

STRATEGY 2020-2030:

Department of Teacher Education
and School Research (ILS)



AIM

The Department of Teacher Education and School Research (ILS) shall be a leading environment for quality and innovation in teacher education, in qualification studies for school leaders and student advisers, and in school-related research. The Department's activities shall be defined by their social engagement, vigor, inclusivity, development focus, and sustainability. The Department's vision is to educate teachers, advisers, and leaders for the schools of the future and to conduct research, both nationally and internationally, with a high degree of school-related relevance. The Department help ensure that schools provide all pupils with the opportunity to acquire knowledge and develop skills, attitudes and actions that will enable them to face complex societal challenges.

RESEARCH

ILS should be a leading international environment for educational research with high relevance for schools. Research at ILS shall be coordinated with the various education programs within the department, be of high relevance to schools and respond to the societal challenges related to education. Through research on teaching and learning in and across school subjects and contexts, the department will examine how knowledge cultures and teaching practices facilitate development of competence for students, teachers, and other actors. By researching what characterizes good teaching, ILS will examine possible links between teachers' teaching in the classroom and pupils' learning and whether there are specific Nordic traditions and patterns in teaching when, for example, it comes to managing digitalization, sustainability and multilingual challenges. Subject related practices linked to interdisciplinarity, deep learning and formation are getting special significance, as well as principles about equal opportunities and equality.

ILS will explore characteristics for quality in teacher education and examine how good coherence can

be created in compound and complex teacher education programs, the knowledge and expertise that teacher students need to navigate technology-rich classrooms, how student teachers perceive guidance in practical training, and how teachers can derive support in their professional development. The Department will take upon responsibility for developing research-based knowledge about the relationships between the administration and leadership of the school and pupils' learning outcomes, how education reforms meet school practices, and how leaders in schools design their roles and exercise professional discretion. In addition, the Department will continue to conduct large national and international studies of pupils and teachers' competence development in schools and higher educational institutions, develop national tests for formative work in schools, and work systematically on quality assurance data while developing instruments to measure pupils' academic competence. The department will have diversified breadth in its externally funded project portfolio.

ILS will be a key player in video use in research at UiO, in Norway, and the Nordic countries and in further developing a research methodology related to video documentation in classroom studies and education. ILS will, in collaboration with the department's Teaching Learning Video Lab and the faculty's other labs, further strengthen use of information technologies in supporting innovation in educational research.

EDUCATION

ILS will conduct outstanding education programs for teachers, supervisors, and school leaders and will be a leading environment for quality and innovation in these educational programs. Based on results obtained of the Centre for Excellence in Teacher Education and School Research (ProTed), ILS will further develop the five-year cross-faculty master's teacher program, one of UiO's

largest programs of study, as an attractive and high-profile education program for teachers in school grades 8–13. In collaboration with the Faculty of Mathematics and Natural Sciences, the Faculty of Humanities, the Faculty of Social Sciences, and the Faculty of Theology, ILS shall take responsibility for ensuring that the completion rate in the master's-level teacher training program is maintained at a high level, and recruitment to the program is increased. Furthermore, the Department will further develop programs within the practical-didactic education and secure recruitment basis for these programs as an extension of master's programs for teacher qualifications for school grades 5–13, through innovative teaching and assessment methods. ILS will further develop partnership with our university and partner schools through research and development with aim to increase relevance of the profession in studies and strengthen schools' knowledge to create best possible preconditions for pupils learning. In the educational programs within the department, students will develop skills and attitudes that will equip them in their encounters with the challenges in the school of the future.

ILS shall actively contribute toward the further education of teachers and school leaders. By implementing and further developing educational programs for supervisors to an increasing number of teachers in schools, ILS will take upon responsibility for ensuring that students and newly qualified teachers meet highly qualified supervisors in practice. ILS will further develop and renew the master's program in education management, increase both recruitment to the program and its completion rate, work to increase the number of applicants to the head teacher training program, and be an active provider of school leadership training in the municipal sector.

To create flexible educational programs that facilitate good learning processes for students, ILS will adopt digital learning designs and new research-based tools.

