Monika Merket

Mentoring in a Norwegian Integrated Teacher Education Program: An Analysis of Power and Control between Agents

□ NTNU
Norwegian University of
Science and Technology

Monika Merket

Mentoring in a Norwegian Integrated Teacher Education Program: An Analysis of Power and Control between Agents

Thesis for the Degree of Philosophiae Doctor

Trondheim, September 2022

Norwegian University of Science and Technology
Faculty of Social and Educational Sciences
Department of Teacher Education

NTNU
Norwegian University of
Science and Technology

Acknowledgements

Summary

Different forms of knowledge and agents are in play in teacher education. Recently, there has been more political interest in the practicum in teacher education with the aim of improving the quality and making teacher education more efficient. This involves changing the relationship between university and practice, and its agents, university-based and school-based mentors and students. Recent Norwegian teacher education policies, such as *Teacher Education 2025*, express the intention to integrate theoretical and practical knowledge in practice and to put more focus on research-based knowledge while creating a close relationship between university and practice. This has put pressure on the mentoring of students in practice as the means to realizing this intention. However, when boundaries are changed so too are the power relations, and it is difficult to foresee what these changed relations will mean for the knowledge that is negotiated between the agents in mentoring. Therefore, this research project aims to explore mentoring as a pedagogic practice in relation to the policy field, and has therefore raised the following research question: *How is knowledge negotiated between agents in mentoring in an integrated teacher education program in Norway?*

The pedagogic device, a theory presented by Basil Bernstein, is a framework showing how culture is produced, reproduced, and transformed throughout the educational system. As the pedagogic device can show how policy is realized in practice, Bernstein's theory is employed as a methodological and theoretical framework for exploring how mentoring as a pedagogic practice is structured and constructed in this recontextualizing process. The theory makes it possible to explore how distributions of power and control relations are negotiated in mentoring through its agents who are involved directly in a pedagogic practice, in this context the school-based and university-based mentors and mentees. In this way, who sets the premises for the dialogues, and what characterizes the negotiated knowledge are investigated. To do this, the study is anchored in policy research, as the purpose is to explore how policy trends in teacher education are related to mentoring in the students' practice.

Mentoring in an integrated teacher education [ITE] program is structured through so-called mentoring dialogues and assessment dialogues. The two first articles explore the mentoring dialogue and the third article the assessment dialogue. In the first article, the research question is: *What characterizes the mentor role in mentoring dialogues in an integrated teacher education program in Norway and how do the different mentor roles influence the*

mentee role? The mentors exercise different forms of control in the dialogues that result in different mentor roles: an active mentor role, a direct mentor role, and a diverse mentor role. These roles also influence the role of the student, where an active and direct mentor role shapes a more reactive mentee role, whereas a diverse mentor role shapes a more active mentee role. This article also discusses the mentors' autonomy to define their own role as mentor in relation to the implementation of mentoring education.

In the second article, two research questions are raised: *(1) What characterizes the content discussed in mentoring in an integrated teacher education program and how is it negotiated? (2) How is the content discussed in relation to the political intentions of improving academic competence and collaboration between university and practice?* The findings indicate that the mentors control what is discussed in mentoring and that practical issues are most often discussed, whereas there is less space to discuss the academic subject. Moreover, the mentors control to a high degree the criteria for what is to be discussed and do not relate the content that is discussed to the learning outcome descriptors described in the national framework for the ITE program. Therefore, the article provides perspectives on the mentors' autonomy in relation to the political intentions to create a strong collaborative relationship between university and practice and to improve the teachers' academic competence.

In the third article, the research question is: *How do school-based mentors and mentees describe the assessment dialogue in mentoring in an integrated teacher education program in Norway?* The findings indicate that in the assessment dialogue the university-based mentors mainly control the knowledge that is discussed while the mentees put on a show to get a passing grade. The article also reveals how different forms of knowledge in play in the dialogue can create both possibilities and challenges. Bearing this in mind, the article then discusses how the political intentions to create a research-based teacher education close to practice might create tensions between the different forms of knowledge.

All in all, the three articles indicate how the intention of integrating research-based knowledge in practice and creating a tighter relation between university and practice is reflected in the negotiation over knowledge between agents in mentoring. The theory of the pedagogic device relates the policy field to a pedagogic practice such as mentoring. The device is used to show the distributions of power and relations of control, and then the discussion turns to which policy trends are realized in the mentoring through the involved

agents. Consequently, these articles give perspectives on the relationship between university and practice and the roles as school-based mentor and student.

Sammendrag (in Norwegian)

I lærerutdanning er ulike agenter og kunnskapsformer involvert. De siste tiårene har det vært økende politisk interesse for den praktiske opplæringen i lærerutdanningen og for å øke effektiviteten og kvaliteten i utdanningen. Dette har ført til et tiltagende søkelys på de ulike kunnskapsformene; forskningsbasert og erfaringsbasert kunnskap, og agentene som er involvert i utdanningen; veiledere som jobber på universitetet og i skolen, og studentene. Den siste strategien, *Lærerutdanning 2025*, uttrykker en intensjon om å bringe sammen forskningsbasert og erfaringsbasert kunnskap, å øke fokuset på forskningsbasert kunnskap, og å stryke samarbeidet mellom universitet og praksis. For å realisere disse intensjonene har mer fokus blitt rettet mot veiledning av studentene i praksis. En realisering av disse intensjonene vil bety endrede grenser mellom agenter og kunnskapsformer, noe som også innebærer endrede maktrelasjoner. Det er derfor vanskelig å forutse hvordan disse endrede relasjonene vil ha betydning for hvordan kunnskap forhandles i veiledning av studentene i praksis. Av den grunn ønsker denne studien å utforske relasjonen mellom det utdanningspolitiske feltet og veiledning av studentene i praksis gjennom følgene problemstilling: *Hvordan forhandles kunnskap mellom agenter i veiledning i en norsk lektorutdanning?*

Den pedagogiske anordningen er en teori presentert av Basil Bernstein som viser hvordan kultur er skapt, reprodusert og endret gjennom utdanningssystemet. Teorien om den pedagogiske anordningen forklarer hvordan politikk er realisert i praksis og er derfor anvendt som teoretisk og metodologisk rammeverk for å utforske hvordan veiledning av studentene i praksis er strukturert og konstruert i denne rekontekstualiserings prosessen. Teorien gjør det mulig å utforske hvordan fordeling av makt og kontrollrelasjoner er forhandlet i veiledning gjennom dens agenter, universitetsbaserte og skolebaserte veiledere og studenter. På denne måten utforskes det hvem som setter premissene i veiledningen og hva som kjennetegner kunnskapen som er forhandles. Studien er derfor forankret i policy forskning og utforsker hvordan utdanningspolitikk er relatert til veiledning av studentene i praksis.

Veiledning i lektorutdanningen er strukturert gjennom samtaler i praksis, kjent som veiledningssamtaler og praksisbesøk. De to første artiklene utforsker veiledningssamtalene og den tredje artikkelen praksisbesøket. I den første artikkelen er forskningsspørsmålet: *Hva kjennetegner veilederrollen i veiledningssamtaler i en norsk lektorutdanning og hvordan har de ulike veilederrollene innflytelse på studentrollen?* Funnene viser at veilederne bruker ulike former for kontroll i samtalene som former tre ulike roller: en aktiv, direkte og mangfoldig

veilederrolle. De ulike rollene har ulik innflytelse på studentrollen, hvor en aktiv og direkte veilederrolle former er mer reaktive studentrolle og en mangfoldig veilederrolle en mer aktiv studentrolle. I tillegg diskuterer artikkelen veilederens autonomi til å definere sin egen rolle som veileder i forhold til innføringen av mentorutdanning.

I den andre artikkelen er det reist to forskningsspørsmål: *(1) Hva kjennetegner innholdet som er diskutert i veiledningssamtalene i en norsk lektorutdanning og hvordan er det forhandlet? (2) Hvordan er innholdet relatert til de utdanningspolitiske intensjonene om økt fokus på forskningsbasert kunnskap og tettere samarbeid mellom universitet og praksis?* Funnene i artikkelen viser at veilederen kontrollerer hva som diskuteres i samtalene, og at det som er mest diskutert er praktiske spørsmål og i mindre grad faglige spørsmål. Funnene viser videre at veilederen velger hvilke kriterier som bestemmer det som diskuteres og at innholdet i liten grad er relatert til læringsutbyttebeskrivelsene i de nasjonale retningslinjene for lektorutdanningen. Artikkelen gir derfor perspektiver på veilederens autonomi i forhold til de utdanningspolitiske intensjonene om tettere samarbeid mellom universitet og praksis, og økt fokus på forskningsbasert kunnskap.

Den tredje artikkelen utforsker praksisbesøket og stiller forskningsspørsmålet: *Hvordan beskriver de skolebaserte veilederne og studentene praksisbesøket i en norsk lektorutdanning?* Funnene beskriver at de universitetsbasert veilederne kontrollerer det som diskuteres i praksisbesøket og at studentene gjennomfører en forestilling for å få bestått vurdering i praksisbesøket. Artikkelen viser også hvordan denne samtalen representerer et møte mellom ulike kunnskapsformer, noe som skaper både muligheter og utfordringer. Derfor diskuteres det hvordan de utdanningspolitiske intensjonene om å skape en forskningsbasert utdanning tett på praksis kan skape spenninger mellom de ulike kunnskapsformene.

Samlet viser de tre artiklene hvordan de utdanningspolitiske intensjonene er reflektert i hvordan kunnskap er forhandlet mellom agentene i veiledning. Teorien om den pedagogiske anordningen relaterer det utdanningspolitiske feltet til en pedagogisk praksis som veiledning er. Teorien er derfor brukt til å vise hvordan fordeling av makt og kontrollrelasjoner strukturerer og konstruerer hvilke politiske intensjoner som er realisert av de involverte agentene. Som et resultat av dette gir artiklene perspektiver på forholdet mellom universitet og praksis, og hvordan rollene som veileder og student kan forstås i lektorutdanningen.

List of publications

Article 1

Merket, M. (2022). (under review). An Analysis of Mentor and Mentee Roles in Norwegian Teacher Education. Manuscript submitted for publication in *Mentoring & Tutoring: Partnership in Learning.*

Article 2

Merket, M. (2022). (under review). Collaboration between University and Practice in Teacher Education: An Analysis of Power and Control in Mentoring Dialogues. Manuscript submitted for publication in *Australian Journal of Teacher Education.*

Article 3

Merket, M. (2022). Assessment Dialogues in Mentoring in Norwegian Teacher Education: Tensions Between Different Forms of Knowledge. *Knowledge Cultures*, 10(1), 22-44. https://doi.org/10.22381/kc10120222

List of tables and figures

Tables

Figure

Table of contents

The Articles

Appendices

1.0 Introduction

Different forms of knowledge are in play in teacher education. The students acquire both theoretical and practical knowledge at the university and through practice in schools. The relation *between* and the *prominence* of these different forms of knowledge in teacher education are under debate, both in international and national policy (cf. Cochran-Smith et al., 2020; Organization for Economic Co-operation and Development [OECD], 2019; Ministry of Education and Research [MER], 2017). During the last decade there has been what is called a *practice turn* in teacher education where the practicum has gained more interest (cf. Reid, 2011; Smith, 2018; Zeichner, 2012). Paradigm shifts like this are indications of an ideological debate over which knowledge should set the premises for education (cf. Apple, 2016; Ball, 2017). Using a neoliberal approach, an economic rationale is given in relation to education where knowledge is related to market values (Apple, 2006). As part of such a mindset, neoliberal reforms have been focusing on evidence-based practice and 'what works,' and a form of knowledge that intends to improve the quality and effectiveness of the education system (Hammersley, 2002, 2007). It has been argued that there has been a shift in the perspective on knowledge in education, where knowledge is more closely related to the economy, and where knowledge is legitimated through the creation of skills and learning outcome (Ball, 2017).

1.1 Knowledge in teacher education

However, the relation between theory and practice in teacher education and what role research *can* and *should* play is a complex matter (cf. Hammersley, 2002, 2007). Hammersley (2007) places this on a scale between whether there should be a direct or indirect relation between research and practice. The question is then whether research can or should provide practice with knowledge about 'what works', as evidence-based knowledge, or with knowledge as a provider of different perspectives on practice. According to Basil Bernstein, these different forms of knowledge that are in play in teacher education are realized in different discourses, described as *horizontal discourse* and *vertical discourses* (Bernstein, 1999, p. 159-160, 2000, p. 157-158). A horizontal discourse takes form as a type of knowledge that is context dependent and segmentally differentiated, described as 'everyday knowledge'. In the context of teacher education, this could be described as the practical knowledge the students experience through their practicum. In a similar manner, the

vertical discourse takes form as a type of knowledge that is coherent, explicit, and has a systematically principled structure, described as 'schooled knowledge'. In teacher education, this could be described as the theoretical framework the student learns through campus-based activities at the university. However, Bernstein (2000) describes two modalities of the vertical discourse, where one has a *hierarchical knowledge structure* and the other a *horizontal knowledge structure* (p. 161-162). Bernstein thus distinguishes between two forms of theoretical knowledge: hierarchically structured knowledge that holds an integrative code, where theory is seen as a form of knowledge that holds a generality between contexts and could serve as evidence for practice, and horizontally structured knowledge that holds a collection code where knowledge can provide different perspectives for practice (see Haugen & Hestbek, 2017). For that reason, there could be different ways to understand the relation between research and practice in teacher education and what kind of knowledge research should provide to the practice field. A key question here is whether the university should play a role as provider of evidence-based knowledge 'that works' in practice[1] or if the university should play a more autonomous role in relation to practice in teacher education (see Hestbek, 2014).

In the educational system, research in the universities (mostly, but not entirely) offers the possibility of providing new knowledge and controlling what Bernstein (2000) labels as the *unthinkable knowledge*. This type of knowledge has an indirect relation to the material base that creates *a gap* that is a site of alternative realizations of knowledge. In this way, one could understand that the indirect relation between theory and practice in teacher education is what creates the possibility for 'thinking the unthinkable'. Bernstein (2000) describes this gap as important because this is where we find the possibilities of the *yet to be thought* and the possibility for *change*. In a similar manner, Ball (2007) argues that in order for change to be possible, there has to be a space or gap between theory and practice. Ball (2007) claims that theory is a 'vehicle for thinking otherwise' and that it offers a 'language for challenge' (p. 116). Thus, Ball argues that the space between theoretical and practical knowledge gives theory the foundation for new knowledge to be realized and to be put into words, while there is also a space that creates the possibility for theory to make practice less self-evident and necessary, thus opening for alternative practices. In such a role, theory does not function as

---

[1] The term 'practice' is used to describe the practical training given to the students in schools in general. The term 'practicum' is used to describe the specific practice context.

evidence for practice, nor is research interested in finding the most 'effective practice' or 'what works.' On the other hand, if theory should provide knowledge about what is 'effective' and 'what works,' then Elliot (2007) claims that research would be a technical or engineering process, and knowledge would serve as a supplement and not a substitute for existing knowledge in practice. Thus, it can be argued that it is important to maintain the space between theoretical and practical knowledge in teacher education as it opens for possibilities to challenge existing knowledge and to create new knowledge (cf. Biesta, et al., 2019; Haugen & Hestbek, 2017; Kvernbekk, 2011; Siegel & Biesta, 2021). At the same time, according to Bernstein (2000), this space is crucial in education as it creates an arena where different actors attempt to control the gap and where ideology comes into play. Considering this, the power over ideologies in policy is a matter of interest for teacher education, where several actors are interested in setting the premises for which role the different forms of knowledge should play in education.

1.2 Policy trends in teacher education

1.2.1 International actors and trends

Several actors have attempted to direct educational development, where one of the main actors is the OECD (cf. Haugen, 2014; Karlsen, 2002, Sjøberg, 2019). At the turn of the century, the OECD highlighted the idea of knowledge as a central component in the countries' economic growth through such concepts as *knowledge-based economies* and *new growth theory,* where creating a more highly-skilled labor force was seen as one of the main factors (cf. OECD, 1996). In 1999 the *Bologna Declaration* introduced what is known as the *Bologna Process*, where 29 countries (now 48) in the European Union [EU] committed to a vision of a European Higher Education Area that complies with shared principles in higher education to ensure high quality and comparability (European Higher Education Area, 2021). Two of the stated aims were to promote the importance of international mobility for students and to promote the need for more knowledgeable citizens in both a global and national perspective.

The OECD pointed out this importance by establishing both the concept of the *knowledge economy* and the concept of the *knowledge worker* that were based on the fact that knowledge is at the center of economic growth and development (OECD, 2001). This led to a perspective on accountability on the individual level, where the workers' knowledge and

skills were seen as a key engine for ensuring economic growth. Within this frame of reference, higher education was seen as an important institution for realizing these intentions of having a more competent labor force. The EU maintained this intention in the document *Education and strategy 2010* where it was expressed: 'Human resources are the Union's main asset and it is now acknowledged that investment in this area is a determining factor of growth and productivity, in the same way as investment in capital and equipment' (EU, 2004, p. 3). Thus, both the EU and the OECD have stated that providing capital for education is a key investment in any country's economic growth.

Policy movements like this are based on a perspective that sees education as being more related to the economy and where knowledge is related to market values. Ball (2017) argues that education in this perspective is based on a private-sector model where competition is an important component. Furthermore, the neoliberal agenda is part of such a perspective, where education is seen as a commodity and an economic investment more than a public good. In this line of thinking, education is a provider of research-based knowledge that can give indications of *'what works'* in practice to become more *effective,* and where the students are *accountable* for their own learning process in order to acquire an education of *high quality.* Consequently, this has put pressure on teacher education institutions and led to greater global attention being placed on teacher education.

Recent policy documents relating to teacher education have maintained this focus where both the EU and the OECD claim that teacher education is an institution that needs change and further development in order to be more effective and to ensure higher quality (EU, 2014; OECD, 2019). Suggestions for achieving this build on the idea of creating a closer partnership between university and practice (EU, 2014) and making teacher education research-based where it provides knowledge that is relevant for practice (European Commission/EACEA/Eurydice, 2015). In much the same way, the OECD (2019) argues that teacher education should be more research-based, that strong links should be established between theoretical and practical training and that the practice in schools should be strengthened. These intentions to have close collaboration between university and practice, and giving consideration to the different forms of knowledge can also be seen in the development of the national policy in Norway.

1.2.2 National policy in teacher education

Norway was one of the first countries to sign the Bologna Declaration in 1999 (NOU 2003: 25) and this resulted in the implementation of the Quality Reform in 2003, which reflected the intentions stated in this declaration. The reform aimed to create a higher education in Norway that was in line with the international grading and degree system and that also aimed to ensure higher completion and graduation rates (NOU 2003:25; White Paper 27 (2000-2001)). To accomplish this, the students were to be instructed through research-based teaching methods where they were to be active in their own learning process (White Paper 27 (2000-2001)). Thus, Norway was complying with the international policy intentions of establishing a research-based education of high quality where the students gained knowledge that was comparable in terms of a global perspective on education.

In Norway, the Quality reform required that teacher education should focus on academic specialization, have a closer relation to the practice field and facilitate for an active student role in order to create an education of high quality (White paper 16 (2001-2002)). An active student role was to be realized through more student-active work methods (White Paper 7 (2007-2008)) and a strengthened academic competence with more focus on research-based knowledge (White Paper 11 (2008-2009)). The argument here was that these intentions were based on the perception that there was a greater need for academic skills and subject knowledge in teacher education (Garm & Karlsen, 2004; Karlsen, 2005). Another aim was to create a closer relation to the professional field through a close collaboration between university and schools (White Paper 7 (2007-2008)). Teacher education close to practice should increase the students' professional competence and integrate theoretical and practical knowledge in practice (White Paper 11 (2008-2009)). Thus, the intention was to increase the students' professional and academic knowledge through a research-based teacher education close to practice.

Therefore, in 2013 a new discipline-based Master's degree program for teacher education, an integrated teacher education [ITE] program, was introduced to establish a research-based education close to practice. The ITE program was seen as an answer to the policy intentions to raise the quality of teacher education. A teacher education program close to practice was to be realized by having a strong partnership between university and practice (Universities Norway [UHR], 2017). A strong partnership is defined as a mutual and equal collaboration

with a joint responsibility for realizing the purpose of education, and a research-based education is to be realized by granting a Master's degree (Regulations on Framework, 2013) and by integrating theoretical and practical knowledge in practice (UHR, 2017). The aim of the ITE program is to educate students so they have both a strong academic and professional competence.

Norwegian strategy documents after the implementation of the ITE program have maintained the importance of creating a research-based education that is close to practice. In the introduction to the *Promotion of the status and quality of teachers*, the then then Minister of Education, Torbjørn Røe Isaksen, wrote that an ITE program close to practice is one of the key components for improving quality in education (MER, 2014). To achieve this, descriptors have been provided describing how the agents working at the university and in schools are to collaborate more closely to create a stronger interrelation between the teaching at the university and in practice.[2] At the same time, the students' research competence should contribute to developing the practicum. In this way, the agents working at the university and in the schools are held accountable for strengthening the relation between university and practice, and for creating a research-based teacher education close to practice. To create explicit communication about the students' development of knowledge in the professional field, a number of learning outcome descriptors have been developed for higher education (White paper 16 (2016-2017)). These learning outcome descriptors aim to create a common language between the agents at the university and in the practice and to ensure a practicum of high quality.

However, despite the implementation of an ITE program to increase the teachers' academic competence and to create an education close to practice, *Teacher Education 2025*, still refers to these intentions as *challenges* in Norwegian teacher education (MER, 2017). This strategy document describes three main challenges related to the practicum in Norwegian teacher education: (1) the relation between university and practice is too weak, (2) the students acquire too little research-based knowledge on campus and in practice and (3) there is a weak connection between theoretical and practical knowledge (p. 10-12). The policy document thus maintains that there continues to be a need for Norwegian teacher education to increase the focus on academic and research-based knowledge, to reduce the gap between university

---

[2] In this thesis, I describe the relation between *university and practice* to be specific that it is the relation between university and the practice in schools that I am referring to, and not the relation to schools in general.

and practice, and to integrate theoretical and practical knowledge in practice. To address these challenges steps have been suggested to strengthen the practicum.

1.3 The practicum in teacher education

The role theory plays in relation to practice will have consequences for how the relation between university and practice is understood in teacher education. Research on the ITE program has pointed out that the implementation of an integrated program has put more focus on the theoretical knowledge the students are supposed to learn in practice, and on the requirements to have a closer relationship between university and practice (Smith, 2018). In a similar manner, the ITE program intends to create a duality between theoretical and practical knowledge, where the different forms of knowledge always contain aspects of each other (Afdal, 2012, 2016). As a result, the ITE program can be seen as intending to create a closer collaboration between university and practice by integrating theoretical knowledge in practice.

In recent decades, several theories have been posited on how to create a closer relationship between university and practice. For instance, Hammerness (2006) argues for a more structurally and conceptually coherent relationship between university and practice. This perspective on practice in teacher education, often defined as *clinical practice,* can be understood in different ways (Burn & Mutton, 2015). According to Kriewaldt and colleagues (2017), three core components are important in this perspective on practice: a focus on the students' learning and development, evidence-informed practice, and processes of reasoning that lead to decision-making (p. 155). In Norway, a type of clinical practice has been explored through a PIL project (Eilertsen et al., 2011). The authors explain that this program not only intends to create a structural and organizational relation between university and practice, but also a close relation in terms of the content. In this way, it argues for a close relation between university and practice and an integration of theoretical knowledge in practice.

Another view on the relation between university and practice has been introduced by Zeichner (2010) through the concept, *the third space*. This concept argues for new hybrid spaces in teacher education, where the intention is to create a more reciprocal relation between university and practice and a closer connection between university courses and

practice in schools. This means creating a space in teacher education where the different forms of knowledge can be brought together in less hierarchical ways (Guillen & Zeichner, 2018; Zeichner, 2010). However, Zeichner (2021) also claims that the idea of partnerships in teacher education has been described in a way that verges on 'uncritical glorification,' and claims that it lacks '... a deeper examination of the power and knowledge relationships that exist within partnerships' (p. 3). Therefore, he called for a focus on which forms of knowledge that count in teacher education. This necessary focus that Zeichner points to particularly shows the complexity involved when it comes to creating a closer relation between university and practice and between theoretical and practical knowledge in teacher education.

1.3.1 Mentoring

Mentoring was introduced as a pedagogic practice to counteract the theory-practice dualism in teacher education and what was described as a reality-shock when the students entered the profession (Hobson et al., 2009). This pedagogic practice, a collaboration between schools and teacher education institutions, is responsible for preparing the students for the teaching profession (Gravett & Ramsaroop, 2015) due to the complexity of teaching and the fact that the university cannot encompass a full complement of skills and knowledge that is required to be a teacher (Darling-Hammond, 2006; Mena et al., 2017). This has put pressure on mentoring as a learning context in practice and has thus increased interest in using it as a way to foster the students' professional development (cf. Lai, 2005; Mena et al., 2016). Mentoring is seen as a method of enculturation into a teacher's professional work where, as Feiman-Nemser (2001) argues, the knowledge the students acquire within practice is context-specific. This makes mentoring a meeting point between theoretical and practical knowledge in teacher education, and a core meeting point in the dualism between theory-practice and between university- practice. Mentoring can therefore be seen as a pedagogic practice that addresses the different forms of knowledge that are in play in teacher education.

In an ITE program three knowledge areas are taught at the university, the *academic subject, subject didactics* and *pedagogy*, and then a fourth knowledge area, *practice,* is realized through mentoring in schools (UHR, 2017). In the practicum, the students are assigned a

mentor in each of their teaching subjects where mentor and mentee[3] collaborate closely through *mentoring dialogues[4]*. The mentors also collaborate with the university on the students' practical training and with a mentor from the university in assessing the students' development in practice through *assessment dialogues* (Helseth et al., 2019). Learning outcome descriptors are used within each of the four knowledge areas to create a common language for the theoretical and practical knowledge. The national guidelines for the ITE program also describe an active student who reflects on the theoretical perspectives in practice, and on the process and their own academic, subject didactics and pedagogical knowledge and skills in practice (UHR, 2017, p. 15). As a result, the agents in mentoring, school-based and university-based mentors and mentees, are in a complex mentoring relationship that creates close collaboration between university and practice, working with the different forms of knowledge in play in teacher education.

1.3.2 The research question

In sum: As part of international policy trends, Norwegian policy calls for close collaboration between university and practice that integrates theoretical and practical knowledge in practice and establishes a research-based teacher education. The implementation of an ITE program was seen as an answer to this call by establishing a research-based teacher education close to practice. However, as mentioned above, this is still described as a challenge in the latest Norwegian strategy document for teacher education, *Teacher Education 2025*.

When policy is to be recontextualized in practice a complex interpretation process arises. Bernstein (2000) designates this as a *recontextualizing process* where discourses undergo a process of de- and re-location from the original discourse, and where within this process a discourse undergoes an ideological transformation (p. 114). *Critical policy studies* emphasize the production, implementation, and interpretation of policy into contextual situations where policy is interpreted (Mulderrig et al., 2019). A critical policy study therefore focuses on how the policy level is interpreted in a pedagogic practice. As a result, exploring a pedagogic practice can indicate how political intentions are implemented and interpreted through a

---

[3] The term *mentee* is used in a pedagogic relation to a mentor and *student* in relation to teacher education in a more general manner. This is explained in Chapter 2.4.1.1.
[4] British spelling "dialogue" is used in this paper as this is the most common spelling in the mentoring field.

recontextualizing process and how policy is materialized and realized in such a practice as mentoring.

Consequently, this actualizes mentoring as a pedagogic practice in teacher education and the mentoring agents who are the ones to realize these policy intentions. However, when the boundaries between agents, discourses and practices are changed, this will also have consequences for the power relations between them, and it will be difficult to foresee how these changed relations will influence the realization of these intentions. Therefore, it is of interest to look more broadly into mentoring as a pedagogic practice and explore the power and control relations within and external to mentoring. This includes examination of how the agents in mentoring exercise power and control to construct and structure the students' mentoring in practice. Thus, the main research question addressed in this thesis is:

How is knowledge negotiated between different agents in mentoring in an integrated teacher education program in Norway?

Before I start to answer this question, I will explain the structure of the thesis.

1.4 Structure

There are five chapters where the first chapter has introduced some core trends in Norwegian and international teacher-education policy. Mentoring is also situated within these policy trends and a research question has been formulated bearing these trends and mentoring in mind.

Chapter two positions mentoring as a pedagogic practice within Bernstein's theory of the pedagogic device and based on this, three sub-ordinated research questions are formulated. Positioning mentoring as a pedagogic practice within the pedagogic device also calls for a perspective on how policy is realized in mentoring. Therefore, international and national policy trends that have an impact on mentoring in practice and research within the mentoring research field are presented in this chapter.

In the third chapter, the methodological approach to the empirical data is described. Here the epistemological and ontological positions taken in this research project are explained. The methodological approach is presented through a description of how the data material has been

selected, along with a description of the empirical data, the analytical method and how quality has been assured.

The fourth chapter presents the three articles and their core findings. The three articles together have answered the main research question and three major findings within teacher education and mentoring are discussed in this chapter: (1) the mentor's competence and autonomy, (2) the relation between university and practice, and (3) the role of the student.

In the fifth chapter the main findings are summarized and the storyline in this thesis is assembled. Then follows a discussion on how this study has contributed knowledge to the research field along with some implications for further research.

2.0 Mentoring in Bernstein's perspective

As the research question indicates, the focus in this research project is on how knowledge is negotiated between mentoring agents in an ITE program in Norway. The agents are school-based mentors, university-based mentors, and the mentees in a meeting place between university and practice. To answer the research question, mentoring is understood as a pedagogic practice through the theoretical lens of Basil Bernstein (1924-2000), a British educational sociologist. Therefore, I start by using his perspective to situate mentoring as a pedagogic practice.

2.1 A pedagogic practice

Bernstein (2000) maintains that his use of the concept *pedagogic practice* is wider than the relationship between acquirer and transmitter in school settings. A pedagogic practice in Bernstein's perspective is: '... a fundamental social context through which cultural reproduction-production takes place' (Bernstein, 2000, p. 3). This broad approach to pedagogic practice does not only create an approach for analyzing different pedagogic practices, as for instance mentoring in teacher education, but additionally, for analyzing how a pedagogic practice is created as a social context to produce or reproduce culture. In this way, Bernstein's perspective on pedagogic practice can be used to explore how mentoring is created as social context to produce or reproduce discourses created in national policy and research.

2.1.1 Mentoring as a pedagogic practice

Bernstein (2000) presents a model that refers to acquisition within any pedagogic context and uses this model to link between the model of transmission and the process of acquisition (p. 12, Figure 1.2). Thus, Bernstein (2000) uses this to define a link between the codes of transmission and the shaping of pedagogic consciousness of the acquirer in a pedagogic practice. In this model, Bernstein contends that a transmission context is defined by an *interactional practice*, *interactional context,* and *text*. According to Bernstein (2000), an *interactional practice* is then a social relationship between an acquirer and transmitter and *text* is anything that attracts evaluation. Bernstein (2000) describes the relation between a text and an interactional practice as: 'The text which is produced can feed back on the interactional practice. There can be a dynamic relation between the text that is produced and the interactional practice' (p. 18). In this way, an *interactional context* can be given meaning

through the dynamic relation between the text that is produced and the interactional practice. In this perspective, the students' mentoring in practice could be perceived as an interactional context, where a text can be, for example, how the student should behave or what kind of skills are to be preserved, and where this practice involves a pedagogic relationship between a mentor and mentee. In sum, this structures and constructs mentoring as a pedagogic practice where mentoring can be viewed as both a producer and reproducer of pedagogical skills and knowledge within the student's practice.

In this study, the *mentoring dialogue* is seen as an interactional practice between mentor and mentee. In the practicum, the students have mentoring dialogues with mentors in each of their teaching subjects so that these dialogues construct a context for the students' mentoring in practice. At the same time, external agents participate in the students' mentoring in practice where the students in an ITE program are assessed through *assessment dialogues*. In such a dialogue, a mentor from the university also participates in the students' mentoring in practice, in collaboration with a mentor from the school and the student. In this way, the students' mentoring in practice is shaped through a dynamic relation between ongoing mentoring dialogues and assessment dialogues that construct and structure the *students' mentoring in practice*. A summary of how mentoring is understood as a pedagogic practice in this study is shown in Figure 1.
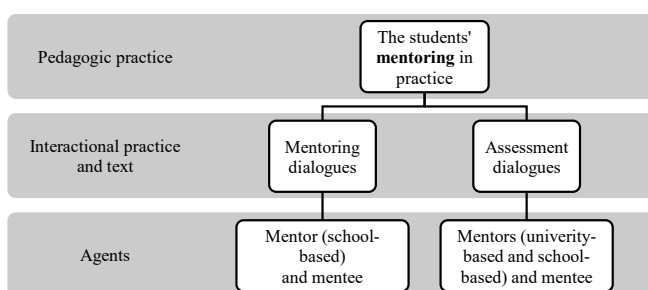
Figure 1: Summary of mentoring as a pedagogic practice

2.1.2 Power and control

According to Bernstein (2000), in a social context such as a pedagogic practice, underlying relations of power and control produce or reproduce what takes place in practice. Bernstein (2000) defines *power* as a relation which creates, legitimizes, and reproduces boundaries between categories (p. 5). Power is composed as a productive element that shapes the outer limits of the discourse or agency (Bernstein, 1971/2003). In this way power produces dislocations and punctuations in social space. For instance, within mentoring, power relations produce the punctuations which create the similarity and/or differences between the mentoring dialogue and the assessment dialogue within the student's practice and/or between agents as the mentor and mentee. Relations of *control*, Bernstein (2000) maintains, establish the legitimate forms of communication that are appropriate to the different categories or discourses (p. 5). Within the mentoring dialogue, control establishes the legitimate form of communication between mentee and mentor. Bernstein (2000) argues that control carries the boundary relations of power and is described as a dyad that has the power of reproduction and the potential for change (p. 5). Thus, control carries the possibility for challenges and new knowledge to be created in the relation between theory and practice in mentoring. The control over the pedagogic communication in mentoring may serve to maintain or change the relation between the different forms of knowledge and in this way create the possibility for new knowledge to be produced or reproduced.

2.2 The pedagogic device

As a sociologist, Bernstein had a special interest in *cultural transmission* (Bernstein, 1971/2003). A context for cultural transmission is a pedagogic practice where knowledge is produced and/or reproduced (Bernstein, 2000). In this process, he argues that a key aspect is *language*, a phenomenon that transmits culture, and a phenomenon that integrates or is divisive. Bernstein (1971/2003) points out that his thoughts on language have been influenced by George Mead and describes a *language device* that is: '… a system of formal rules which govern various combinations that we make when we speak or write' (Bernstein, 2000, p. 26). This system has stable rules that constitute the device and contextual rules that are required to understand the local communication. That being the case, this device has a meaning potential that activates it and results in communication (Bernstein, 2000). This means that there is a dynamic relation between the rules of the device, the communication that makes the device possible, and the meaning potential.

From this frame of reference, Bernstein further developed the theory of a pedagogic device. The pedagogic device has rules that stabilize it, and in a similar manner, contextual rules that are required to understand pedagogic communication (Bernstein, 2000). The distinction between the stable and contextual rules is described by Bernstein (2000) as: '"The carrier" consists of relatively stable rules and "the carried" consist of contextual rules' (p. 27). This means that the intrinsic rules in communication have stable rules whereas, pedagogic communication has contextual rules. As in the language device, the pedagogic device has internal rules that regulate pedagogic communication which Bernstein (2000) describes as 'acts selective on the meaning potential' (p. 27). A meaning potential is described by Bernstein (2000) as a potential discourse that is available to be pedagogized. The internal rules in education regulate the discourses to be pedagogized and the realization through pedagogic communication, which in turn has influence on the discourses that are pedagogized into a pedagogic practice.

In mentoring, this means that discourses on policy are intended to be realized in mentoring through pedagogic communication as mentoring dialogues and assessment dialogues. In this process internal rules regulate the dialogues and at the same time, the dialogues have influence on the discourses that are intended to be pedagogized in mentoring. Bernstein (2000) explains that neither of these sets of rules are ideologically free and that the educational system includes acquisition of ideology, possibilities of conflict, and relations of power and control. This accentuates the pedagogic device as an appropriate framework for exploring such pedagogic communication as mentoring and assessment dialogues in order to investigate how knowledge is negotiated by its agents in mentoring.

2.2.1 Mentoring as a pedagogic practice within the pedagogic device

Bearing this in mind, within the pedagogic device we find underlying principles that regulate the transmission of knowledge to pedagogic communication (Bernstein, 1990). These principles are regulated by internal rules in the device, which in turn constitute the pedagogic discourse. Bernstein states that:

> …I will suggest that the pedagogic device provides the intrinsic grammar of the pedagogic discourse. I will then consider the intrinsic grammar of pedagogic discourse that the device provides, essentially through three interrelated rules: distributive rules, recontextualising rules and evaluative rules.
> (Bernstein, 2000, p. 28)

Moreover, these rules are in a hierarchical relation to each other with power relations between them. In this way, the rules are derived from the distributive rules, which in turn makes pedagogic practice a context for producing a ruler for consciousness. What is meant by this will be explained by describing these three internal rules in the device: *the distributive, recontextualizing and evaluative rules*.

2.2.1.1 The distributive rules

Through his theory of the pedagogic device, Bernstein (2000) creates a link between power, knowledge, and consciousness. In this link Bernstein (2000) claims that the function of *the distributive rules* is: '... to regulate the relationship between power, social groups, forms of consciousness and practice' (p. 28). In this way, the rules specialize forms of knowledge, forms of consciousness, and forms of practice for social groups. Therefore, as mentioned in the introduction, Bernstein (1990) distinguishes between two classes of knowledge: *the thinkable and unthinkable*, knowledge of the other and the otherness of knowledge (p. 181). In his description of these classes of knowledge Bernstein (1990) argues that the upper reaches of the educational system control the unthinkable knowledge, whereas thinkable knowledge is recontextualized through different power-regulated structures in the lower reaches. This suggests that mentoring has relations of power and control within the educational system that regulate the recontextualization of the thinkable knowledge through its agents.

Bernstein (2000) argues that the distributive rules specialize access to a field of production. In teacher education this suggests that the distributive rules set the outer limits of the legitimized knowledge that is created in national policy and research, and which in turn gives access to a field of production. Within this field, national policy and research create an educational discourse that is to be recontextualized in mentoring. This relates, for example, to how the neoliberal discourse draws attention to research-based knowledge in the form of evidence-based practice and 'what works' in order to improve the quality and efficiency of education (see introduction). In this research project, the educational discourse is not explored empirically. However, the distributive rules are explored through a review of policy trends and research that function as background knowledge for framing the empirical investigation.

2.2.1.2 The recontextualizing rules

Within the pedagogic device, Bernstein (2000) explains that *the recontextualizing rules* regulate the construction of the pedagogic discourse. The pedagogic discourse is defined by Bernstein (2000) as being: '…constructed by a recontextualizing principle which selectively appropriates, relocates, refocuses and relates other discourses to constitute its own order' (p. 33). Thus, the pedagogic discourse is described as a recontextualizing principle that regulates transmission from the field of production to a pedagogic practice, where a specific pedagogic discourse is created. In this transmission process Bernstein (2000) finds that the pedagogic discourse creates rules for legitimate communication and rules for what is seen as valid content in a specific context. This in turn implies that the pedagogic discourse embeds two discourses, an *instructional and regulative discourse*, where the regulative is the dominant one (Bernstein, 2000, p. 32). The regulative discourse creates social order, relations, and identity, and the instructional discourse creates specialized competences and skills, and the relation between them.

In the process constituting the pedagogic discourse, the recontextualizing rules regulate: '... the work of specialist in the recontextualising field...' (Bernstein, 2000, p. 115). In this way, the recontextualizing rules give access to a recontextualizing field where agents work on recontextualizing legitimized knowledge from the field of production and placing it in the field of reproduction. For instance, in teacher education, the recontextualizing rules regulate which national-policy intentions and research are recontextualized in mentoring by regulating the construction of the pedagogic discourse. Bernstein (2000) argues that the recontextualizing field has a crucial function in creating the fundamental autonomy in education (p. 33). This is due to the fact that within the recontextualizing field, Bernstein (1990, 2000) distinguishes between an official recontextualizing field (ORF) and a pedagogical recontextualizing field (PRF). The former is created and dominated by the state and selected agents, and the latter is made up of pedagogues at schools, departments of education, and specialized journals. As a result, Bernstein (2000) argues that autonomy in education is dependent on whether the PRF can have an independent effect on creating the pedagogic discourse. However, there is a complex set of relations between the fields where the arenas as resources may have different degrees of autonomy from each other and from the state (Bernstein & Solomon, 1999). This points out that there is not necessarily a direct translation between the fields. In the mentoring context, this suggests that school-based and university-based mentors and mentees are involved in the recontextualizing process and

through this they are given access to control how knowledge is recontextualized in mentoring in the students' practice.

Therefore, the recontextualizing rules are used in this research project to explore the construction of the pedagogic discourse in mentoring dialogues. The construction of the pedagogic discourse is regulated through the instructional and regulative discourse (Bernstein, 2000). However, Bernstein (2000) claims that the secret voice of the device disguises that there is only one discourse, owing to the fact that the order of the pedagogic discourse is constituted by the regulative discourse. He states further: 'Pedagogic discourse then is a recontextualising principle/discourse which embeds competence in order and order in competence or, more generally, consciousness in conscience and conscience in consciousness' (Bernstein, 1990, p. 185). In the mentoring dialogue, this suggests that legitimized knowledge has principles of order and a hierarchy, and equally, that within these principles of order, relation and identity there are given a preference in knowledge to be legitimized. In in other words, the mentor and mentee roles employed in mentoring dialogues embed a knowledge preference. Similarly, the legitimized knowledge in the mentoring dialogues embeds a preference when it comes to mentor and mentee roles. Therefore, to explore the research question, I have examined the construction of the pedagogic discourse in mentoring dialogues by making an analytical distinction between the instructional and regulative discourses, even if I acknowledge the embeddedness of the two discourses. However, the embeddedness of the regulative and instructional discourses in the pedagogic discourse makes this distinction complex.

The first sub-research question asked is: *What characterizes the mentor role in mentoring dialogues in an integrated teacher education program in Norway and how do the different mentor roles influence the mentee role?* This research question explores *how* the pedagogic discourse is constructed by focusing on mentor roles in the dialogues. To be more specific, this research question explores *how* the instructional discourse is realized in mentoring dialogues and attempts through this to describe the *regulative discourse*. In this way, the aim is to show how the different mentor roles stimulate different values in the mentoring dialogue and different mentee roles.

The second sub-research question has two parts: *(1) What characterizes the content discussed in mentoring in an integrated teacher education program and how is it negotiated? (2) How*

is the content discussed in relation to the political intentions of improving academic competence and collaboration between university and practice? Through this question *what* the pedagogic discourse realizes in the mentoring dialogue is explored. In this way, the content that is discussed in the mentoring dialogues and the negotiation of control between mentor and mentee are investigated. Therefore, the *instructional discourse* is explored by focusing on which content is legitimized and given space to be discussed in the dialogues. At the same time, the negotiation of control between mentor and mentee is explored by focusing on how the instructional discourse is realized. Thus, in this article the instructional discourse is investigated by focusing on which content is discussed, but also by focusing attention on the regulative discourse by dealing with the negotiation of control between mentor and mentee.

2.2.1.3 The evaluative rules

According to Bernstein (2000), the instructional and regulative discourse constructs the pedagogic discourse which is further transformed into a pedagogic practice through the *evaluative rules.* To be more specific, he argues:

> These rules regulate pedagogic practice at the classroom level, for they define the standards which must be reached. Inasmuch as they do this, then evaluative rules act selectively on contents, the form of transmission and their distribution to different groups of pupils in different contexts. (Bernstein, 2000, p. 115)

This suggests that these rules act selectively on the construction of the pedagogic discourse and create a dynamic relation between the pedagogic discourse that is constructed and the transformation into a pedagogic practice. Furthermore, Bernstein (2000) claims that the pedagogic discourse specializes time, text, and space, and brings these into a specialized relationship to each other (p. 35). Consequently, the evaluative rules establish a connection between acquisition and transmission of a *specific text* with a *specific content* which is evaluated in a *specific context*. In the context of the ITE program, this suggests that the evaluative rules establish the assessment dialogue as a context where the students are evaluated in relation to their year of study and learning outcome descriptors within the program. Bernstein (2000) further argues that: 'Evaluation condenses the meaning of the whole device' (p. 36). Bearing this in mind, the evaluative rules create a pedagogic practice by providing criteria for acquisition and transmission, and by defining what counts as

legitimate knowledge. In teacher education, this situates evaluation as a key principle that defines mentoring as a transmission and acquisition context within the students' practice.

Therefore, according to Bernstein (2000), the evaluative rules regulate a field of reproduction of discourse. In this field, there is a selective reproduction of educational discourses and production of pedagogic discourse. In this way, the specific pedagogic discourse in mentoring is created through a dynamic relation between mentoring dialogues and assessment dialogues. Therefore, the evaluative rules are used to explore how the pedagogic discourse is realized as a pedagogic practice through assessment dialogues. The third research question then explores the assessment dialogue in the students' mentoring in practice where the sub-research question is: *How do school-based mentors and mentees describe the assessment dialogue in mentoring in an integrated teacher education program in Norway?* To answer this research question the evaluative rules are used to explore the relation between mentoring and assessment dialogues, and the entrance of the university-based mentor into the dialogue. Thus, how the pedagogic discourse is realized in a pedagogic practice through pedagogic communication is explored.

2.2.2 The pedagogic device related to the empirical context

The pedagogic device is then used as a theoretical and methodological framework to explore the research question. The theory shows how policy is constructed, relayed, and changed within the educational system, and how relations of power and control are realized as forms of pedagogic communication (Bernstein, 2000). This makes the pedagogic device an appropriate framework for exploring how policy is realized in a pedagogic practice. In this research project, the theory of the pedagogic device enables an exploration of how national policy is realized in mentoring and through this it gives indications as to how knowledge is negotiated in mentoring. At the same time, Bernstein (1990) claims that in this process knowledge is pedagogized into a pedagogic practice and that it is regulated by agents who are given access to it. Thus, the pedagogic device not only provides a framework for understanding how policy is realized in mentoring, but it also shows how this transformation is influenced by internal and external agents, as for instance school-based and university-based mentors. In this way, the theory of the pedagogic device opens for an exploration of how knowledge is negotiated between agents in a pedagogic practice such as mentoring. In Table 1 I have specialized the relation between theory, the empirical context, and the three sub-research questions.

Theory The pedagogic device	Empirical context An ITE program	Empirical exploration Mentoring in the students' practice
The distributive rules	National framework for an ITE program	**Are used as background knowledge that supports the empirical investigation** This includes policy trends, research related to teacher education, and the national framework for the ITE program.

The recontextualizing rules	The mentoring dialogue	**Are used to explore the construction of the pedagogic discourse in mentoring dialogues**
		How the pedagogic discourse is constructed in mentoring:
		   (1) What characterizes the mentor role in mentoring dialogues in an integrated teacher education program in Norway and how do the different mentor roles influence the mentee role?
		What the pedagogic discourse constructs in mentoring:
		   (2) (1) What characterizes the content discussed in mentoring in an integrated teacher education program and how is it negotiated? (2) How is the content discussed in relation to the political intentions of improving academic competence and collaboration between university and practice?

The evaluative rules	The assessment dialogue	**Are used to explore the realization of the pedagogic discourse in assessment dialogues.** How the pedagogic discourse is realized in a pedagogic practice (3) How do school-based mentors and mentees describe the assessment dialogue in mentoring in an integrated teacher education program in Norway?

Table 1 Summary of the relation between theory and empirical context and exploration

2.3 Mentoring in teacher education policies

Table 1 shows how the distributive rules serve as background knowledge to support the investigation of the research question. Therefore, these next sections will situate mentoring in policy and research that refers to teacher education. In the introduction, international and national policy trends in teacher education were presented with an emphasis on strategy documents that were implemented after the quality reform. As this research project is situated in an ITE program in Norway, I have chosen to focus on national policy and only on international trends that are of interest for mentoring in the ITE program. Therefore, I have situated mentoring as a pedagogic practice in national policy trends and research limited to the last few decades. However, the national perspective is clearly a part of the international trends.

2.3.1 International policy trends

The international policy trends in teacher education presented in the introduction can also be seen through policy trends that are more specifically related to mentoring in the students' practice. The OECD (2019) points out that the disconnect between university and practice is one of the biggest challenges in teacher education, where the content taught at the university has little connection to the reality in schools. Thus, the OECD calls for teachers at the university and in schools to collaborate more closely to create a teacher education that is more aligned to what actually takes place in the students' practice. To accomplish this, specific forms of collaboration have been proposed between the university-based and school-based mentors, for instance joint research projects or the formulation of guidelines to improve

coherence in teacher education (OECD, 2019, p. 90). This intention is maintained in the NOKUT[5] report *Transforming Norwegian Teacher Education,* where a panel of international experts on teacher education give advice to the Norwegian teacher education institutions (Cochran-Smith et al., 2020). Two of the recommendations in this report are that the students should spend a substantial amount of time in practice with coherent and genuine partnership with the university (p.12) and that there should be opportunities for the university-based and school-based mentors to collaborate on research projects (p. 13). In this way, international policies aim to increase the collaboration between the mentors at the university and in schools to ensure strong coherence and duality between theoretical and practical knowledge.

2.3.2 National policy trends

In a Norwegian context, attempts have been made to address these international and national intentions. A project initiated by NOKUT, called *Operation Practice*, aims to create a knowledge base and provide characteristics of successful practice (Helseth et al., 2019). This project maintains that there is a weak connection between university and practice (Hegerstrøm, 2018) so that researchers are looking for practices that can strengthen the collaboration between university and practice in mentoring (Bråten & Kantardjiev, 2019). One example is, Mentoring and Observation Software [MOSO], online software that integrates the activities included in mentoring and refers to research that uses tablets in mentoring (Mathisen & Bjørndal, 2016). The intention with this software is to raise the quality of mentoring by creating a common platform for mentees, and school-based and university-based mentors and, thus, to create a closer relationship between university and practice (MOSO, 2021). Another example is *intensive practice*, a form of practice that integrates campus-based activities at the university with experiences in practice through a collaboration between the school-based and university-based mentors (Bråten & Kantardjiev, 2019). These projects show that attempts are being made to create a close relationship between university and practice through a close collaboration between the mentors at the university and in practice.

However, what is described as a *triad collaboration* between university-based and school-based mentors and mentees in teacher education has proven to be difficult to realize. Norwegian policy has described a complex (and sometimes strained) relation between the

---

[5] Norwegian Agency for Quality Assurance in Education [NOKUT].

school-based and university-based mentors (Helseth et al., 2019), where each may emphasize different perspectives that are both complementary and contrasting (White Paper 16 (2001-2002)). In NOKUT report no. 13, Kristiansen and colleagues find that this problem is quite prominent, where the school-based mentors claim that the mentors working at the university do not speak the same way and focus on different aspects (Kristiansen et al., 2019). This problem described in the feedback from the school-based and university-based mentors is also found in international research (Akcan & Tatar, 2010; Borko & Mayfield, 1995). This collaboration has also been found to be challenging due to strained interactions and ambiguous roles (Klemp & Nilssen, 2017; Lillejord & Børte, 2016, 2017; Nguyen, 2009; Valencia et al., 2009). Thus, it is shown that there is no clear and straightforward way to understand how this collaboration should be designed. On the other hand, learning outcome descriptors have been developed to create a strategic and academic tool for communicating the students' development between the staff at the university and in practice (White Paper 16 (2016-2017)), which in teacher education means the school-based and university-based mentors. Consequently, these descriptors are intended to ensure that all the participants in teacher education have common aims in terms of content and structure (MER, 2017).

However, even if the aim of the national strategies is to improve collaboration between university-based and school-based mentors in practice, the school-based mentors still collaborate closely with the students in practice through ongoing mentoring dialogues. Considering this issue, the students in NOKUT's report number 3 pointed out that the school-based mentors' competence is diversified so that the learning outcome in practice could be different (Hegerstrøm, 2018). However, in a report written for the Norwegian Ministry of Education and Research, there are contrary findings claiming that the students are content with the role of the school-based mentors (Finne et al., 2014). Whatever the case, questions about the school-based mentors' competence are not new. Already in the Official Norwegian Report, *Teacher Education. Between requirements and ideals* (NOU 1996:22), a best possible mentor is described as having mentor competence (p. 118). Thus, at the turn of the century mentoring education programs were introduced at several Norwegian universities and colleges in Norway (Lejonberg, 2019). Mentoring education is also a theme that has been followed up in strategy documents over the last decade that point out the need for mentors to have mentoring education (cf. MER, 2017; White Paper 11 (2008-2009)). Moreover, the advisory panel in the NOKUT report 2020 gives strong recommendations that Norwegian teacher education should support the professional development of mentors and ensure that

mentoring in the students' practice is based on both research- and experience-based knowledge (Cochran-Smith et al., 2020, p. 15). Thus, Norwegian policy has an aim to provide mentoring education to increase the mentors' competence. However, mentoring education is not required to be a school-based mentor. In the ITE program there are no requirements stating that the school-based mentor has to have mentoring education, but it is strongly recommended (UHR, 2017).

2.4 Perspectives on mentoring

The previous section mentioned the importance of mentoring as a pedagogic practice in policy trends and research, both internationally and nationally. Therefore, mentoring is progressively emphasized in teacher education and in recent decades has become more prominent in teacher education in many parts of the world (Hobson et al., 2009). This has fueled an immense amount of research interest in mentoring, and much of this research has tried to define mentoring as a concept. Therefore, to begin, I have chosen to describe how this research study arrives at a definition of mentoring as a concept and how this definition can provide concepts that give Bernstein's theory of pedagogic practice a language within the mentoring field.

2.4.1 Mentoring as a concept within the research field

The concept of *mentoring* has replaced *supervision* as part of a change where the relation between mentor and mentee is more in focus (Hudson & Millwater, 2008). However, focusing more on the relation between mentor and mentee is not something new in the mentoring concept. Already in 1983, Kram identified two functions of mentoring: the *career function* which enhances the students' development through mentoring and the *psychosocial function* which concerns the interpersonal relation in mentoring (Kram, 1983, p. 614). Kram's two functions are regularly used in research (Wanberg et al., 2003). However, in a literature review in 2008, Allen and colleagues called for a re-examination of the mentoring functions identified by Kram to ascertain if they were still applicable (Allen et al., 2008). There has, in other words, been some uncertainty when it comes to describing mentoring as a concept. However, Mullen & Klimaitis (2019) describe a recent change where there is now broad agreement on the fact that mentoring 'is relational and developmental', has 'career and psychosocial functions,' and 'includes phases and transitions' (p. 2). Even so, in their

conclusion, the authors argue that mentoring definitions seem to lack clear boundaries when it comes to functions and support roles.

A similar development in the mentoring concept can be seen in Norway. In the 1960s and 70s, a perspective on mentoring as *guidance* was advocated, where there was a more authoritative relationship between mentor and mentee (Skagen, 2013). On the other hand, mentoring was seen as a concept that gives credence to the relationship between mentee and mentor as a means to nurture the student's professional development. The reflexive model of mentoring, introduced by Lauvås and Handal (2014) in Norway in the 90s, advocated a more reciprocal relationship and was more concerned with the relations within mentoring. Bearing this in mind, the most common word used in Norway in relation to mentoring is *'veiledning'* pointing out that the mentor shows the mentee the way with a focus on activity and reflection (Smith & Ulvik, 2015). However, Lauvås and Handal's reflexive model has been criticized for being too focused on the students' perspective and the reciprocal relationship between mentor and mentee (Skagen, 2013).

In a literature review in 2010, Ambrosetti & Dekkers argue that too many definitions in the literature fail to consider all the components found in mentoring – relationship, process, and context (Ambrosetti & Dekkers, 2010). From this three-dimensional perspective, and in accordance with Lai (2005), they defined mentoring as:

> Mentoring is a non-hierarchical, reciprocal relationship between mentors and mentees who work towards specific professional and personal outcomes for the mentee. The relationship usually follows a developmental pattern within a specified timeframe and roles are defined, expectations are outlined, and a purpose is (ideally) clearly delineated. (Ambrosetti & Dekkers, 2010, p. 52)

Using this perspective on mentoring, the definition does not focus on just one or two components, which Ambrosetti (2012) claims the other definitions tend to do. This definition attempts to develop a holistic perspective on mentoring where three dimensions have to be taken into account (Ambrosetti et al., 2017). These are: *relational, developmental, and contextual dimensions* (Ambrosetti, 2010; Ambrosetti, 2011; Ambrosetti, 2012; Ambrosetti & Dekkers, 2010; Ambrosetti et al., 2014; Lai, 2005). *The relational dimension* points to the different roles assumed by the mentors and mentees and the relationship between them, whereas the *developmental dimension* refers to the purpose of the relationship and centers thus on the development of the mentee's teaching skills and knowledge. *The contextual*

dimension extends beyond the relationship and focuses on the nuances of the profession and how these are communicated to the mentee. In teacher education, the contextual dimension refers to how the mentee is presented and learns about the specific knowledge that is needed to be a full-time teacher.

2.4.1.1 A Bernsteinian perspective on mentoring

Ambrosetti and Dekkers (2010) stated in their review that their aim was to create a definition of mentoring that is suitable for pre-service teacher education, where they wanted to contextualize mentoring as a concept in a specific context. On the contrary, Bernstein's theory of pedagogic practice is a wide definition with a generality relating to agencies of cultural reproduction that goes beyond the school setting (Bernstein, 2000). Therefore, these two definitions have different aims in defining these concepts, but some aspects of the concepts can still be seen in a common frame of reference. As earlier research suggests, both concepts have a perspective on the relationship between transmitter and acquirer and which kinds of skill are developed through a pedagogic relationship. Through the contextual dimension, Ambrosetti and Dekkers (2010) also focus on the cultural features of the mentoring context and thus point out the cultural perspective of a social context that is essential in Bernstein's understanding of the concept. Thus both perspectives are concerned with the complexity that a social context has through different relations within the mentoring context. However, by applying Bernstein's pedagogic practice, one gains a perspective not only for viewing how mentoring as a concept is structured by relations within, but also how external relations structure the students' mentoring. Bernstein's theory is also concerned with how the agents actively construct the mentoring context through their participation in pedagogic communication. Therefore, Bernstein's approach also takes into account how international and national policy trends and the agents construct and structure the students' mentoring in practice. Therefore, Bernstein's definition of pedagogic practice is used as a theoretical perspective for understanding mentoring in the students' practice. Ambrosetti and Dekkers' definition of mentoring contributes concepts that make Bernstein's definition applicable within the mentoring field.

In this thesis, then, this perception of the concept *mentoring* is used and from this understanding the concepts of *mentor* and *mentee* are used to designate the participants in in this process. At the same time, policy utilizes the term *student*, and this designation is thus used to refer to the student who is engaged in teacher education. Thus, *mentee* designates the

teacher student who is in a relationship with an experienced teacher, the *mentor,* while *student* designates the teacher student who is engaged in teacher education. Therefore, both 'student' and 'mentee' are used in this thesis. At the same time, teacher education has agents at the university who participate in the student's mentoring in practice. Thus, to distinguish between the different mentor roles in teacher education, a mentor who works at the school is called a *school-based mentor* and the mentor working at the university is called a *university-based mentor*. A school-based mentor may be referred to as both *mentor* and *school-based mentor*; a mentor in the relationship with a mentee in a mentoring dialogue, and a school-based mentor within a triad collaboration with a university-based mentor and mentee.

2.4.1.2 Bernstein's theory as research approach on mentoring

Morais and Neves (2001) claim that Bernstein has provided a sociological perspective on education with concepts that could define the contexts within the educational system. Bernstein's theory of pedagogic practice has especially gained international attention for both its complex and general character (cf. Bernstein & Solomon, 1999; Davies, 2001). Bernstein's pedagogic practice has made his theories accessible to many types of educational research and at different levels within the educational system. Moreover, as Bernstein's theory has gained more interest in recent years, it is now used in a variety of academic areas: policy studies, sociology of education, curriculum studies, pedagogy studies, anthology, linguistics, and social and cultural psychology (Singh, 2020, p. I). Bernstein's theory has thus gained significance within the research field and his theories are well stablished within pedagogical contexts and the school setting. However, Bernstein has not been used as much to investigate mentoring as a pedagogic practice. A search for research using the theoretical framework of Bernstein to study mentoring gives few results. However, some studies have used Bernstein's theory to explore mentoring (cf. Jensen, 2016; Mooney Simmie & Moles, 2011; Willis et al., 2019). Even if these research projects take different approaches to mentoring as a pedagogic practice, they show that Bernstein's theory has been used in mentoring studies even though it is a theory with a relatively new perspective on mentoring.

2.4.2 The mentoring field – a review

A Bernsteinian perspective on mentoring relates the policy field to the students' mentoring in practice, and as shown, the policy field has intentions that are to be realized in mentoring.

Bernstein (2000) argues that education is a condition for the transformation of culture. However, within the educational system we find recontextualizing agents that are contextualized within a professional knowledge tradition which might resist or counteract change. Therefore, when policy introduces the aim to create cultural changes within mentoring as pedagogic practice, it will be interesting to look into research trends within the field. As a result, this section will inquire into research on the mentoring field and look into movements within the field.

There is an immense amount of research in the mentoring field and to amplify it, I have used the *snowballing technique* (cf. Greenhalgh & Peacock, 2005; Nortvig & Christiansen, 2017) as inspiration when I have structured this review. Nortvig & Christiansen (2017) maintain that this technique involves reading the references from the source and, to some extent, using prior personal knowledge to collect the final papers (p. 307). In this way, I have limited my research to what can be derived from the reference paper. In this study, the literature review from Ambrosetti and Dekkers (2010) is the reference paper as this study makes use of the above-mentioned definition of mentoring and thus includes those papers that have defined mentoring as a concept. Nonetheless, some other core papers are also used to build the foundation for this review. The review process, illustrated in Appendix C, illustrates that even if the paper from Ambrosetti and Dekkers is the core reference paper, other papers are also central to the review process: Sundli (2007), Lauvås and Handal (2014), Helgevold et al. (2015) and Shulman (1986). The reference paper contributes knowledge relating to all three mentoring dimensions, however, Sundli (2007) also contributes knowledge within the relational dimension and the bridge between international and national research. In a similar way, Lauvås and Handal (2014) contribute specific knowledge on mentoring in the Norwegian context and Helgevold et al. (2015) provide knowledge on national and internal research into the developmental dimension. The paper by Shulman (1986) has been added according to prior personal knowledge due to the major impact his research has had on the developmental dimension in mentoring. Consequently, four papers and the core reference paper structure and delimit the review process.

This review follows Ambrosetti and Dekkers' definition of mentoring as a concept and is structured according to the three mentoring dimensions. However, as Ambrosetti (2014) argues, the three dimensions are interrelated so that the other dimensions are present in each

dimension. Thus the distinction is theoretical and in practice the three dimensions are intrinsically intertwined.

2.4.3.1 The relational dimension

Research on the relational dimension provides varied descriptions of the relationship between mentor and mentee. Whatever the description, the relationship between mentor and mentee is seen as one of the cornerstones in the mentoring process (Cherian, 2007; Feiman-Nemser, 2001). The mentor and mentee roles are related to the quality of the mentoring dialogue (Walkington, 2005). As a result, the mentor and mentee roles in a mentoring relationship will have consequences for the mentee's development during the practicum (Ambrosetti et al., 2017). However, both international and national research on mentor roles has painted a diverse and sometimes contrasting picture of these roles. As a more detailed description of them is given in Article 1, only the main perspectives are highlighted here.

International research finds a role where the mentors are direct and active in the dialogues (Hennissen et al., 2008), and where they provide feedback to a lesser degree, rather seeing their role as being a critical friend and equal partner (Kwan & Lopes, 2005). In this role, the mentors are mostly concerned with modelling teaching and providing a place for the students to practice teaching (Hall et al., 2008). In this way, international research points to a more active mentor role and a mentoring that is less characterized by a reciprocal relationship. However, Kim and Danforth (2012) explored how the mentors unconsciously expressed their roles through metaphors and found that the metaphors in sum indicated a focus on a non-authoritative mentor role.

In the Norwegian context, according to Skagen (2000a), there has been a change in the new century from an authoritative mentor role to a more non-authoritative role by moving towards a more reflexive mentoring model. Skagen (2013) argues that this indirect approach to mentoring leads to a passive and reactive mentor role and an active mentee role where the intention is to have a symmetrical and reciprocal relation between mentor and mentee. What is seen as essential for the mentors here is to learn to supervise reflection (Ulvik & Smith, 2011a). Lejonberg and colleagues argue that the focus on an active mentee role in Norwegian mentoring tradition has resulted in the mentors often being reluctant to share their own opinions or to give advice (Lejonberg et al., 2018). On the other hand, some national research finds that the mentors are more active in the mentoring dialogues, giving concrete advice,

expressing own judgements, and using a high amount of the talking time (Skagen, 2000b; Solstad, 2013; Sundli, 2007). However, other research in Norway argues for an eclectic mentor role where the mentor empowers reflection, but at the same time also provides direct feedback that is considered of value (Lejonberg & Tiplic, 2016; Lejonberg, 2018; Lejonberg, 2019).

All in all, the studies presented above focus on the mentor role and to a lesser degree take the mentee role and the interconnection between the roles into account. Some research has pointed out that the mentees are most concerned with developing a personal relationship with the mentor (Rajuan et al., 2007). All this research actualizes the importance of researching the mentee role and the interdependence of the roles. When Ambrosetti and Dekkers (2010) argue that there is a clear link between the mentor and mentee roles, they then point out the need for more research on this relation. That being said, while they claim that there is little research on the interdependence between the role of mentor and mentee, we have seen here that some research has tried to shed some light on this relation. Research shows that different mentor roles shape different types of relationship between mentor and mentee (Garza et al., 2019) and that different mentor roles have a varying effect on the mentee's learning process (Kang, 2020).

2.4.3.2 The developmental dimension

As with the relational dimension, only the main perspectives are presented as a more detailed presentation is given in Article 2. The developmental dimension is related to the mentee's aim to develop teaching skills and knowledge in mentoring. In teacher education, the university cannot teach the mentee to combine knowledge of the pupils and the subject knowledge to make decisions in the classroom (Feiman-Nemser, 2001). The developmental dimension in mentoring is therefore the core meeting point between theoretical and practical knowledge in teacher education. Thus, what is discussed in mentoring reveals what kind of knowledge is seen as important and relevant for the mentees to learn during their practice (Helgevold et al., 2015). However, even if mentoring as a learning context presents the possibility for the mentee to gain knowledge and skills, this is not an automatic outcome (Norman & Feiman-Nemser, 2005). Bearing this in mind, the kind of knowledge that is developed in mentoring can unveil the negotiation between theoretical and practical knowledge in practice.

However, in 1986, Shulman (1986) already claimed that mentoring was too concerned with '…direct instructions, time on task, wait time, ordered turns, lower-order questions and the like' (p. 6). He claimed that mentoring was mainly concerned with practical issues and paid too little attention to the academic subject the mentees had to teach. Gess-Newsome and colleagues state that Shulman intended to propose that educational researchers should look more broadly at the multiple aspect of teachers' professional knowledge (Gess-Newsome et al., 2019). Shulman's (1987) work was developed further through the concept of *pedagogical content knowledge* (PCK), where an immense amount of research has been devoted to developing a conceptual language for PCK (cf. D. Ball et al., 2008; Chan & Hume, 2019). However, according to Hubbard (2018), research on PCK addresses the nature and development of individual pedagogical content knowledge connected to a specific subject. Nonetheless, Shulman's research on PCK and his claim that the academic subject is given too little attention in mentoring can be used to say something about what is given space to be discussed in mentoring.

Bearing this in mind, both international and national research has agreed with Shulman's assertion and therefore looks into what is discussed in general in mentoring and argues that the academic subject is given too little attention in mentoring dialogues and that what is mostly discussed is classroom management and the teaching activity (Hennissen et al., 2008; Lee & Feng, 2007; Strong & Baron, 2004). National research has corresponding findings that show that the mentoring dialogues are mostly concerned with the students' performance and practical issues and organization, whilst the academic subject is given passing attention (Helgevold et al., 2015; Ohnstad & Munthe, 2010; Ottesen, 2007; Sundli, 2007; Østrem, 2016). However, recently we find both international (cf. Becker et al., 2019) and Norwegian (cf. Høynes et al., 2019) research projects that aim to increase the focus on the subject matter and content discussed in mentoring dialogues.

2.4.3.3 The contextual dimension

The contextual dimension in mentoring refers to how the mentor includes the mentee in the profession. The mentor communicates the distinctiveness of the profession through role modelling the workplace behavior and through providing information about its culture (Ambrosetti et al., 2014). Therefore, as part of this aspect, the mentor can be seen as a gate-opener not only to the school's culture, but to all the teachers at the school (Cherian, 2007). For that reason, the contextual dimension also focuses on the importance of recognizing the

powerful influence of the school organization and culture on the mentees' learning (Lai, 2005). This accentuates the role of the school-based mentors and the practicum as a learning context within teacher education.

Correspondingly, this points out that in teacher education, no course at the university can teach the mentee how to use context-specific knowledge to make decisions on courses of action in specific situations (Feiman-Nemser, 2001). There is specific knowledge the student has to learn within the practicum, such as curriculum, instruction, assessment, management, and school culture (Feiman-Nemser, 2003, p. 26). At the same time, the author points out that subject-matter knowledge and acquiring knowledge about how to plan a lesson, instruction, and assessment is something the mentee can also be taught at the university. Ambrosetti and colleagues accentuate this aspect by claiming that the contextual dimension situates the mentoring relationship and the achievement of goals in the context of the profession (Ambrosetti et al., 2017). This means that the contextual dimension is concerned with how the different forms of knowledge are constructed within mentoring of the students in practice.

3.0 Methodological approach to the data material

Choosing a Bernsteinian perspective on mentoring has some ontological consequences. Therefore, the ontological and epistemological foundation taken in this research project needs to be explained before elaborating on the methodological approach to the empirical material.

3.1 Ontological and epistemological position

Bernstein (2000) claims that the pedagogic device is a condition for materialization of symbolic control: '…it addresses those forms of symbolic control institutionalized formally or informally as pedagogic practice. It seeks to understand how such practices, directly or indirectly, relay power and control' (Bernstein, 2000, p. 123). Bernstein's theory attempts to show how relations of power and control take form in a pedagogic practice. As part of his description of pedagogic practice, Bernstein's theory addresses two perspectives.

First, that it models: '… agencies, agents, practices, and specialized forms of communication, so as to reveal varieties or modalities of regulation and their organizing principles as cultural relays…' (Bernstein, 2000, p. 123). This perspective is clearly influenced by a structuralist paradigm, and Bernstein himself expresses that that he is influenced by Atkinson in his structuralist perspective and that in his work, among others, he draws on the work of Durkheim, who was seen as a conservative, functionalist positivist (Bernstein, 2000). However, Bernstein (2000) specifies that he linked Durkheim with structuralism, and especially particular forms of structuralism that originated in linguistics. Bernstein's theory presumes that there are some given prescribed structures that his theory takes into account.

Second, Bernstein argues that his theory of pedagogic practice shows how the modalities of regulation and their organizing principles are themselves media for reproduction (Bernstein, 2000, p. 123; Bernstein, 1981). As I see it, this aspect of his theory explains why Bernstein (2000) himself claims that that categorizing his theory as structuralism is a little too exclusive of the other influences (see also Sadovnik, 1991). This aspect of Bernstein's theory is important because some researchers have claimed that his theory is deterministic (cf. Nash, 2006). However, Bernstein (2000) himself argues that the device in itself is not deterministic because its effectiveness is limited by *internal* and *external features* (p. 38). *Internal* features refer to the relation between the thinkable and unthinkable knowledge that delimits the distributive rules from controlling what they have been established to control. *External*

features refer to the fact that the device itself creates a recontextualizing arena of contention where whoever appropriates the device appropriates a crucial site for symbolic control. This indicates, as I understand Bernstein's theory, that through the device's possibility for change and the subject's possibility to actively interact, the subject has the possibility to control the production/reproduction of knowledge, discourses, and practices. Consequently, there is a dynamic relation between subject and structure in his theory which is also inherent in his understanding of discourse.

Bernstein states that he is inspired by Foucault in his understanding of discourse (Bernstein, 1990). According to Bernstein (1990), a discourse has a material base that consists of a specific realization of its specific practices. What is added from Foucault's understanding of discourse is, according to Diaz (2001), that Bernstein also includes social relations in his understanding of discourse. Bernstein (1990) himself argues that Foucault's description of discourse is without social relations. He describes further that there is a complex set of '… agencies, agents, and social relations through which power, knowledge and discourse are brought into play as regulative devices…' (p. 134). In his understanding of discourse Bernstein connects it to symbolic control. He explains that symbolic control translates power into discourse and discourse into modalities of culture, where it could be both a relay and means of change (Bernstein, 1990, p. 159). Therefore, there is a dialectical view of discourse in Bernstein's theory where discourse is both a productive element and a cultural relay.

According to Chouliaraki & Fairclough (1999), this dialectical view of discourse indicates an epistemological foundation in constructivism and structuralism. Furthermore, an epistemological foundation is seen as *constructivist structuralism* or *structuralist constructivism.* They explain the dialectical perspective of discourse and its relation to epistemology in this manner: 'It is structuralist in that it is oriented to relational systems which constitute relative permanences within practices; it is constructivist in that it is concerned to explicate how those systems are produced and transformed in social action' (Chouliaraki & Fairclough, 1999, p. 32). In this epistemological foundation there is a dynamic relation between the structures that constitute the relay and the constructions that are relayed. This dialectic perspective of discourse encompasses the subject's possibility for change by engaging in a pedagogic relationship. This is an essential aspect in this research study as it opens for the agents' possibility to construct new knowledge in mentoring and at

the same time, shows an understanding for how the agents recontextualize knowledge through structures within the ITE program.

This study then views the relations between the agents and the pedagogic structures that are established in mentoring as dynamic. Mentoring is viewed as a pedagogic practice that is a predetermined set of structures through such external relations as policy trends and research. This is a structuralist perspective on mentoring, where the agents, school-based and university-based mentors and mentees, are given structures through the ITE program. And then, by engaging in pedagogic communication, the mentors and mentees are given the possibility to actively interact in mentoring and influence the construction of the pedagogic discourse. This means that this study also uses a constructivist perspective on mentoring. Consequently, in such a perspective, mentoring as a pedagogic practice does not only involve the possibility of reproducing knowledge given by policy but at the same time actively constructs new knowledge through its agents. Therefore, this study has a dynamic relation between structure and subject in its epistemological foundation as constructivist structuralism or structuralist constructivism.

3.2 Description of the data material

To describe the methodological approach to the empirical data, I will first explain how the participants have been selected before describing the empirical data and how it has been analyzed.

3.2.1 Selection of participants

According to Kara (2015), collecting data involves a number of choices that can lead to limitations, exclusion of participants, and favoring of groups. Due to the choices that must be made, this can be seen as an intertwined process moving between creativity and ethical considerations. One of many choices in this process was to decide on the best way to select participants who could contribute knowledge that would help to answer the main research question. In this study, a *strategic selection* of participants was used to recruit participants who could contribute this knowledge (Brottveit, 2018; Kvale & Brinkmann, 2015). Thus, a structural and systematic approach was chosen to ensure a broad range of participants. To explore how knowledge is negotiated between agents in mentoring in an ITE program I was looking for participants who were involved as mentors and mentees in this program at a

university in Norway. This university, where the participants were recruited from, collaborates with upper secondary and lower secondary schools which together constitute the ITE program. In this process, an important issue was to ensure that everyone involved in this program was invited to attend and that there was a broad range of participants. Therefore, I had two criteria guiding my selection of participants: (1) that the participants were engaged as mentor or mentee within this program and (2) that the attending mentee and mentor were a mentoring pair. This means that the mentees could not be included if their corresponding mentor did not want to attend and vice versa. But if there were mentors who mentored two mentees and all three wanted to attend, I included them. Moreover, I wanted to discuss mentoring dialogues in general in addition to the last mentoring dialogue. Thus, there was an initial preference for mentors who had been in the role for a while, but this was not included as a criterion.

The chosen strategic approach included the university, where the relation between the university and their collaborative schools was utilized. This was a four-step process: first, a formal email was sent to the principals at the participating schools. This email informed about the project (Appendix A) and made a formal request to contact the school's mentors and mentees. In response to this e-mail, only one school expressed that it did not want to participate. Thus, all the other schools were included in the next step. Second, a collective email was sent to all the mentors and mentees to request their participation in the study. Several were positive to this. However, the challenge in my inquiry was to recruit participants who were a mentoring pair (mentor and mentee), where both of them had to be positive to participating. Several mentors and mentees wanted to participate in the project, but none of them were a mentoring pair. As a result, and as the third step, the corresponding mentor/mentee, to the mentors/mentees who wanted to participate, were sent a personal email with a request to participate. Some replied in the negative, while others gave positive feedback and agreed to participate. To secure a broad range of participants, a fourth step was added where a direct email was sent to mentoring pairs, asking if they wanted to participate. These were mentors and mentees who had not responded to the first collective email.

All in all, this process led to a total of nine mentors and twelve students who wanted to take part in the research project. They were practicing at two lower secondary schools and four upper secondary schools. Two mentors mentored two mentees in pair-mentoring and one mentor mentored two mentees as separate mentees. The mentors were labeled by letters and

mentees by numbers, which constituted ten mentoring couples: A1, B2, C3, D4, D5, E6, F7, G8,9, H10,11 and I12. Mentee 10 only participated in the recording of the mentoring dialogue so that nine mentors and eleven mentees were interviewed. Among the mentors, there were two men and seven women, and the mentors had this role from five to twenty years. The students, in their last practice period, were two men and ten women. Table 2 provides an overview of the participants.

	Gender	Experience	Labeled as	Practicing schools
Mentors	2 men 7 women	5-20 years	A, B, C, D, E, F, G, H, I	2 lower secondary schools 4 upper secondary schools
Mentees	2 men 10 women	4th year of study	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12.	

Table 2 Overview: selection of participants

3.2.2 The data material

My data come from recorded mentoring dialogues and interviews of the mentors and mentees participating in the dialogues. I will first explain how I compiled the material.

The data were collected in the spring of 2019. The students have a long practice period in their fourth year of study and the data material was collected during this period. The time for the data collection within this period differed, some data material was collected during the first weeks and some at the end of the period. The interviews and the mentoring dialogues were held at the participants' schools. In this process, the mentors and mentees organized the recording setting and the order of the interviews. However, the data collection process in the schools was similar. First, a mentoring dialogue between mentor and mentee(s) was recorded. Ten mentoring dialogues were recorded: two dialogues with one mentor and two mentees, and eight dialogues with one mentor and one mentee (Table 3). The dialogues, uninterrupted, lasted from 17 minutes to 66 minutes (Table 3). Second, the mentors and mentees were interviewed separately. As mentioned, Mentee 10 only wanted to attend the recording of the mentoring dialogue (H10,11), which means that Mentee 11 was interviewed separately. Mentees 8 and 9 wanted to be interviewed as a pair, so they were interviewed together. The interviews, uninterrupted, were recorded and lasted from 38 to 70 minutes (Table 3). Table 3 illustrates the data collection in this research project.

	Labeling	Length of time	Data collection
Recorded mentoring dialogues	A1; B2; C3; D4; D5; E6; F7; G8,9; H10,11; I12	17–66 minutes	10 mentoring dialogues

Interviews mentors	A, B, C, D, E, F, G, H, I	47-70 minutes	9 interviews with 9 mentors
Interviews mentees	1, 2, 3, 4, 5, 6, 7, 8+9, 11, 12	38-68 minutes	10 interviews with 11 students

Table 3 Overview of the data material

The data will be described in more detail below, where I will start by describing the recorded mentoring dialogues.

3.2.2.1 Recorded mentoring dialogues

An important aspect in the way knowledge is negotiated within the pedagogic device is *pedagogic communication* between acquirer and transmitter, and as part of this process *language* is seen as a phenomenon that transmits culture (see Chapter 2.2). Therefore, recorded mentoring dialogues are used to explore the pedagogic communication between mentor and mentee through the written transcriptions of them. The theoretical and methodological framework also reveals a perspective on how the distribution of power and principles of control structure and construct mentoring in the ITE program. With this in mind, another intention behind the recording of these mentoring dialogues was find regulations and structures in them through the construction of the pedagogic discourse.

The process of collecting data at the schools started with recording a mentoring dialogue between a mentor and mentee(s). The mentors and mentees were the ones who planned this setting and decided where it should take place. My role as a researcher in this setting was to record the dialogues using a digital recorder. Before the recording commenced, the mentors and mentees decided where the recorder was to be positioned so they would feel comfortable with the recording setting. They also decided where I was to sit in the room. My position in this setting could be described as *non-participatory observation* where I was listening to the participants but did not participate in the discussion (Brottveit, 2018). Thus, this was not an observation where I took notes during the recording setting, my reason for being present in this recording setting was that I intended to discuss this mentoring dialogue in the forthcoming interviews. How the participants had experienced these recorded mentoring dialogues was an important aspect in the interviews. Therefore, being passively present and listening to the dialogue was essential so I could ask questions about it in the forthcoming interviews. However, I am aware that my presence in the room and role as researcher could affect the mentors and mentees in their communication. I did not interfere or make any

utterances and I tried not to be a part of the social interplay. However, this was demanding, and if they laughed and smiled at me, I tried to mirror their social expression and played along to reduce my presence in the ongoing mentoring dialogue.

3.2.2.2 Qualitative interviews

Kvale & Brinkmann (2015) claim that a qualitative interview tries to perceive reality through the participants' descriptions. In this way, the aim of interviewing the participants is to reveal how they perceive the students' mentoring in practice through their descriptions. At the same time, Brinkmann (2007) refers to Briggs when he maintains that interviewing is 'a "technology" that invents both notions of individual subjectivities and collective social and political patterns' (p. 1117), accentuating the fact that interviews can also be used to explore patterns of how mentoring is constructed and structured. Brinkmann (2016) also argues that it is relevant to use interviews as a method when the research question has a focus on verbalizations. This draws attention to the interview as a method for exploring the research question when using Bernstein's theory of the pedagogic device as the theoretical and methodological framework (see Chapter 2.2).

According to Kvale & Brinkmann (2015), an interview guide is a manuscript that to varying degree structures the interview process. In this study, the interview guide was framed as a *semi-structured interview* (Brottveit, 2018; Kvale & Brinkmann, 2015). This means that while there were some preselected themes, there was also room for the participants to raise themes they wanted to discuss in the interviews. Chouliaraki & Fairclough (1999) give an account of how, in Bernstein's theory, a dialogue between theory and empirical research develops and uncovers new knowledge. This means that the empirical material is allowed to speak its own language through the semi-structured interview and that the participants can actively contribute to constructing new knowledge. Bearing this in mind, the methodological approach in this study can be identified as an *abductive approach* where there is a dynamic relation between the data collected and models of cultural science (Wertz et al., 2011). This requires that one not only has knowledge about the theory of the pedagogic device, but also about the policy and research trends that are recontextualized in mentoring. Therefore, reading about Bernstein's theory of the pedagogic device, and policy and research trends was important for framing the interview guide and conducting the interviews.

According to Kvale & Brinkmann (2015), an interview should thematically aim to contribute new knowledge, where the themes are related to the theoretical perceptions that frame the study. Thus, to relate to the research question, the interview guide has two key preselected themes: the last mentoring dialogue (the one that just had been recorded) and a general description of mentoring in the students' practice (Appendix B). The first theme, the recorded mentoring dialogues, was discussed to discover how the participants experienced and perceived the dialogues. The second theme, mentoring of the students in practice, was discussed to inquire into how mentoring in practice was organized and structured, and how control between internal and external agents in the mentoring was negotiated. However, as I chose a semi-structured interview format, as a researcher I was open for themes the participants wanted to bring into play. In three out of the four first interviews, a new theme was raised, *the assessment dialogue*. This was a theme that these three participants expressed a strong affinity for and, therefore, it was included in the interview guide in the remaining interviews, and the remaining participants were asked to describe the assessment dialogue and how they had perceived it. The interest in and importance of this theme resulted in a separate article (Article 3).

When conducting an interview, a number of issues are important to take into account. First, in order to motivate and get the participants to feel comfortable so they will describe their thoughts about a preselected theme, it is important to organize the interview setting carefully (Kvale & Brinkmann, 2015). Therefore, as a start and as described above, the mentors and mentees organized the interview setting to make them feel comfortable. This means that they chose the room for the interviews and decided how the interview setting was to be arranged. Second, an opening question was prepared where the mentors and mentees were invited to narrate their first mentoring experience. This was what Kvale & Brinkmann (2015) call an *opening question* that zeroes in on a specific experience. This can help the participants to feel comfortable in the interview setting and to start reflecting on their mentoring experiences.

Third, the interview as a method may be criticized due to the impact of leading questions (Kvale & Brinkmann, 2015). Thus, each of the two preselected themes and the additional theme of the assessment dialogue, had some questions formulated in the interview guide that could be asked the participants (Appendix B). I attempted to ask questions that were open and invited the participants to reflect on and consider the themes more deeply. These kinds of questions can be related to what Kvale & Brinkmann (2015) call *introduction questions,*

follow-up questions and *in-depth questions* (p. 116). These kinds of questions could be, for example: 'could you tell me about…' or 'could you give some examples of…' or 'could you describe in more detail…'. Through questions like this, the mentors and mentees were invited to speak freely and to describe how they perceived the mentoring in the students' practice.

However, as a researcher, I experienced it as challenging to try to make sure that I did not ask leading questions. One example of this struggle can be exemplified in an interview with Mentor B. In this section, we are discussing the assessment dialogue and what the mentor thinks is problematic with this dialogue:

> *Interviewer:* But what do you think this is about? One thing is the lack of support, but does this also concern the fact that there are two separate worlds?
> *Mentor B:* yes… maybe, yes….
> *Interviewer:* I don't know, I'm just trying to put it into words….
> *Mentor B:* or, that they should be so fiercely supportive to the students, and that's a good thing, but this is a professional education and if there is something, it should be addressed and discussed.
> *Interviewer*: to dare to mention it….
> *Mentor B:* yes, to simply dare to mention it, ehh… mm… because one time…. [starting to tell a story]

In this sample and in the first line I ask what I would call a *leading question* when I ask if the university and school could be considered as two separate worlds. Mentor B is doubtful and hesitant in answering this, and I understand that this is not what the interviewee insinuated. Thus, in my response, I tried to disarm my own question by acknowledging my role and trying to clarify my response. According to Kvale & Brinkmann (2015), avoiding leading questions is not the most important issue, but acknowledging the effect of the question and trying to make the question clearer is important. Therefore, during the interviews it was important to acknowledge the presence of leading questions, and to disarm them by making adjustments.

3.2.3 Analysis of the data material

After recording the mentoring dialogues and interviews, they were transcribed. I undertook the transcription myself because I wanted to be as close to the empirical material as possible. Completing this process, I read the data material several times and attempted to obtain an overview over it and its complexity. Several aspects of mentoring were highlighted during the

interviews and the recorded dialogues. However, this research project aims to discover how relations of power and control construct and structure mentoring in the students' practice and how knowledge is negotiated between the agents in this process. To do so, Bernstein's language of descriptions has been used as a methodological approach and, therefore, how this has been used as an analytical approach will be described in the following sections.

3.2.3.1 Language of description

Bernstein (2000) claims that: 'One of the difficulties of much social theory is that these theories have a powerful and persuasive internal conceptual language but reduced powers to provide externally unambiguous descriptions of the phenomena of their concern' (p. 208). According to Bernstein (2000), this means that researchers have difficulties in using the theory to generate a language which will transform the language of the empirical material into a language which can be read by the theory. However, Chouliaraki & Fairclough (1999) claim that because of the dynamic relation between what the pedagogic device carries and how it actively constructs what it carries, Bernstein's theory is a sensitive resource for exploring the social dialectic, contradictions, and change. This dynamic relation enables the theory to create a language that provides a consistent sociological description of practices and conceptual tools for research (Bernstein & Solomon, 1999). For this reason, Bernstein's *language of descriptions* provides a language that can describe the empirical material, and coincidentally, a language that can be related to the theory.

More precisely, Bernstein has developed a language of description that he describes as:

> A language of description is a translation device whereby one language is transformed into another. We can distinguish between internal and external language of description. The internal language of description refers to the syntax whereby a conceptual language is created. The external language of description refers to the syntax whereby the internal language can describe something other than itself. (Bernstein, 2000, p. 132-133)

Consequently, Bernstein (2000) has provided an internal and external language of descriptions that interacts with the empirical context in a way that enables them to keep and translate the peculiarity of the context. This dynamic interaction means, according to Morais and Neves (2001), that his theory provides both a theoretical basis for analyzing the empirical material and a theory that allows transmission on the basis of the empirical material (p. 186).

Therefore, the language of descriptions is used in this study as a methodological approach to explore the relation between the rules of the device and the empirical context.

The development of a methodological approach in this research project has been inspired by Morais and Neves (2001, 2010). In this approach, Bernstein's theory of the pedagogic device and its three interrelated rules constitute the internal language of descriptions, and the empirical context is an ITE program. Morais and Neves (2010) describe the development of an external language of description as '…the result of a constant dialectic between the concepts provided by the theory (internal language of description) and the empirical data 'observable' in the contexts under analysis' (p. 9). For that reason, the external language of description in this study has been developed through the analytical concepts of classification, and framing. These concepts create an external language of description which translates relations of power and control between agents and discourses in mentoring, which in turn, activates the internal language of description that is based on the rules of the device. Therefore, there is a dynamic relation between theory, the empirical context, and the language of descriptions in this study.

3.2.3.2 Internal language of description, the pedagogic device

The distributive rules are not explored analytically in this study, but they function as background knowledge that supports the empirical exploration (see Chapter 2.3-2.4). However, the *recontextualizing* and *evaluative rules* construct this study's three sub-research questions (see Table 1). Articles 1 and 2 utilize the *recontextualizing rules* to explore the construction of the regulative and instructional discourse in mentoring dialogues. In Article 1, the recorded mentoring dialogues are used as the empirical foundation from which to explore the regulative discourse in mentoring. In Article 2, the recorded mentoring dialogues and sections of the interviews are used as the empirical foundation to explore the instructional discourse in the mentoring dialogues. Questions from the interviews that refer to the content, what was discussed in the dialogues, and what guided the mentors and mentees' selection of content were used as empirical data in this article. Article 3 applies the *evaluative rules* to explore the assessment dialogue and how the pedagogic discourse is realized within a pedagogic practice such as the students' mentoring in practice. This article uses the interviews as the empirical foundation. All discussions in the interviews that were about the assessment dialogue were included as the empirical foundation in this article. In sum, the recorded mentoring dialogues are used in two of the articles and the entire ten dialogues are

included as the empirical foundation in both Articles 1 and 2. The interviews are used in Articles 2 and 3, where sections of the interviews are included as the empirical foundation.

3.2.3.3 External language of description, classification and framing

Using Bernstein's theory, I have constructed an external language of description in the three articles to create analytical instruments for guiding the research in mentoring as a pedagogic practice. Bernstein (2000) claims that a pedagogic practice is regulated through the modalities of classification and framing. For that reason, it is important to make clear that in reality, classification and framing in a pedagogic practice operate as one entity. According to Bernstein (2000), the classification principle sets the outer limits of the communication, while framing regulates the communication. However, the classification and framing values describe different perspectives and thus, they can be used to make an analytical distinction. These concepts are described in the articles but will also be described below to show how they are interrelated.

Framing is defined by Bernstein (1971/2003, 1990, 2000) as an analytical tool for analyzing relations and different forms of communication within a pedagogic context. Thus, the recorded mentoring dialogues are explored through the framing value to investigate different forms of control in the dialogues. Bernstein (2000, p. 13) argues that two systems of rules are regulated by framing, rules of *social order* and rules of *discursive order*.

Bernstein (2000) claims that the rules of social order are related to expectations about conduct, character, and manner and can be used to explore different forms of legitimate communication. From this perspective, the framing value in the first article enabled me to explore the mentors' control over how the knowledge was transmitted in the dialogues. The rules of social order were explored by means of the rules of discursive order and the operationalization of these rules was inspired by a model developed by Hennissen and colleagues (Hennissen et al., 2008). As a result, the model contributed to operationalizing the framing value, and the strength of the framing value ($+F/-F$)[6] in combination with this model indicated how the mentors exercised control in the dialogues (see Article 1). Moreover, to support the framing value, classification was used in the article to express the relation between mentor and mentee and to discuss the role of the mentee in the dialogues. In sum, in

---

[6] Strong internal/external framing value ($+F^{i/e}$) and weak internal/external framing value ($-F^{i/e}$).

Article 1, the framing value enabled me to explore the internal relations in the mentoring dialogues by investigating different forms of control exercised by the mentors and the classification value to express the relation between mentor and mentee.

Bernstein (2000, p. 13) defines the rules of *discursive order* as the selection, sequence, pacing, and criteria of the knowledge. In this way, in the second article the framing value enabled me to explore which knowledge was legitimated in the mentoring dialogues. At a greater level of detail, Bernstein (1990) distinguishes between internal and external framing, where internal framing refers to the form of communication within a context and external framing refers to how external relations have influence over the communication in a pedagogic practice. In Article 2, the internal framing value was used to explore which content was selected in the dialogues and how the selection was negotiated between mentor and mentee. The operationalization of the internal framing value was done by utilizing the four knowledge areas in the national guidelines for the ITE program (UHR, 2017). The strength of the internal framing value ($+F^i/-F^i$) in combination with the knowledge areas, gave indications of the negotiation of control between mentor and mentee and which content was selected (see Article 2). In a similar manner, the external framing value was explored through the mentors and mentees mentioning whether internal or external criteria guided the selection of content and the strength of this value indicated whether internal ($-F^e$) or external ($+F^e$) criteria guided the selection (see Article 2). In addition to supporting the framing value, the classification value was used to describe the relation between mentor and mentee, and the content discussed and the national framework. In this way, the framing value in the second article enabled me to explore how internal and external relations controlled which content was discussed in the dialogues, and the classification value allowed me to explore the relation between the agents and between the content discussed and described in the national guidelines.

Bernstein (1981, 2000) defines classification as an analytical tool for exploring the distribution of power that creates the degree of insulation *between* categories. At the same time, for the insulation to be maintained, there must be insulation maintainers working to constitute, sharpen, clarify, repair and defend boundaries (Bernstein, 1981, p. 335). In this way, the classification value in Article 3 enabled me to explore the power struggles in the assessment dialogue between the agents and how these struggles constituted, clarified, repaired and/or defended the insulation between the assessment dialogue and the mentoring

dialogues. A thematic analysis was used to categorize the data material (Braun & Clarke, 2006) and to reveal the descriptions of similarities and differences between the assessment dialogue and the mentoring dialogue. The strength of the classification value indicated whether there was a strong (+C) or weak (-C)[7] insulation between the dialogues (see Article 3). Moreover, to support the classification value, the external framing value in this article opened for an exploration of the form of control between the university-based and school-based mentors and the strength of this value gave indications of whether the university-based (+F^e) or school-based (-F^e) mentor controlled the communication in the dialogues (see Article 3). The classification value enabled me to explore the insulation between the dialogues, and the external framing value for the negotiation of control between university-based and school-based mentors.

In sum, the strength of the internal framing value is explored in Articles 1 and 2, the external framing value in Articles 2 and 3, and the classification value in Article 3, and this serves as support in Articles 1 and 2. As a result, the classification and framing values enabled me to find in Article 1 how knowledge is transmitted in mentoring dialogues, in Article 2 which type of knowledge is legitimated in the mentoring dialogues, and how the selection is controlled, and last, in Article 3 which form of knowledge is legitimated in the assessment dialogue and how it is negotiated between the school-based and university-based mentors. Table 4 summarizes the methodological approach in this research project.

	Internal language of descriptions	Empirical context	External language of description	Data material
Background knowledge for the articles	Distributive rules	Policy trends and research for the ITE program		
Article 1	Recontextualizing rules	Mentoring dialogues in an ITE program	Internal framing Supported by classification	Recorded mentoring dialogues
Article 2	Recontextualizing rules	Mentoring dialogues in an ITE program	Internal and external framing Supported by classification	Recorded mentoring dialogues and interviews
Article 3	Evaluative rules	Assessment dialogues in an ITE program	Classification and external framing	Qualitative interviews

Table 4 Summary of the methodological approach

3.3 Quality in qualitative research

Kvale & Brinkmann (2015) argue that the researchers' integrity is important for ensuring quality in qualitative research and the ethical considerations that are made. Indeed, ethical

---

[7] Strong classification value (+C) and weak classification value (-C).

considerations and quality in qualitative research are two intertwined processes. Therefore, I have chosen to describe how I have addressed the ethical perspective by describing my role as a researcher before explaining how validity and reliability have been guaranteed in this research project.

3.3.1 Ethical considerations

First, this study has been reported to and approved by the NSD, the Norwegian Center for Research Data (Appendix E). This means that the study has been conducted according to the guidelines and criteria presented by the NSD. The participants have been informed about the aim and main features of the study. Therefore, before the mentoring dialogues were recorded and the participants were interviewed, they were informed about the project and signed a consent form (Appendix D). The participants were also informed of their legal rights as participants in a research project, and that they could withdraw from the project at any time. This is an important aspect of qualitative research as it maintains the participants' autonomy (Kvale & Brinkmann, 2015).

Second, both Kvale & Brinkmann (2015) and Del Busso (2018) argue that reflexivity is a methodological tool for dealing with the ethical considerations in a study. This means that is important for a researcher to reflect on choices that are made in a study and to be transparent in the research process. Therefore, in the previous sections I have been transparent when it comes to how I selected the participants, how I collected the data material, how I constructed the interview guide, and how the interviews were conducted. I have also been open about some of the challenges I encountered as a researcher. The researcher also has to make choices where there are several aspects that have to be taken into account. Consequently, my role as researcher is an important part of how I have ensured the ethical perspective in this study.

One ethical consideration a researcher has to take is related to the consequences for the participants in being part of a research project. The researcher has a responsibility to reflect on the consequences for not only the participants but also the larger group they represent (Kvale & Brinkmann, 2015). In this research project, it has therefore been important to maintain the anonymity of not only the participants, but also the context where study was made. This study has explored mentoring as a pedagogic practice through the perspective of the school-based mentors and mentees and has not explored the perspective of the university and the university-based mentors. Therefore, maintaining the anonymity of the context has

been important for the school-based mentors and their professional relation to the university. This aspect has also been important because the university and the university-based mentors have not been given the opportunity to describe their perspective.

Another aspect is that the researcher is not an objective instrument but a human being who has his or her own experiences and perceptions (Del Busso, 2018). This accentuates the fact that, for the researcher, it is important to be transparent and open about one's own experiences and perceptions that are brought into the research project. I have been working as a teacher for approximately 20 years and I have been a school-based mentor for about five of these years. Moreover, before I started my doctoral period I had been working as a university-based mentor for five years. Thus I have experience both as a school-based mentor and as a university-based mentor. My experience in these roles means that I have preconceptions about them that I have brought with me into this project as a researcher. According to Del Busso (2018), a reflexive researcher critically considers his or her own role as a research instrument and how one's own experiences have influence over the research process. My experiences as a school-based and university-based mentor could have influence on my role as researcher when interpreting and analyzing the data material. While it could be positive to have firsthand knowledge about these roles through personal experiences, I also see that these experiences can give me some biased points of view. Thus, it has been important to be aware of and critically reflect on these roles and how they have influenced my researcher role in this project. On the other hand, it was precisely these experiences that fueled my interest in mentoring and school-based and university-based mentor roles, and when all is said and done, this is what inspired me to write this thesis. So, I have brought preconceptions and experiences with me into this research project and these have inspired my curiosity in teacher education, the ITE program, and mentoring.

3.3.2 Reliability and validity

Reliability refers to the consistency and credibility of the findings in a research project (Kvale & Brinkmann, 2015). Therefore, I have tried to be transparent by describing in detail the methodological approach to the data material. Moreover, an important aspect for ensuring a study's reliability is the transcription of the data (Kvale & Brinkmann, 2015). As described above, I transcribed the empirical data myself so I could be close to the data material. This means that I was active and involved within the entire process and that interpretation started when I collected the data and continued through the transcription process. A transcription

puts oral communication between human beings into a written text (Kvale & Brinkmann, 2015). The process of transcription involves having to make a number of choices. The first choice was whether to render the dialect the participants spoke or to write down the spoken language as a formal Norwegian language. In this process, I chose to transcribe as closely to the spoken word as possible, thus rendering the interviews as they were spoken. The second choice was to preserve the participants' anonymity in the transcription process (Kvale & Brinkmann, 2015). Therefore, in the transcribed material, the participants are labeled with numbers and letters, and similarly, the descriptions of pupils and schools mentioned in the interviews and dialogues are anonymized and names are not given in the transcribed text.

Third, this thesis is written in English. The interviews have been transcribed in Norwegian and only the material used in the articles has been translated into English. This translation process introduced another problem because the mentors and students used many Norwegian idioms and metaphors. These expressions were challenging to translate, but I attempted to translate them as correctly as possible. One sample of this type of choice is found here in the interview with Mentor A in Article 3:

> Norwegian: [S]om: 'Hvordan kunne du ha startet den timen her?' 'For å kunne fått enda mer sånn… "svung" på oppstarten?'
> My translation into English: [L]ike: 'How could you have started this lesson?' 'How could there have been a little more… "swing" to it?'

As this sample shows, a precise translation was attempted, but at the same time some adjustments have been made to render the language readable in English. A literally correct transcription and translation are not possible (Kvale & Brinkmann, 2015). This means that there is no objective transcription from oral and spoken language to written language, which means it is important to be transparent when it comes to how this process was undertaken to ensure the quality of this study.

To ensure validity in qualitative research it is important that the methodological approach is suitable for exploring the research question (Kvale & Brinkmann, 2015). Therefore, I have tried to give a detailed description of Bernstein's theory of the pedagogic device and how I have used language of description as my methodological approach in this research project. However, to be more specific, I will point out how validity has been addressed during the study.

Morais and Neves (2010) claim that the dynamic relation between theory and empirical data in Bernstein's theory of language of description is an important aspect of ensuring validity in his methodological approach. Bernstein has developed a theoretical framework that has great rigor and has a powerful explanatory effect. This means that a strong internal language of description is crucial to ensure validity. Therefore, the strength in using Bernstein's theory is the dynamic relation between theory and the empirical data which creates an external language of description that can describe something other than the internal language of description itself can describe. However, by developing a predefined analytical framework to categorize the data material, a critical voice could argue that I as the researcher only attempt to find what confirms the theory. Moreover, Bernstein's theory has been criticized for being deterministic (see Sadovnik, 2001). However, this theory has evolved over decades and the dynamic relation between the development of the theory and empirical studies has caused that it has been continually modified and clarified (cf. Bernstein & Solomon, 1999; Sadovnik, 2008). Therefore, this is not a static theory that can be affirmed, but a theory that is created in a dynamic relation with the empirical data.

As I see it, the analytical tools helped to make the breadth of the data material visible. Language of description opens for a wide range of possibilities for interpretation and thus, does not support a given meaning or interpretation. Bernstein (2000) claims that the outcome of framing in interaction has the potential to change the classification (p. 125). Therefore, using classification and framing as analytical tools opens for a wide range of meanings about the empirical data and cannot be limited to one predetermined meaning. This means that as a researcher, it has been important for me to describe my theoretical perspective, my experience, and my preconception within the mentoring field and to read the data in much detail. This makes it possible to visualize the range of meanings that come to light by choosing these analytical tools.

4.0 The articles and discussion of main themes

The main research question raised in this study was: *How is knowledge negotiated between agents in mentoring in an integrated teacher education program in Norway?* To find an answer to this question, three sub-questions were used which have contributed different perspectives. These will now be presented below.

4.1. Important findings in the three articles

The first sub-question raised was: *What characterizes the mentor role in mentoring dialogues in an integrated teacher education program in Norway and how do the different mentor roles influence the mentee role?* This sub-question is answered in Article one, where the findings indicate that the mentors exercise control in mentoring dialogues through three different mentor roles: control through an active mentor role, direct mentor role, and diverse mentor role (Merket, 2022a). The form of control exercised in these three mentor roles is used to discuss the role of the mentee. The findings indicate that when the mentors exercise control through an active and direct mentor role, this shapes a more reactive mentee role, whereas control through a diverse mentor role is related to a more active mentee role. The mentors' autonomy to define their own role as mentor in relation to political intentions that urge them to attend mentoring education is also discussed. In this way, this article contributes an understanding of how knowledge is negotiated through different mentor and mentee roles in the mentoring dialogues.

In the second sub-question, two questions were raised: *(1) What characterizes the content discussed in mentoring in an integrated teacher education program and how is it negotiated? (2) How is the content discussed in relation to the political intentions of improving academic competence and collaboration between university and practice?* The findings from this article indicate that the mentors control the content discussed in the mentoring dialogues by controlling the selection and criteria (Merket, 2022b). The knowledge area that was mainly discussed was *practice*, whereas the *academic subject* was discussed to a lesser degree. As a result, the findings indicate that the mentors maintain strong autonomy in controlling what is discussed in the dialogues. These findings are discussed in relation to the political intentions to create a strong collaboration between university and practice and to improve the teachers'

academic competence. In this way, this article contributes an understanding of which form of knowledge that is legitimized in the mentoring dialogues.

The third article answers the third sub-question: *How do school-based mentors and mentees describe the assessment dialogue in mentoring in an integrated teacher education program in Norway?* In this article, the findings indicate that the university-based mentors mainly control the knowledge that is discussed and that the mentees put on a show to get a passing grade (Merket, 2022c). Therefore, this article discusses how the political intentions to create a research-based teacher education close to practice can create tensions between the different forms of knowledge. In this way, the article contributes an understanding of how knowledge is negotiated between the agents and which form of knowledge is legitimated in the assessment dialogue.

The main research question has been explored through these three perspectives. Based on the intention in policy to create a research-based teacher education close to practice and the findings given through these perspectives, there are aspects of the ITE program I want to illuminate. First, there is the relation between university and practice, and how this relation is understood has consequences for the mentor's autonomy and the role of the student. Second, I want to present some closing reflections on future mentoring education and the role of the mentor.

4.2 The relation between university and practice in an ITE program

As mentioned throughout this thesis, teacher education is a system that distributes ideological knowledge and values. Therefore, ideologies are always questioned and are continually contested in the relation between the official (ORF) and pedagogic (PRF) recontextualizing fields. The autonomy of the PRF field is defined in the relation between the ORF and PRF, where they are given space to re-locate and de-locate the discourses in play (see Chapter 2.2). Therefore, when the ORF proposes that the focus on research-based knowledge should be increased to reduce the gap between university and practice, and to integrate theoretical and practical knowledge in teacher education, there is no straightforward way to recontextualize this intention in practice. From this perspective, the recontextualization of this intention calls for explorations in specific practices as it creates a space for interpretation and autonomy (see

Haugen & Hestbek, 2017). In this space that is created, there is a struggle over which form of knowledge should be emphasized and the agents' autonomy to define the discourses in play.

Part of this ideological conflict is the relation between research, practice, and policy in teacher education. Using Bernstein's knowledge discourses, an *integrative code* will see theories as general and attempt to integrate them in the lower levels, and a *collection code* will see theories as giving new perspectives which are not directly applicable on other levels (see Chapter 1.1). These different perspectives on which role theory should play in teacher education can lead to different ways to understand the relation between university and practice. National policy intends to create a closer relation between university and practice (MER, 2017), and the fact that these two will have to collaborate closely is not something that can nor should be disputed in teacher education. However, what can be questioned is what a closer collaboration implies. A close relation between university and practice can be understood through an integrative code, where the university is seen as a provider of knowledge for an evidence-based practice, or a collection code, where the university is seen as a provider of perspectives of knowledge for practice. However, as Biesta (2007) appropriately points out, evidence-based practice represents a broad range of ideas on the relation between theory and practice, and not only a perspective where theory is seen as the one and only truth. Likewise, evidence-based practice can say something about what can work across contexts, however, the weakness is that in the perspective on education, any application between contexts can take a variety of forms in practice (Hammersley, 2009). Therefore, it is important to explore pedagogic practices, such as mentoring, to investigate how policy intentions are interpreted in practice.

Exploring mentoring in this research project has shown that a triad collaboration between university-based mentors, school-based mentors and mentees creates both challenges and possibilities in the assessment dialogue (see Article 3). Possibilities because the university-based mentors bring new perspectives into the mentoring dialogue, and challenges because the university-based mentors' control in the assessment dialogue gives the students an understanding of a preference for research-based knowledge. These differences described by the school-based mentors and mentees can reflect these different ways of understanding the relation between university and practice. If the university is seen as the provider of perspectives for practice (collection code), the university-based mentors can bring new perspectives into the dialogue and the students can themselves make use of the knowledge

given meaning in the specific context. However, if the relation is understood as the university being responsible for providing knowledge for an evidence-based practice (integrating code), then the university-based mentors will be seen as providers of a legitimized knowledge for practice. In this way, the students will be expected to adapt to the legitimated knowledge given by the university-based mentors which, in Article 3, is described as having a more decontextualized character. Consequently, this might imply that there is less focus on contextual knowledge in the dialogues. Bearing this in mind, it could be interesting to investigate which form of knowledge will gain ground through a stronger and closer collaboration between the university and practice.

4.3 The agents in an ITE program

Close collaboration between the university and practice in an ITE program calls for a close relation in terms of its agents, school-based mentors, university-based mentors and mentees, and in terms of integrating the theoretical and practical knowledge in practice. However, both research (see Chapter 2.4) and the findings from Articles 2 and 3, have shown that a collaboration between university-based and school-based mentors and mentees is complex because different forms of knowledge are in play. The school-based mentors argue for a space between the roles as university-based and school-based mentors and the form of knowledge they are the representatives of. The weak external framing value identified in these articles points out that the mentors have the autonomy to define their role as school-based mentors. However, how the mentors create a space in which to define their autonomy takes different forms. In Article 2, the mentors define their autonomy by choosing to relate the content discussed in mentoring dialogues to contextual situations and not to the learning outcome descriptors that have been made for the ITE program. Even so, they do not reject the learning outcome descriptors, but point out that they agree with them without using them as direct descriptors. In Article 3, the mentors define their autonomy by sometimes arguing against the university-based mentors in the assessment dialogue, which shows that they also set premises for what is to be discussed. In this way it could be argued that the school-based mentors argue for a strong classification between the roles as school-based and university-based mentors and for a space to define their own identity as mentors.

4.3.1 The role as school-based mentor

The national context has established the understanding that mentoring as a learning context must have context-specific content as the mentor is seen as the one who should introduce the student into the school setting and culture (Smith & Ulvik, 2015). National research has shown that the mentors are most concerned with discussing practical issues (see Chapter 2.4) and this finding is also present in Articles 2 and 3. However, the introduction of mentoring education has placed more focus on the mentors' need to employ research-based knowledge in their mentoring. In the new national framework for mentoring education, *good* mentoring is described as: 'Good mentoring presupposes basic understanding in relevant research, experience-based knowledge and practical skills' (Norwegian Directorate for Education and Training, 2019, p. 2, my translation). This view states that to perform good mentoring the mentors must employ both research-based and experience-based knowledge. The inclusion of research-based knowledge in mentoring is not something new or questionable. However, what can be discussed is the role research-based knowledge should play in relation to how the mentors define their role and the mentoring context.

National research on mentoring education finds that the mentors experienced it as positive as it contributed new perspectives they could use to further develop their role as mentor and their mentoring practice (cf. Ulvik & Smith, 2011b; Ulvik & Sunde, 2013; Helleve et al., 2015). This means that mentoring education can give the mentors more confidence in their role and can help them to further develop as mentors. The new perspectives developed in mentoring education can be used to define their role as mentor. Some national research on mentoring education also points out that the mentors expressed a changed perspective on mentoring, where they to a lesser degree see their role to mean conveying their own opinions and judgments (Lejonberg et al., 2015; Rambøll, 2016). This can indicate that the mentors appeared to see it as less acceptable to use their experience-based knowledge in mentoring and that research-based knowledge should have more focus. Bearing this in mind, what shapes the role must be a form of knowledge that is integrated at the meaning level and not in specific contexts, and therefore, a more uniform mentor role.

Taking this into consideration, Lejonberg (2019) argues that this implies that mentoring education 'works' because it affects the perceptions of what a 'well-defined' mentor role is. At the same time, the ITE program expresses the need for mentors to have mentoring education and that the educational institution must facilitate for it (UHR, 2017). This shows

that the ORF emphasizes the need for mentoring education, where the mentors are encouraged to take mentoring education and the schools' administration and the university are obliged to facilitate for the provision of it. Requirements like this can be a way of strengthening the external framing value and of controlling the construction of the pedagogic discourse in mentoring. The OFR thus might attempt to control the PFR and in turn weaken the mentors' autonomy and potentially the space for experience-based knowledge. However, in spite of this finding, Article 1 has shown that the ITE program gives various interpretations as to how the role of mentor is to be performed. For that reason, the mentors are still given the opportunity, or space, to use their experience-based knowledge to define their mentor role for the students and the teaching context.

This means that it is important to explore the recontextualizing field and such movements towards strengthening the framing value which could have influence on the mentors' autonomy. If mentoring education is to create a more uniform mentor role, this would imply a weakening in the classification value between the roles as school-based and university-based mentors (integrative code). From such a perspective, the school-based mentors would be given less space to use their experience-based knowledge to define their role as mentor. However, if mentoring education intends to give the school-based mentors the opportunity to define their own identity and role as mentor, it will imply a strong classification between the roles as school-based and university-based mentors (collection code). Then the school-based mentors would be given the space to use both their research-based and experience-based knowledge to define their role as mentor. Therefore, it is important to explore movements within the recontextualizing field that can strengthen the external framing value in order to explore whether there are indications of defining a more uniform mentor role. However, this study points out that the school-based mentors have strong autonomy and that they are still given the space to use their experience-based knowledge to define their role. All considered, the question is whether these movements within the recontextualizing field attempt to delimit this autonomy and to make the future mentor role a more uniform role.

4.3.2 The role of the student

The ORF states that students need to play an active role in their own learning process (see Chapter 1.2), and in the national guidelines for the ITE program, an active student role is linked to a student who reflects and plays an active part in processing his or her own skills and knowledge (UHR, 2017). The negotiation over control between mentor and mentee can

indicate the student's role, and in Article 1, the findings suggest that an active student role is related to a mentor role that exercises control in the dialogues through several roles. At the same time, both Articles 1 and 2 have pointed to a more reactive student role where the mentors mainly control the communication in the dialogues. The resulting strong internal framing value in these articles can indicate that the students learn to adjust to the knowledge that is emphasized by the mentors in the dialogues. Therefore, the form of the communication between mentor and mentee can define the opportunity the students are given to actively intervene and the form of knowledge that is employed in the dialogues. That being the case, even if national policy emphasizes an active student role in mentoring, the research here finds a more reactive student role that does not actively play a part in the selection of knowledge that is to be discussed.

Not only are the students to play an active part in mentoring but they are also supposed to be able to raise critical questions and to develop their ethical reflection in practice (UHR, 2017). The policy also calls for an integration of research-based knowledge in practice. However, the question of whether these aims imply a weakening or maintaining of the classification value between the different forms of knowledge has not been answered. If these aims imply a weakening in the classification value, then there would not be a gap between the different forms of knowledge. Then it could be asked from such a perspective how the students are supposed to be given the space to reflect around their own experiences in practice and, furthermore, the opportunity to create new knowledge (see Elliot, 2007). On the other hand, according to Bernstein's theory, the students' will be given the opportunity to develop their abilities to reflect and raise critical questions when there is a space between theoretical and practical knowledge (see Hestbek, 2014). As part of such a perspective, the students' themselves use reflection to bridge between theory and practice. The school-based mentors call attention to this aspect in Article 2 when they describe mentoring as 'in the moment' and claim that the students bridge between theory and practice by exploring theory in their practice. Then there is a strong classification between the different forms of knowledge, which in turn gives the students the space within which to reflect and raise critical questions. Therefore, it is not a question of whether research-based knowledge should be employed in practice but a question of how it is employed in practice, owing to the fact that this could have consequences for the students' possibility to play an active part in the mentoring and for their ability to critically reflect on ethical questions in their practicum.

4.4 The future role of mentoring education

Worldwide, teacher education is undergoing a reform where more focus is now being placed on research-based knowledge that provides practice with 'what works' in order to improve quality and make teacher education more effective (see Chapter 1.0). For this reason, effectiveness research has played a crucial role in providing a technology that is based on measurement and surveillance (Ball, 2007). This research has looked into how the agents in education (teachers, mentors, students and so on) are encouraged to take responsibility for their own discipline in order to be more 'professional'. This means that more pressure has been placed on the agents in teacher education to realize the intentions of creating an effective teacher education of high quality.

The findings in Articles 2 and 3 have shown that the mentors have a high degree of autonomy in mentoring. This might mean that the ORF has weak control over the construction of the pedagogic discourse in mentoring. As a result, when the ORF introduces mentoring education, this could be seen as an attempt to control the construction of the pedagogic discourse in mentoring. Mentoring education aims to professionalize the mentor role, where one aspect is the awarding of a title such as 'qualified mentor' when graduating from this program (Norwegian Directorate for Education and Training, 2019). However, the role theory plays in relation to practice in mentoring education will have consequences for what it means to make the mentors more qualified or professional in their role as mentor.

If a mentor role emphasizes research-based knowledge in its definition of the role (integrative code) this could imply less space for the experience-based knowledge. In such a role, the mentors would be more like technicians performing a 'predefined' role (Ball, 2007). This would be more like a 'one-size-fits-all' model (Ball, 2017), where the mentors are given technical instructions on how perform their role as mentor and where they would be given less space to adapt their role to the student and the mentoring context. In this way, teacher education could be more effective and imply a change to a more technical process than an intellectual process (Ball, 2007).

On the other hand, if the mentor role emphasizes both research-based and experience-based knowledge in defining the role (collection code), this would imply that there is room for different forms of knowledge. Mentors would then be given the space to shape their own role

as mentors which in turn would open for a number of possibilities. In such a frame of reference, the mentors would not be concerned with creating an effective teacher education but with creating teacher education with a long-term perspective (see Haugen & Hestbek, 2017). This means the mentors would be given the leeway to develop a mentor role that is applicable in a number of situations and that would be adaptable to change. Consequently, the mentors would be able to use different theoretical perspectives and their experience-based knowledge to adapt their mentor role to different contexts, and they would have the opportunity to improve their mentor role further.

This means that how knowledge is negotiated in the relation between the ORF and PRF can give perspectives on what it means to educate more qualified mentors and whether the introduction of the concept and title 'qualified mentor' is a movement towards a more uniform mentor role or a role where the mentors are autonomous agents. The prominence of mentoring education is undeniable. Mentoring education is important as it instructs mentors in research-based teacher education and the mentors are given the opportunity to develop their role as mentors in this education program. The question is, however, what kind of mentoring education should be developed in the Norwegian universities. This thesis has explored how knowledge is negotiated between agents in mentoring which has led to perspectives on the relation between research-based and experience-based knowledge that could be used to ask questions related to the development of mentoring education. This means that the next question is how mentoring education should be structured and what it means to educate a qualified mentor.

5.0 Summary and conclusion

The main research question in this research project has been: *How is knowledge negotiated between agents in mentoring in an integrated teacher education program in Norway?* The pedagogic device, serving as the theoretical and methodological framework, has given a perspective on how intentions in policy are realized in a pedagogic practice and how a pedagogic practice itself constructs the context. Exploration of the recontextualizing and evaluative rules in the three articles has revealed different aspects that can be used to explore the main question.

Both Articles 1 and 2 indicate that there are movements in the recontextualizing field that attempt to control what is discussed in mentoring. These two articles discuss how national policy in teacher education claims that mentoring is a pedagogic practice that needs more involvement. Thus there are intentions to strengthen the mentors' competence by providing mentoring education and focusing more closely on the academic subject in mentoring to establish a research-based teacher education. The discussion on the construction of the pedagogic discourse in mentoring dialogues explores how activities within the field can have influence on the mentors' autonomy in mentoring.

Another aim is to have strong collaboration between the university and practice, where the school-based mentors collaborate closely with the university and where the university-based mentors are more involved in the students' practice. However, explorations in Articles 2 and 3 have shown that a triad collaboration is complex as different forms of knowledge are in play. Bearing this in mind, the articles indicate that collaboration between the university and practice in mentoring is multifaced and thus there is no straightforward way to understand the relation between university and practice. In a similar manner, there are different perspectives on the relation between its agents, the school-based and university-based mentors, and the different forms of knowledge.

5.1 Contribution to the research field

Bernstein's theory of the pedagogic device is used as the theoretical and methodological framework to explore the research question. His theory is a relatively new approach on mentoring and which, therefore, can contribute new perspectives into the research field. Bernstein's theory does not only reveal how mentoring and its agents relay knowledge, but

also how school-based and university-based mentors and mentees use pedagogic communication actively to construct new knowledge. The ITE program has given structure to the mentoring context, and its agents, through a national framework. However, this research project has used the theory of the pedagogic device to show how the agents construct the students' mentoring in practice and that they have strong autonomy in defining the context. The theoretical framework has thus made it possible to not only give indications of how knowledge is relayed in mentoring, but also how the agents actively play a part in constructing the knowledge it provides.

The methodological approach used in this project has employed Bernstein's analytical concepts of classification and framing. Through these concepts, mentoring's voice and message are seen in context. As an analytical concept, framing has explored how mentoring as a pedagogic practice is controlled by policy trends through its strength in the framing value. In this way, the strength of the external framing value has indicated how policy intentions structure what takes place in mentoring and how the mentors have the autonomy to construct the mentoring context. On the other hand, the strength of the classification value has told us something about the relation between policy and the mentoring context. Therefore, the external framing value and the classification value have made it possible to understand the relation between intentions in policy and mentoring of the students in practice, and at the same time, made it possible to say something about the agents' position in this relation. The internal framing value has indicated how knowledge is negotiated between mentor and mentee within mentoring and the classification value the relation between contexts (mentoring and assessment dialogues) and between knowledge discourses in play within mentoring. Therefore, the internal framing value and the classification value have made it possible to explore relations within mentoring, both in terms of agents and forms of pedagogic communication. As a result, the classification and framing values have together in this research project given perspectives on how the mentors' autonomy and how mentoring of the students in practice are negotiated in the recontextualizing field.

This research project contributes perspectives on the student role through the framing value and thus addresses questions about the role of the student in an ITE program. Articles 1 and 2 have shown that the students play a more reactive role in the mentoring dialogues where they are given less opportunity to influence what is discussed. Article 3 points out how the mentees sometimes put on a show in the assessment dialogues so they can obtain their

passing grade and therefore contributes knowledge about assessment of the students' development in practice. Therefore, all in all, these articles raise questions about the student role, how the student can influence what is discussed in mentoring and how the relation between mentor(s) and mentee can play a part in how knowledge is negotiated.

Furthermore, this thesis has raised questions about the ITE program in teacher education. Through the pedagogic device and its interrelated rules, the distributive rules, the recontextualizing rules and the evaluative rules, questions have been raised about what is involved when policy aims to create a research-based teacher education close to practice. First, questions have been raised about the relation between the university and practice, where different implications for practice relating to what it means to create a closer collaboration to the university are discussed. Second, questions are raised about the agents' roles in mentoring and how different mentor and mentee roles influence how knowledge is negotiated in mentoring. Different perspectives on the relation between theory and practice are used to show the complexity of the relation between university and practice. As a result, this research points out how the intentions in policy are interpreted and realized in a pedagogic practice such as mentoring in an ITE program.

5.2 Implications for future research

In international and national policy an unquestionable aim is to create a research-based teacher education close to practice and to create a closer collaboration between university and practice. However, this research project has shown that there are several ways to understand the relation between research-based and experience-based knowledge, which in turn can contribute a different perspective on the relation between university and practice. Therefore, more research on how the relation between different forms of knowledge in teacher education is understood is important if we are to understand what it means to create a research-based teacher education close to practice and what consequences it has for integrating the different forms of knowledge in practice.

The approach has been to use Bernstein's knowledge discourses to shed light on the relation between theory and practice (vertical and horizontal discourse). However, the relation between the different forms of theoretical knowledge (vertical discourse with hierarchical knowledge structure or horizontal knowledge structure) has not been in focus. As mentioned

above, the university is traditionally seen as a provider of theoretical knowledge and is in this study discussed as a uniform entity. However, whether the university is a provider of a form of theoretical knowledge that can be given meaning through a collection or integrative code has also not been discussed. Concurrently, whether the university is a provider of one form of theoretical knowledge or whether it emphasizes different forms of theoretical knowledge has not been taken into account. Therefore, to further explore the university and what form of knowledge it provides it is important to understand how the relation between university and practice, and its agents, are understood in an ITE program.

The role of the student has been given less focus in research. This project has raised some questions about the student role but has not explicitly explored it. Thus, further research should look more broadly into the student role and how it influences the mentor role, and into which knowledge is given space to be discussed in mentoring. Article 1 has found indications that there is a connection between the mentor and mentee roles. However, the article cannot say anything about how these roles have influence on each other or whether the student roles have consequences for what roles the mentors take. The findings in this article indicate that the two mentors who mentored two mentees in pair-mentoring exercised control through a diverse mentor role, which in turn created a more active mentee role. Whether this was a random coincidence or whether it shows a pattern requires further research. Similarly, Article 2 points out that the negotiation of control between mentor and mentee could have influence on what knowledge is legitimated in mentoring. This article points to the fact that the mentors control the selection of content in mentoring, and that the mentees are given less space to introduce themes for discussion. This is the case even if the intentions in policy are to create an active and reflective student role. However, there are no indications of what an active student role is or how this active student role is supposed to be realized. In Article 3, the student role is actualized through exploring how the student puts on a show in the assessment dialogue to get a passing grade. Thus, this article shows that there several ways to be an active student when it points out how the students actively 'play the game' and play a role that they think will meet the university-based mentors' expectations. This means it could be interesting to explore the role of the student in more detail and how this role could have influence on how knowledge is negotiated in mentoring.

And finally, in this thesis, the findings in the three articles and the future role of mentoring education have been discussed. There are different ways to understand the role of mentoring

education and which content mentoring education should have. Further research should be carried out on what role theory plays in mentoring education and how it can influence the future role of the school-based mentors and the mentoring context. Article 2 has indicated that the mentors have strong autonomy in selecting the content that is to be discussed in mentoring. The ways in which mentoring education can have an effect on what is discussed in mentoring and the different mentor and mentee roles requires further research. Bearing this in mind, further research should look more broadly into how mentoring education can influence the mentors' autonomy, and into the construction and realization of pedagogic discourses in mentoring.

5.0 References

Afdal, H. W. (2012). Knowledge in teacher education curricula: Examining differences between a research-based program and a general professional program. *Nordic Studies in Education*, 32, 245–261. https://www.researchgate.net/publication/289710510

Afdal, H. W. (2016). ''Research-based'' and ''profession-oriented'' as prominent knowledge discourses in curriculum restructuring of professional programs. *Higher Education*, 74, 401–418. https://doi.org/10.1007/s10734-016-9998-7

Akcan, S. & Tatar, S. (2010). An investigation of the nature of feedback given to pre-service English teachers during their practice teaching experience. *Teacher Development*, 14(2), 153-172. https://doi.org/10.1080/13664530.2010.494495

Allen, T. D., Eby, L. T., O'Brien, K. E. & Lentz, E. (2008). The state of mentoring research: A qualitative review of current research methods and future research implications. *Journal of Vocational Behavior*, 73(3), 343–357. https://doi.org/10.1016/j.jvb.2007.08.004

Ambrosetti, A., Knight, B. A. & Dekkers, J. (2014). Maximizing the Potential of Mentoring: A Framework for Pre-service Teacher Education. *Mentoring & Tutoring: Partnership in Learning*, 22(3), 224-239. https://doi.org/10.1080/13611267.2014.926662

Ambrosetti, A. (2010). Mentoring and learning to teach: What do pre-service teachers expect to learn from their mentor teachers? *International Journal of Learning*, 17(9), 117-132. https://doi.org/10.18848/1447-9494/CGP/v17i09/47254

Ambrosetti, A. (2011, 27th of November–1st of December). *Mentoring Relationships, Roles and Responsibilities in Pre-service Teacher Professional Placements* [Paper Presentation]. Australian Association for Research in Education International Education Research Conference, Hobart, Australia. https://hdl.handle.net/10018/917688

Ambrosetti, A. (2012, 2nd–6th of December). *The impact of preparing mentor teachers for mentoring* [Paper Presentation]. Australian Association for Research in Education International Education Research Conference, Sidney, Australia. https://files.eric.ed.gov/fulltext/ED544481.pdf

Ambrosetti, A. (2014). Are You Ready to be a Mentor? Preparing Teachers for Mentoring Pre-service Teachers. *Australian Journal of Teacher Education*, 39(6), 30-42. https://doi.org/10.14221/ajte.2014v39n6.2

Ambrosetti, A. & Dekkers, J. (2010). The Interconnectedness of the Roles of Mentors and Mentees in Pre-service Teacher Education Mentoring Relationships. *Australian Journal of Teacher Education,* 35(6), 42-55. http://dx.doi.org/10.14221/ajte.2010v35n6.3

Ambrosetti, A., Dekkers, J. & Knight, B. A. (2017). Mentoring triad: an alternative mentoring model for preservice teacher education? *Mentoring & Tutoring: Partnership in Learning,* 25(1), 42-60. https://doi.org/10.1080/13611267.2017.1308093

Apple, M. (2006). *Educating the "Right" Way. Markets, Standards, God, and Inequality* (2nd ed.). Routledge.

Apple, M. J. (2016). Challenging the epistemological fog: The roles of the scholar/activist in education. *European Educational Research Journal,* 15(5), 505–515. https://doi.org/10.1177/1474904116647732

Ball, D. L., Thames, M. H. & Phelps, G. (2008). Content Knowledge for Teaching, What Makes It Special? *Journal of Teacher Education,* 59(5), 389-407. https://doi.org/10.1177/0022487108324554

Ball, S. J. (2007). Intellectuals or technicians? The urgent role of theory in educational studies. In M. Hammersley (Ed.), *Educational Research and Evidence-based Practice* (p. 106-120). Sage Publications Ltd.

Ball, S. J. (2017). *The Education Debate* (3rd ed.). Policy Press.

Becker, E. S., Waldis, M. & Staub, F. C. (2019). Advancing student teachers' learning in the teaching practicum through Content-Focused Coaching: A field experiment. *Teaching and Teacher Education*, 83, 12-26. https://doi.org/10.1016/j.tate.2019.03.007

Bernstein, B. & Solomon, J. (1999). 'Pedagogy, Identity and the Construction of a Theory of Symbolic Control': Basil Bernstein questioned by Joseph Solomon. *British Journal of Sociology of Education*, 20(2), 265-279. https://doi.org/10.1080/01425699995443

Bernstein, B. (1971/2003). *Class, Codes and Control. Volume I. Theoretical Studies towards a Sociology of Language.* Routledge. Original printed in 1971.

Bernstein, B. (1981). Codes, Modalities, and the Process of Cultural Reproduction: A Model. *Language in Society*, 10(3), 327-363. https://www.jstor.org/stable/pdf/4167260.pdf?casa_token=ULIoiyuiF38AAAAA:EYq sueJvp6qJhsf0zufQfaUu68kFY7a3UpD_yZs63fUOF9NsllInY3CM01S3UG_Gng3pG ryoCoKdNon6pirmkUv7mailQ6BwSXP91mJm27GqdSmgKjk

Bernstein, B. (1990). *Class, Codes and Control. Volume IV. The Structuring of Pedagogic Discourse.* Routledge.

Bernstein, B. (1999). Vertical and horizontal discourse: An essay. *British Journal of Sociology of Education,* 20(2), 157-173. http://lchc.ucsd.edu/mca/Paper/JuneJuly05/BernsteinVerHor.pdf

Bernstein, B. (2000). *Pedagogy, Symbolic Control and Identity. Theory, Research, Critique.* Rowman & Littlefield Publishers, Inc.

Biesta, G. (2007). Why ''What Works'' won't Work: Evidence-based Practice and the Democratic deficit in Educational Research. *Educational Theory,* 57(1), 1-22. https://doi.org/10.1111/j.1741-5446.2006.00241.x

Biesta, G., Filippakoub, O., Wainwright, E. & Aldridge, D. (2019). Why educational research should not just solve problems, but should cause them as well. *British Educational Research Journal*, 45(1), 1–4. https://doi.org/10.1002/berj.3509

Borko, H. & Mayfield, V. (1995). The roles of the cooperating teacher and university supervisor in learning to teach. *Teaching and Teacher Education,* 11(5), 501-518. https://doi.org/10.1016/0742-051X(95)00008-8

Bråten, H. & Kantardjiev, K. (2019). Praksis i fremragende miljøer. Innblikk i arbeidet med praksis i tre Sentre for fremragende utdanning [Practice in excellent environments. Insight into the work with practice in three Centers of Excellence] (NOKUT-report 14). Norwegian Agency for Quality Assurance in Education. https://www.nokut.no/globalassets/nokut/rapporter/ua/2019/braten-kantardjiev_praksis-i-fremragende-miljoer_14-2019.pdf

Braun, V. & Clarke, V. (2006). Using Thematic Analysis in Psychology. *Qualitative Research in Psychology,* 3(2), 77–101. https://doi.org/10.1191/1478088706qp063oa

Brinkmann, S. (2007). Could Interviews Be Epistemic? An Alternative to Qualitative Opinion Polling. *Qualitative Inquiry,* 13(8), 1116-1138. https://doi.org/10.1177/1077800407308222

Brinkmann, S. (2016). Methodological breaching experiments: Steps toward theorizing the qualitative interview. *Culture & Psychology,* 22(4), 520–533. https://doi.org/10.1177/1354067X16650816

Brottveit, G. (2018). Den kvalitative forskningsprosessen og kvalitative forskningsmetoder [The qualitative research process and qualitative research methods]. In G. Brottveit (Ed.), *Vitenskapsteori og kvalitative forskningsmetoder. Om å arbeide forskningsrelatert* (3rd ed., p. 84-106). Gyldendal Akademisk.

Burn, K. & Mutton, T. (2015). A review of 'research-informed clinical practice' in Initial Teacher Education, *Oxford Review of Education,* 41(2), 217-233. https://doi.org/10.1080/03054985.2015.1020104

Chan, K. K. H. & Hume, A. (2019). Towards a Consensus Model: Literature Review of How Science Teachers' Pedagogical Content Knowledge Is Investigated in Empirical Studies. In A. Hume, R. Cooper & A. Borowski (Eds), *Repositioning Pedagogical Content Knowledge in Teachers' Knowledge for Teaching Science* (p. 3-76). Springer. https://link.springer.com/content/pdf/10.1007%2F978-981-13-5898-2.pdf

Cherian, F. (2007). Learning to teach: Teacher candidates reflect on the relational, conceptual, and contextual influences of responsive mentorship. *Canadian Journal of Education*, 30(1), 25-46. https://files.eric.ed.gov/fulltext/EJ771845.pdf

Chouliaraki, L. & Fairclough, N. (1999). *Discourse in late modernity. Rethinking critical discourse analysis*. Edinburgh University Press.

Cochran-Smith, M., Alexandersson, M., Ellis, V., Grudnoff, L., Hammerness, K., Oancea, A. & Toom, A. (2020). *Transforming Norwegian Teacher Education: The Final Report of the International Advisory Panel for Primary and Lower Secondary Teacher Education* (NOKUTS utredninger og analyse, Report 3/2020). Norwegian Agency for Quality Assurance in Education, NOKUT. https://www.nokut.no/globalassets/nokut/rapporter/ua/2020/transforming-norwegian-teacher-education-2020.pdf

Darling-Hammond, L. (2006). Constructing 21st-Century Teacher Education. *Journal of Teacher Education,* 57(3), 300-314. https://doi.org/10.1177/0022487105285962

Davies, B. (2001). Introduction. In A. Morais, I. Neves, B. Davies & H. Daniels, H. (Eds.), *Towards a sociology of pedagogy. The contribution of Basil Bernstein to Research* (p. 185-221). Peter Lang Publishing.

Del Busso, L. (2018). Å bli en etisk forsker [Being an ethical researcher]. In G. Brottveit (Ed.), *Vitenskapsteori og kvalitative forskningsmetoder. Om å arbeide forskningsrelatert* (p. 107-117). Gyldendal Akademisk.

Diaz, M. (2001). Subject, Power and Pedagogic Discourse. In A. Morais, I. Neves, B. Davies & E. Daniels (Eds.), *Towards a Sociology of Pedagogy. The Contribution of Basil Bernstein to Research* (p. 83-98). Peter Lang Publishing.

Eilertsen, T. V., Furu, E. M. & Rørnes, K. (2011). Learning beyond the traditional. Preservice teachers as partners in school development. In M. Mattsson, T. V. Eilertsen & D. Rorrison (Eds.), *A Practicum Turn in Teacher Education* (p. 67-89)*.* Sense Publishers.

Elliot, J. (2007). Making Evidence-based practice educational. In M. Hammersley (Ed.), *Educational Research and Evidence-based Practice* (p. 66-88). Sage Publications Ltd.

European Commission/EACEA/Eurydice (2015). *The Teaching Profession in Europe: Practices, Perceptions, and Policies* (Eurydice Report). Publications Office of the European Union. https://op.europa.eu/en/publication-detail/-/publication/36bde79d-6351-489a-9986-d019efb2e72c/language-en

European Higher Education Area (2021, 23rd of November). *European Higher Education Area and Bologna Process*. http://www.ehea.info/

European Union (2004). *Education & Training 2010. The success of the Lisbon Strategy hinges on urgent reforms* (C104). Official Journal of the European Union.

https://op.europa.eu/en/publication-detail/-/publication/59381b9f-3a72-4bca-9b8f-1f9029644152/language-en

European Union (2014). *Council conclusions of 20 May 2014 on effective teacher education* (C 184). Official Journal of the European Union. https://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:52014XG0614(05)&from=EN

Feiman-Nemser, S. (2001). Helping Novices Learn to Teach. *Journal of Teacher Education*, 52(1), 17-30. https://doi.org/10.1177/0022487101052001003

Feiman-Nemser, S. (2003). What new teachers need to learn, *Educational Leadership*, 60(8), 25-30. https://www.researchgate.net/publication/252096804

Finne, H., Mordal, S. & Stene, T. M. (2014). *Oppfatninger av studiekvalitet i lærerutdanningen 2013* [Perceptions of study quality in teacher education 2013] (SINTEF-report, A26113). SINTEF. https://www.sintef.no/globalassets/upload/teknologi_og_samfunn/teknologiledelse/sintef_1127901_oppfatninger-av-studiekvalitet-i-larerutdanningene-2013.pdf

Garm, N. & Karlsen, G. E. (2004). Teacher Education Reform in Europe: The case of Norway; Trends and Tensions in a Global Perspective. *Teaching and Teacher Education,* 20, 731–744. http://dx.doi.org/10.1016/j.tate.2004.07.004

Garza, R., Reynosa, R., Werner P., Duchaine E. L. & Harter, R. (2019). Developing a Mentoring Framework Through the Examination of Mentoring Paradigms in a Teacher Residency Program. *Australian Journal of Teacher Education*, 44(3), 1-22. https://ro.ecu.edu.au/ajte/vol44/iss3/1

Gess-Newsome, J., Taylor, J. A., Carlson, J., Gardner, A. L, Wilson C. D. & Stuhlsatz, M. A. M. (2019). Teacher pedagogical content knowledge, practice, and student achievement. *International Journal of Science Education*, 41(7), 944-963. http://dx.doi.org/10.1080/09500693.2016.1265158

Gravett, S. & Ramsaroop, S. (2015). Bridging theory and practice in teacher education: Teaching schools - A bridge too far? *Perspectives in Education,* 33(1), 131-146. https://www.researchgate.net/publication/282179942_Bridging_theory_and_practice_in_teacher_education_Teaching_schools_-_A_bridge_too_far

Greenhalgh, T. & Peacock, R. (2005). Effectiveness and efficiency of search methods in systematic reviews of complex evidence: audit of primary sources. *BioMed Central Journal Clinical Research Ed.,* 331(7524), 1064–1065. https://doi.org/10.1136/bmj.38636.593461.68

Guillen, L. & Zeichner, K. (2018). A University-Community Partnership in Teacher Education From the Perspectives of Community-Based Teacher Educators. *Journal of Teacher Education,* 69(2), 140-153. https://doi.org/10.1177/0022487117751133

Hall, K. M., Draper, R. J., Smith, L. K. & Bullough, R. V. (2008). More than a place to teach: exploring the perceptions of the roles and responsibilities of mentor teachers. *Mentoring & Tutoring: Partnership in Learning,* 16(3), 328-345. https://doi.org/10.1080/13611260802231708

Hammerness, K. (2006). From Coherence in Theory to Coherence in Practice. *Teachers College Record,* 108(7), 1241–1265. https://ed.stanford.edu/sites/default/files/from_coherence_in_theory_to_coherence_in_practice.pdf

Hammersley, M. (2002). *Educational Research. Policymaking and Practice.* Paul Chapman Publishing.

Hammersley, M. (2007). *Educational Research and Evidence-based Practice*. Sage Publications Ltd.

Hammersley, M. (2009). What is evidence for evidence-based practice? In H.-U. Otto, A. Polutta & H. Ziegler (Eds.). *Evidence-Based Practice - Modernising the Knowledge Base of Social Work.* Budrich. https://martynhammersley.files.wordpress.com/2013/05/what_evidence_for_evidence_based_practice.pdf

Haugen, C. R. & Hestbek, T. (2017). Tensions between knowledge discourses in teacher education: Does current Norwegian reform represent an attack on critical knowledge? *Knowledge Cultures*, 5(4), 91–109. http://dx.doi.org/10.22381/KC5420177

Haugen, C. R. (2014). Likeverd gjennom likhet eller likeverd gjennom mangfold? En sammenligning av OECDs og den rød-grønne regjeringens utdanningspolitikk [Equity through equality or equity through diversity? A comparison of the education policy of the OECD and the red-green government]. In C. R. Haugen & T. Hestbek (Eds.), *Pedagogikk, politikk og etikk. Demokratiske utfordringer og muligheter i norsk skole* (p. 28-43). Universitetsforlaget AS.

Hegerstrøm, T. (2018). *Til glede og besvær – praksis i høyere utdanning: Analyse av studentenes kommentarer i Studiebarometeret 2016* [For pleasure and difficulty - practice in higher education: Analysis of students' comments in the Study Barometer 2016] (NOKUT-rapport 3). Norwegian Agency for Quality Assurance in Education. https://www.nokut.no/globalassets/nokut/rapporter/ua/2018/hegerstrom_turid_til_glede_og_besvar_praksis_i_hoyere_utdanning_3-2018.pdf

Helgevold, N., Næsheim-Bjørkvik, G. & Østrem, S. (2015). Key focus areas and use of tools in mentoring conversations during internship in initial teacher education. *Teaching and Teacher Education,* 49, 128-137. https://doi.org/10.1016/j.tate.2015.03.005

Helleve, I., Danielsen, A. G. & Smith, K. (2015). Does Mentor-Education Make a Difference? In H. Tillema, G. J. van der Westhuizen & K. Smith (Eds.), *Mentoring for Learning. "Climbing the Mountain"* (p. 313–332). Sense Publishers.

Helseth, I. A., Lid, S. E., Kristiansen, E., Fetscher, E., Karlsen, H. J., Skeidsvoll, K. J. & Wiggen, K. S. (2019). *Kvalitet i praksis – utfordringer og muligheter. Samlerapport basert på kartleggingsfasen av prosjektet Operasjon praksis 2018–2020* [Quality in Practice. A Collective Report based on the mapping phase of the project Operation Practice 2018-2020] (NOKUT-report 16). Norwegian Agency for Quality Assurance in Education. https://www.nokut.no/globalassets/nokut/rapporter/ua/2019/kvalitet-i-praksis-utfordringer-og-muligheter_16-2019.pdf

Hennissen, P., Crasborn, F., Brouwer, N., Korthagen, F. & Bergen, T. (2008). Mapping Mentor Teachers' Roles in Mentoring Dialogues. *Educational Research Review*, 3(2), 168-186. https://doi.org/10.1016/j.edurev.2008.01.001

Hestbek, T. (2014). Kunnskapsdiskurser i lærerutdanningen. Kritisk pedagogikk som demokratisk mulighet [Knowledge discourses in teacher education. Critical pedagogy as a democratic opportunity]. In C. R. Haugen & T. Hestbek (Eds.), *Pedagogikk, politikk og etikk. Demokratiske utfordringer og muligheter i norsk skole* (p. 116-129). Universitetsforlaget AS

Hobson, A. J., Ashby, P., Malderez, A. & Tomlinson, P. D. (2009). Mentoring beginning teachers: What we know and what we don't. *Teaching and Teacher Education*, 25, 207-216. https://doi.org/10.1016/j.tate.2008.09.001

Høynes, S.-M., Klemp, T. & Nilssen, V. (2019). Mentoring prospective mathematics teachers as conductors of whole class dialogues - Using video as a tool. *Teaching and Teacher Education,* 77, 287-298. https://doi.org/10.1016/j.tate.2018.10.014

Hubbard, A. (2018). Pedagogical Content Knowledge in Computing Education: A review of the Research Literature. *Computer Science Education*, 28(2), 117-135. https://doi.org/10.1080/08993408.2018.1509580

Hudson, P. & Millwater, J. (2008). Mentors' Views about Developing Effective English Teaching Practices. *Australian Journal of Teacher Education*, 33(5), 1-13. https://doi.org/10.14221/ajte.2008v33n5.1

Jensen, A. R. (2016). *Veiledningsritualet: En dialektisk studie av formaliserte veiledningssamtaler i lærerutdanningens praksisperiode* [The guidance ritual: A dialectic study of formalised guidance talks during teacher education training periods] [Doctoral Thesis]. University of Agder. http://hdl.handle.net/11250/2404613

Kang, H. (2020). The Role of Mentor Teacher–Mediated Experiences for Preservice Teachers. *Journal of Teacher Education*, 72(2), 251–263. https://doi.org/10.1177/0022487120930663

Kara, H. (2015). *Creative Research Methods in the Social Sciences*. A Practical Guide. Policy Press.

Karlsen, G. E. (2002). Utdanningspolitikkens «skjulte» aktører nasjonalt og globalt [The educational policy's 'hidden' actors nationally and globally]. *Vardøger*, 27(3), 39-57. http://www.vardoger.no/fulltekst/vardoger27/00_hele_vardoger_nr27.pdf

Karlsen, G. E. (2005). Styring av norsk lærerutdanning - et historisk perspektiv [The Governing of Norwegian Teacher Education – A Historical Perspective]. *Norsk pedagogisk tidsskrift*, 89(6), 402-416. https://doi.org/10.18261/ISSN1504-2987-2005-06-03

Kim, T. & Danforth, S. (2012). Non-Authoritative Approach to Supervision of Student Teachers: Cooperating Teachers' Conceptual Metaphors. *International research and pedagogy,* 38(1), 67–82. https://doi.org/10.1080/02607476.2012.643658

Klemp, T. & Nilssen, V. (2017). Positionings in an immature triad in teacher education, *European Journal of Teacher Education*, 40(2), 257-270. https://doi.org/10.1080/02619768.2017.1282456

Kram, K. E. (1983). Phases of the mentor relationship. *Academy of Management Journal,* 26(4), 609-625. https://www.researchgate.net/publication/232463073

Kriewaldt, J., Davies, L. M., Rice, S., Rickards, F. & Acquaro, D. (2017). Clinical Practice in Education: Towards a Conceptual Framework. In M. A. Peters, B. Cowie & I. Menter (Eds.), *A Companion to Research in Teacher Education. With the assistance of Richard Heraud* (p. 153-166). Springer. https://link.springer.com/content/pdf/10.1007%2F978-981-10-4075-7_10.pdf

Kristiansen, E., Wiggen, K. S. & Stolinski, H. S. (2019). *Praksis sett fra praksisveiledered perspektiv* [Practice from the Perspective of the School-based Mentors] (NOKUT-report 13). Norwegian Agency for Quality Assurance in Education. https://www.nokut.no/globalassets/nokut/rapporter/ua/2019/kristiansen_wiggen_stolinski_praksis-sett-fra-praksisveilederes-perspektiv_13-2019.pdf

Kvale, S. & Brinkmann, S. (2015). *Det kvalitative forskningsintervju* [The qualitative research interview] (3rd ed.). Gyldendal Akademisk.

Kvernbekk, T. (2011). *Filosofisk om teori og praksis* [Philosophical approach to theory and practice]*. Bedre skole*, (2), 20-25. https://utdanningsforskning.no/artikler/2011/filosofisk-om-teori-og-praksis/

Kwan, T. & Lopez-Real, F. (2005). Mentors' perceptions of their roles in mentoring student teachers. *Asia-Pacific Journal of Teacher Education*, 33(3), 275-287. https://doi.org/10.1080/13598660500286267

Lai, E. (2005, 27th of November – 1st of December). *Mentoring for in-service teachers in a distance teacher education programme: views of mentors, mentees and university teachers* [Paper Presentation]. Australian Association for Research in Education International Education Research Conference. Parramatta, Australia. https://www.aare.edu.au/data/publications/2005/lai05100.pdf

Lauvås, P. & Handal, G. (2014). Veiledning og praktisk yrkesteori [Mentoring and Practical Vocational Theory] (3rd ed.). Cappelen Damm AS

Lee, J. C. & Feng, S. (2007). Mentoring support and the professional development of beginning teachers: a Chinese perspective. *Mentoring & Tutoring*, 15(3), 243-262. https://doi.org/10.1080/13611260701201760

Lejonberg, E. & Tiplic, D. (2016). Clear Mentoring: Contributing to Mentees' Professional Self-confidence and Intention to Stay in their Job. *Mentoring & Tutoring: Partnership in Learning,* 24(4), 290-305. https://doi.org/10.1080/13611267.2016.1252110

Lejonberg, E. (2018). Lektorstudenter i praksis: mestringsforventninger og vurderinger av veiledning [Teacher Students in Practice: Self-efficacy and Evaluation of Mentoring]. *Uniped*, 41(3), 304-318. https://doi.org/10.18261/ISSN.1893-8981-2018-03-10

Lejonberg, E. (2019). Hvordan påvirker veilederutdanningene utøvelse av veilederrollen? En analyse av forventninger uttrykt i styringsdokumenter, forskning og faglitteratur [How does Mentoring Education affect the exertion of the Mentor Role? An Analysis of expectations expressed in policy, research and professional literature]. *Nordisk tidsskrift i veiledningspedagogikk*, 4(1), 1-16. https://doi.org/10.15845/ntvp.v4i1.1383

Lejonberg, E., Elstad, E. & Christophersen, K.-A. (2015). Mentor education: challenging mentors' beliefs about mentoring. *International Journal of Mentoring and Coaching in Education,* 4(2), 142-158. http://dx.doi.org/10.1108/IJMCE-10-2014-0034

Lejonberg, E., Elstad, E., Sandvik, L. V., Solhaug, T. & Christophersen, K.-A. (2018). Developmental Relationships in Schools: Pre-service Teachers' Perceptions of Mentors' Efforts, Self-development Orientation, and use of Theory. *Mentoring & Tutoring: Partnership in Learning,* 26(5), 524-541. https://doi.org/10.1080/13611267.2018.1561011

Lillejord, S. & Børte, K. (2016). Partnership in Teacher education – A Research Mapping. *European Journal of Teacher Education*, 59(3), 550-563. https://doi.org/10.1080/02619768.2016.1252911

Lillejord, S. & Børte, K. (2017). Lærerutdanning som profesjonsutdanning - forutsetninger og prinsipper fra forskning. Et kunnskapsgrunnlag [Teacher Education as a professional education - assumptions and principles from research. A knowledge-base]. The Knowledge Centre for Education. https://www.forskningsradet.no/siteassets/publikasjoner/1254024710432.pdf

Mathisen, P. & Bjørndal, C. R. P. (2016). Tablet as a digital tool in supervision of student teachers' practical training. *Nordic Journal of Digital Literacy*, 11(4), 227-24. https://www.idunn.no/file/pdf/66919159/tablets_as_a_digital_tool_insupervision_of_s tudent_teacher.pdf

Mena, J., García, M., Clarke, A. & Barkatsas, A. (2016). An analysis of three different approaches to student teacher mentoring and their impact on knowledge generation in practicum settings. *European Journal of Teacher Education*, 39(1), 53-76. https://doi.org/10.1080/02619768.2015.1011269

Mena, J., Hennissen, P. & Loughran, J. (2017). Developing Pre-service Teachers' Professional Knowledge of Teaching: The influence of Mentoring. *Teaching and Teacher Education*, 66, 47-59. https://doi.org/10.1016/j.tate.2017.03.024

Mentoring and Observation Software (2021, 08 sept.). The MOSO Platform. https://moso.as/#platform

Merket, M. (2022a). An Analysis of Mentor and Mentee Roles in Norwegian Teacher Education. [Sent to publisher, under review]. Department of Teacher education, NTNU.

Merket, M. (2022b). Collaboration between University and Practice in Teacher Education: An Analysis of Power and Control in Mentoring Dialogues. [Sent to publisher, under review]. Department of Teacher education, NTNU.

Merket, M. (2022c). Assessment Dialogues in Mentoring in Norwegian Teacher Education: Tensions Between Different Forms of Knowledge. *Knowledge Cultures*, 10(1), 22-44. https://doi.org/10.22381/kc10120222

Ministry of Education and Research (2014). *Lærerløftet. På lag for kunnskapsskolen.* [Promotion of the status and quality of teachers – joint effort for a modern school of knowledge]. https://www.regjeringen.no/globalassets/upload/kd/vedlegg/planer/kd_strategiskole_web.pdf

Ministry of Education and Research (2017). *Teacher Education 2025. National Strategy for Quality and Cooperation in Teacher Education.* https://www.regjeringen.no/contentassets/d0c1da83bce94e2da21d5f631bbae817/kd_teacher-education-2025_uu.pdf

Mooney Simmie, G. & Moles, J. (2011). Critical Thinking, Caring and Professional Agency: An Emerging Framework for Productive Mentoring. *Mentoring & Tutoring: Partnership in Learning,* 19(4), 465-482. https://doi.org/10.1080/13611267.2011.622081

Morais, A. & Neves, I. (2001). Pedagogic Social Contexts: Studies for a sociology of learning. In A. Morais, I. Neves, B. Davies & H. Daniels (Eds.), *Towards a sociology of pedagogy. The contribution of Basil Bernstein to Research* (p. 185-221). Peter Lang Publishing.

Morais, A. M. & Neves, I. P. (2010). Basil Bernstein as an inspiration for educational research. Specific methodological approaches. In P. Singh, A. Sadovnik & S. Semel (Eds.), *Toolkits, translation devices and conceptual accounts: Essays on Basil Bernstein's Sociology of Knowledge* (Chapt. 2). Peter Lang. https://repositorio.ul.pt/bitstream/10451/4216/1/Morais%20A%20M%20&%20Neves%20I%20P%20Basil%20Bernstein%20as%20an%20inspiration.pdf

Mulderrig, J., Montessori, N. M. & Farrelly, M. (2019). Introducing Critical Policy Discourse Analysis. In N. M. Montessori, M. Farrelly & J. Mulderrig (Eds.), *Critical Policy Discourse Analysis* (p 1-22). Edward Elgar. https://www.researchgate.net/publication/338966900

Mullen, C. A. & Klimaitis, C. C. (2019). Defining Mentoring: A Literature Review of Issues, Types, and Applications. *Annals of the New York Academy of Sciences*, 1-17. https://doi.org/10.1111/nyas.14176

Nash, R. (2006). Bernstein and the explanation of social disparities in education: a realist critique of the socio-linguistic thesis. *British Journal of Sociology of Education*, 27(5), 539-553. https://doi.org/10.1080/01425690600958725

Nguyen, H. T. (2009). An inquiry-based practicum model: What knowledge, practices, and relationships typify empowering teaching and learning experiences for student teachers, cooperating teachers and college supervisors? *Teaching and Teacher Education*, 25, 655–662. https://doi.org/10.1016/j.tate.2008.10.001

Norman, P. J. & Feiman-Nemser, S. (2005). Mind activity in teaching and mentoring. *Teaching and Teacher Education,* 21(6), 679-697. https://doi.org/10.1016/j.tate.2005.05.006

Nortvig, A.-M. & Christiansen, R. B. (2017). Institutional Collaboration on MOOCs in Education—A Literature Review. *International Review of Research in Open and Distributed Learning,* 18(6), 306-316. https://doi.org/10.19173/irrodl.v18i6.3110.

Norwegian Directorate for Education and Training (2019). *Veiledning av nyutdannede nytilsatte lærere i barnehage og skole* [Mentoring of newly qualified teachers in kindergarten and schools]. https://www.regjeringen.no/contentassets/0081e41fad994cfdbb4e0364a2eb8f65/veiledning-av-nyutdannede-nytilsatte-larere-i-barnehage-og-skole.pdf

NOU 1996: 22. (1996). *Lærerutdanning. Mellom ideal og krav* [Teacher education. Between ideals and requirements]. Norwegian Ministry of Education, Research and Church Affairs. https://www.nb.no/statsmaktene/nb/199a318e8a398f5b58739a7b688fde75?index=1#0

NOU 2003: 25. (2003). *Ny lov om universiteter og høyskoler* [New Universities and Colleges Act]. Norwegian Ministry of Education and Research. https://www.regjeringen.no/contentassets/ab6cb779c684449da38abed9e1974410/no/pdfs/nou200320030025000dddpdfs.pdf

Ohnstad, F. O. & Munthe, E. (2010). Veiledet praksisopplæring og lærerstudenters kvalifisering [Mentored field practice and student teachers' learning]. In P. Haug (Ed.), *Kvalifisering til læraryrket* (p. 149-164). Abstrakt forlag AS. https://www.researchgate.net/publication/263765275_Veiledet_praksisopplaering_og_laererstudenters_kvalifisering_Mentored_field_practice_and_student_teachers%27_learning

Organization for Economic Co-operation and Development (1996). *The Knowledge-based Economy*. OECD Publishing. https://www.oecd.org/officialdocuments/publicdisplaydocumentpdf/?cote=OCDE/GD%2896%29102&docLanguage=En

Organization for Economic Co-operation and Development (2001). *Education Policy Analysis 2001*. https://read.oecd-ilibrary.org/education/education-policy-analysis-2001_epa-2001-en#page1

Organization for Economic Co-operation and Development (2019). *A Flying Start. Improving Initial Teacher Preparations Systems*. https://read.oecd-ilibrary.org/education/a-flying-start_cf74e549-en#page1

Ottesen, E. (2007). Teachers "in the making": Building accounts of Teaching. *Teaching and Teacher Education,* 23, 612- 623. https://doi.org/10.1016/j.tate.2007.01.011

Rajuan, M., Beijaard, D. & Verloop, N. (2007). The role of the cooperating teacher: bridging the gap between the expectations of cooperating teachers and student teachers. *Mentoring & Tutoring: Partnership in Learning,* 15(3), 223-242. https://doi.org/10.1080/13611260701201703

Rambøll (2016). *Veiledning av nyutdannede barnehagelærere og lærere: en evaluering av veiledningsordningen og veilederutdanningen* [Mentoring of newly educated teachers in kindergarten and teachers: an evaluation of mentoring scheme and mentoring education]. Norwegian Directorate for Education and Training. https://www.udir.no/globalassets/filer/tall-og-forskning/rapporter/2016/evaluering-av-veiledningsordningen-sluttrapport.pdf

Regulation on Framework (2013). Forskrift om rammeplan for lektorutdanning for trinn 8–13 [Regulations on the framework plan for the integrated teacher education 8-13] (LOV-2005-04-01-15-§3-2). https://lovdata.no/dokument/SF/forskrift/2013-03-18288?q=Lektorutdanning%20for%20trinn%208%E2%80%9313

Reid, J.- A. (2011). A practice turn for teacher education? *Asia-Pacific Journal of Teacher Education*, 39(4), 293-310. https://doi.org/10.1080/1359866X.2011.614688

Sadovnik, A. R. (2001). Basil Bernstein (1924–2000). Prospects: the quarterly review of comparative education. *Paris, UNESCO: International Bureau of Education*, XXXI(4), 687-703. http://www.ibe.unesco.org/sites/default/files/bernsteine.pdf

Sadovnik, A. R. (2008). Contemporary Perspectives in the Sociology of Education. In J. H. Ballantine & J. Z. Spade (Eds.), *Schools and Society. A Sociological Approach to Education* (3rd ed., p. 20-28). Pine Forge Press.

Sadovnik, A. R. (1991). Basil Bernstein's Theory of Pedagogic Practice: A Structuralist Approach. *American Sociological Association*, 64(1), 48-63. https://www.jstor.org/stable/2112891

Shulman, L. S. (1987). Knowledge and Teaching: Foundations of the New Reform. *Harvard Educational Review*, 57(1), 1-23. https://doi.org/10.17763/haer.57.1.j463w79r56455411

Shulman, L. S. (1986). Those Who Understand: Knowledge Growth in Teaching. *Educational Researcher,* 15(2), 4-14. https://doi.org/10.3102%2F0013189X015002004

Siegel, S. T. & Biesta, G. (2021). The problem of educational theory. *Policy Futures in Education*, 1–12. https://doi.org/10.1177%2F14782103211032087

Singh, P. (2020). Introduction. In P. Singh (Ed.), *Basil Bernstein, Code Theory, and Education: Women's Contributions* (I-XXX). Routledge. https://www.researchgate.net/publication/338753702_Basil_Bernstein_Code_Theory_and_Education_Women%27s_Contributions

Sjøberg, S. (2019). PISA: A success story? Global Educational Governance by standardization, rankings, comparisons and "successful" examples. In L. Langer & T. Brüsemeister (Eds.), *Handbuch Educational Governance-Theorien* (p. 653-690). Springer VS.

Skagen, K. (2000a). Norsk veiledningstradisjon i lærerutdanning – analyse og kritikk [Norwegian Mentoring Tradition in Teacher Education - Analysis and Criticism]. In K. Skagen (Ed.), *Kunnskap og handling i pedagogisk veiledning* (p. 19-34). Fagbokforlaget.

Skagen, K. (2000b). Veiledningssamtalen – en egen talesjanger [The Mentoring Dialogue - A Separate Genre of Speech]. In K. Skagen (Ed.) *Kunnskap og handling i pedagogisk veiledning* (p. 149-162). Fagbokforlaget.

Skagen, K. (2013). *I veiledningens landskap. Innføring i veiledning og rådgivning* [In the Landscape of Mentoring. Introduction to Mentoring and Counseling] (2nd ed.). Cappelenen Damm AS.

Smith, K. & Ulvik, M. (2015). An Emerging Understanding of Mentors' Knowledge Base. In H. Tillema, G. J. van der Westhuizen & K. Smith (Eds.), *Mentoring for Learning. "Climbing the Mountain"* (p. 299–312). Sense Publishers.

Smith, K. (2018). Accountability in Teacher Education in Norway: A Case of Mistrust and Trust. In C. Wyatt-Smith & L. Adie (Eds.), *Innovation and Accountability in Teacher Education. Setting Directions for New Cultures in Teacher Education* (p. 19-35). Springer. https://doi.org/10.1007/978-981-13-2026-2_2

Solstad, A. G. (2013). Profesjonsorientert refleksjon i praksisopplæringen – en utfordring for lærerutdanningen [Profession-oriented Reflection in Practical Training - A Challenge for Teacher Education.]. *Norsk pedagogisk tidsskrift*, 97(2), 97-108. https://www.idunn.no/file/pdf/60020207/profesjonsorientert_refleksjon_ipraksisopplringen_-_en_ut.pdf

Strong, M. & Baron, W. (2004). An analysis of mentoring conversations with beginning teachers: suggestions and responses. *Teaching and Teacher Education*, 20(1), 47–57. https://doi.org/10.1016/j.tate.2003.09.005

Sundli, L. (2007). Mentoring – A new Mantra for Education? *Teaching and Teacher Education,* 23(2), 201-214. https://doi.org/10.1016/j.tate.2006.04.016

Ulvik, M. & Smith, K. (2011a). What characterises a good practicum in teacher education? *Education Inquiry,* 2(3), 517-536. https://doi.org/10.3402/edui.v2i3.21997

Ulvik, M. & Smith, K. (2011b). Veiledning av nye lærere - Hvem, hva og hvorfor [Mentoring of new teachers – who, what and why]. *Bedre skole.* https://utdanningsforskning.no/artikler/2011/veiledning-av-nye-larere-hvem-hva-og-hvorfor/

Ulvik, M. & Sunde, E. (2013). The impact of mentor education: does mentor education matter?, *Professional Development in Education*, 39(5), 754-770. https://doi.org/10.1080/19415257.2012.754783

Universities Norway (2017). *Nasjonale retningslinjer for lektorutdanning for trinn 8-13.* [National guidelines for the integrated teacher education program 8-13]. UHR. https://www.uhr.no/_f/p1/i4d4335f1-1715-4f6e-ab44-0dca372d7488/lektorutdanning_8_13_vedtatt_13_11_2017.pdf

Valencia, S. W., Martin, S. D., Place, N. A. & Grossman, P. (2009). Complex Interactions in Student Teaching. *Journal of Teacher Education*, 60(3), 304-322. https://doi.org/10.1177/0022487109336543

Walkington, J. A. (2005). Mentoring preservice teachers in the preschool setting: Perceptions of the role. *Australian Journal of Early Childhood*, 30(1), 28-35. https://doi.org/10.1177/183693910503000106

Wanberg, C. R., Welsh, E. T. & Hezlett, S. A. (2003). Mentoring research: A review and dynamic process model. *Research in Personnel and Human Resources Management*, 22, 39-124. https://doi.org/1016/S0742-7301(03)22002-8

Wertz, F. J., Charmaz, K., McMullan, L. M., Josselson, R. A. & McSpadden, E. (2011). *Five Ways of Doing Qualitative Analysis. Phenomenological Psychology, Grounded Theory, Discourse Analysis, Narrative Research, and Intuitive Inquiry*. The Guilford Press.

White Paper 11 (2008-2009). *Læreren. Rollen og utdanningen* [The Teacher. The Role and Education]. Norwegian Ministry of Knowledge. https://www.regjeringen.no/contentassets/dce0159e067d445aacc82c55e364ce83/no/pdfs/stm200820090011000dddpdfs.pdf

White Paper 16 (2001-2002). *Kvalitetsreformen Om ny lærerutdanning Mangfoldig - krevende – relevant* [The Quality Reform. A New Teacher Education. Diversified - Demanding – Relevant]. Norwegian Ministry of Knowledge. https://www.regjeringen.no/contentassets/ae31935c94ff4c169cc1c378e4a1be1d/no/pdfa/stm200120020016000dddpdfa.pdf

White Paper 16 (2016-2017). *Quality Culture in Higher Education*. Norwegian Ministry of Knowledge. https://www.regjeringen.no/contentassets/aee30e4b7d3241d5bd89db69fe38f7ba/en-gb/pdfs/stm201620170016000engpdfs.pdf

White Paper 27 (2000-2001). *Gjør din plikt - Krev din rett* [Do Your Duty - Claim Your Right]. Norwegian Ministry of Church, Education and Research. https://www.regjeringen.no/contentassets/eebf61fb4a204feb84e33355f30ad1a1/no/pdfa/stm200020010027000dddpdfa.pdf

White Paper 7 (2007-2008). *Statusrapport for Kvalitetsreformen i høgre utdanning* [Status report for the Quality Reform in Higher Education]. Norwegian Ministry of Knowledge. https://www.regjeringen.no/contentassets/9566e7641bc84a3fbcb3e218106022f9/no/pdfs/stm200720080007000dddpdfs.pdf

Willis, J., Churchward, P., Beutel, D., Spooner-Lane, R., Crosswell, L. & Curtis, E. (2019). Mentors for beginning teachers as middle leaders: the messy work of

recontextualising. *School Leadership & Management*, 39(3-4), 334-351. https://doi.org/10.1080/13632434.2018.1555701

Zeichner, K. (2010). Rethinking the Connections Between Campus Courses and Field Experiences in College- and University-Based Teacher Education. *Journal of Teacher Education,* 61(1-2), 89–99. https://doi.org/10.1177/0022487109347671

Zeichner, K. (2012). The Turn Once Again Toward Practice-Based Teacher Education. *Journal of Teacher Education,* 63(5), 376–382. https://doi.org/10.1177/0022487112445789

Zeichner, K. (2021). Critical Unresolved and Understudied Issues in Clinical Teacher Education. *Peabody Journal of Education,* 96(1), 1-7. https://doi.org/10.1080/0161956X.2020.1864241

Østrem, S. (2016). Tematikken i veiledningssamtaler - forgrunn og bakgrunn [The topic in Mentoring Dialogues - Foreground and Background]. *Acta Didactica,* 10(3). https://utdanningsforskning.no/artikler/tematikken-i-veiledningssamtaler---forgrunn-og-bakgrunn/

The Articles

Article 1

This article is awaiting publication and is not included in NTNU Open

Article 2

This article is awaiting publication and is not included in NTNU Open

Article 3

Appendices

Appendix A: Information about the research project (in Norwegian)

Vil du delta i forskningsprosjektet

"En analyse av kunnskapsdiskursen i lektorutdanningen"?

Dette er et spørsmål til deg om å delta i et forskningsprosjekt hvor formålet er å analysere kunnskapsforståelsen i lektorutdanningen. I dette skrivet gir vi deg informasjon om målene for prosjektet og hva deltakelse vil innebære for deg.

Formål
Formålet med prosjektet er å analysere hvordan kunnskapsforståelsen blir konstruert i styringsdokumentene i lektorutdanningen og hvordan denne forståelsen blir rekontekstualisert i praksisfeltet, gjennom veiledningssituasjonen.
Første del av problemstillingen handler om å gjøre en diskursanalyse av rammeplan for lektorutdanningen og de nasjonale retningslinjene.
Den andre delen av forskningsspørsmålet handler om å se på hvordan dette blir rekontekstualisert i praksisfeltet. Prøve å forstå hvordan kunnskapsbegrepet konstrueres i veiledningssamtalen.
Datamaterialet her skal brukes i en doktorgradsstudie.

Hvem er ansvarlig for forskningsprosjektet?
Institutt for Lærerutdanning (ILU) ved NTNU er ansvarlig for prosjektet.

Hvorfor får du spørsmål om å delta?
Du får forespørsel om å delta fordi du:
1. Er veileder for en student som har siste praksisperiode på lektorutdanningen
eller
2. Er student i siste praksisperiode i lektorutdanningen
Disse to kriteriene er de som er lagt til grunn for utvalget.
I prosessen har jeg snakket med PPU-koordinator på skolen og etterspurt om hvem som er veileder for studenter dette året. I forespørselen ble det også etterspurt om veiledere har vært veiledere over en lengre periode. Dette fordi det er ønskelig at veileder har praktisert en stund og har vært veileder før.
Ledelsen ved skolen er kontaktet og forespurt omkring deltagelse for lærere og studenter ved skolen.

Hva innebærer det for deg å delta?
Ved å delta i prosjektet er det to prosesser jeg ønsker dere kan bidra i.
1. Observasjon av veiledningssamtale. Her ønsker jeg å kun observere og ta opp på lydbånd samtalen dere har i veiledningssituasjonen. Jeg trenger kun å delta på en av deres veiledningssamtaler.
2. Intervju. I etterkant av veiledningssamtalen ønsker jeg å gjøre et individuelt intervju med dere to. Her stilles spørsmål omkring veiledningssamtalen. Også her ønsker jeg å ta lydopptak av intervjuet. Intervjuet vil ta 45-60 min.

Ingen personlige data vil bli samlet inn ved deltagelse. Prosjektet er opptatt av veiledningssamtalen og kunnskapsbegrepet i praksisfeltet, ikke hva du mener eller hvordan du oppfatter det.

Det er frivillig å delta
Det er frivillig å delta i prosjektet. Hvis du velger å delta, kan du når som helst trekke samtykke tilbake uten å oppgi noen grunn. Alle opplysninger om deg er anonymisert. Det vil ikke ha noen negative konsekvenser for deg hvis du ikke vil delta eller senere velger å trekke deg.

Ditt personvern – hvordan vi oppbevarer og bruker dine opplysninger
Vi vil bare bruke opplysningene om deg til formålene vi har fortalt om i dette skrivet. Vi behandler opplysningene konfidensielt og i samsvar med personvernregelverket.
- De som vil ha tilgang til datamaterialet er jeg som forsker og mine to veiledere.
- Navnet ditt vil kun stå på samtykkeskjemaet og det oppbevares innelåst i et skap.
- I lydopptakene vil alle deltager kun få bokstaver og tall, ingen navneliste vil bli laget på deltagerne. Det vil ikke være noen kobling mellom samtykkeskjemaene og bokstav/tall du vil få under intervju eller observasjon.
- Datamaterialet vil bli lagret på en minnepinne og være innelåst i et skap.
- Ingen vil kunne gjenkjenne deltagerne i publikasjonen. I doktorgraden vil fokuset være hvordan deltagerne har konstruert kunnskapsforståelsen gjennom veiledningen.

Hva skjer med opplysningene dine når vi avslutter forskningsprosjektet?
Prosjektet skal etter planen avsluttes 31.09.2021. Personopplysninger og datamaterialet vil bli slettet etter prosjektet er sluttført.

Dine rettigheter
Så lenge du kan identifiseres i datamaterialet, har du rett til:
- innsyn i hvilke personopplysninger som er registrert om deg,
- å få rettet personopplysninger om deg,
- få slettet personopplysninger om deg,
- få utlevert en kopi av dine personopplysninger (dataportabilitet), og
- å sende klage til personvernombudet eller Datatilsynet om behandlingen av dine personopplysninger.

Hva gir oss rett til å behandle personopplysninger om deg?
Vi behandler opplysninger om deg basert på ditt samtykke.

På oppdrag fra Institutt for lærerutdanningen ved NTNU har NSD – Norsk senter for forskningsdata AS vurdert at behandlingen av personopplysninger i dette prosjektet er i samsvar med personvernregelverket.

Med vennlig hilsen
Prosjektansvarlig
Monika Merket

Hvis du ønsker å delta, send meg en epost på: monika.merket@ntnu.no eller ta kontakt på telefon: 41433959.

Appendix B: Interview guide (in Norwegian)

Intervjuguide
«En analyse av kunnskapsdiskursen i lektorutdanningen»

Student ☐	**A**	**B**	**C**	**D**	**E**	**F**	**G**	**H**	**I**	**J**
Veileder ☐	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**

Veileder:

Antall år som lærer: _____

Antall år som veileder: _____

1. **Husker du din første veiledningssamtale som student/veileder?** Kan du beskrive den? Hvorfor husker du den/ husker ikke?

2. **Siste veiledningssamtale**:
   a. Hvordan vil du beskrive den?
   b. Hva lærte du mest av?
   c. Hva syntes var mest lærerikt? Minst?
   d. Var det noe du gjerne skulle ha diskutert, men ikke kunne/ville/turte? Evt forklar!
   e. Innfridde forventningene til veileder/student? Hva savner du evt? Hva opplever du evt som positivt?
   f. Hva tenker du er det viktigste dere diskuterte i denne samtalen?
   g. Er alle veiledningstimene lik denne? Hva varierer evt? Hvorfor? Eksempler!
   h. Hvorfor og hvordan ble temaene for samtalen valgt? Eksempler! Bestemmelser utenfra? Noen som har bestemt?
   i. Eksempler
   j. Konkreter

3. **Generelt om veiledningssamtalene**
   a. *Organisering av samtalen:* Hyppighet? Tid? Bestemmelser? Regler for organisering? Fra hvem evt? Hvorfor? Forklar og gi eksempler!
   b. *Innhold i samtalen:*
      i. Hvordan bestemmes innholdet?
      ii. Hva diskuteres ofte? Lite? Hvorfor?
      iii. Når bestemmes innholdet for samtalen? Forklar!
      iv. Er det noen føringer for det som skjer i samtalen?

v. Læringsmål for praksis; i hvilken grad er de styrende for det som skjer? Hvorfor/ hvorfor ikke?

vi. Er det noe som ikke diskuteres i veiledningen, som du mener burde vært diskutert?

vii. Er alle tema like enkle å diskutere? Hvorfor/ hvorfor ikke?

c. *Føringer på veiledningssamtalen:*

i. Det skjer på universitetet; i pedagogikken og fagdidaktikken – har det noen rolle i veiledningssamtalen? Hvorfor/ Hvorfor ikke? Mener du den burde hatt/ikke hatt en rolle?

ii. Føringer fra universitet; Har du fått noen? Er det mange eller skulle det vært flere? Eksempler!

iii. Tenker du det er viktig/ ikke viktig å koble det som skjer i praksis med det som skjer på universitetet (ped/dagdid.)? Forklar!

iv. Er praksis noe eget?

v. Oppleves det noe press på fokus på enkelte tema/fokus fra universitet?

d. *Læring i veiledningssamtalen:*

i. Hvis du tenker på veiledningssamtalen, hva tenker du er det beste med den? Hva tenker du kunne vært endret?

ii. Hva læres gjennom veiledningssamtalen, slik du ser det?

iii. Hvorfor tenker du at veiledning er viktig?

iv. Hva er viktige prinsipper for veiledningssamtalen?

v. Hva er kjerneelementene i en veiledningssamtalen?

vi. Hva er viktige forutsetninger for en god veiledningssamtale?

vii. Hva forventer du i veiledningssamtalen av veileder/student?

viii. Hva er en god veiledningssamtale slik du ser det? Hva savner du evt?

ix. I praksis skal studentene lære å hele læreryrket. Hva tenker du det består i? Hva vektlegger deres mest i veiledningen? Hvorfor? (ID/RD)

4. Hvis du skulle organisert og bestemt hvordan veiledningssamtalene skulle være, hvordan ville de vært da?

a. Struktur, organisering, hyppighet?

b. Innhold og fokus? Hva skulle vært sentralt og hvorfor?

c. Hva skulle fått mindre fokus?

d. Regler?

e. Kobling til universitet?

5. Annet du vil si; som vi ikke har diskutert til nå?

Appendix C: The review process

	Reference paper: Ambrosetti & Dekkers (2010)					
	Backward [B]		**Forward [F]**		**Personal**	
Papers found in the first stage	Cherian (2007) Feiman-Nemser (2003) Hall et al. (2008) Hudson & Millwater (2008) Kwan & Lopez-Real (2005) Lai (2005) Norman & Feiman-Nemser (2005) Rajuan et al. (2007) **Sundli (2007)** Walkington (2005)		Ambrosetti (2010) Ambrosetti (2011) Ambrosetti (2012) Ambrosetti (2014) Ambrosetti, Dekkers & Knight (2017) Ambrosetti, Knight & Dekkers (2014) Garza et al (2019) **Helgevold et al (2015)**		Kim & Danforth (2012) **Mullen & Klimaitis (2019)** **Shulman (1986)** Wanberg et al 2003	
New central papers	**Sundli (2007)** **[B]**	**Sundli (2007)** **[F]**	**Helgevold et al. (2015)** **[B]**	**Helgevold et al. (2015)** **[F]**	Mullen & Klimaitis (2019) **[B]**	**Shulman (1986)** **[F]**
Papers found in the second stage	**Lauvås & Handal (2014)** Lejonberg & Tiplic (2016)	**Hennissen et al. (2008)**	**Feiman-Nemser (2001)** Ohnstad & Munthe (2010) Ottesen 2007 Strong & Byron (2004)	Becker et al. (2019) Høynes et al. (2019)	Allen et al (2008) Kram (1983)	Ball et al. (2008) Chan & Hume (2019) Gess-Newsome et al. (2019) Hubbard (2018) Lee & Feng (2007) Shulman (1987) Smith & Ulvik (2015)
New central papers	**Lauvås and Handal (2014)** (Both [F] + [B])	Hennissen et al. (2008) [F]	Feiman-Nemser (2001) [F]			
Papers found in the third stage	Lejonberg (2018) Lejonberg (2019) Skagen (2000a) Skagen (2000b) Skagen (2013) Solstad (2013) Ulvik & Smith (2011)	Østrem (2016)	Kang (2020) Lejonberg et al. (2018)			

Vil du delta i forskningsprosjektet

"En analyse av kunnskapsdiskursen i lektorutdanningen"?

Dette er et spørsmål til deg om å delta i et forskningsprosjekt hvor formålet er å analysere kunnskapsforståelsen i lektorutdanningen. I dette skrivet gir vi deg informasjon om målene for prosjektet og hva deltakelse vil innebære for deg.

Formål
Formålet med prosjektet er å analysere hvordan kunnskapsforståelsen blir construert i styringsdokumentene i lektorutdanningen og hvordan denne forståelsen blir rekontekstualisert i praksisfeltet, gjennom veiledningssituasjonen.
Første del av problemstillingen handler om å gjøre en diskursanalyse av rammeplan for lektorutdanningen og de nasjonale retningslinjene.
Den andre delen av forskningsspørsmålet handler om å se på hvordan dette blir rekontekstualisert i praksisfeltet. Prøve å forstå hvordan kunnskapsbegrepet konstrueres i veiledningssamtalen.
Datamaterialet her skal brukes i en doktorgradsstudie.

Hvem er ansvarlig for forskningsprosjektet?
Institutt for Lærerutdanning (ILU) ved NTNU er ansvarlig for prosjektet.

Hvorfor får du spørsmål om å delta?
Du får forespørsel om å delta fordi du:
    3. Er veileder for en student som har siste praksisperiode på lektorutdanningen
eller
    4. Er student i siste praksisperiode i lektorutdanningen
Disse to kriteriene er de som er lagt til grunn for utvalget.
I prosessen har jeg snakket med PPU-koordinator på skolen og etterspurt om hvem som er veileder for studenter dette året. I forespørselen ble det også etterspurt om veiledere har vært veiledere over en lengre periode. Dette fordi det er ønskelig at veileder har praktisert en stund og har vært veileder før.
Ledelsen ved skolen er kontaktet og forespurt omkring deltagelse for lærere og studenter ved skolen.

Hva innebærer det for deg å delta?
Ved å delta i prosjektet er det to prosesser jeg ønsker dere kan bidra i.
    3. Observasjon av veiledningssamtale. Her ønsker jeg å kun observere og ta opp på lydbånd samtalen dere har i veiledningssituasjonen. Jeg trenger kun å delta på en av deres veiledningssamtaler.

4. Intervju. I etterkant av veiledningssamtalen ønsker jeg å gjøre et individuelt intervju med dere to. Her stilles spørsmål omkring veiledningssamtalen. Også her ønsker jeg å ta lydopptak av intervjuet. Intervjuet vil ta 45-60 min.

Ingen personlige data vil bli samlet inn ved deltagelse. Prosjektet er opptatt av veiledningssamtalen og kunnskapsbegrepet i praksisfeltet, ikke hva du mener eller hvordan du oppfatter det.

Det er frivillig å delta

Det er frivillig å delta i prosjektet. Hvis du velger å delta, kan du når som helst trekke samtykke tilbake uten å oppgi noen grunn. Alle opplysninger om deg er anonymisert. Det vil ikke ha noen negative konsekvenser for deg hvis du ikke vil delta eller senere velger å trekke deg.

Ditt personvern – hvordan vi oppbevarer og bruker dine opplysninger

Vi vil bare bruke opplysningene om deg til formålene vi har fortalt om i dette skrivet. Vi behandler opplysningene konfidensielt og i samsvar med personvernregelverket.

- De som vil ha tilgang til datamaterialet er jeg som forsker og mine to veiledere.
- Navnet ditt vil kun stå på samtykkeskjemaet og det oppbevares innelåst i et skap.
- I lydopptakene vil alle deltager kun få bokstaver og tall, ingen navneliste vil bli laget på deltagerne. Det vil ikke være noen kobling mellom samtykkeskjemaene og bokstav/tall du vil få under intervju eller observasjon.
- Datamaterialet vil bli lagret på en minnepinne og være innelåst i et skap.
- Ingen vil kunne gjenkjenne deltagerne i publikasjonen. I doktorgraden vil fokuset være hvordan deltagerne har konstruert kunnskapsforståelsen gjennom veiledningen.

Hva skjer med opplysningene dine når vi avslutter forskningsprosjektet?

Prosjektet skal etter planen avsluttes 31.09.2021. Personopplysninger og datamaterialet vil bli slettet etter prosjektet er sluttført.

Dine rettigheter

Så lenge du kan identifiseres i datamaterialet, har du rett til:
- innsyn i hvilke personopplysninger som er registrert om deg,
- å få rettet personopplysninger om deg,
- få slettet personopplysninger om deg,
- få utlevert en kopi av dine personopplysninger (dataportabilitet), og
- å sende klage til personvernombudet eller Datatilsynet om behandlingen av dine personopplysninger.

Hva gir oss rett til å behandle personopplysninger om deg?

Vi behandler opplysninger om deg basert på ditt samtykke.

På oppdrag fra Institutt for lærerutdanningen ved NTNU har NSD – Norsk senter for forskningsdata AS vurdert at behandlingen av personopplysninger i dette prosjektet er i samsvar med personvernregelverket.

Hvor kan jeg finne ut mer?

Hvis du har spørsmål til studien, eller ønsker å benytte deg av dine rettigheter, ta kontakt med:
- Prosjektansvarlig og phd-student Monika Merket (monika.merket@ntnu.no)
- Hovedveileder for doktorgraden Cecilie Haugen (cecilie.haugen@ntnu.no)

- Vårt personvernombud: Thomas Helgesen (thomas.helgesen@ntnu.no)
- NSD – Norsk senter for forskningsdata AS, på epost (personvernombudet@nsd.no) eller telefon: 55 58 21 17.

Med vennlig hilsen

Prosjektansvarlig

Monika Merket

Samtykkeerklæring

Jeg har mottatt og forstått informasjon om prosjektet *«En analyse av kunnskapsdiskursen i lektorutdanningen»*, og har fått anledning til å stille spørsmål.
Jeg samtykker til:

- ☐ å delta i intervju
- ☐ å delta i observasjon av veiledningssamtale

Jeg samtykker til at mine opplysninger behandles frem til prosjektet er avsluttet, ca. 2021.

(Signert av prosjektdeltaker, dato)

Appendix E: Approval by the NSD (in Norwegian)

Vurdering

Referansenummer

370973

Prosjekttittel

En analyse av kunnskapsdiskursen innen praksisfeltet i lektorutdanningen

Behandlingsansvarlig institusjon

Norges teknisk-naturvitenskapelige universitet / Fakultet for samfunns- og utdanningsvitenskap (SU) / Institutt for lærerutdanning

Prosjektansvarlig (vitenskapelig ansatt/veileder eller stipendiat)

Monika Merket, monika.merket@ntnu.no, tlf: 41433959

Type prosjekt

Forskerprosjekt

Prosjektperiode

01.10.2018 - 15.01.2022

Vurdering (3)

30.09.2021 - Vurdert

NSD har vurdert endringen registrert 30.09.21.

Vi har nå registrert 15.01.22 som ny sluttdato for behandling av personopplysninger.

I tilfelle det skulle bli aktuelt med ytterligere utvidelse av den opprinnelige sluttdato (30.9.2021), må vi vurdere hvorvidt det skal gis ny informasjon til utvalget.

NSD vil følge opp ved ny planlagt avslutning for å avklare om behandlingen av personopplysningene er avsluttet.

Kontaktperson hos NSD: Line Raknes Hjellvik
Lykke til videre med prosjektet!

07.02.2019 - Vurdert

Det er vår vurdering at behandlingen av personopplysninger i prosjektet vil være i samsvar med personvernlovgivningen så fremt den gjennomføres i tråd med det som er dokumentert i meldeskjemaet med vedlegg 7.2.2019. Behandlingen kan starte.

MELD ENDRINGER
Dersom behandlingen av personopplysninger endrer seg, kan det være nødvendig å melde dette til NSD ved

å oppdatere meldeskjemaet. På våre nettsider informerer vi om hvilke endringer som må meldes. Vent på svar før endringer gjennomføres.

TYPE OPPLYSNINGER OG VARIGHET
Prosjektet vil behandle alminnelige kategorier av personopplysninger frem til 30.9.2021.

LOVLIG GRUNNLAG
Prosjektet vil innhente samtykke fra de registrerte til behandlingen av personopplysninger. Vår vurdering er at prosjektet legger opp til et samtykke i samsvar med kravene i art. 4 og 7, ved at det er en frivillig, spesifikk, informert og utvetydig bekreftelse som kan dokumenteres, og som den registrerte kan trekke tilbake. Lovlig grunnlag for behandlingen vil dermed være den registrertes samtykke, jf. personvernforordningen art. 6 nr. 1 bokstav a.

PERSONVERNPRINSIPPER
NSD vurderer at den planlagte behandlingen av personopplysninger vil følge prinsippene i personvernforordningen om
- lovlighet, rettferdighet og åpenhet (art. 5.1 a), ved at de registrerte får tilfredsstillende informasjon om og samtykker til behandlingen
- formålsbegrensning (art. 5.1 b), ved at personopplysninger samles inn for spesifikke, uttrykkelig angitte og berettigede formål, og ikke behandles til nye, uforenlige formål
- dataminimering (art. 5.1 c), ved at det kun behandles opplysninger som er adekvate, relevante og nødvendige for formålet med prosjektet
- lagringsbegrensning (art. 5.1 e), ved at personopplysningene ikke lagres lengre enn nødvendig for å oppfylle formålet

DE REGISTRERTES RETTIGHETER
Så lenge de registrerte kan identifiseres i datamaterialet vil de ha følgende rettigheter: åpenhet (art. 12), informasjon (art. 13), innsyn (art. 15), retting (art. 16), sletting (art. 17), begrensning (art. 18), underretning (art. 19), dataportabilitet (art. 20).

NSD vurderer at informasjonen om behandlingen som de registrerte vil motta oppfyller lovens krav til form og innhold, jf. art. 12.1 og art. 13.

Vi minner om at hvis en registrert tar kontakt om sine rettigheter, har behandlingsansvarlig institusjon plikt til å svare innen en måned.

FØLG DIN INSTITUSJONS RETNINGSLINJER
NSD legger til grunn at behandlingen oppfyller kravene i personvernforordningen om riktighet (art. 5.1 d), integritet og konfidensialitet (art. 5.1. f) og sikkerhet (art. 32).

For å forsikre dere om at kravene oppfylles, må dere følge interne retningslinjer og/eller rådføre dere med behandlingsansvarlig institusjon.

OPPFØLGING AV PROSJEKTET
NSD vil følge opp underveis og ved planlagt avslutning for å avklare status for behandlingen av personopplysninger.

Lykke til med prosjektet!

Kontaktperson hos NSD: Lasse Raa
Tlf. personverntjenester: 55 58 21 17 (tast 1)

03.02.2019 - Vurdert

Det er vår vurdering at behandlingen av personopplysninger i prosjektet vil være i samsvar med personvernlovgivningen så fremt den gjennomføres i tråd med det som er dokumentert i meldeskjemaet med vedlegg 3.2.2019. Behandlingen kan starte.

MELD ENDRINGER
Dersom behandlingen av personopplysninger endrer seg, kan det være nødvendig å melde dette til NSD ved å oppdatere meldeskjemaet. På våre nettsider informerer vi om hvilke endringer som må meldes. Vent på svar før endringer gjennomføres.

TYPE OPPLYSNINGER OG VARIGHET
Prosjektet vil behandle alminnelige kategorier av personopplysninger frem til 30.9.2021.

LOVLIG GRUNNLAG
Prosjektet vil innhente samtykke fra de registrerte til behandlingen av personopplysninger. Vår vurdering er at prosjektet legger opp til et samtykke i samsvar med kravene i art. 4 og 7, ved at det er en frivillig, spesifikk, informert og utvetydig bekreftelse som kan dokumenteres, og som den registrerte kan trekke tilbake. Lovlig grunnlag for behandlingen vil dermed være den registrertes samtykke, jf. personvernforordningen art. 6 nr. 1 bokstav a.

PERSONVERNPRINSIPPER
NSD vurderer at den planlagte behandlingen av personopplysninger vil følge prinsippene i personvernforordningen om
- lovlighet, rettferdighet og åpenhet (art. 5.1 a), ved at de registrerte får tilfredsstillende informasjon om og samtykker til behandlingen
- formålsbegrensning (art. 5.1 b), ved at personopplysninger samles inn for spesifikke, uttrykkelig angitte og berettigede formål, og ikke behandles til nye, uforenlige formål
- dataminimering (art. 5.1 c), ved at det kun behandles opplysninger som er adekvate, relevante og nødvendige for formålet med prosjektet
- lagringsbegrensning (art. 5.1 e), ved at personopplysningene ikke lagres lengre enn nødvendig for å oppfylle formålet

DE REGISTRERTES RETTIGHETER
Så lenge de registrerte kan identifiseres i datamaterialet vil de ha følgende rettigheter: åpenhet (art. 12), informasjon (art. 13), innsyn (art. 15), retting (art. 16), sletting (art. 17), begrensning (art. 18), underretning (art. 19), dataportabilitet (art. 20).

NSD vurderer at informasjonen om behandlingen som de registrerte vil motta oppfyller lovens krav til form og innhold, jf. art. 12.1 og art. 13.

Vi minner om at hvis en registrert tar kontakt om sine rettigheter, har behandlingsansvarlig institusjon plikt til å svare innen en måned.

FØLG DIN INSTITUSJONS RETNINGSLINJER
NSD legger til grunn at behandlingen oppfyller kravene i personvernforordningen om riktighet (art. 5.1 d), integritet og konfidensialitet (art. 5.1. f) og sikkerhet (art. 32).

For å forsikre dere om at kravene oppfylles, må dere følge interne retningslinjer og/eller rådføre dere med behandlingsansvarlig institusjon.

OPPFØLGING AV PROSJEKTET
NSD vil følge opp underveis og ved planlagt avslutning for å avklare status for behandlingen av personopplysninger.

Lykke til med prosjektet!

Kontaktperson hos NSD: Lasse Raa
Tlf. personverntjenester: 55 58 21 17 (tast 1)

NTNU

Norwegian University of
Science and Technology