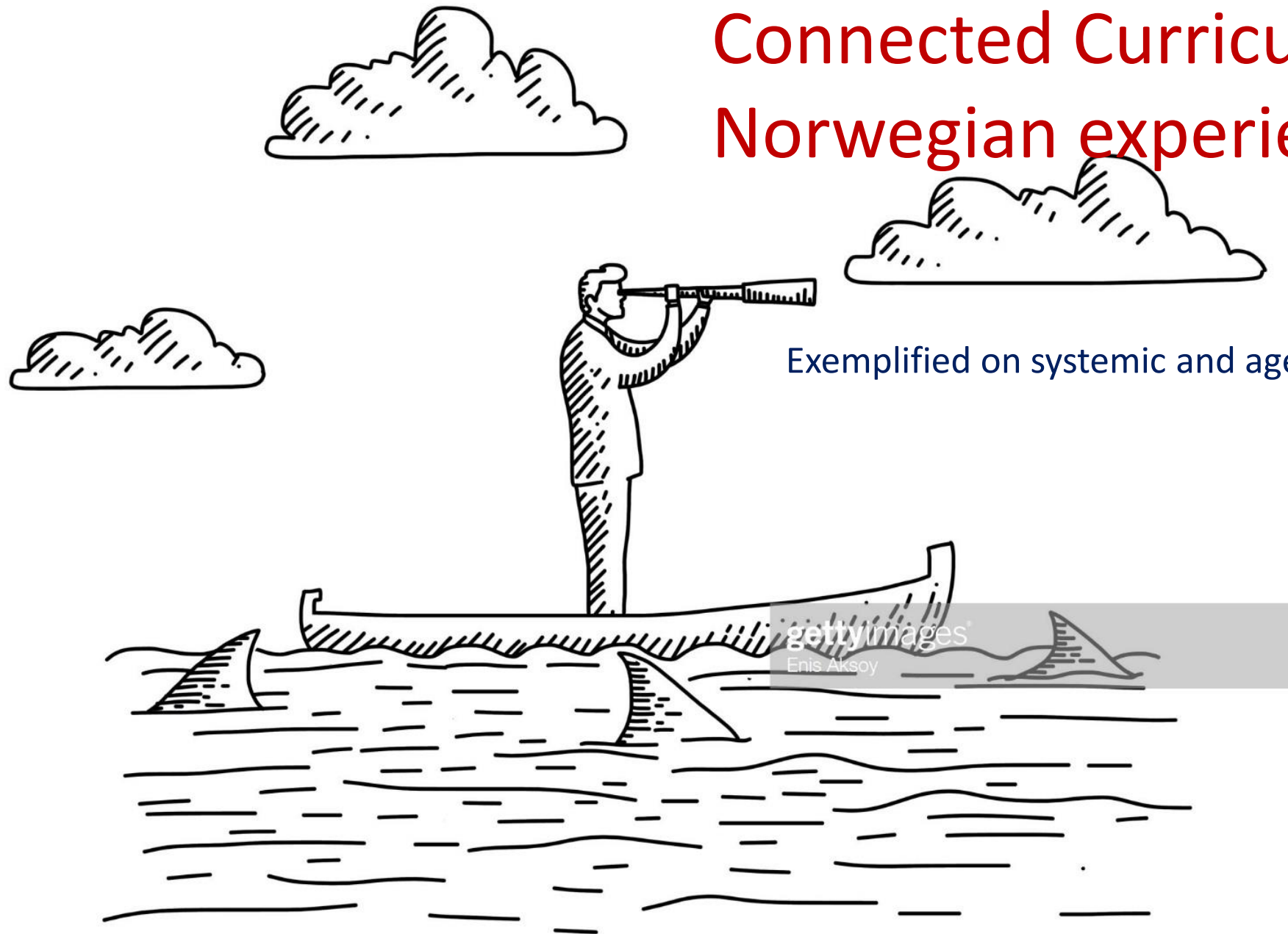


Connected Curriculum – a Norwegian experience



Exemplified on systemic and agentic levels

Positioning

- Background:
 - Head of **ProTed**, Center of Excellence for Education: integration; coherent TEd program
 - **Dean of Studies**, Faculty of Education: pearls without a string
 - Project **Teacher Education 2025** (Ministry of Education *and* Research): partnerships, 3rd space...
 - Research project on the **Reformed Curriculum 2020 («Fagfornyelsen»)**, cohesion, cross-disciplinarity, deep learning, digitalization, unexpected challenges...
 - Reviewing project proposals for **Digitalization & Active Learning** for the Norwegian Agency for International Cooperation and Quality Enhancement in Higher Education (DIKU)
 - Connecting **research, education, practice** and **policy** across space and time
 - Connecting **epistemic practices** and logics (experiential-personal for certification, practical on an aggregated level, academic as 'authorized', theoretical for transformation and 'going beyond'...)
 - **Digital Agency in Higher Education** (Routledge, Dec 2019) connecting digitalization and epistemology for transformative agency

Empirical snapshots/carriers

a) Systemic level

Uniped 03 / 2018 (Volum 41)

Artikkel 9 av 14

Vitenskapelig publikasjon  Åpen tilgang

Sammenhenger mellom digitalisering og utdanningskvalitet – innspill og utspill

Connections between digitalization and educational quality

av [Toril Aagaard](#), [Andreas Lund](#), [Jon Lanestedt](#), [Kirsti Rye Ramberg](#) og [Anne B. Swanberg](#)

- Min of Ed & Research inviting institutions and communities to contribute to a forthcoming White Paper on quality in education.
- Analyzed indications of connecting digitalization and educational quality in 22 of 91 submissions.
- Few and vague. ‘Work relevance’
- Support in policy documents, rarely in scientific literature

What about international scholarly literature?

- Christensen, C. M., & Eyring, H. J. (2011). *The **Innovative University**: Changing the DNA of Higher Education from the Inside Out*. San Francisco: Jossey-Bass.
- Bates, A. W., & Sangrà, A. (2011). *Managing Technology in Higher Education: Strategies for **Transforming Teaching and Learning***. San Francisco, CA: Jossey-Bass.
- Selwyn, N. (2014). *Digital Technology and the **Contemporary University***. Oxon, UK & New York, NY: Routledge.
- Ellis, V., & McNicholl, J. (2015). ***Transforming** Teacher Education: Reconfiguring the Academic Work*. London, New Dehli, New York, Sydney: Bloomsbury Academic.
- Carey, K. (2016). *The End of College: **Creating the Future** of Learning and the University of Everywhere*. New York: Riverhead Books.
- Lucas, H. C. (2016). *Technology And The **Disruption Of Higher Education***. London: World Scientific Publishing Co.
- Jónasson, J. T. (2016). **Educational change, inertia and potential futures**. Why is it difficult to change the content of education? *European Journal of Futures Research*, 4(7), 1-14.

Very few examples of moving beyond infrastructure, administration, competition, profiling and into epistemic practices!

Systemic level (ctd.)

- Lillejord, S., Børte, K., Nesje, K., & Rud, E. (2018). Learning and teaching with technology in higher education – a systematic review. Oslo, NO: Knowledge Centre for Education.
- “One paradox identified is that academics appear not to be using a *scholarly approach* when implementing technology in education. Research indicates that pedagogy is a more fundamental barrier to innovative teaching in higher education than technology use.” (p. 4).

b) Agentive level #1

- Connecting tasks, tools, activities and assessment
- A shift away from 'documentative' to 'performative' competence
- How do we deal with situations ripe with uncertainty, competing alternatives, conflict of motives, complexity etc etc? **S1**.
- What resources (material/digital, discursive/conceptual, social, epistemic etc.) do we invoke? **S2**. How do we respond when **S2**s are invoked in order to resolve **S1**?



Week 5:
PDC



Week 6:
Digital skills
in all
subjects



Week 7:
The digital
lives of
pupils



Week 8:
Class
management
in ICT-rich
environments



Week 9:
Digital
learning
resources



Week 10:
Subject 1
Didactics/
practice



Week 11:
Subject 2
Didactics/
practice



Week 12:
What can we
learn from
research?



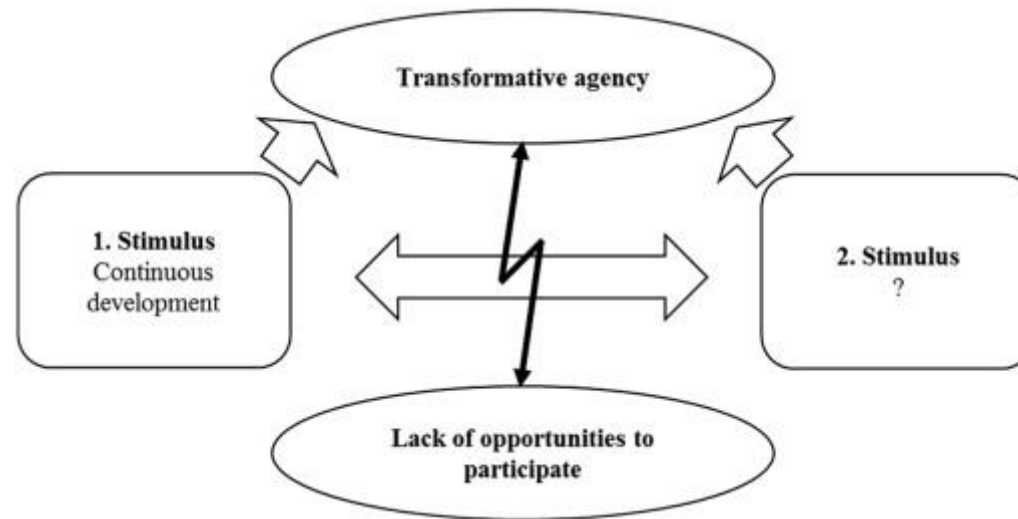
MANDATORY
ASSIGNMENT

Snapshots



Transformative agency as quality

Transformative Agency: “breaking away from the given frame of action and taking the initiative to transform it” (Virkkunen, 2006, p. 233)





Stimulus 1

English in and out of school

English is the majority language of the Internet. It is also the language of most social media and of [digital entertainment](#) that students consume widely outside of school ([Brevik, 2016a](#)). Consequently, one could easily imagine that the English school subject could benefit greatly from students' out-of-school use of English. Unfortunately, two recent research studies indicates that this may not be the case.

In Norway, Lisbeth M. Brevik found that [boys in vocational studies use English in online gaming](#) on a daily basis, although they did not see any connections between their English gaming and their English use at school ([Brevik, 2016a](#); [Brevik, 2016b](#); [Hellekjær, 2016](#)). Similarly, a Swedish national evaluation found that English teachers in Sweden were unable to bridge the gap between English used in lower secondary school and the English students use outside of school ([Sundqvist & Olin-Scheller, 2013](#)). Results indicate that students perceive English use outside school as irrelevant to the English they learn at school, and one of the consequences might be that they become discouraged and demotivated by the school subject English.

These findings should be relevant for you as a future English teacher. There are probably several ways to address the discrepancy between out-of-school English use and school use, but learning more about your students' English use might be a good place to start.

Task: Ask a student and formulate a lesson idea

Transformative agency

Ask a student at your practice school about what he or she reads in English outside school. You may use the questions [Brevik \(2016a\)](#) used in her study, for example:

[FORSIDEN](#)

[TILBAKE TIL
FAGDIDAKTISKE
FAG](#)

[OBLIGATORISK
OPPGAVE](#)



rakelska@student.uv.uio.no

24 Mar 2017

Stimulus 2



The student I talked to said that he reads English outside of school when he plays video games, reads news and watches videos on YouTube.

I would use one video game, like for example Fallout (a dystopic roleplaying game). It could also serve as a good base to create a roleplay about a topic more connected to the curriculum. I have found some examples of roleplay with an historic context which can be used as a model to make my own role plays that serve the purpose of teaching what i want them to learn.

I will first talk about the digital role playing games, that they are really a great learning platform if used with purpose, and compare them with analogue role playing. This lesson will serve as a final part of a bigger project.

http://z7.invisionfree.com/Tudors_Saga/index.php (An example of a historical rpg)

Reply (1 likes)

Instantiations of object



Digital oppgave: Finn forskningsfunn

Lisbeth M Brevik

16 Jan at 23:53

Forskningsfunn om IKT og læring publiseres i diverse vitenskapelige tidsskrifter og bøker. Et av disse er [Nordic Journal of Digital Literacy \(NJDL\)](#) [↗], som har som mål å skape en plattform for kritisk analyse av digital kompetanse og bruk av IKT i pedagogisk sammenheng. I NJDL har du åpen tilgang til et mangfold av forskningsartikler om IKT og læring knyttet til diverse fag og ulike typer teknologier.

Assignment: Use research

- Title, summary
- Data corpus and methods
- Findings
- Relevance for teachers



[Acta Didactica Norge](#) [↗] er publisert av Institutt for lærerutdanning og skoleforskning (ILS) og er et nasjonalt forum for dokumentasjon av fagdidaktisk og pedagogisk forsknings- og utviklingsarbeid. Tidsskriftet omfatter forskning om fagdidaktikk, lærerutdanning og skoleledelse, men har også artikler som omhandler IKT og læring.

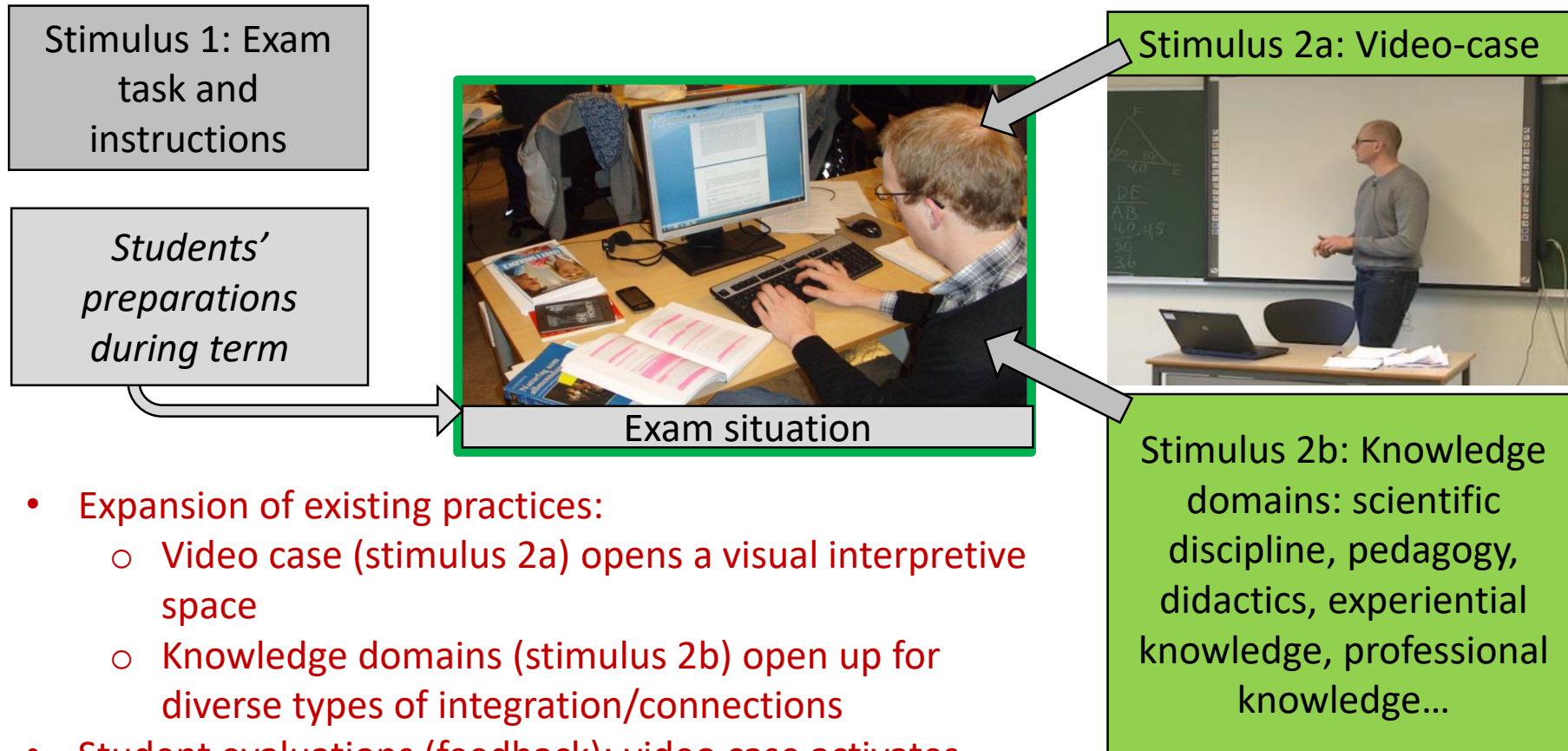
I internasjonale tidsskrifter publiseres det også regelmessig artikler om IKT og læring. Du kan for eksempel søke etter artikler i [Computers & Education](#) [↗], [Technology, Pedagogy & Education](#) [↗], [First Monday](#) [↗] eller [European Journal of Teacher Education](#) [↗].

[FORSIDEN](#)

NESTE UKE:

[OBLIGATORISK
OPPGAVE](#)

Exam as $S1 \leftrightarrow S2$; 'infinite' resources...



- Expansion of existing practices:
 - Video case (stimulus 2a) opens a visual interpretive space
 - Knowledge domains (stimulus 2b) open up for diverse types of integration/connections
- Student evaluations (feedback): video case activates integrative epistemic work

(Based on Vestøl, 2015)

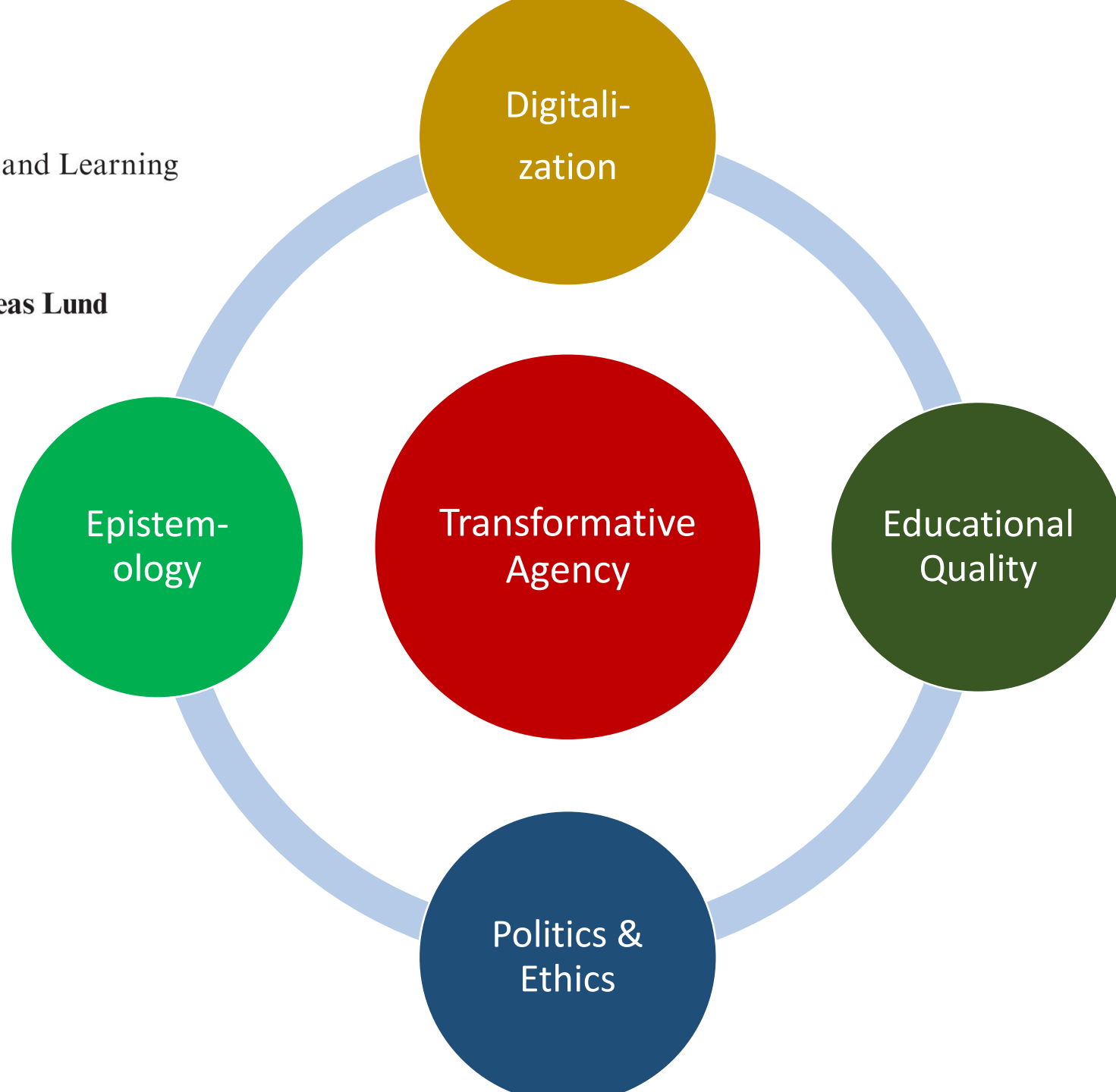
Digital Agency in Higher Education

Transforming Teaching and Learning

FIRST EDITION

Toril Aagaard and Andreas Lund

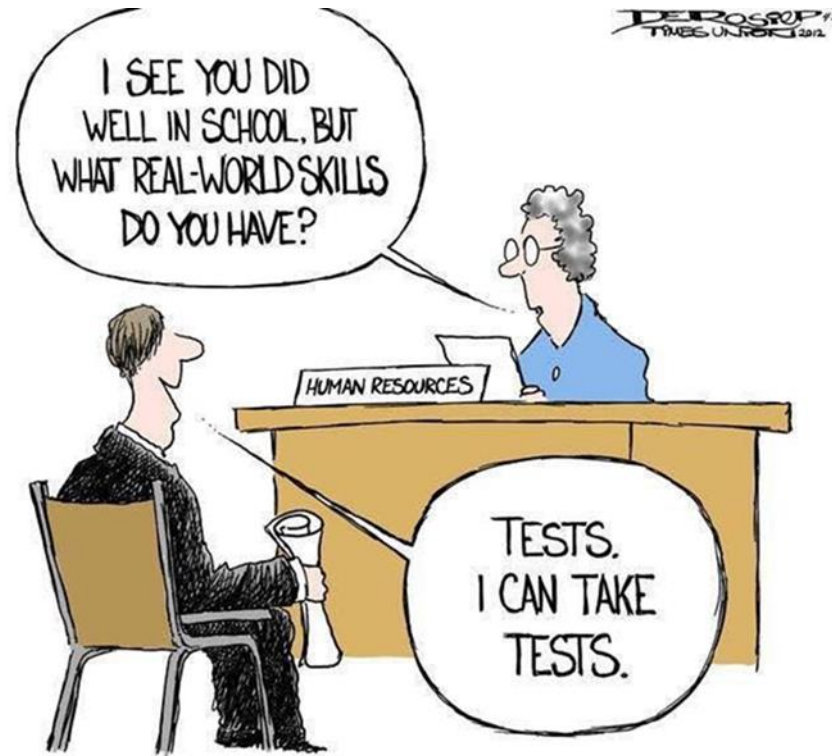
 **Routledge**
Taylor & Francis Group
LONDON AND NEW YORK



Connecting:

- research
- education
- practice and
- policy

across space and
time



- by connecting:

- assignments
- activities
- artifacts
- assessment

with a view to the
interplay between
agents and
resources
(S1 <-> S2)