

SHORT PROGRAMME

Tuesday 7.6

08:00-09:00

Registration
Hotel reception

09:30-11:30

Conference opening

Keynote Prof.
Pam Grossman

Aðalgerði

11:30-12:30

Lunch

Glæsigerði

12:30-14:30

Paper session
1A

Stjórnargerði

12:30-14:30

Paper session
1B

Pinggerði

14:30-15:00

Break

15:00-18:30

QUINT Coding
Workshop

upon invitation

Pinggerði, Stjórnargerði,
Ráðgerð, Sáttagerði

19:30-21:00

Reception & QUIZ

Aðalgerði

Wednesday 8.6

09:00-10:30

Paper session
2A

Pinggerði

09:00-10:30

Paper session
2B

Stjórnargerði

10:30-10:45

Break

10:45-12:00

Keynote
Prof. Courtney Bell

Aðalgerði

12:00-13:00

Lunch

Glæsigerði

13:00-14:45

Paper session
3A

Pinggerði

13:00-14:45

Paper session
3B

Stjórnargerði

15:30-17:00

Hotsprings
walks

17:00-19:00

QUINT project meetings

Pinggerði, Stjórnargerði,
Ráðgerð, Sáttagerði

Thursday 9.6

08:00-09:00

Registration

Hotel reception

09:00-11:00

Conference opening

Keynote Prof. Daniël Muijs

Aðalgerði

11:00-11:15

Break

11:15-12:15

Paper session
4A

Þinggerði

11:15-12:15

Paper session
4B

Stjórnargerði

11:15-12:15

Paper session
4C

Aðalgerði

12:15-13:00

Lunch

Glæsigerði

13:00-14:30

Paper
session
5A

Þinggerði

13:00-14:30

Paper
session
5B

Stjórnargerði

13:00-14:30

Paper
session
5C

Aðalgerði

15:00-16:00

Panel debate
Icelandic policies on
teaching quality

Aðalgerði

16:15

Group photo

19:30

Conference dinner

Glæsigerði

Friday 10.6

09:00-10:30

Paper
session
6A

Þinggerði

09:00-10:30

Paper
session
6B

Stjórnargerði

09:00-10:30

Paper
session
6C

Aðalgerði

10:30-10:45

Break

10:45-12:00

LISA Nordic session &
closing remarks

Aðalgerði

12:00-13:00

Lunch

Glæsigerði

13:00

Departure

08:00 AM – 09:00 AM	Registration – Hotel reception		
09:30 AM – 11:30 PM	<p>Conference opening – Aðalgerði Welcome by Professor Kirsti Klette, QUINT Centre Director, University of Oslo</p> <p>Keynote presentation Studying core practices for project-based learning</p> <p>Professor Pamela Grossman, Dean of the Graduate School of Education at the George and Diane Weiss Professor of Education at the University of Pennsylvania</p>		
11:30 AM – 12:30 PM	Lunch – Glæsigerði		
12:30 PM – 2:30 PM	<p>Parallel sessions</p> <table border="0" style="width: 100%;"> <tr> <td style="vertical-align: top; width: 50%;"> <p>1A Teaching quality in mathematics education Stjórnargerði</p> <p>Discussants: Berglind Gísladóttir & Anna Kristin Sigurðardóttir, University of Iceland</p> <p>Three types of cognitive activation in mathematics education: a qualitative-reconstructive video analysis Patrick Schreyer</p> <p>Characterizing mathematics lessons via task characteristics Ann-Kristin Adleff</p> <p>Mathematical competency goals and activities in Nordic mathematics classrooms Alexander Selling</p> <p>Teaching for cognitive activation: outstanding mathematics teaching in a Nordic context Johann Sigurjónsson</p> <p>Can students' cognitive processing skills moderate the effect of cognitive activation on student Learning? An exploratory study Sergios Sergiou</p> </td> <td style="vertical-align: top; width: 50%;"> <p>1B Teaching quality in L1 & L2 education Þinggerði</p> <p>Discussants: Nikolaj Elf, University of Southern Denmark & Camilla Magnusson, University of Oslo</p> <p>Benefits and challenges in operationalizing the PLATO element "Use of Authentic Texts in Instruction" in English lessons covering both printed novels and multimodal games Shilan Ahmadian</p> <p>Affordances in digital writing: exploring teaching quality Jenny Högström</p> <p>Literary discussions in Danish, Norwegian and Swedish lower secondary classrooms Anna Nissen</p> <p>Inquiry in the Nordic L1 literature curricula Ida Gabrielsen</p> <p>Analyzing teaching qualities in relation to use of Power Point in L1 teaching Annelie Johansson</p> </td> </tr> </table>	<p>1A Teaching quality in mathematics education Stjórnargerði</p> <p>Discussants: Berglind Gísladóttir & Anna Kristin Sigurðardóttir, University of Iceland</p> <p>Three types of cognitive activation in mathematics education: a qualitative-reconstructive video analysis Patrick Schreyer</p> <p>Characterizing mathematics lessons via task characteristics Ann-Kristin Adleff</p> <p>Mathematical competency goals and activities in Nordic mathematics classrooms Alexander Selling</p> <p>Teaching for cognitive activation: outstanding mathematics teaching in a Nordic context Johann Sigurjónsson</p> <p>Can students' cognitive processing skills moderate the effect of cognitive activation on student Learning? An exploratory study Sergios Sergiou</p>	<p>1B Teaching quality in L1 & L2 education Þinggerði</p> <p>Discussants: Nikolaj Elf, University of Southern Denmark & Camilla Magnusson, University of Oslo</p> <p>Benefits and challenges in operationalizing the PLATO element "Use of Authentic Texts in Instruction" in English lessons covering both printed novels and multimodal games Shilan Ahmadian</p> <p>Affordances in digital writing: exploring teaching quality Jenny Högström</p> <p>Literary discussions in Danish, Norwegian and Swedish lower secondary classrooms Anna Nissen</p> <p>Inquiry in the Nordic L1 literature curricula Ida Gabrielsen</p> <p>Analyzing teaching qualities in relation to use of Power Point in L1 teaching Annelie Johansson</p>
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2:30 PM – 3:00 PM	Break		
3:00 AM – 6:30 PM	<p>QUINT Coding workshop (upon invitation) – Þinggerði, Stjórnargerði, Ráðgerð, Sáttagerði</p> <p>Conveners: Kirsti Klette, Jennifer Luoto & Mark White, University of Oslo</p> <p>Invited participants apply their own framework to analyze teaching quality. These analyses are presented and used at this joint session discussing the patterns of teaching quality produced with the different frameworks.</p>		
7:30 PM – 9:00 PM	<p>Reception & QUIZ – Aðalgerði</p> <p>QUIZ Master QUINT PhD Fellow Peter N. Aashamar, University of Oslo</p>		

09:00 AM – 10:30 AM

Parallel paper sessions

2A | Actor perceptions of teaching quality

Þinggerði

Discussants: Michael Tengberg, Karlstad University & Thomas I. Hansen, UCL University College Denmark

A comparison of the teaching quality perspectives of school inspectors, students, and teachers
Hannah Bijlsma

Examining students' perceptions of teaching behavior: linking the effective teaching framework to the self-determination theory
Bilge Gencoglu

Motivational interviewing in school to promote autonomy-supportive teaching and teacher efficacy
Martina Svensson

Student perceptions of teaching quality across 39 countries: evaluating the comparability and impact of teachers' gender
Bas Senden

2B | Teaching quality in teacher education & professional development

Stjórnargerði

Discussants: Inga Staal Jensen, University of Oslo & Birna Svanbjörnsdóttir, University of Akureyri

From critical to generative moments when learning to notice and enact responsive instructional scaffolding during fieldwork
Gøril Brataas

The teaching clinics' One Health case: a highly flexible digital service-learning format in Austrian teacher education
Ulrich Hobusch

Understanding research literacy from the perspective of teacher education
Tone M. Eriksen

Mentoring paradigms as a lens to observe school based mentoing conversations with the use of digital tools
Tove Hunskaar

10:30 AM – 10:45 AM

Coffee break

10:45 AM – 12:00 AM

Keynote presentation | Tradeoffs in the assessment of teaching: validity considerations across common measurement modes

Professor Courtney Bell, Director of the Wisconsin Center for Education Research, University of Wisconsin – Madison

Aðalgerði

12:00 PM – 1:00 PM

Lunch – Glæsigerði

1:00 PM – 2:45 PM	Parallel paper sessions	
	3A Analysing teaching quality through observation	3B Quality aspects in assessment, social science education & professional development studies
	Þinggerði	Stjórnargerði
	Discussants: Kirsti Klette & Mark White, University of Oslo	Discussants: Torben Christensen & Ane Qvortrup, University of Southern Denmark
	Instructional quality disparities perceived with two classroom observation instruments, ICALT and TEACH: a mixed-method study on teacher effectiveness Zhijun Chen	Teachers' conceptualizations of assessment of L2 English oral proficiency reflected in note-taking practices of a high-stakes, national test Liliann Byman Frisén
	Towards a conceptual framework for teaching quality Cæcilie Damgaard Ketil Hejl Jonas Teglbjærg	What if implementing peer assessment was not a self-condition of teaching quality? Yoann Buyck
	Reciprocal associations among teaching quality, teachers' work engagement, and children's social competence Viola Penttinen	Bringing the world into the classroom: a matter of quality in social science education Peter N. Aashamar
	Achieving high-quality observation ratings of teaching quality – investigation of a newly developed classroom observation instrument Tosca Panetta	Process of refining professional development intervention: Educational design research practices Amanda Riske
	Relationships between beginning teachers' motivational profiles and effective teaching behaviour over the first two career years Xiangyuan Feng	
3:30 PM – 5:00 PM	Guided tour Hotsprings walk	
5:00 PM – 7:00 PM	QUINT project meetings QUICC, QUISST, QUALE, LISA Nordic, Connected Classrooms Free night	

Thursday 9 June

8:00 AM – 9:00 AM	Registration - Hotel reception		
9:00 AM – 11:00 AM	Conference opening - Aðalgerði QUINT Centre Director Professor Kirsti Klette Keynote presentation Classroom observation: what is wrong and how can we fix it? Professor Daniël Muijs, Dean of the School of Education and Society at Academica University of Applied Sciences		
11:00 AM – 11:15 AM	Break		
11:15 AM – 12:15 AM	Parallel paper sessions		
	4A Teaching quality in different contexts/ classroom realities Þinggerði Chair: Leif Lahn, University of Oslo	4B Subject & content- specific aspects of teaching quality Stjórnargerði Chair: Nikolaj Elf, University of Southern Denmark	4C Teaching quality across subjects & classrooms Aðalgerði Chair: Astrid Roe, University of Oslo
	Disentangling tensions between the comparative education field and classroom observation systems used comparatively Jennifer Luoto	Subject-specific learning and Interaction in elementary school – a research program Tatyana Tyagunova Georg Breidenstein	The quality of instruction in Swedish lower secondary language arts, mathematics and social science Michael Tengberg Jorry van Bommel Marie Nilsberth Anna Nissen Michael Walkert
	On the equivalence of teaching quality in face- to-face and distance teaching Richard Göllner	Investigating critical literacy instruction through videotaped lessons across Nordic L1 classrooms – issues and tensions in conceptualization, operationalization, and ethics Camilla Magnusson	Measuring teacher quality: surveys versus video-based think aloud protocols? Karen Koellner Nanette Seago Nicora Placa Amanda Riske
	Testing the validity of the ICALT observation instrument for measuring effective teaching behaviour in 10 countries Ridwan Maulana	The malleability of teaching factors: context and subject dependencies Eva Lykkegaard Ane Qvortrup	Students perceptions of classroom climate as a quality indicator of classroom practices Berglind Gísladóttir Anna Kristín Sigurðardóttir Hermína Gunnþórsdóttir
12:15 PM – 1:00 PM	Lunch – Glæsigerði		

1:00 PM – 2:30 PM

Parallel paper sessions

5A | Theorising & measuring teaching quality

Þinggerði

Chair: Anna Kristin Sigurðardóttir, University of Iceland

Theory development and measurement strategies in research on teaching quality. A view from philosophy of science
Leif C. Lahn

‘Time’ matter - Time ‘matters’: - observing instructional quality and the concept of teaching
Stefan Graf

What’s in a number? Problematising interpretations of observation rubrics
Mark White

Investigating generalizability interpretations for an instructional quality framework in secondary mathematics classrooms
Armin Jentsch

Teaching and learning as didactic joint actions: why does the knowledge content matter in assessing the quality of teaching?
Florence Ligozat et al.

5B | Investigating teaching quality in social science education

Stjörnugerði

Chair: Michael Walkert, Karlstad University

Controversiality as an element of teaching quality
Dorothee Gronostay
Anders S. Christensen

Observing and interpreting quality in social science teaching
Torben S. Christensen

Higher order thinking in social science education
Anders S. Christensen
Nora Mathé

How can video observations contribute to increasing quality in social sciences teaching?
Nadine Malich-Bohlig

5C | Symposium Quality Literature Education (QUALE)

Aðalgerði

Chair: Marie Nilsberth, Karlstad University

Framing the QUALE project: theoretical pillars, revised research questions, and methodology
Nikolaj Elf

Inquiry-based teaching and steered openness in literature teaching
Vibeke Christensen

Comparative didactics – the case of inquiry-oriented teaching of literature education in language arts
Ane Qvortrup

Inquiry in The Nordic L1 literature curricula
Thomas Illum Hansen
Ida Gabrielsen

3:00 PM – 4:00 PM

Panel debate | Icelandic policies on teaching quality – Aðalgerði

Moderator: Professor Kirsti Klette, University of Oslo/QUINT

A panel debate on how good teaching practice is interpreted and implemented in Iceland. Panel participants include representatives from Icelandic Ministry of Education and Children, Teachers’ Union, local authorities working with education and teachers

4:15 PM

Group photo

All conference delegates are invited

7:30 PM

Conference dinner (Formal or casual elegant) - Glæsigerði

Musical performance by the local artist Unnur Birna Björnsdóttir

9:00 AM – 10:30 AM

Parallel paper sessions

6A | Theories, instruments & empirical approaches to understand aspects of quality teaching
Þinggerði

Chair: Jennifer Luoto, University of Oslo

Fine-grained, nomination coding in the support domain: promising teacher discourse measures in mathematics instruction
Sean Kelly

Development and validation of the ADAPT-instrument for assessing differentiation in all phases of teaching
Marieke Van Geel
Trynke Keuning

Defining the core of teaching quality in special education: a systematic review of the literature on special educators' roles
Hannah Mathews

Stated purpose and use of feedback in Icelandic lower secondary classrooms results from video-recordings
Birna Svanbjörnsdóttir
Sólveig Zophoníasdóttir
Berglind Gísladóttir

6B | Developing quality in teacher education and professional development

Stjórnargerði

Chair: Kirsti Klette, University of Oslo

Inquiry dialogue to promote comprehension and interpretation. Effects of an intervention to improve the quality of teacher-led discussions about complex literary texts
Michael Tengberg

Conceptualising a framework for the study of students development of teacher noticing when videotaped teaching is used in teacher education?
Hanne Fie Rasmussen

Hit the road towards an automated assessment of written reflections of pre-service teachers
Tim Fütterer

Video as a tool for discussion: teacher candidates' reasoning across coursework and fieldwork
Inga Staal Jensen

6C | Content-specific analysis of teaching quality: approaches & instruments

Aðalgerði

Chair: Anna Slotte, University of Helsinki

Subject-specific perspectives on teaching qualities in Nordic connected classrooms
Marie Nilsberth
Anna Slotte
Tina Høegh
Jenny Högström
Annelie Johansson
Sólveig Zophoníasdóttir

Response-able pedagogy as an approach to quality in teaching
Marie F. Slot
Michael P. Jensen
Tina Høegh et al.

Instructional videos in classrooms – The development and validation of an instrument to assess its quality
Ann-Kathrin Jaekel

10:30 AM – 10:45 AM

Break

10:45 AM – 12:00 AM

LISA Nordic session | Standardized Instruments and Observation Manuals as Lenses into Teaching Quality: Findings from Nordic Classrooms Using student Perception Surveys and the PLATO Manual
– Aðalgerði

Discussant: Professor Pamela Grossman, University of Pennsylvania

Chair: Professor Kirsti Klette, University of Oslo/QUINT

12:00 AM – 1:00 PM

Lunch – Glæsigerði
End of conference