that what's important is being close to the practice field. You cannot expect people both to have a full time job at the university and to have recent school experiences.

The quote expresses the tension in covering demands from two fields. Even if teacher educators found it beneficial with school experiences, it was pointed out that lack of experiences might be compensated for by knowing what goes on in schools.

Research was recognised as important. It created a wider theoretical understanding for what underpinned different practices and made teacher educators able to support student teachers in their research projects. One explains:

What is valuable is research that can offer student teachers categories and ideas and tools they need to think about and value their own practice. I do not believe in research that offers good recipes and best practice. I believe in research that generates theory and concepts that help us to think.

However, teacher educators had several examples of colleagues who were not researchers and who still were good teacher educators. What was seen as important was to understand research and be able to use it. Therefore, to be connected to research in some way were regarded as essential for everyone.

3.2. Perspectives from the student teachers

When looking at the data collected from the student teachers we found that they were aware that being a teacher educator implied both teaching and research. While the quantitative data revealed that student teachers want teacher educators with own school experiences, the focus groups nuanced this general picture. What was underlined was that somebody in the staff ought to have school experiences. Still, the student teachers want to down-grade the theoretical perspective and upgrade the practical. They want to learn how to manage the classroom more than theoretical knowledge about classroom management. They understand that research is important at the university, but ask especially for classroom research. At the same time they are also sceptical to research, and find it more relevant for experienced teachers. While some tell that they were not introduced to much research during their

education, others claim that teacher educators sometimes promote their own research even if it is not relevant. Few report positive experiences with research.

The table below shows how important student teachers find experience from school teaching and from research on a scale from 1-5:

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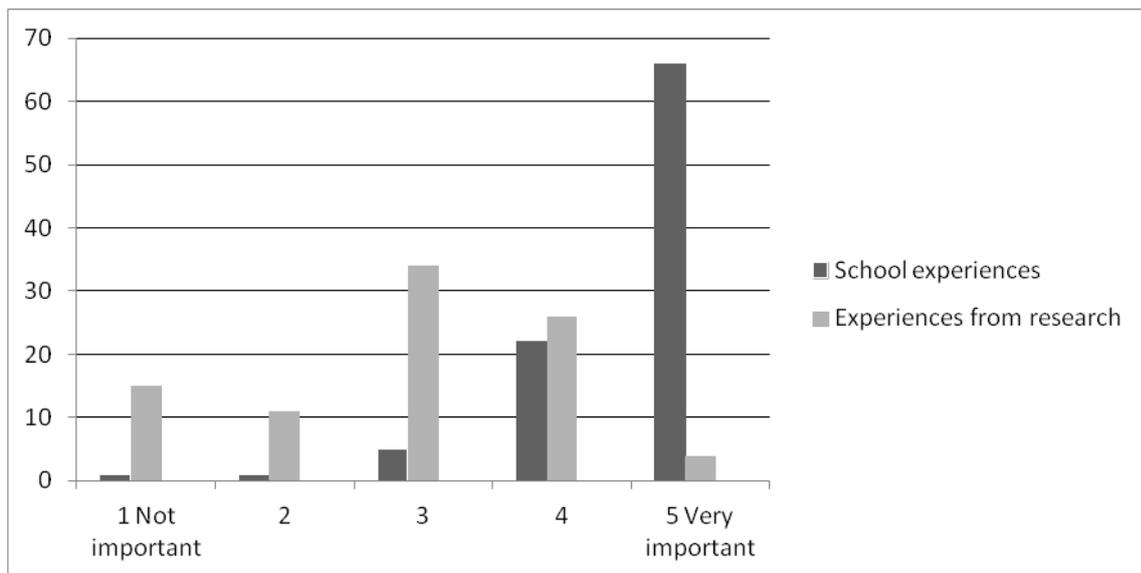


Fig.1: Importance of school teaching and research (translated from Ulvik and Smith 2016)

The data (Fig.1) shows that experience from school is ranked far above research experience. The focus groups, however, revealed that lack of school experience might be compensated by relevant research. One of the student teachers underlined the meaning of theoretical knowledge by saying that one always has to build the teaching on something. Another appreciated research based knowledge, but found that research sometimes is contradicted in schools. The various views express the lacking cooperation between the practice field and the university.

From teacher educators' perspective it is not enough with technical survival kits in preparing for professionalism in teaching. Student teachers need theoretical knowledge to see the breadth of teaching and be able to reflect on their practice. The student teachers, on their side, expect teacher educators to make visible the relevance of theory or to illustrate theory with practical examples. One of the student teachers said that post graduate students know much theory, but they need help with practical skills and how to link practice and theory. Student teachers also expect to find exemplary practice demonstrated in teacher education. Sometimes

they experience a discrepancy between what teacher educators say and what they do, they do not always practice what they preach. However, student teachers seem to understand that it is difficult to meet all the demands for teacher educators. Personal attributes play a crucial role and according to the students, the personality of the teacher educator might make up for limited school experience. As a compensation for lack of school experiences, the student teachers mentioned teacher educators who had proximity to the practice field, were good teachers in higher education and were good at analysing practice teaching.

In the questionnaire the student teachers (n= 120) were also asked about how important it is to provide practical tips and to promote critical thinking.

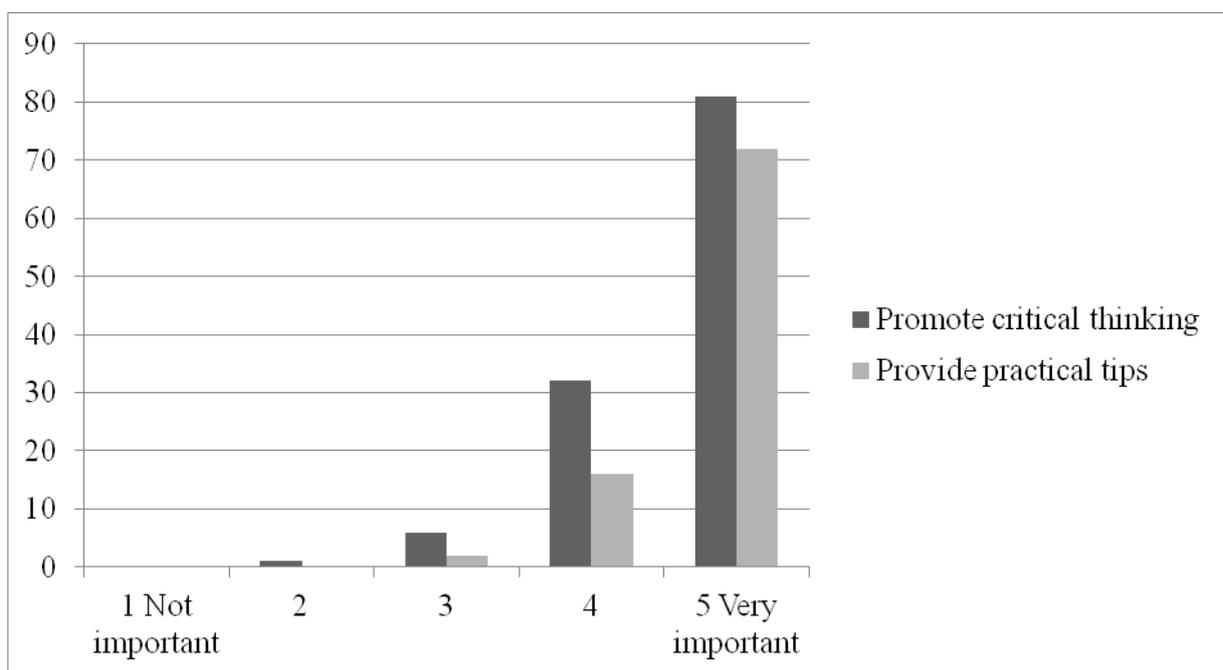


Fig. 2: Importance of practical tips and promoting critical thinking (translated from Ulvik & Smith, 2016)

Fig.2 shows that student teachers expect teacher educators to do both. They want practical tips, but also a critical view on teaching.

4. Discussion

Preparing for professionalism in teaching, defined as the confidence to make independent decisions and being able to explain and critically reflect on the decisions made, we find it important to connect practice and theory, and to develop a tight interaction between the two. It is integration of practical skills (techne) and abstract understanding (episteme) that together

with experience creates practical wisdom (pronesis) (Eisner 2002; Korthagen et al. 2006). Practical wisdom is crucial when dealing with the unexpected, and in teaching one will never stop asking: “What am I going to do now?” Teachers need an abstract understanding of their experience that gives it transfer value, from situation to situation. Relating their understanding to theory can expand the transfer value of their experiences accompanied by an awareness to constantly search for informed alternatives. Through an increased conceptual understanding, the understanding of the situation can develop (Smith and Ulvik 2010). Reducing teachers’ professional knowledge and wisdom to a checklist of behaviours reflecting imposed standards will not lead to development (Rodgers and Raider-Roth 2006). Teacher education is today seen as a career-long education, and the drive and motivation for professional learning and development have to start in teacher education.

While the teacher educators in our study experienced a tension between teaching and research, the student teachers, like in other studies, wanted the education to help them manage the classroom and therefore wanted teacher educators with practical experiences (Fosse and Hovdenak 2014; Lid 2013). The student teachers seem to perceive the practice field as something they are supposed to master, more than an arena for learning and which can be subject to critical reflections. Their responses to the questionnaire indicate that they were oriented towards here and now, and saw teaching mainly as a practical job that hardly built on theoretical knowledge. This picture is, however, not as simple. The student teachers also expected teacher educators to engage in dialogues about teaching and how to promote critical thinking – something that is not meaningful if there are fixed answers to every teaching situation.

Biesta et al. (2015) suggest that teacher education should present different educational discourses to provide students with a superior view on education. The teacher educators in our study had a similar perspective. The extent to which student teachers can and will appreciate a meta-perspective in a phase in which they struggle to develop teaching skills, might be questioned. However, we regard a meta-perspective on education as important. But, even if it is introduced in teacher education, it needs to be followed up in further professional development. Teacher education is a career-long education and initial teacher education only provides the key to the profession and the starting point for continuous professional learning.

The attribute given by teacher educators and student teachers to different kinds of experiences depends on their perceptions of the teaching profession and on the interaction between theory

and practice. Like in other studies we found discrepancies between student teachers' and teacher educators' perceptions (Smith 2005). Both parties regard school experiences as important. However, in the study reported here school experiences can, to a certain extent, be compensated by other experiences, attributes and skills. What seems to be important is that teacher educators are familiar with the school as an arena of learning for student teachers. University based teacher educators were found to experience a closer relationship to the practice field than what student teachers think they have, something that is supported by a recent Norwegian report (Finne et al. 2014). Criticism is also raised against teacher educators with outdated school experiences. School has changed; the pupils of today are different of the previous generation of pupils. The student teachers clearly expressed that a couple of visits during the practicum is not enough to establish a close relationship to the practice field. University based teacher educators need to spend more time in the schools.

The Norwegian positive view on the role of research in teacher education seems to differentiate Norwegian and English teacher educators (Murray et al. 2011). Most Norwegian teacher educators regard research as an important part of their job, not anything like "keeping the wolf from the door" (Ellis et al. 2014, p 39). Still, research seems to play a vague role in teacher education, and the greatest difference between teacher educators' and student teachers' responses was related to the usefulness of research. The findings suggest that students have limited experience with what they saw as relevant research, while teacher educators saw a range of positive effects of it. Student teachers can be actors in and recipient of positive effects such as developing an inquiry based approach to teaching if they are involved in research projects. Action research during teacher education is one way to create a closer connection between practice and theory and make student teachers see themselves as actors, changing their immediate and wider practice field (Smith and Sela 2005; Ulvik 2014). The current study, supported by other studies, suggests that teacher educators do not make it sufficiently clear to the student teachers how a theoretical perspective contributes to developing a critical view of the practice field (Fosse and Hovdenak 2014; Lid 2013). However, this might change as we in Norway see an increasing emphasis on research and development activities in schools involving teacher educators and teachers.

Teacher education builds on different fields of knowledge, and it is, perhaps, unrealistic to expect every teacher educator to cover all fields in the profession. One solution is to regard teacher educators as a team in which individual types of expertise complete each other. There is therefore a need for extensive cooperation between the different stakeholders in teacher

education, real partnerships which go beyond the rhetoric (Smith 2015). To utilise different competences seems not to be the case in Norway today where teacher education is criticised for being even more fragmented and less coherent than a few years ago (Finne et al. 2014; Lid 2013).

The importance for teacher educators to act as role models is underlined in the research literature (EU 2013; Loughran and Berry 2005; Ruys et al. 2013). It is expected that teaching in teacher education is of high quality. Teacher educators model teaching which provides them with the opportunity to model how practice and theory are connected. The student teachers in this study do not experience that teacher educators always practice what they preach. Connecting practice and theory is found to be a specific competence teacher educators should have, as part of teaching about teaching (Loughran 2006)

If teacher educators are expected to act as role models, their teaching abilities should be part of the requirements for being employed as a teacher educator, and they need to be conscious about this responsibility (Ruys et al. 2013). This implies critical reflection and theorising of their own teaching, something that research shows is not the case (ibid.; Lunenberg et al. 2007). In Norway, two recent reports (Finne et al. 2014) show that student teachers are dissatisfied with teacher educators' teaching competence. We suggest developing communities of practice as a recommended way to develop teacher educators' teaching practice and their ability to theorise own teaching.

While the student teachers emphasised teacher educators' teaching skills and personal attributes, these qualifications play a minor role for employment where academic qualifications are prioritised. The lack of expertise teacher educators have when starting working in higher education, can, however, be developed through continuous professional learning. This is also important from the student teachers' perspectives. The mentioned EU-report (2013) suggests different ways for teacher educators to develop. One is good induction arrangements for teacher educators, another is to establish network among teacher educators. In the EU-report, the Norwegian National Research School in Teacher Education (NAFOL) is mentioned as an example of how to develop researchers with an identity as teacher educator (EU 2013). The research school offers support and network for PhD candidates, all of whom are practising teacher educators.

Teacher educators have to live with the tension between theory and practice. An alternative is to understand the role of teacher educator as an independent role and teacher education as a

unique profession of which being an active researcher and a model teacher are integrated in the job.

5. Conclusion

To be a teacher educator and contribute to educate professional teachers is different from being a school teacher or a discipline lecturer in higher education institutions. It is not enough to be a good teacher and to know the school. Teacher educators should be research literate, and they should be able to talk about their own teaching in theoretical concepts. In addition the student teachers' responses indicate that teacher educators' teaching skills and personal attributes impact the extent to which student teachers benefit from the experiences and research of teacher educators. We will argue that neither a doctorate or school experience in itself are sufficient for teacher educators who need both. Yet we also recognise that it might be difficult to ask for that.

While teacher educators in Norway increasingly are employed based on academic criteria, student teachers ask for teacher educators with experiences from school. It is challenging to start teaching, and student teachers should be confident about how to act in the classroom. But they also need to see the classroom in a broader perspective and be able to evaluate current practice and act as independent professional teachers. Pre-service teacher education provides a foundation for later professional learning. It is therefore our responsibility to offer an education that addresses both needs and where practice and theory interact, and challenge and develop each other. We suggest two ways to make this happen and to make research based and theoretical perspectives relevant. One is to provide student teachers with insights into and engage actively in practice oriented research. Student teachers should be encouraged to develop an inquiry-based approach to teaching and be able to conduct their own research projects to improve their own and their colleagues' practice. By being research literate they might be able to access, interpret and adapt research findings to their own settings (BERA 2014). Research literacy can thereby promote school improvement. Second, teacher educators should be able to talk about their own teaching in theoretical concepts and by that model how practice and theory are related.

To make teacher education a meeting place for practice and theory we will argue that teacher educators need to feel confident explaining practice through theory and exemplifying theory in practice. For this to happen it is essential they are close to the practice field and are research literate as consumers and producers of research. Furthermore, they need to practice

as they preach, to expose student teachers to inquiry oriented practice. Finally, it might be difficult for every teacher educator to be the multifaceted teacher educator (Smith, 2011) as suggested in the above. We recommend that teacher educators form communities of practice with complementary competences that work together and learn from each other. The optimal context as we see it, is that such communities of practice include school-based as well as university-based teacher educators.

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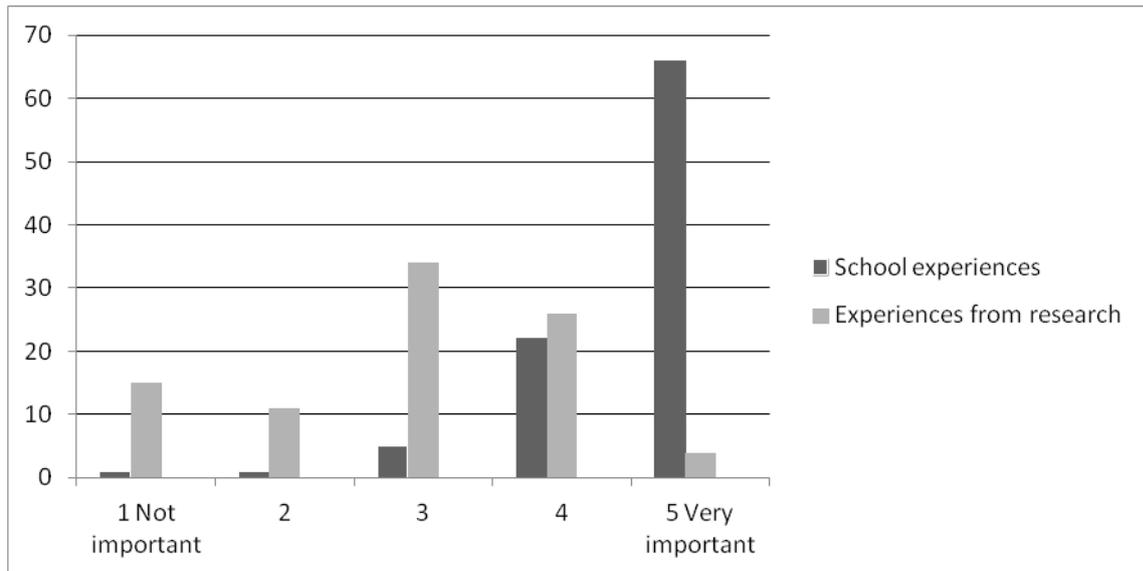


Fig.1: Importance of school teaching and research (translated from Ulvik and Smith 2016)

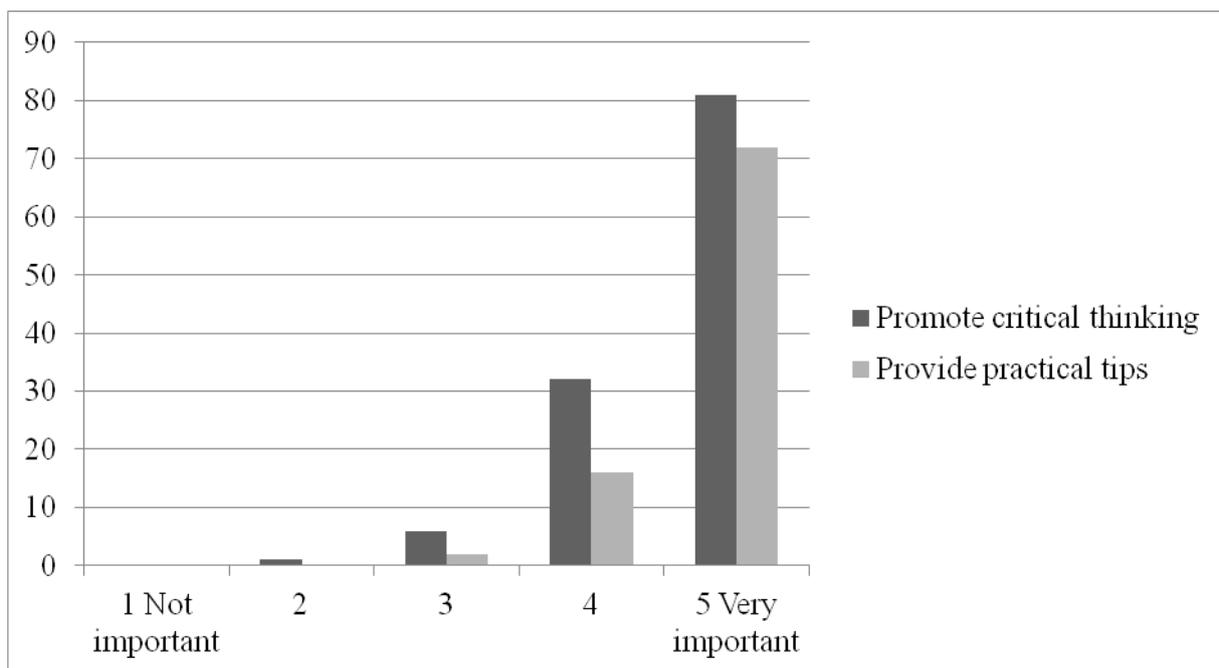


Fig. 2: Importance of practical tips and promoting critical thinking (translated from Ulvik & Smith, 2016)

