



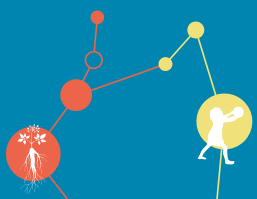
Western Norway
University of
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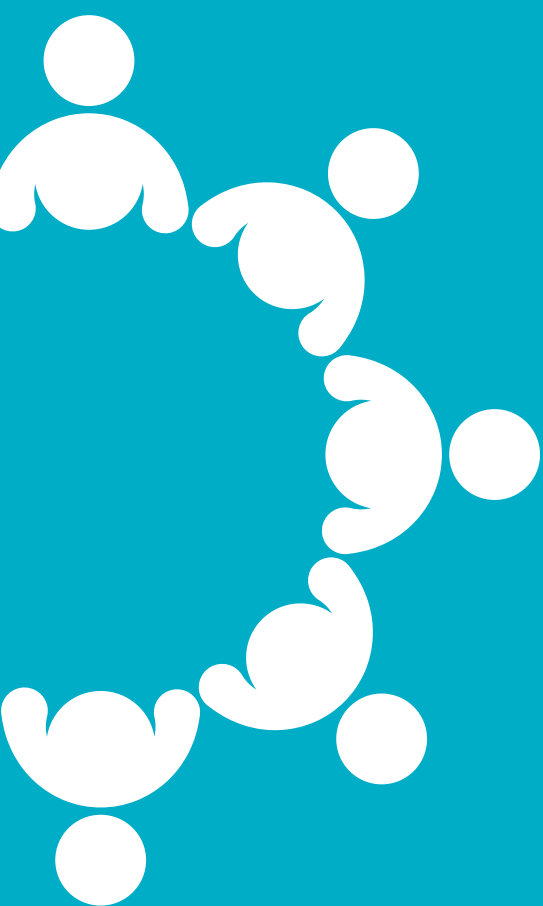
KINDknow
Kindergarten Knowledge Centre
for Systemic Research on Diversity
and Sustainable Futures



2022 Annual Report

KINDknow notes series 5, 2023





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Preface

This report documents the activities and results of KINDknow in 2022. We would like to thank the Research Council of Norway and our institutions for their indispensable support. Many thanks also to our local and international collaboration partners, friends in academia, and the ECE profession.

Denne rapporten dokumenterer aktiviteter og resultater i 2022 av BARNkunne. Vi takker Forskningsrådet og våre institusjoner for god støtte. Takk også til våre lokale og internasjonale samarbeidspartnere, venner i akademia og ECE-profesjonen.

Denne rapporten dokumenterer aktivitetar og resultat frå 2022 av BARNkunne. Vi takkar Forskningsrådet og institusjonane våre for god støtte. Takk òg til dei lokale og internasjonale samarbeidspartnarane, vener i akademia og ECE-profesjonen.

Dat raporta duodašta doaimmaid ja bohtosiid MÁNÁIDmáhtu 2022. Mii giitit Research Council Norway ja min ásahusaid buoriid doarjagiid ovddas. Giitit maiddái mu báikkálaš ja riikaidagaskasaš ovttasbargoverddiid, olbmáid akademijain ja ECE-profešuvdna.

此报告记录了2022中心所开展的活动及所取得的成绩。在此我们衷心感谢挪威研究委员会和我们大学的慷慨支持。我们亦向国内外合作伙伴，学术界的朋友及学前教育界同行致以诚挚谢意。

Words from the Director of KINDknow

In summing up KINDknow Research Center's [BARNkunne – Senter for barnehageforskning] 4th year, I'm grateful for the opportunity to reflect back and look forward to a new period of external funding for our center (RCN 2023-2028).

We are proud of our achievements and are appreciative of the encouraging analyses of our fulfillment and the constructive pointers from the Norwegian Research Council's expert evaluation committee. Their overall conclusion was that BARNkunne functions exceptionally well and is consciously led with great professional and administrative competence. We have published extensively in peer-reviewed and high-impact publication channels.

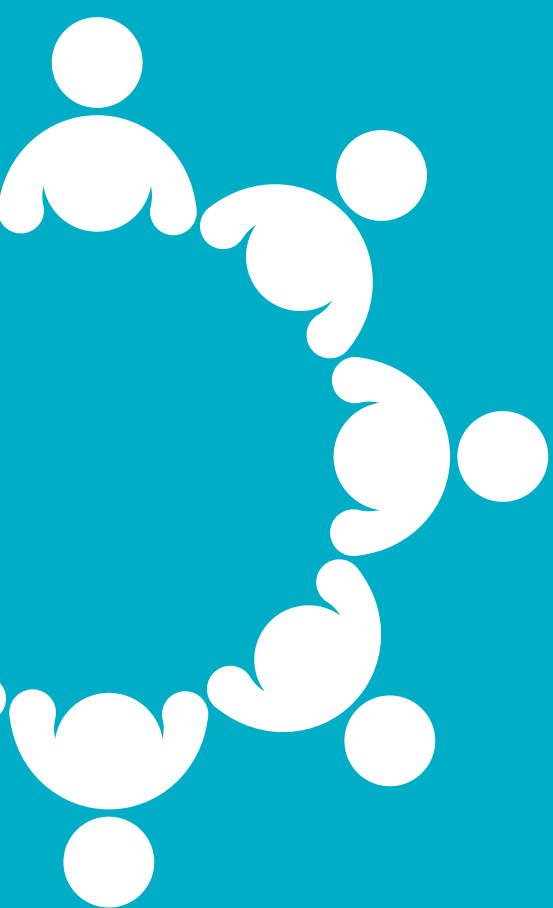
We have also had success with achieving competitive externally funded research projects and profiled researchers from the center have been invited to speak in prestigious forums internationally. The expert evaluation committee also points to areas of consideration and improvement, which we take seriously as we take new steps forward.

Even if we have succeeded in publishing broadly, using analog and digital channels, and addressing different aspects of how kindergarten research could be used in practice, it is nevertheless, until this point, hard to say if this is affecting the kindergarten practice. The evaluation also points to the risk that breadth in research and its application is prioritized before depth. Since the center is a strategic institutional center, many interests need to be negotiated and considered and in 2022 we started some new strategies for in-depth theorisations and higher impact on kindergarten practices. 2023 will be a year where new strategies and knowledges are further negotiated, co-created, and implemented.



This past year has also been a time of recovery and the discovery of how resilient the KINDknow team is. We continued to understand how best to adjust, change and address the enduring impacts of the pandemic and the sudden and emerging impact of the wars and climate crisis. Our research is informed by several epistemologies and multi-methodological designs. The team is developing theory through co-creation, is practice-oriented, and to a large extent anchored in local practices in Norway. Nevertheless, the KINDknow research center is entangled and engaged internationally in so many ways, where we experience the local effects of global crises and politics. The KINDknow team continued to find ways to engage our global research networks through a continuance of the innovative digital formats developed during the pandemic and by hosting guests and partners, as well as prioritizing selected targeting international stays. The annual report showcases the spectrum of exciting activities at KINDknow! We hope you find inspiration while reading.

Elin Eriksen Ødegaard,
Director



This is KINDknow

Main focus and core values

Sustainability

- > Act on new understandings and knowledge about education for diversity (EfD).
- > Act on education for sustainable futures (ESF).
- > Support the development of quality and competence in early years education through participatory design.
- > Improve solutions to provide ecologically sound outcomes for families and staff in kindergartens.

Excellence

- > Engage in high-quality, relevant, and committed research.
- > Nurture a creative, inclusive, and high-achieving community of researchers based on trust, ethics and open communication.

Interdisciplinarity

- > Apply broad views of understandings and knowledge creation through collaboration across disciplines, institutions and organisations.

Glocality

- > Lead and mediate authentic collaboration locally, nationally, and globally.
- > Ensure that diverse cultural perspectives are continuously represented.

Sharing

- > Share knowledge and resources with fellows and citizens.

Main goals for the further development of the centre:

- > Advance our understanding of education for sustainability and diversity by considering how kindergartens face contemporary challenges and changes in societies and ecological conditions.
- > Generate pioneering scholarly knowledge about exploration, play, systemic leadership, and transformative pedagogical practices.
- > Implement and share expertise, build capacities, and exchange knowledge across local and global Early childhood educational research communities.
- > Collaborate and inform local communities (kindergartens, municipalities, teachers, parents, and children) so that research outcomes are transformed immediately into practice.
- > Generate empirical data that can advance and transform educational practice.
- > Develop experimental research designs that ensure that research is with key stakeholders and not about them.
- > Ensure that the research addresses topics relevant to the kindergarten sector, rarely discussed in kindergarten research, and often unacknowledged in linguistic environments.
- > Initiate dialogue, thinking, and actions to support knowledge production and to change practices.

Key words



The overall methodological design – a systemic approach

Research on these kinds of kindergarten practices includes several approaches, both qualitative and quantitative. We are exploring how to co-create an educational setting that provides children with opportunities to be explorative and agentic and how children's exploration can contribute to their development. Our research will enhance knowledge of diversity as a resource in kindergarten practices and relation to kindergarten leadership.

Background and organisation

KINDknow is a research centre with a focus on kindergarten knowledge. The main goal of the centre is to contribute to research on how living together as eco-citizens can be achieved through better understandings of local and global conditions that affect practices in kindergartens. In doing so, the centre aims to take the lead, both nationally and internationally, in developing holistic and systemic understandings and knowledge about education for diversity (Efd) and education for sustainable futures (ESF) in kindergartens. The centre aligns itself with the notions in the United Nations Frameworks for Education for Sustainable Development and Futures, Article 12 of the UN Convention on the Rights of the Child, and the Norwegian Kindergarten Act and curriculum, known as the Framework Plan (FRA).

In today's increasingly diverse societies, this centre engages in vital, socially relevant, and ethically committed research to improve the future lives and outcomes for children, families, and staff in kindergartens. The methods used include mapping, innovation, and collaborative, comparative, and narrative fieldwork.

Two main areas of research are prioritised:

1. Governance, leadership, and close cooperation with kindergartens and education relevant in the field of kindergarten at the bachelor's, master's, in-service, leadership, and PhD levels.
2. Play, learning, care, and cultural formation – local and global practices.

The centre was established in August 2018. The Research Council of Norway is funding the centre in the amount of NOK 25 million over a period of five years (2018–2023). Other partners contribute human and economic capital. The centre is located at the Western Norway University of Applied Sciences (HVL) and brings together researchers and stakeholders with a shared interest and expertise from across Norway and internationally. HVL, UiT – the Arctic University of Norway, UiS, and municipalities in the north and west are additional funding partners. Close cooperation and agreements of common interest and further development have also been established with partners in China, Australia, the UK, Finland, and Sweden.

The administrative and organisational structure contributes to the highest possible standard of research. To support this, three advisory boards with different functions support the centre's leadership team:

1. The Steering Group oversees the research centre, provides advice, and ensures that protocol is followed. Gro Anita Fonnes Flaten, Pro-Rector for Research at HVL, chairs the steering group. The members for the year 2022 are Veronica Bergan, Head of the Kindergarten Education Program, UiT; Marianne Boge, Director, Bergen Municipality, and Kjellrun Hiis Hauge, Professor of Climate change, sustainability and education and Professor Jayne Elizabeth White from Canterbury University, New Zealand. Project economist Anita Nordseth also meets with the board. Elin Eriksen Ødegaard is the secretary for the board and project coordinator Lene Angelskår facilitates for the board.

2. A Scientific Advisory Board supports the academic work of the RAs and the centre. It consists of international scholars in the field.

3. The User Board provides input to the RAs about the needs of different participants and the development of participatory methodologies. It consists of representative Sølvi Olrich Sørebo from The Norwegian Association of Local and Regional Authorities (KS), the organisation for all local governments in Norway, Mimmi Bjerkestrand, Bergen Municipality; Stiftelsen Kanvas, the National Parents Organisation; representatives from partner kindergartens; the Norwegian National Centre for Food, Health and Physical Activity; Professor Ingrid Pramling Samuelsson, UNESCO Chair of Early Childhood Education; and SAMAGI.

4. The KINDknow leadership team consists of one person from each research area. Each research area also has at least one additional person in the core team to make sure that the leader team meets at key stages during the development of the centre and is involved in strategic decisions. The leader team meets regularly to share experiences and make the decisions necessary to develop the centre.

Staff, leader team and extended research milieu

Director: Elin Eriksen Ødegaard

Coordinator: Lene Angelskår

Professor II, 2018–2023: Marilyn Fleer

Professor II, 2022–2024: Arjen Wals

Researcher II and advisor 2021–2022:

Zacharias Andreadakis

Contract: Cappelen Damm, Håkon Hoffart VR, Tante Randi Reklamebyrå, Uniframe

Assignment: Bergen City - Byrådsavdelingen

Student assistants: Andrine Kongshaug Ingebrigtsen, Sofia Birgitte Larsen, Janne Åse Torsvik, Jean Guadana

Active collaborating milieus in Norway: Filiorum, UiS, NORCE, UiB, SLATE UIB, UiT – Norges arktiske universitet, UiS, DMMH, OsloMet, UiA, INN, Bergen kommune, Tromsø kommune, Kinn kommune, Lærdal kommune, FUB (National parents organisation), OMEP-Norway, The Norwegian Association of Local and Regional Authorities (KS), Livsglede for eldre, Folkehelseinstituttet, Helse-Bergen, Kunstpilotene, Håkon Hoffart VR, Kanvas Foundation, Joar Nango, Gitte Bastiensen (Fishery Museum), Norlandsbåt, Øygarden kommune, Osterøy kommune, Nordlandia barnehager, Norwegian School of Sports Sciences, NORCE

Active collaborating milieus internationally: Network of Nordisk Förskola, Play & Learning Lab, BIN-Norden network, Göteborgs Universitet, Aalborg Universitet, Aarhus Universitet, Profesjonshøgskolen København, Designskolen Kolding, Helsinki University, University of Jyväskylä, University of Zagreb, OMEP World, East China Normal University, Northeast China Normal University, Beijing Normal University, Beijing Institute of Education, Monash University, Necmettin Erbakan University, Canterbury University, Association for Visual Pedagogies, Brill-Sense Publisher, Springer.

The centre has organised its research projects into eleven research areas (RA) with one or two team leaders responsible for each. The team leaders form the basis for research at the centre and receive extra R&D funding from the NFR. Several researchers, students, and partners have been involved in research assignments through research groups and research areas. In 2022, 15 PhD candidates and two post-doctoral positions worked at the centre.

These include 12 PhD positions from HVL, one PhD funded by Bergen municipality and the Research Council, and two from UiT.

Research milieus connected to the centre: The research areas are either research groups or affiliated with a broader institutional milieu. The wider milieu is the Kindergarten teacher educational milieu (UiT), BDA – Kindergarten as an arena for cultural formation (HVL), POP – Profession, Organisation and Policy (HVL), The competent kindergarten – systemic knowledge creation and dissemination (HVL), Barns matematikk – The Mathematics of young children (HVL), Food and meals in kindergarten and school (HVL), Education for sustainability (HVL), NACHILITCUL – Nature in Children’s Literature and Culture (HVL), PETER – Political Economy in Teacher Education Research (HVL), Leadership in and of educational systems (HVL).

Alumni and past scholars: Anita Tvedt Crisotomo, Lea Marie Maison, Dorota Lembrér

Affiliated staff, research assistants, and students involved in productions and dissemination

Staff at Medielab, HVL, and support from research advisors and communication advisors

Artists: Håkon Hoffart

Read more about the research areas and research conducted by the PhDs and postdocs on the following pages.

The KINDknow Research team

RA 1

Framing early childhood education – ‘Bildung’ – cultural historical and future scenario practices

In this team, we have been working on the further development of the center. A self-evaluation and the evaluation from an external committee set the scene for crucial discussions about the overall profile of sustainability. We have been working on theorising cultural historical methodology in the forthcoming book Cultural-historical digital methodology: In times of change, innovation, and resilience in the early years edited by Marilyn Fleer, Glykeria Fragkiadaki, Elin Eriksen Ødegaard, Prabhat Rai, and Alicja Sadownik. With this book project, we bring together the milieu of PhD students and senior researchers of KINDknow [BARNkunne] Research center and Conceptual Play Worlds (Monash University). The team confirmed long-term commitments to international milieus; Play & learning Lab (Helle Marie Skovbjerg and Unesco Chair of Early Childhood Education for Sustainability (Ditte Winther – Lindquist).

In this team, we also create new project ideas. The research School NORCHILD was successfully accepted by the Research Council Norway (16 Mill NOK, for 2023-2031). This team has also been involved in the development of the successful achievements of the RCN project MoveEarly (12 mill NOK, 2022-2028). We have contributed to international applications on invitation and have also initiated forthcoming pilot studies. For the task of framing ‘Bildung’, we have started the process of renewed contributions of historical knowledge and documentation of the Norwegian history of ECEC in a European context.



Elin E. Ødegaard (HVL)

RA 2

Being and becoming eco-citizens

The work in WP 2 Being and becoming eco-citizens had, in the year 2022, transitioned from data-gathering to writing. Now, it is time to extract the essence from our extensive material on children and staff growing vegetables, gathering and processing wild food, and playing in nature. Based on our comprehensive and rich data material filmed in kindergartens in Alta, Tromsø, Bergen, and Haugesund, we built sub-groups for various research focuses and related publication aims. In 2022, we published two scientific book chapters at level 2 (Grindheim and Heggen), four peer-reviewed articles at level 1 (two by Grindheim, two by Heggen), and 3 scientific book chapters at level 1 (Krempig, Utsi & Bøe, Bergan, and Heggen). Krempig co-edited a scientific book (level 1) named *Barnehagens friluftsliv*, with contributions including, but also ranging further than our group. Heggen co-edited a special issue of the *Canadian Journal of Environmental Education* named *Wild Pedagogies for Change*. Several publications included collaboration with members of other WPs. We also published in popular scientific and professional journals (Lynngård & Heggen, Nylund, and Bergan). Several manuscripts are in progress, including at least one level 2 article (Bergan, Nylund, Midtbø).

As a group and as individual researchers, we have presented on national and international conferences, as EECERA in Glasgow, IRECE in Tromsø, and Norsk Barnehageforskingskonferanse in Bergen. Our co-leader, Barbara M. Sageidet was promoted to full professor. In 2023, we are working on further publications from our material, we will continue the public dissemination of our work, and our PhD student Lea Maison is about to finalize her PhD study.



Barbara Maria Sageidet
(UIS)



Marianne Presthus
Heggen (HVL)



RA 3

Sustainable language practices in Norwegian kindergartens

A major task for RA 3 has been to prepare and organize the international conference IRECE 2022 in November, hosted by UiT. The IRECE conference was organized as a hybrid conference (onsite/online) with 120 participants from all over the world. When the announced final keynote was prevented from participating, Anne Myrstad (RA7) and Carola Kleemann substituted at very short notice with the lecture Local arctic practice. Outdoors in Coastal Sámi kindergarten.

We focus on describing methodology for linguistic research and language vitalization in a minority setting, and new theoretical angles on the child language and adult-child socialisation in a socio-linguistic perspective. An article on this is published in VJEP in 2022, with Anne Myrstad (RA7), others are in different stages of publishing. New material has been developed through cross-disciplinary research, in collaboration with Anne Myrstad (RA7) and Tove Aagnes Utsi (RA2) with more focus on Sámi language and culture.

As part of dissemination and networking, we have participated in different cross-disciplinary conferences, diverse like linguistic, landscape and pedagogical, in 2022, mirroring our search for new ways of describing language and sustainable methodologies for language vitalisation and linguistic research in kindergartens. The workshop at UiT, campus Alta, in collaboration with Monash University, professor Marilyn Fleer and her team, was a highlight of the year, with inspiring discussions and work on theorizing methodologies in our research.



Carola Kleemann (UiT)

RA 4

Multilingual mathematics: Using digital games to develop children's mathematical languages



Tamsin Meaney (HVL)

In our project, we focus on the use of digital tools in multilingual kindergartens and expanding to also consider how kindergarten preservice teachers, in particular, those doing STM (language, text, and mathematics) course make sense of using digital tools. As a result, Silje Christiansen has published two articles about different aspects of using apps with kindergarten teachers. One of these investigates the relationship to mathematical play while the other analyses interactions between the teacher and the youngest children in kindergarten. As well Dorota Lembrér, a former KINDknow PhD student, with Troels Lange and Tamsin Meaney, published a conference paper on how Polish immigrant parents described mathematics education in Norwegian kindergartens. Mona Karaschi Vee and Tamsin Meaney published a conference paper on how preservice teachers made sense of digital apps in engaging kindergarten children in mathematical experiences.

Other publications are in process, with two articles to appear shortly in a special issue of *Nordisk barnehageforskning tidskrift* on mathematics education in the early years as well as a book chapter, written with students in Master in kindergarten knowledge about two children's interactions with robots.

The project is expanding its research into the use of digital tools in teacher education. Some funding for this is provided by the NFR-funded project DiCoTe through the University of Stavanger. The work package in this project that KINDknow researchers are responsible for is in the beginning stages. This includes obtaining ethics permission to conduct research with preservice teachers as well as identifying relevant earlier research on this topic.

Due to the war in Ukraine, the collaboration developed with Russian researchers has been suspended. However, we anticipate further developing our research collaboration with German researchers in Chemnitz.

RA 5

Food and meals in kindergartens

In 2022, RA5 has put most emphasis on the analysis of data, publication, and extending our research network. We have analysed quantitative data from a national survey on kindergarten teachers' perceptions on the lunch meal in kindergartens, two articles are submitted from these data. Four scientific articles have been published in 2022, including two from our Ph.D. student Baizhen Ciren, and several articles have been submitted to international peer-reviewed journals. The Ph.D. student is now writing up her thesis on children's experiences of kindergarten food and meals in Norway and China.



Hege Wergedahl (HVL)

Analyses of qualitative data collected during the lunch meals in the kindergarten, as well as interviews with staff and children are in progress. One master's student is doing a master's project on factors affecting meal arrangements in kindergartens. Together with a researcher from RA6, we are now finalising the work on the special issue "To create sustainable kindergartens – perspectives, possibilities and challenges" in the Nordic Early Childhood Educational Research.

We have continued our collaboration with Professor Karen Wistoft, at Aarhus University, Denmark. Together, we have revised and resubmitted an application to the RCN, and in 2022 we got funding for the project "TASTE Didactics – Food and Critical Thinking" to change children's ability to make informed and reflected food choices by developing critical thinking and taste competences for school and kindergarten children. The project will start in August 2023.



RA 6

Conditioning children as explorers

For RA 6, 2022 has been a year of consolidating ongoing projects and collaborations, as well as establishing new ones.

There are several joint publications among national and international collaborators in the forms of scientific articles, contributors and editors in scientific books, and guest editors in a special issue in *Conjunction*, *Nordic Early Childhood Research*, *ECNU Review of Education*, and *VJEP*.

During the former years, the research milieu has gained extended scientific knowledge about methods. This is materialised by contributions in an international anthology. In addition, an anthology about methods in Norwegian is on the bedding.

A report and articles based on the national quantitative survey about “Kindergartens teachers’ approaches to cultures of explorations” are in progress. In addition, members in RA 6 are invited to/or have established international and national projects “Ex-PED-LAB”, “PIONEER-ED” “One Ocean”, “Our neighbourhood” “Exploring outdoor play and activities for social and cultural sustainability in and across cultures”, “Making the invisible in teacher education, visible”.

Three master-students are doing their master’s thesis as part of the project “One Ocean” and more master-students are taking part in the meetings for the research area and are doing tasks like writing literature reviews and analysing research materials, connected to conditions for children’s exploration. One of our three PhD-students who is into intergenerational approaches has delivered her thesis for evaluation. The other two are in progress.

To consolidate and widen our network – especially for junior researchers that started their career during COVID-19, we will host the BIN Norden conference in May 2023 “Child-Cultures. Landscapes for play, art, and exploration”, and are in the process of planning the structures and content of the conference.

We also work to re-establish and widen international networks post COVID-19, by guest researcher stays/visits like professor Helle Marie Skovbjerg, professor Arjan Wals, and Dr. Lin Huo.



Liv Torunn Grindheim
(HVL)



Åsta Birkeland (HVL)

RA 7

The methodology of place – between local tradition and the development of place in kindergartens of the future

A major task for RA 7, had been to prepare and organize the international conference IRECE 2022 in November, hosted by UiT. The IRECE conference was organized as a hybrid conference - onsite/online - with 120 participants from all over the world. One of the announced keynotes was prevented from participating. At a few days' notice, Anne Myrstad and Carola Kleemann took over as keynote speakers and gave the lecture Local arctic practice. Outdoors in Coastal Sámi kindergarten.

In collaboration with MA 3, by Carola Kleemann, the Sami focus has strengthened by participating in conferences, and networking. During autumn/winter, the project Nordlige hager/Gárbbis is almost done. Nordlige hager/Gárbbis is a collaborative project between UiT/BARNkunne, Tromsø municipality and architect and artist Joar Nango. The project has received qualifying funds from the Regional Research Fund, Arctic (RFF Arctic), where Myrstad is the project manager. The aim of Nordlige hager/ Gárbbis, is to highlight Sami diversity in a kindergarten's outdoor area. Architect / artist Joar Nango and boat builder Arne-Terje Sæter have designed two Sami -inspired installations for the context. Myrstad is in charge of the research in collaboration with Carola Kleemann/ MA 3. Together they explore children's multi-sensory encounters with the installations. The project has contributed to networking and innovative collaborations with other professionals; kindergarten authority, architect/artist and boat builder. Publications are in process. Data is still being collected, by researchers and children's use of the Go Pro camera. The official opening of the outdoor area will be June 23.

The collaboration with Abigail Hackett (Sheffield Hallam University) has been further developed. Myrstad and Hackett are writing an article that they will present at the RECE conference, September – 23, Manchester MET.

Jostein Rønning Sanderud completed his PhD on children's play in nature in September 2022.



Anne Myrstad (UiT)

RA 8

Families, generations and belonging

In 2022, the research team involved in RA8 was continuing the established collaboration with EX-PED-LAB and started a new collaboration with other externally founded projects, which are: MOVEEARLY (leader: HVL), “Together for the youngest/ Sammen for de minste” (leader: City of Bergen), “Pro-DIALOG” (Bergen Helse).

2022 meant also travels and conference presentations at conferences that were most relevant to our thematic areas, and these were: EECERA, IRECE, European Research Network on Parents in Education (ERNAPE), and OMEP World Congress. The findings of our research were published in form of 7 scientific journal articles (28-34 on the publications list below), one podcast and one popular scientific article (Oen et al. 2022). Moreover, one of our researchers is among the editors of a book gathering insights in parental engagement in ECEC in 25 countries (Garvis et al. 2022).

Realising the theoretical imitations of (intergenerational) collaboration between ECEC professionals and ECEC services made us submit a book manuscript on (re) theoretisation of parental involvement in ECEC and sign a book contract with Springer.



Alicja Renata Sadownik
(HVL)



RA 9

The competent kindergarten – systemic knowledge creation and dissemination

The research area focuses on leadership, knowledge development, learning between staff, and the development of professionalism in the kindergarten. The main objective of this RA is to describe, analyse and disseminate knowledge on different models of learning kindergartens. Working in partnership with kindergartens is a central part of our work. The EX-PED-LAB project, led by Johanna Birkeland, and funded by the Norwegian research council (project 326797), is our main partnership research activity. Workshop methodology is central to this work. EX-PED-LAB explore models for sustainable innovation through collaboration between researcher, kindergarten owners, kindergarten teachers, artist and designers (<https://www.hvl.no/forsking/prosjekt/ex-ped-lab>). The partnership and collaborative research with kindergartens also resulted in a book: *Kindergarten teacher as co-researcher*. The leaders of the RA 9, Birkeland and Glosvik, were editors of the book. The book, published by Cappelen Damm Akademisk, was widely distributed as the main book in Pedagogical Forum's book club. We have also established a collaboration with the organisation Nordisk Förskola. With funding from Nordplus Horizontal, we started planning and preparing for a meta-study on leadership in Nordic kindergartens. RA 9, in collaboration with RA10, has also planned the national kindergarten research conference, which the KIND-know research centre facilitated this year. Leadership in a kindergarten context was the main topic of the conference. At this conference, we also presented the book *The competent kindergarten - three approaches to management and knowledge development*, a book based on Birkeland (2020), Fimreite (2022) and Sønsthagens (2021) dissertations. Furthermore, we are now developing a competence package for kindergartens in Bergen City based on the work done in WP9. The understanding of systemic leadership is central to this work. The researchers in RA 9 have also contributed with episodes in BLUpodden, a podcast for the kindergarten field (kindergarten teacher education and kindergartens), produced by HVL. In addition, in 2022, we published both scientific and popular scientific articles and presented ongoing research and results at national and international conferences. The main topics of these publications and presentations have been leadership, peer counseling, the kindergarten teacher's professional competencies, inclusive parental collaboration in the learning kindergarten, and knowledge development in kindergartens. Hege Fimreite defended her PhD thesis, "Peer counseling and change of collective knowledge in kindergarten", in February 2022. The thesis thematises peer counseling as a professional learning community and explores how peer counseling can provide a space for kindergarten teachers' critical look at practice. In 2022, Prof. Aasen in our group become emerita. Her research has contributed to strengthening a pedagogical perspective on leadership in kindergartens.



Øyvind Glosvik (HVL)



Johanna Birkeland
(HVL)

RA 10

Leadership and diversity in kindergartens

The RA researchers contribute to the five- year evaluation of the implementation of the Norwegian framework plan for kindergartens, funded by The Norwegian Directorate for Education and Training and led by NORCE Research institute. The RA researchers have a particular responsibility for a national kindergarten manager survey and the policy and governance study of the project. Results have been presented at a range of seminars and conferences. The project will end with a final report in 2023.

A major achievement in 2022 was the organizing of the National Kindergarten research Conference, facilitated by KINDknow with leadership as a main topic. The conference manifested kindergarten leadership, organisation and governance as a fast-growing field of research, with a broad range of papers. Ludvigsen was a key presenter. As a follow- up, a special issue of Nordic Early Childhood Education Research is under way, with Professor Ludvigsen as one of the guest editors.

Three PhD students have been affiliated with RA10. In August 2022, Hilde Hjertager Lund defended her dissertation titled “Inequality, equality, and diversity. Educational management and parenting in culturally diverse kindergartens.” The PhD students have presented results in national and international journals and national and international seminars and conferences.



Kari Ludvigsen (HVL)



Dag Øyvind Lotsberg (HVL)



RA 11

ECE-Tech (Early Childhood Education and Technology)

In our research group, we have had a lot of activity in 2022. With a focus on kindergarten issues and professional digital competence, several articles and chapters have been published, and several academic activities have been carried out both within the group and across external ongoing collaborations. In connection with ongoing book projects led by HVL, two book chapters have been submitted for a method book. Tveiterås has published his first article for his thesis, and several articles have been published. Furthermore, research results and projects have been presented at several international conferences (NMP 2022, NERA, BLU's 50th anniversary, IRECE, etc.). A research seminar was arranged in Copenhagen with external speakers, where participants met in the international network, where work was done on research applications (NFR 2023, where 2 research fellowships have been sought), and ongoing articles. The group is currently working on the analysis of course plans developed by all kindergarten teacher providers in Norway, which is planned to result in two joint articles. A call for a special edition has also been prepared, of which Dardanou and Madsen are editors, which is scheduled to be realized in 2023. In addition, Dardanou and Unstad have been central to the PUST project, a professional development project in Stavanger and Tromsø. In November, UiT arranged IRECE, where everyone participated in contributing to implementation.



Siri Sollied Madsen
(UiT)



Our Ph.D.s and postdocs



Czarecah Oropilla (HVL)
Exploring intergenerational engagements and programmes in the field of early childhood education and care. (RA 6/8)



Hege Fimreite (HVL)
Peer counselling and change of collective knowledge in kindergartens. (RA 9)



Hilde Hjertager Lund (HVL)
Leadership and Cultural Diversity in Kindergartens. (RA 10)
Dissertation defended 2022



Baizhen Ciren (HVL)
Children's experiences of kindergarten food and meals: A cross-cultural exploratory study in Norway and China. (RA 5)



Jostein Rønning Sanderud (HVL)
Doing research on play in and with natural environments at different seasons (RA7)



Silje Fyllingsnes Christiansen (HVL)
Multilingual mathematics and digital games: A cultural historical study of kindergartens mathematical language practices around playful digital games. (RA 4)



Maria-Rosa Raphaela Doublet (HVL)
Language acquisition amongst multilingual children, a longitudinal study. (RA 3)



Elena Merzliakova (UiT)
Dialogues on cross-borders: the concept of 'learning' in early childhood education. (RA 1)



Solveig Marie Borgund (HVL)
Quality in the Norwegian ECEC teacher education – national standards and local work. (RA 10)



Marion Oen (Bergen Municipality)
Kindergartens facilitation for inter-cultural play (RA6)



Karoline Jangård Selliseth (HVL)
Research how kindergarten staff and parents experience the use of commercial digital communication apps. (RA10)



Nils Christian Tveiterås (UiT)
Doing research on the use of Visual Reality in kindergarten teacher education. (RA11)



Inga Margrethe Fagerbakke (HVL)
Investigating how pre-service kindergarten teachers talk to children about scientific topics, and how they reflect on their actions after words. (RA1& 6)



Tracey Joyce (HVL)
Developing assessment tools to measure how movement, play and exploration are associated with young children's development (RA1)



Svein-Erling Greiner (HVL)
Understandings, doings and conditions for critical reflection amongst pre-service kindergarten teachers. (RA 6)



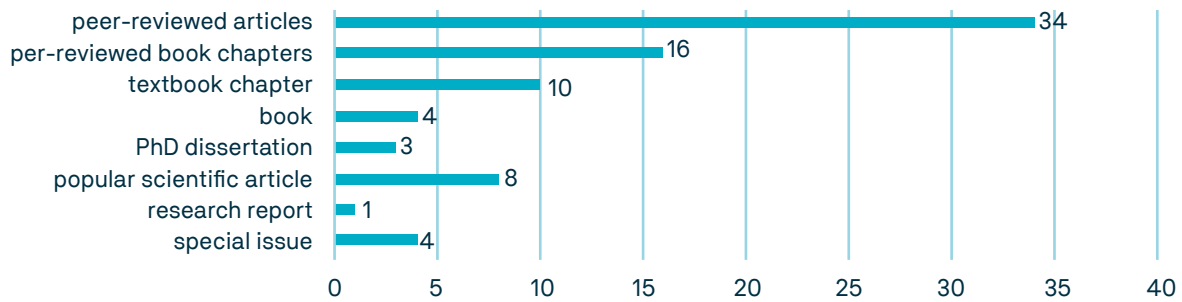
Johanna Birkeland (HVL) Postdoc
Project leader of EX-PED-LAB
Doing research on systemic leadership and co-creation



Laurent Gabriel Ndijuye (HVL) Postdoc
Doing research on immigrant and refugee children and families' development, learning, and experiences. (RA7)

KINDknow in number in 2022

PUBLICATIONS



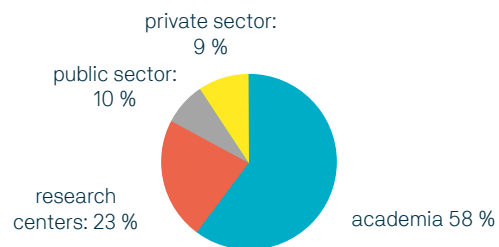
Researchers in KINDknow

- have submitted 6 applications and 2 were successfully funded
- have given 6 keynotes nationally and internationally
- have presented 119 presentations at national and international conferences
- have made 5 videos
- have appeared in media 29 times

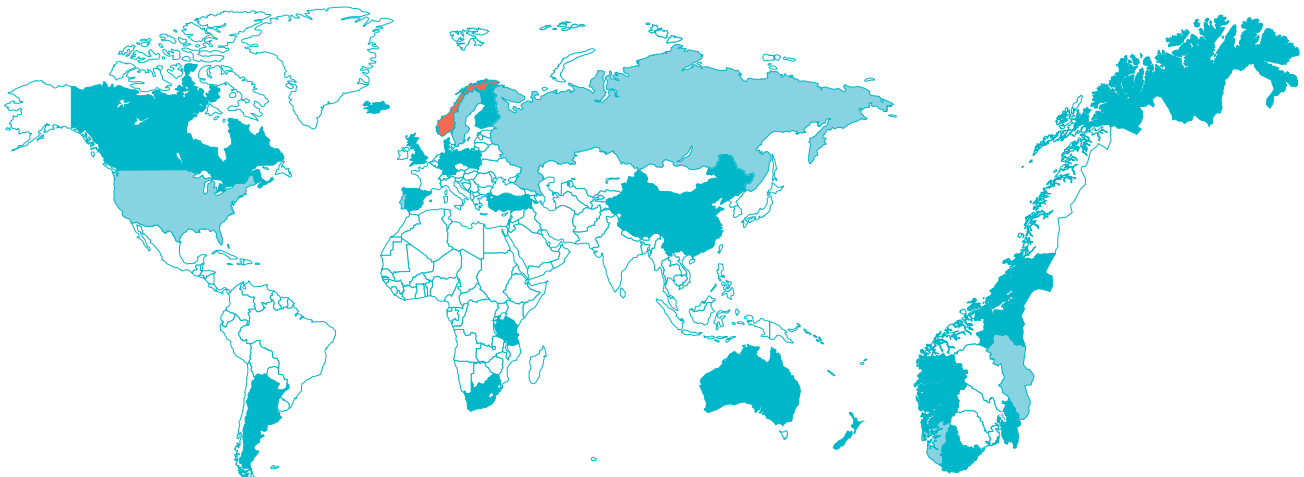
KINDknow has arranged

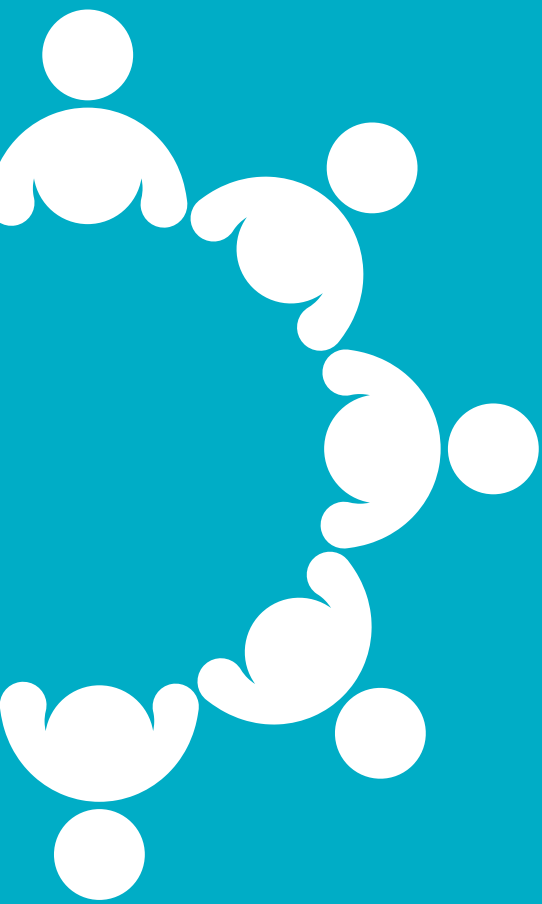
- 13 symposiums, webinars & seminars
- 2 workshops
- One conference as host
- One conferences (in collaboration with partners)

COLLABORATORS AND PARTNERS



KINDknow has collaborated with 28 countries internationally and with 8 countries nationally.





Activities and achievements in 2022

Highlights of 2022

Our new research staff, newly promoted professors and Professor II

Congratulations to [Barbara Maria Sageidet](#) who became a new professor. Barbara has led the research related to eco-citizens at BARNkunne, together with professor Marianne Presthus Heggen. Together, the environments at UiS, UiT, and HVL have been working across institutions in Norway and internationally for 4 years now.



[Inga Margrethe Fagerbakke](#) started her PhD position in 2022. Her PhD project is connected to the Erasmus Plus project SciTalk Science Talks in teacher education. The aim for SciTalk has been to promote a methodology for teacher education on how to teach student teachers to conduct everyday conversations on natural science issues. The main purpose of Inga's research is to investigate how pre-service kindergarten teachers talk to children about scientific topics, and how they reflect on their actions after words. This will give knowledge about what to emphasize more and maybe less in the teacher training program withing the area of exploratory talk about science topics. Two of the articles are mainly focusing on the student's reflections. Article 1 is published and focuses on reflections over children's multisensory exploration, Article 2 is in review-process, and focuses on what the student's highlight when they are reflecting over their own talk, and what they can notice and reflect on from analysing their own science talks. The third article is dept analysis of a good example of spontaneous everyday science talk, focusing on the potential for science talk in spontaneous multiparty conversations outdoor. Article 3 in in the writing process.



[Arjen Wals](#) is a new Professor II starting in January 2022. He is a UNESCO Chair of Social Learning and Sustainable Development. He is also a Professor of Transformative Learning for Socio-Ecological Sustainability at Wageningen University in The Netherlands.



Tracey Joyce started her PhD position in December 2022. Her PhD research project forms part of the MoveEarly Project, funded by the Research Council of Norway and the Western Norway University of Applied Sciences. The MoveEarly project aims to design and test a responsive education intervention to promote movement, play, and exploration in ECE. Movement, play, and exploration are considered to be important to young children's development. However, increasing research suggests movement, play, and exploration are often not prioritised within kindergarten practice in many countries. This may be due to the influence of policy makers and the prioritisation of learning outcomes, along with the growing pressures and expectations placed on kindergarten teachers. Developing empirical measurement tools which demonstrate the benefits of movement, play, and exploration to a young child's life aims to influence future practice and research. The aim is to undertake a systematic review of current literature to ascertain the relevance, validity, and reliability of any existing measurement tools and to use this information to develop new tools and/or adapt existing ones to encompass the integrated areas of movement, play, and exploration in kindergartens.



New research projects

- a. Move Early: Awarded 12,5 million from the NFR. MoveEarly aims to develop an ECE pedagogy with movement, play, and exploration at its core. In collaboration with kindergartens, the project will develop solutions for professional development of staff, as well as knowledge on how movement, play, and exploration affect children's development, learning, and well-being. The project is led by professor Eivind Aadland, and a PhD student was hired in late 2022.
- b. NORCHILD [NORBARN]: was awarded 16 million for the establishment of a Research School for early childhood educational research. This is a milestone in Norwegian early childhood education. The first PhD students and the first course will start in autumn 2023. The project leader is Elin Eriksen Ødegaard.
- c. TASTE: New NFR project: TASTE Didactics Food and Critical Thinking, was awarded 12 million. The CHILDREN scientists Hege Wergedahl and Eli Aadland have researched food and meals in kindergarten. They have been especially concerned about health promoting practices and the sustainability aspects of food and meals. In the new project, they are going to research more on how we can teach to prepare children in kindergarten and school so that children can make their own food choices, based on values such as health, joys of tastes and understanding of taste. They promote a critical perspective and have the goal that the children, and all of us, will make better food choices in the future. We congratulate and look forward to the new venture!



Publications

In 2022, KINDknow researchers published a wide range of articles in different journals and books. The topics vary from building kindergarten teachers' professional competency to sustainability in ECE settings. Team leaders, key researchers, and doctoral research fellows (PhDs) contributed to the publications.

Publications:

- > Scientific journal articles (32)
- > Scientific chapters in peer-reviewed books (15)
- > Books (4)
- > Chapters in textbooks and books (10)
- > Guest edit (4)
- > Reports (1)
- > PhD dissertation (3)
- > Popular scientific articles and feature articles (9)



Scientific journal articles (32)

1. Almeida, S.C.; **Hu, A.**; Inoue, M. (2022). Alternative perspectives on environmental and sustainability education: A study of curriculum policies across India, China, and Japan. *Sustainability*, 14, 10686. <https://doi.org/10.3390/su141710686>
2. Almeida, S., Kaveri, G., Gomes J., **Hu, A.**, Gupata, P., Mannan, F., & Sarkar, M. (2022). Early Childhood Educators' experiences responses to Covid-19: An impact study across five countries. In O. Saracho (ed.) *Contemporary perspectives on research on coronavirus disease 2019 (COVID-19) in early childhood education* (pp.107-127). Information Age Publishing.
3. Bartnæs, P., & **Myrstad, A.** (2022). Knowing-with-snow in an outdoor kindergarten. *Journal for Research in Arts and Sports Education*, 6(1). <https://doi.org/10.23865/jased.v6.3012>
4. Baerheim, A., **Ødegaard, E. E.**, & Ness, I. J. (2022). Team reflexivity and the shared mind in interprofessional learning. *Policy Futures in Education*. <https://doi.org/10.1177/14782103221094353>.
5. Beavington, L., Beeman, C., Blenkinsop, S., **Heggen, M. P.**, & Kazi, E. (2022). The Paradox of Wild Pedagogies: Loss and Hope Next to a Norwegian Glacier. *Canadian Journal of Environmental Education (CJEE)* 25. 37-54.
6. **Birkeland, J.** (2022). Kvalitetsindikatorer i utvikling av leke- og læringsmiljøet i barnehagen - barnehagelæreres perspektiver. *Forskning og forandring*, 5(2), 4-23. <https://doi.org/10.23865/fof.v5.2700>
7. **Birkeland, Å.**, & **Grindheim, L. T.** (2022). Photo-Elicitation Interviews—a Possibility for Collaborative Provocation of Preconceptions, *Video Journal of Education and Pedagogy*, 7(1), 1-12. doi: <https://doi.org/10.1163/23644583-bja10026>
8. **Borgund, S. M.** (2022). Implementering av barnehagelærerutdanninga: Om nasjonale standardar og lokalt arbeid. *Norsk pedagogisk tidsskrift*, 106(5) s. 450-463
9. **Borgund, S. M.** (2022). Reforming higher education through national curriculum regulations: the case of Norwegian kindergarten teacher education, *Nordic Journal of Studies in Educational Policy*, 8(3), 196-208, DOI: [10.1080/20020317.2022.2115214](https://doi.org/10.1080/20020317.2022.2115214)

10. **Ciren, B.** (2022). The Use of Visual Methods in a Study of Kindergarten Food Practices, *Video Journal of Education and Pedagogy*, 7(1), 1-17. doi: <https://doi.org/10.1163/23644583-bja10028>.
11. **Ciren, B., Aadland, E. K., Hu, A. & Wergedahl, H.** (2022) 'A long way to get here and a long way to go': a case study on changing lunch meal practices in a Norwegian kindergarten, *European Early Childhood Education Research Journal*, DOI: [10.1080/1350293X.2022.2098994](https://doi.org/10.1080/1350293X.2022.2098994)
12. **Fimreite, H.** (2022). Rettleiarrolla i kollegaretteing som profesjonelt læringsfellesskap i barnehagen. *Nordisk barnehageforskning*, 19(1). <https://doi.org/10.23865/nbf.v19.233>
13. **Grindheim, M., Bergesen, S. T., & Ødegaard, E. E.** (2022). Children's movement according to the Norwegian framework plan: A document analysis. *Journal for Research in Arts and Sports Education*, 6(4), 5-22. <https://doi.org/10.23865/jased.v6.3470>
14. Jørgensen-Vittersø, K. A., Blenkinsop, S., **Heggen, M. P.**, Neegaard, H. (2022). Friluftsliv and Wild Pedagogies: Building Pedagogies for Early Childhood Education in a Time of Environmental Uncertainty. *Canadian Journal of Environmental Education (CJEE)* 2022 ;Volume 25. p. 135-154
15. Kamisaka, Y., & **Wergedahl, H.** (2022). Mattilbud og håndhygiene i forbindelse med måltider i barnehagen basert på studenters praksisoppgave. *Nordisk barnehageforskning*, 19(1). <https://doi.org/10.23865/nbf.v19.254>
16. Kamisaka, Y., & **Wergedahl, H.** (2022). Barnehagelærerstudenters egenvurdering av læringsutbytte gjennom praksisoppgave «observasjon av håndhygiene og måltider i barnehagen». *Nordisk barnehageforskning*, 19(3). <https://doi.org/10.23865/nbf.v19.295>.
17. Kaveri, G., **Hu, A;** Almeida, S. C., Gomes, J. (2022). Crisis and adaptability: A model of early childhood teacher resilience across five countries. *Early Years*. DOI: [10.1080/09575146.2022.2139357](https://doi.org/10.1080/09575146.2022.2139357)
18. Lange, T., Lembrér, D. & **Meaney, T.** (Feb 2022). I didn't notice that there was mathematics in kindergarten: Polish parents' views about Norwegian kindergartens. In Proceedings of Twelfth Congress of the European Society for Research in Mathematics Education (CERME12). Bozen-Bolzano, Italy. <https://www.diva-portal.org/smash/get/diva2:1718978/FULLTEXT01.pdf>
19. Liu, J., & **Birkeland, Å.** (2022). Perceptions of risky play among kindergarten teachers in Norway and China. *IJEC* 54, 339-360. <https://doi.org/10.1007/s13158-021-00313-8>
20. **Lund, H. H.** (2022). «Vi må gjøre som nordmenn, gå på tur og sånn, integrere oss»: Flyktningforeldres erfaringer med barnehagen. *Nordisk barnehageforskning*, 19(3). <https://doi.org/10.23865/nbf.v19.385>
21. **Madsen, S.S.**, Habbestad, H. & Borch, I.H. (2022). Valuable unintended learning outcomes when practicum for student teachers in kindergartens is carried out online. *Educ Inf Technol* <https://doi.org/10.1007/s10639-022-11135-z>
22. **Madsen, S. S.**, & Thorvaldsen, S. (2022). Implications of the imposed and extensive use of online education in an early childhood education program. *Nordisk barnehageforskning*, 19(1). <https://doi.org/10.23865/nbf.v19.258>
23. **Merzliakova, E.**, Gradovski, M., & **Ødegaard, E. E.** (2022). Dialogue about "learning" across the Northern Norway-Russia border: An analysis of textbooks in kindergarten teacher education. *Dialogic Pedagogy: An International Online Journal*, 10, A43-A64. <https://doi.org/10.5195/dpj.2022.416>
24. **Myrstad, A.**, & **Kleemann, C.** (2022). Visualizing a Common World of Entanglement through Multiple Viewpoints, *Video Journal of Education and Pedagogy*. doi: <https://doi.org/10.1163/23644583-bja10022>
25. **Ndijuye, L. G.**, & Tandika, P. B. (2022). Fathers' involvement on children's school performance among camped-refugees and local majorities' communities in Tanzania, *International Journal of Early Years Education*, DOI: [10.1080/09669760.2022.2041405](https://doi.org/10.1080/09669760.2022.2041405)
26. **Ndijuye, L. G.** (2022) School readiness and pre-primary learning experiences of children of refugee backgrounds in Tanzania: the mediating role of family socio-economic status, *European Early Childhood Education Research Journal*, DOI: [10.1080/1350293X.2022.2108098](https://doi.org/10.1080/1350293X.2022.2108098)
27. **Ndijuye, L. G.**, & Tandika, P. B. (2022). School readiness and home environments: comparison study of naturalized citizens and majority groups in Tanzania, *Early Years*, DOI: [10.1080/09575146.2022.2042794](https://doi.org/10.1080/09575146.2022.2042794)

28. **Oropilla, C. T., Ødegaard, E. E., & Quinones, G.** (2022) Kindergarten practitioners' perspectives on inter-generational programs in Norwegian kindergartens during the COVID-19 pandemic: Exploring transitions and transformations in institutional practices, *European Early Childhood Education Research Journal*, DOI: [10.1080/1350293X.2022.2073380](https://doi.org/10.1080/1350293X.2022.2073380)
29. **Oropilla, C. T., Ødegaard, E. E., & White, E. J.** (2022). Visibilizing Everyday Intergenerational Engagements: Philippines in 2020 Lockdown, *Video Journal of Education and Pedagogy*, 7(1), 1-21. doi: <https://doi.org/10.1163/23644583-bja10032>
30. **Sadownik, A.** (2022). Narrative inquiry as an arena for (Polish) caregivers' retelling and re-experiencing of Norwegian kindergarten: A question of redefining the role of research. *Nordic Journal of Comparative and International Education (NJCIE)*, 6(1). <https://doi.org/10.7577/njcie.4503>
31. **Sadownik, A. R., Bastiansen, G., & Gabi, J.** (2022). Noncompliant Learning: Diffracting SpaceTimes, Intra-active Ropes, and a Museum's Roping into the City through a Curious Child, *Video Journal of Education and Pedagogy*, 7(1), 1-17. doi: <https://doi.org/10.1163/23644583-bja10029>
32. **Vee, M. K., & Meaney, T.** (2022). Kindergarten preservice teachers evaluating mathematical apps. *Bringing Nordic Mathematics Education into the Future*, 20, 249.

Scientific Chapters in peer-reviewed books (15)

1. Almeida, S., Kaveri, G., Gomes J., **Hu, A.**, Gupata, P., Mannan, F., & Sarkar, M. (2022). Early Childhood Educators' experiences responses to Covid-19: An impact study across five countries. In O. Saracho (ed.) *Contemporary perspectives on research on coronavirus disease 2019 (COVID-19) in early childhood education* (pp.107-127). Information Age Publishing.
2. Al Salmi, L.Z., Al Maamari, M., **Tekin, A.K.** (2022). the whole child approach in assessments in a bilingual child care center. In: Garvis, S., Harju-Luukkainen, H., Kangas, J. (eds) *Assessing and evaluating early childhood education systems*. Early Childhood Research and Education: An Inter-theoretical Focus, vol 2. Springer, Cham. https://doi.org/10.1007/978-3-030-99910-0_3
3. **Karlsen, B. A., & Dardanou, M.** (2022). Noe om sansing og danning gjennom å forme i uterommet. I B. Isaksen & An. Eriksen (red.) *Kunster å være utrolig*. (s.66-76). Universitetsforlaget
4. **Bergan, V. & Myrstad, A.** (2022). Samiske tematikker i barnehagens friluftsliv og bruk av natur. I: *Barnehagens friluftsliv*. Cappelen Damm Akademisk
5. **Doublet, M.R.R.** (2022). Tidlig flerspråklig ordforrådsutvikling og andrespråkstilegnelse av norsk: En longitudinell kasusstudie. In: K. Smith (Red.), *Inquiry as a bridge in teaching and teacher education*. NAFOL 2022 (s. 163-183). Fagbokforlaget. DOI: <https://doi.org/10.55669/oa120408>
6. **Grindheim, L.T.** (2022). Young children's lived democracy. How can children's democratic participation be conceptualised as more than socialisation? In R. Herheim, T. Werler & K.H. Hauge (Eds.). *Lived democracy in Education* (pp.53-64). Routledge.
7. **Heggen, M. P.**, Jickling, B., Morse, M., & Blenkinsop, S. (2022). Where the children are. I: *Pedagogy in the Anthropocene. Re-Wilding Education for a New Earth*. (pp. 87-104). Palgrave Macmillan
8. **Krempig, I. W., Utsi, T. A. Bøe, K. W** (2022). Høstingsfriluftsliv og naturtilhørighet. I: *Barnehagens friluftsliv*. (p. 33-51).Cappelen Damm Akademisk
9. **Krempig, I. W.** (2022). Vinter i barnehagen. I: *Barnehagens friluftsliv*. (pp. 165-181) Cappelen Damm Akademisk
10. **Krempig, I. W. & Neegaard, H.** (2022). Friluftslivets sti mot livsmestring, helse og danning. I: *Barnehagens friluftsliv*. Cappelen Damm Akademisk 2022 ISBN 9788202761301. p. 202-2010
11. **Lund, H.B. H.** (2022). "Through the researcher's gaze": Field roles, positioning and epistemological reflexivity doing qualitative research in a kindergarten setting. In K. Smith (ed.) *Inquiry as a bridge in teaching and teacher education*. (pp.125-142). Fagbokforlaget
12. **Sadownik, A. R., & Starego, K.** (2022). Lived democracy in children's role play: dealing with surplus of meaning brought by the other. In R. Herheim, T. Werler, & K. H. Hauge (Eds.) *Lived democracy in education. Young citizens' demo-*

cratic lives in kindergarten, school and higher education. (pp. 93-104). Routledge.

13. **Selliseth, K. J.** (2022). "Argh, even my kid is digitalised!" : Commercial apps' effect on parent-teacher communication. In K. Smith (ed.) *Inquiry as a bridge in teaching and teacher education.* (pp. 253-272). Fagbokforlaget
14. **Tveiterås, N.C., & Madsen, S.S.** (2022). From tools to complexity?: A systematic literature analysis of digital competence among pre-service teachers in Norway. In: Tomczyk, Ł., Fedeli, L. (eds) *Digital literacy for teachers: lecture notes in educational technology.* Springer, Singapore. https://doi.org/10.1007/978-981-19-1738-7_18
15. **Unstad, T.** (2022). Noe om urolige hender som skaper. I B. Isaksen & An. Eriksen (red.) *Kunster å være utrolig.* (s.42-50). Universitetsforlaget.

Books (4)

1. **Birkeland, J., Fimreite, H., & Sønsthagen, A.G.** (2022). Den kompetente barnehagen: Tre tilnærmingar til leing og kunnskapsutvikling. Cappelen Damm.
2. **Birkeland, J., Glosvik, Ø., Oen, M. & Ødegaard, E.E.** (2022). Barnehagelæreren som medforsker: En arbeidsbok for utvikling i barnehagen. Cappelen Damm.
3. **Birkeland, Å. & Carson, N.** (2022). Veiledning for barnehagelærere, (5.utg.). Cappelen Damm Akademisk
4. **Neegaard, H. & Krempig, I. W..** (2022). Barnehagens friluftsliv. Cappelen Damm Akademisk.

Chapters in textbooks and books (10)

1. Balsnes, A. H., Danbolt, I. A., Hagen, L. A., Haukenes, S., Knigge, J., & **Schei, T. B.** (2022). «Det finnes en sang for alt!» Ansattes begrunnelser for sang i barnehage og skole - en empirisk studie. (s. 29-65) I R. V. Strøm, Ø. J. Eiksund, & A. H. Balsnes (red.) *Samsang gjennom livsløpet.* Cappelen Damm Akademisk.
2. **Birkeland, J., & Glosvik, Ø.** (2022). EX-PED-LAB i praksis: Eksempel på ledelse og kunnskaping i barnehagen. . I **J. Birkeland, Ø. Glosvik, M. Oen, & E.E. Ødegaard,** (red.). (s. 44-68). *Barnehagelæreren som medforsker: En arbeidsbok for utvikling i barnehagen.* Cappelen Damm.s.
3. **Birkeland, J., Glosvik, Ø., Oen, M., Ødegaard, E. E.** (2022). På leting etter en skrivesjanger for praksisutviklende forskning. I **J. Birkeland, Ø. Glosvik, M. Oen, & E.E. Ødegaard,** (red.). (s. 14-24). *Barnehagelæreren som medforsker: En arbeidsbok for utvikling i barnehagen.* Cappelen Damm.
4. Børhaug, K., Bøe, M., Steinnes, G. S., & **Fimreite, H.** (2022). Barnehagelæreren oppgaveforståelse. I *Barnehagelærerprofesjonen* (s. 64-74). Universitetsforlaget
5. Børhaug, K., Bøe, M., Steinnes, G. S., & **Fimreite, H.** (2022). Pedagogisk arbeid med barn. I *Barnehagelærerprofesjonen* (s. 75-97). Universitetsforlaget.
6. Børhaug, K., Bøe, M., Steinnes, G. S., & **Fimreite, H.** (2022). Kunnskapsgrunnlag og profesjonelle vurderinger. I *Barnehagelærerprofesjonen* (s. 98-108). Universitetsforlaget.
7. Gjerde, B., **Heggen, M. P.** Knudsen, S. Stendalen, S. & **Wergedahl, H.** (2022). Bekkalokk og kråkehotell - utforskning og lek på tur. I: *Barnehagelæreren som medforsker: en arbeidsbok for utvikling i barnehagen.* p. 106-123. Cappelen Damm Akademisk
8. **Glosvik, Ø., & Birkeland, J.** (2022). Et rammeverk for å forstå kunnskaping. I **J. Birkeland, Ø. Glosvik, M. Oen, & E.E. Ødegaard,** (red.). (s. 26-42). Barnehagelæreren som medforsker: En arbeidsbok for utvikling i barnehagen. Cappelen Damm.
9. **Schei, T. B. , & Balsnes, A. H.** (2022). Godhetsdiskursen om sang i barnehage og skole. I M. Fieldseth, H. H. Stien, & J. Veiteberg (red.). *Kunstskapte fellesskap* (s. 239-260). Fagbokforlaget.
10. **Ødegaard, E. E., Birkeland, J., Oen, M., Glosvik, Ø.** Espe, R. O. (2022). Verksted for praksisutviklende forskning. I **J. Birkeland, Ø. Glosvik, M. Oen, & E.E. Ødegaard,** (red.). (s. 172-197). *Barnehagelæreren som medforsker: En arbeidsbok for utvikling i barnehagen.* Cappelen Damm.

Guest edit (4)

1. **Skoglund, R. I.**, Ye, J., & Jiang, Y. (2022). Ethical Codes for Early Childhood Teachers: How and Why Should We Use Them. *ECNU Review of Education*.
2. Skovbjerg, H.M., Bekker, T, **Grindheim, L.T.** & Sand, A-L. (2022). Designing for Play and Cultural Production in Childhood. Seeking new grounds. Conjunctions. *Transdisciplinary Journal of Cultural Participation* 9.
3. Jensen, A. B., **Heggen, M. P. Jickling, B.**, & Blenkinsop, S. (2022). Guest Editorial, Wild Pedagogies for Change. *Canadian Journal of Environmental Education (CJEE)* 25. p. 1-8.
4. **Birkeland, Å.** & **Grindheim, L.T.** (2022). Visuality Design in and for Education. *Video Journal of Education and Pedagogy* 7(1).

Reports (1)

1. **Birkeland, J., Ødegaard, E. E., Glosvik, Ø., Oen, M., Espe, R. O., Bjerkestrand, M.** (2022). *Barnehagelærer som medforsker: innovasjonsprosjekt for utprøving av et eksplorativt forskningsdesign for kunnskapsutvikling i barnehagesektor*. Rapport. KINDknow Noteseries nr. 5, Høgskulen på Vestlandet.

PhD dissertation (3)

1. **Sanderud, J. R.** (2022). *Playing, Sensing, and Meaning: An ethnographic study of children's self-governed play in a Norwegian nature kindergarten*. Høgskulen på Vestlandet (ISBN 978-82-93677-85-7) 176 s.
2. **Lund, H. B. H.** (2022). *Ulikhet, likhet og mangfold: Pedagogisk ledelse og foreldreskap i kulturelt mangfoldige barnehager*. Høgskulen på Vestlandet
3. **Fimreite, H.** (2022). *Kollegarettleing og endring av den kollektive kunnskapen i barnehagen*. Høgskulen på Vestlandet

Popular scientific articles and feature articles (9)

1. **Aasen, W., & Birkeland, J.** (2022). Barnehagelæreren er vår inspirator: Kunnskapstørste ansatte. *Barnehagefolk* 39(1) s. 37-42
2. **Fimreite, H.** & Moxnes, A. R. (2022). Hvem er de voksne i barnehagen?. *Første steg* (3) s. 72-73
3. **Lynngård, A. M. & Heggen, M. P.** (2022). *Undring?: Du kjenner det på kroppen!.* *Tidsskriftet Forskerfrø* 2. 24-27.
4. **Oen, M., Sadownik, A. R., Pesch, A. M., Ødegaard, E. E., Sellevåg, E.** (2022). *Flagg som misforstått mangfoldarbeid*. Utdanningsnytt.no <https://www.utdanningsnytt.no/flagg-inkludering-mangfold/flagg-som-misforstatt-mangfoldarbeid/315807>
5. **Sanderud, J. R., & Sandgrin, S. W.** (2022-09-21). *Barn lærer å forstå seg selv og omgivelsene når de leker i naturen*. Barnehage.no [Internett] <https://www.barnehage.no/forskning-lek-natur/barn-laerer-a-forsta-seg-selv-og-omgivelsene-nar-de-leker-i-naturen/236603>
6. **Steinnes, G. S., Børhaug, K., Bøe, M., & Fimreite, H.** (2022). Barnehagelærarar mellom standardisering og fagleg skjønn. *Utdanningsnytt.no*
7. **Unstad, T., Danielsen, K. H., & Tveiterås, N. C.** (2022). Fysisk aktivitet og skjermbruk i barnehagen – en motsetning? Barnehage.no.
8. **Wergedahl, H.** (2022-09-09) Nytt prosjekt skal lære barn å tenke kritisk om hva de spiser. Barnehage.no [Internett] <https://www.barnehage.no/hvl-mat-i-barnehagen-mat-og-maltider/nytt-prosjekt-skal-laere-barn-a-tenke-kritisk-om-hva-de-spiser/236199>
9. **Ødegaard, E. E.** (2022). NORCHILD: Unique early childhood education & care. *Open Access Government*, 17.03.2022. <https://www.openaccessgovernment.org/norchild-unique-early-childhood-education-care-norway/131796/>

Seminars, conferences, and presentations

In 2022, presentations, seminars, and conferences have been held, ranging from scientific lectures in international conferences to lectures and conversations for local kindergarten teachers, such as the planning day for projects carried out with partnership kindergartens of Bergen Municipality. KINDknow and FILIORUM, the kindergarten research centre at the University of Stavanger, have started working together on a yearly Norwegian research conference on early childhood education. In 2022, KINDknow hosted this conference.

Keynotes and guest lectures at Nordic and international conferences (7)

WHEN	WHERE/ ORGANISER	ARRANGEMENT	PLACE	PREVALENCE	INVITED/ KEYNOTE SPEAKER	WHO	TITLE
12-15 Jul.	Athens, Greece	74th OMEP world assembly and conference	Athens	International	Yes	Elin Eriksen Ødegaard	Pedagogical engagement and the co-creation of cultures of exploration
18. Aug	Online	BIN-Norden Webinar about childhood, play, and design	Online	International	Yes	Liv Torunn Grindheim	Presentation of the special issue in Conjunction journal
28. Aug	Beijing China	Beijing Normal University, China Comparative education Society, Teacher Education Center under the auspices of UNESCO	Beijing	International	Yes	Aihua Hu	Preschool education for the future: Policies and actions in Norway
28 Oct	Norwegian Embassy	China-Norway Knowledge-Sharing Seminar on Sustainable Societal Development.	Beijing	International	Yes	Elin Eriksen Ødegaard	Collaborative exploration –A signature pedagogy for the Early Years
31 Oct	Universitu Negeri Jakarta	Best practice in Early Childhood Education	Online		Yes		Cultural and ecological sensitivity towards good practices for children's play and development.
10 Nov	CIDREE - Network hosted by Utdanningsdirektoratet	Quality & Quality Curricula in ECEC	Oslo	International	Yes	Elin Eriksen Ødegaard	Collaborative exploration –A signature pedagogy for the early years
21-22 Nov	UIT-ILP	IRECE 2022	Tromsø	International	Yes	Carola Kleeman and Anne Myrstad	Local arctic practices. Outdoors in Coastal Sámi kindergarten

Scientific and academic paper presentations, posters and panels and popular science lectures and dialogues with stakeholders

WHEN	WHERE/ ORGANISER	ARRANGEMENT	PLACE	PREVALENCE	WHO	TITLE
12 Jan	UiS	Erasmus Mundus in Social Work with Families and Children Guest lecture	Stavanger	International	Elin Eriksen Ødegaard	Children's rights and sustainability
12 Jan	Nettverket for veiledning av nyutdannede lærere	Webinar - Nasjonalt nettverk for veiledning av nyutdannede lærere	Digital	Local	Hege Fimreite	Kollegaretteing og endring av den kollektive kunnskapen
2-5 Feb	The Free University of Bozen-Bolzano	CERME 12	Bolzano/ digital	International	Trude Fosse, Troels Lange, Tamsin Meaney	Issues with using Activity Theory to understand how Master students view their research skills as contributing to their future teaching.
2-5 Feb	The Free University of Bozen-Bolzano	CERME 12	Bolzano/ digital	International	Toril Eskeland Rangnes, Tamsin Meaney	Using digital tools in language diverse mathematics classrooms
15 Feb	Åsane senior-universitet	Gjeste forelesning	Åsane	Local	Åsta Birkeland	Barnehager – et kontroversielt samarbeidsfelt mellom Norge og Kina?
17-18 Feb	HVL	HVL Learsamling - Knowledge-based hiring	Bergen	Local	Elin Eriksen Ødegaard	Kva er god forskingsleing - eller eit forsøk på å temme utfordringar med ledelse av forskning
11 Mar	Klima-festivalen	Klimafestivalen - varmere, våtere, villere	HVL	Local	Elin Eriksen Ødegaard and Åsta Birkeland	Emergent Ocean Literacy - a collaborative exploration of local ocean landscapes in early childhood education
14 Mar	HVL	Forskergruppesamling	HVL	Local	Odd Tore Kaufmann, Marianne Maugesten, Tamsin Meaney	Preservice teachers' views on programming as part of their professional identity as mathematics teachers
14-18 Mar	University of Masaryk and Charles University, Prague	11th World Environmental Education Congress (WEEC) - Building Bridges	Prague, Czech Republic	International	Barbara Maria Sageidet and Ove Bergersen	Garden activities with children as environmental, rhetorical and social contributions to sustainability
21-22 Mar	HVL	Fagseminar	Voss	Local	Karoline Selliseth	Kommersielle kommunikasjonsapper i norske barnehager: Årsaker til innføring og bortvalg og påvirkning på kommunikasjonen mellom foreldre og barnehagelærere
21-22 Mar	Utdanningsdirektoratet	Re-komp - nasjonal nettverkssamling for UH	Tromsø	Local	Hege Fimreite	«Å opne dører vi ikkje har tenkt på før» - eit samarbeid om kollektive læringsprosessar i barnehagen
28-29 Mar	Internet Interdiscipl. Institute, Open-University of Catalonia	Erasmus Staff Mobility for Training (STT)	Barcelona	International	Barbara Maria Sageidet	«Children and nature interrelationships» - short introduction to my research interests and to some ongoing projects
31 Mar- 1 April	UiT	BRIDGES Web-conference	Digital	Local	Mariann Andersen and Carola Kleeman	Personlige fortellinger i barnehagelærer-utdanningen

1 April	HVL	Boklansering Lived democracy in education	Bergen	Local	Liv Torunn Grindheim	Barnehagebarns 'levde demokrati'. Korleis kan barns demokratiske deltaking omgrepsfestast?
7 April	Bergen kommune, HVL og NLA	Seminar for veiledere for nyutdannede barnehagelærere i Bergen kommune	Bergen	Local	Hege Fimreite	Rettleiing av nyutdanna barnehagelærarar - rettleiing i gruppe og endring av den kollektive kunnskapen i barnehagen
21 April	University of Santo Tomas-Legazpi Office of Research	Research Festival	Philippines/Digital	National	Czarecah Tuppil Oropilla	Conducting Research Across Early Childhood Industries
21-22 Apr	UiT	Sone	Tromsø	Local	Edit Bugge	«teir skulu hava loyvi antin at lesa á sínum bygdamáli ella á normalfórøyskum». Spor av talemálsnormering i færøysk skole
22 April	HVL	BARNkunne, HVL and NORCE Seminar	Bergen	Local	Aihua Hu and Elin Eriksen Ødegaard	Comparative analysis of framework plans in Norway, Finland, China, Hong Kong
22 April	Barnkunne	Forskningsseminar om Rammeplan for barnehagen	Bergen	Local	Anne Home and Kari Ludvigsen	EVALUERING AV IMPLEMENTERINGEN AV RAMMEPLAN FOR BARNEHAGEN: Hvordan gi et forskningsbasert bidrag til videre politikktutforming?
28 April	Norsk evalueringsforening	Webinar om evaluering av rammeplan for barnehagen	Online	Local	Anne Home and Kari Ludvigsen	EVALUERING AV IMPLEMENTERINGEN AV RAMMEPLAN FOR BARNEHAGEN: Metodisk gjennomføring og hovedfunn så langt
6-7 May	ECNU	2022 International Forum for Post Graduate Students in ECE	China	International	Elin Eriksen Ødegaard	Levelling up research training by NORCHILD - Research School for ECEC PhD candidates in Norway
12-13 May	POEM	A Mathematics Education Perspective on early Mathematics Learning – POEM 2022	Gothenburg	International	Tamsin Meaney, Elena Severina, Monica Gustavsen, Anny-Mari Holm, Camilla Skauge Hoven, Sofie Bergitte Larsen, Anne-Grete Sulen	Mathematical and computational thinking in children's problem solving with robots
18 May	HVL	Samskaping	Bergen	Local	Elin Eriksen Ødegaard	Erfaringer om samskaping og kunnskaping fra BARNkunne og Parnerskapsprosjektet med Bergen kommune
18-20 May	HVL and Forskerforbundet	Women's network	Balestrand	Local	Siri Sollied Madsen	A path towards leading an international research network
20-21 May	P.S Skovoroda Kharkiv National Pedagogical University	the VIth International Scientific and Practical Conference: "Psychological and Pedagogical Problems of Higher and Secondary Education in Modern Challenges: Theory and Practice"	Kharkiv, Ukraine.	International	Siri Sollied Madsen	Attitudes, beliefs and online learning in Norway and Ukraine
24 May	OMEP Norge	OMEP NORGE: Lekeseminar og tildeling av lekeprisen	Bergen	Local	Alicja Sadownik	Viste du at steiner og gamle kjoler kan leke?
1-3 June	University of Iceland - School of Education	The NERA conference 2022	Reykjavik	International	Hege Fimreite and Øyvind Glosvik	Peer counseling between the everyday-world and system – a study of conversations about conversations in preschool

1-3 June	University of Iceland - School of Education	The NERA conference 2022	Reykjavik	International	Siri Sollied Madsen, Nils Christian Tveiterås og Torstein Unstad	An analysis of subject curricula in Norwegian early childhood teacher education considering formal requirement of professional digital competence
1-3 June	Linköping University, campus Norrköping	NordYrk-conference 2022	Sweden	International	Dorthea Sekkingstad and Øyvind Glosvik	Eksamen som bindeledd mellom yrkesfagutdanning og høgare utdanning?
7 June	FRI Vestland og Regnbuedagene i Bergen	Regnbuedagene i Bergen	Bergen	Local	Maria-Rosa Doublet	Paneldeltaker på "Hen i språket" - panelsamtale
8-10 June	HVL	The conference on school meals 2022	Bergen	International	Hege Wergedahl, Despoina Theofylak-topoulou, Eldbjørg Fossgard, Asle Holthe, Tormod Bjørkkjær, Agnete Hornell, Anna Olafsdottir, Hanna Lagstrom, Ingibjörg Gunnarsdottir	Nordic school meals and effect on classroom learning behaviour
13 June	Utdanningsforbundet	Forskingskafé: lærer + forskning = sant	Trondheim	Local	Hege Fimreite	Kollegarettleing og endring av kollektiv kunnskap i barnehagen - en NAFOL students beretning
13-15 June	NAFOL	NAFOL final conference	Trondheim	Local	Hege Fimreite	Group peer counseling as an intersubjective space for collective professional learning in preschool
14-15 June	HK dir	Panoramastrategien Seminar	Bergen	National	Åsta Birkeland	Samarbeid på barnehagefeltet i Norge og Kina - Å bygge tillit og åpen kommunikasjon
14-16 June	HVL	8TH INTERNATIONAL CONFERENCE ON NARRATIVE INQUIRY IN MUSIC EDUCATION (NIME8)	Bergen	International	Elin Eriksen Ødegaard	Collaborative exploration- a personal and professional signature story
16-17 June	HiVolda, NTNU, HiMolde, Vestlandsforskning, Møre forskning mfl	Fjordkonferansen 2022	Loen	National	Dorthea Sekkingstad and Øyvind Glosvik	"Den konstruktive eksamen" - eksamensforma som nyskaping
19-21 June	EUSA	EUSA 2022	Florida	International	Edit Bugge, Cecilie Hamnes Carlsen	Low-literate migrants and the consequences of language and KoS requirements for citizenship
22-24 June	ELLME	Future Challenges in Early Language Learning and Multilingual Education	Granada	International	Edit Bugge, Carola Kleeman	Mánáid-tv/children's tv: Language performance in indigenous language vitalization and strengthening
5 July	Fulbright Norway	Fulbright-Hays Seminar 2022	Direktoratet for høyere utdanning og kompetanse	International	Solveig Marie Borgund	Norwegian Primary Education - values and principles
11-15 July	OMEP	74th OMEP world assembly and conference	Athens	International	Aihua Hu, Elin Eriksen Ødegaard and Laurent Ndjijye	Wash from the start: Inquiry of local conditions for children's access to water
11-15 July	OMEP	74th OMEP world assembly and conference	Athens	International	Aihua Hu and Åsta Birkeland	Building culturally strong kindergartens

11-15 July	OMEPE	74th OMEPE world assembly and conference	Athens	International	Elin Eriksen Ødegaard	Pedagogical Engagement and the Co-Creation of Cultures of Exploration
11-15 July	OMEPE	74th OMEPE world assembly and conference	Athens	International	Laurent Ndjuyé	The influence of family SES and home contexts on children's early reading attainments: Observations from naturalized citizens/ refugees in Tanzania
11-15 July	OMEPE	74th OMEPE world assembly and conference	Athens	International	Elin Eriksen Ødegaard and Matteo Corbucci	Organisation - young people's contribution to OMEPE
12 Aug	Sejledalen barnehage	Planleggingsdag i Sejledalen barnehage		Local	Liv Torunn Grindheim	Uteleik
12 Aug	Sejledalen barnehage	Planleggingsdag i Sejledalen barnehage		Local	Åsta Birkeland	Søkelys på leiketøy
15-17 Aug	UiT	Tolvte Nordiske Dialektolog-konferansen	Alta	Local	Carola Kleeman	Språkideologier og språkpraksiser i samiske barnehager i norskdominerte områder i Sápmi: Bever er faktisk en stein.
23-25 Aug	EERA and State University of Yerevan	European Conference of Educational Research (ECER) 2022	Yerevan	International	Hege Fimreite and Øyvind Glosvik	Peer counselling between everyday-world and system - a study of conversations about conversations in preschool
23-25 Aug	EERA and State University of Yerevan	European Conference of Educational Research (ECER) 2022	Yerevan	International	Øyvind Glosvik and Dorthea Sekkingstad	A Practice Perspective on Leadership and Collective Learning in Vocational Education
23-25 Aug	EERA and State University of Yerevan	European Conference of Educational Research (ECER) 2022	Yerevan	International	Hilde Lund	Difference, equality and diversity. Pedagogical Leaders' Leadership Practice and Diversity Constructs, and Refugee Parents Experience encountering the kindergarten"
23-26 Aug	EECERA	30th EECERA Annual Conference	Glasgow	International	Barbara Sageidet, Veronica Bergan, Anne Lynngård, Marianne Heggen, Tove Aagnes Utsi, Carola Kleeman, Liv Torunn Grindheim, Nina Goga, Maritha Nylund, Kari Grutle Nappen, Yngvild Bjørlykke, Kari Wallem Bøe, Inger Wallem Krempig, Ida Lervik Midtbø	Being and becoming eco-citizens – Preliminary research results to promote more sustainable practices in kindergartens
23-26 Aug	EECERA	30th EECERA Annual Conference	Glasgow	International	Kari Ludvigsen and Anne Homme	Managerialist Dialogue in ECEC Policymaking: The Role of Play and Learning
30. Aug – 01 Sept	European Sociological Association	ESA, Research Network	Utrecht	International	Karoline Selliseth	Modern media, market and meaning: Discourses on implementation and deselection of commercial communication apps in two Norwegian kindergartens
30. Aug – 01 Sept	European Sociological Association	ESA, Research Network	Utrecht	International	Solveig Marie Borgund	Implementing new standards - The case of Norwegian ECEC-teacher education

1-2 Sept	CHER and University of Jyväskylä	Consortium of Higher Education Researchers (CHER) 34th Annual Conference	Online	International	Yingxin Liu, Ai Tam Le and Czarecah Oropilla	Responsiveness of travel restriction policies at universities in China, Australia, and Norway amid the COVID-19 pandemic
7-9 Sept	ERME	ERME Topic Conference MEDA3 (Mathematical Education in a Digital Age)	Nitra	International	Odd Tore Kaufmann, Marinane Maugesten, Tamsin Meaney	Views of Pre-service teachers in Norway on the value of programming in teaching mathematical and pedagogical topics
7-9 Sept	ERME	ERME Topic Conference MEDA3 (Mathematical Education in a Digital Age)	Nitra	International	Tamsin Meaney, Toril Eskeland Rangnes	Evaluating Minecraft as a mathematical language resource
20 Sept	NTNU, Matematikk-senteret og Skrive-senteret	Konferansen Matematikk + Språk = inkluderende	Alta	Local	Carola Kleeman	Bærekraftige språkpraksiser: Språklæring og språktilegnelse ute i naturen og kulturen.
20-22 Sept	Samisk høyskule	Landscape Practices conferences	Kautokeino	Local	Carola Kleeman and Anne Myrstad	Landscape practices in a coastal Sami kindergarten department
27 Sept	HVL	Forskningsdagane, barnehageseminar	Stord	International	Anne Grethe Sønntshaugen	Eit inkluderande foreldresamarbeid i den lærande barnehagen – linjeleiinga sitt ansvar
29 Sept	Forskargruppa Kvardagsliv i barnehagen	Seminar i forskargruppa KIB	Sogndal	Local	Hege Fimreite	Kollegaretleiing i gruppe som intersubjektivt rom for kollektiv profesjonell læring i barnehagen
29-30 Sept	ERNAPE	European Research Network on Parents in Education - conference	Nijmegen	International	Alicja Sadwonik and Adrijana Visnic Jevtic	Comparing theories on parental involvement as a way of uncovering their blind spots
2-4 Oct.	CHACDOC	CHACDOC conference 2022	Copenhagen	International	Elin Eriksen Ødegaard	One Ocean explorations – children's imaginations crossing borders
2-4 Oct.	CHACDOC	CHACDOC conference 2022	Copenhagen	International	Aihua Hu Hanne Værum, Sørensen Birgitte Madsen, Theilman	Exploring outdoor play and activities for social and cultural sustainability in and across cultures
10-12 Oct.	Jagiellonian University	Conference New Media Pedagogy 2011, research trends, methodological challenges and successful implementations	Poland	International	Siri Sollied Madsen	International perspectives on the dynamics of pre-service early childhood teachers' digital competencies
14 Oct.	Nordic Circular Research Consortium, Green-house UiS	Sustainability VS Circularity Research Symposium	Stavanger	International	Barbara Maria Sageidet	Panelist within Session 3: The social challenge – ethical aspects, policy, circular education and representation in the arts
21 Oct	ILP & UiT	BLU utdanninga 50 år	Tromsø	National	Elin Eriksen Ødegaard	Scenario 50+: Hvilken utdanning kan forberede oss på fremtiden – en fantasi om BLU anno 2072

21 Oct	ILP & UiT	BLU utdanninga 50 år	Tromsø	National	Pernille Elisabeth Bartnæs and Anne Myrstad	Vet du ka en snøkrystall smake? - om utforskende pedagogikk i barnehagen
21 Oct	Bergen Kommune	fagdag Bergen kommune	Bergen	National	Liv Torunn Grindheim, Åsta Birkeland	Det kjente og det ukjente. Vilkår for barns utforskning
25 Oct	Barnkunne	Sustainability in Early Childhood Education	Bergen	International	Elin Eriksen Ødegaard	KINDknow – Kindergarten Knowledge Centre for Systemic Research on Diversity and Sustainable Futures
26-28 Oct.	HVL and UiS	Norsk barnehage-forsknings-konferanse 2022	Bergen	National	Aihua Hu and Kjerstin Sjørusen	What matters: Being better pedagogical leaders through listening to children's voices
26 – 28 Oct	HVL and UiS	Norsk barnehage-forsknings-konferanse 2022	Bergen	National	Hege Fimreite, Anne Grethe Søntshaugen, and Johanna Birkeland	Leing av den kompetente barnehagen
26 – 28 Oct	HVL and UiS	Norsk barnehage-forsknings-konferanse 2022	Bergen	National	Hege Fimreite	Kollegaretleiing i gruppe som intersubjektivt rom for kollektiv profesjonell læring i barnehagen
26-28 Oct.	HVL and UiS	Norsk barnehage-forsknings-konferanse 2022	Bergen	National	Karoline Selliseth	Moderne media, marked og mening: Diskurser om digitalisering i to norske barnehager
26-28 Oct.	HVL and UiS	Norsk barnehage-forsknings-konferanse 2022	Bergen	National	Czarecah Oropilla, Elin Eriksen Ødegaard, and Gloria Quinones	Kindergarten practitioners' perspectives on intergenerational programs in Norwegian kindergartens during the COVID-19 pandemic: exploring transitions and transformations in institutional practices
26-28 Oct.	HVL and UiS	Norsk barnehage-forsknings-konferanse 2022	Bergen	National	Annette Stavseth Furnes, Liv Torunn Grindheim	Brettspel som tilrettlegging for berekraftige praksisar i barnehagen?
26-28 Oct.	HVL and UiS	Norsk barnehage-forsknings-konferanse 2022	Bergen	National	Dag Øyvind Lotsberg and Kari Ludvigsen	Barnehagestyreres karriereveier, utdanning og motivasjon
26-28 Oct.	HVL and UiS	Norsk barnehage-forsknings-konferanse 2022	Bergen	National	Kari Ludvigsen	Implementering av reform i barnehagesektoren: Policydesign, virkemidler og barnehageledere som bakkebyråkrater
26-28 Oct.	HVL and UiS	Norsk barnehage-forsknings-konferanse 2022	Bergen	National	Hilde Lund	"Gjennom forskerens blikk"-Metodiske utfordringer og muligheter med deltakende observasjon i studier av barnehageledelse
26-28 Oct.	HVL and UiS	Norsk barnehage-forsknings-konferanse 2022	Bergen	National	Hilde Lund	Pedagogisk ledelse i kulturelt mangfoldige barnehager- Profesjonsutvikling, makt og institusjonaliserte barnehagepraksiser
26-28 Oct.	HVL and UiS	Norsk barnehage-forsknings-konferanse 2022	Bergen	National	Ove Bergersen and Barbara Maria Sageidet	Children's environmental, rhetorical and social contributions to sustainability through garden activities

27 Oct	TND - Transnational Dialogues group, hosted by QUT,Australia	TND 7.2 - International online gathering of researchers in Early Childhood Education for Sustainability	Digital	International	Barbara Maria Sageidet	A brief history of the Transnational Dialogues
27 Oct	TND - Transnational Dialogues group, hosted by QUT,Australia	TND 7.2 - International online gathering of researchers in Early Childhood Education for Sustainability	Digital	International	Barbara Maria Sageidet	A Norwegian research project
31 Oct	University Negeri Jakarta	Gjesteforelesning	Jakarta/online	National	Liv Torunn Grindheim	Cultural and ecological sensitivity towards good practices for children's play and development
1-3 Nov	LATACME	LATACME- Final symposium	HVL	International	Trude Fosse, Troels Lange, Tamsin Meaney	Issues with using Activity Theory to understand how master's students view their research skills as contributing to their future teaching
1-3 Nov	LATACME	LATACME- Final symposium	HVL	International	Trude Fosse, Tamsin Meaney	Year 2 children posing and solving their own written problems
1-3 Nov	LATACME	LATACME- Final symposium	HVL	International	Toril Eskeland Rangnes, Tamsin Meaney	Possibilities for learning about mathematical argumentations using the language resources of multilingual preservice teachers
1-3 Nov	LATACME	LATACME- Final symposium	HVL	International	Toril Eskeland Rangnes, Tamsin Meaney	Preservice teachers learning from teaching mathematics in multilingual classrooms
1-3 Nov	LATACME	LATACME- Final symposium	HVL	International	Nils Henry Rasmussen, Rune Herheim, Ragnhild Hansen, Troels Lange, Toril Eskeland Rangnes, Tamsin Meaney	Surveying preservice teachers' understanding of aspects of mathematics teaching – a cluster analysis approach
1-3 Nov	LATACME	LATACME- Final symposium	HVL	International	Eva Elise Tvedt, Troels Lange, Toril Eskeland Rangnes, Tamsin Meaney	Truth, lies and bullshit in critical mathematics education
4 Nov	Sunnfjord kommune	EIN oppvekst Ei konferanse om folkehelse og livsmestring i barnehage og skule	Førde	Local	Liv Torunn Grindheim	Mobbing som sosiale prosessar på ville vegar
7 Nov	Utdanningsforbundet	Styrerkonferansen 2022	Oslo	Local	Hege Fimreite	Kollegaveiledning som profesjonelt læringsfelleskap i barnehagen - styreren si rolle
8 Nov	Bergen kommune	Fagdag for fagarbeidere og assistenter	Bergen	National	Marianne Heggen	Bærekraft og vørekraft
8 Nov	HVL Faggruppe Samfunnsfag	Faggruppesamling Høgskulen på Vestlandet	Sogndal	Local	Solveig Marie Borgund	Samfunnsfagbidraget i BLU – Korleis arbeide for kvalitet og samanheng innanfor ressursrammene?

9 Nov	HVL	Jubileumskonferanse - lærarutdanninga i Sogndal 50 år	Sogndal	International	Øyvind Glosvik	Lærarutdanning og det regionale samspelet
11 Nov	Pioner barnehager	Fagdag for Pedagogene	Oslo	National	Marianne Heggen	Stier mot bærekraft
14-15 Nov	University of the Philippines College of Home Economics	University of the Philippines CHE National Centennial Conference	Philippines/Digital	National	Czarecah Tuppil Oropilla	Quality Education and Responsible Consumption and Production: Intergenerational and Multi-disciplinary Approach Towards Sustainable Futures for Children and Families
14-16 Nov	University of Limerick	Research collaboration seminar	Limerick	International	Øyvind Glosvik	HVL- Research as educational portfolio – Faculty of Education, Arts and Sports
14-16 Nov	University of Limerick	Research collaboration seminar	Limerick	International	Øyvind Glosvik and Dorteia Sekkingstad	A Practice Perspective on Leadership and Collective Learning in Vocational Education
14-17 Nov	University of Limerick	Research collaboration seminar	Limerick	International	Hege Fimreite, Anne Grethe Sønsthagen, and Johanna Birkeland	The Competent Preschool - three approaches to management and knowledge development
21-22 Nov	NABU	NABUs bærekraftskonferanse	Ås	National	Marianne Presthus Heggen, Marcus Morse, Sean Blenkinsop, Bob Jickling	Der små barn er – et bidrag fra små barn til all utdanning
21-22 Nov	NABU	NABUs bærekraftskonferanse	Ås	National	Marianne Presthus Heggen, Ingjald Pilskog	Bærekraftsbegrepet – en mulighet eller et hinder?
21-22 Nov		International Conference in Early Childhood Education		International	Tamsin Meaney	Using apps for sustaining young children's mathematical languages
21-22 Nov.	UiT	IRECE Conference 2022	Tromsø	International	Aihua Hu and Siv Ødemotland	Fostering cultural sustainability in early childhood education
21-22 Nov.	UiT	IRECE Conference 2022	Tromsø	International	Aihua Hu and Kjerstin Sjursen	A window of opportunities: Norwegian kindergarten teachers' experiences of organizing outdoor play during COVID period.
21-22 Nov.	UiT	IRECE Conference 2022	Tromsø	International	Aihua Hu and Maria Grindheim	What are children singing in kindergartens?: A comparative study
21-22 Nov.	UiT	IRECE Conference 2022	Tromsø	International	Czarecah Tuppil Oropilla	Learnings and reflections from intergenerational engagements between young children and older adults in the Philippines during the pandemic lockdown in 2020
21-22 Nov.	UiT	IRECE Conference 2022	Tromsø	International	Zacharias Andreadakis and Elin Eriksen Ødegaard	Systematic Review on Exploration
21-22 Nov.	UiT	IRECE Conference 2022	Tromsø	International	Torjer Olsen, Ylva Jannok, Tamsin Meaney, Ol-Johan Sikku	Panel: Local and global childhoods
21-22 Nov.	UiT	IRECE Conference 2022	Tromsø	International	Åsta Birkeland, Liv Torunn Grindheim	Photo-Elicitation Interviews - Possibility for collaborative Provocation og Preconceptions

21-22 Nov.	UiT	IRECE Conference 2022	Tromsø	International	Åsta Birkeland, Li Minyi	Building education for sustainable futures in early childhood: Transformative learning captured within an intercultural program for government stakeholders from rural China.
21-22 Nov.	UiT	IRECE Conference 2022	Tromsø	International	Anne Myrstad and Abigail Hackett	Building education for sustainable futures in early childhood: Transformative learning captured within an intercultural program for government stakeholders from rural China.
21-22 Nov.	UiT	IRECE Conference 2022	Tromsø	International	Veronica Bergan and Anne Myrstad	Sami educators' perspectives on outdoor life in kindergarten
21-22 Nov.	UiT	IRECE Conference 2022	Tromsø	International	Tove Aagnes, Inger Wallem Krempig and Carola Kleeman	Childrens' s experiences of Sámi reindeer husbandry
21-22 Nov.	UiT	IRECE Conference 2022	Tromsø	International	Carola Kleeman	Narratives as a way to find Sámi pedagogy: Telling our stories as part of working together.
21-22 Nov.	UiT	IRECE Conference 2022	Tromsø	International	Kari Grutle Nappen, Maritha Berger Nylund and Barbara Maria Sageidet	Co-developing children's social competences and environmental learning
23 Nov	NTNU	Læringsfestivalen Digital	Online	National	Dorthea Sekkingstad and Øyvind Glosvik	Utprøving av nye eksamensformer - eit utgangspunkt for nyskaping i relasjonen mellom høgare utdanning og praksisfeltet?
25 Nov	Høgskolen i Innlandet	Re-komp samling for styrarar og barnehagemynde i Asker kommune	Asker	Local	Hege Fimreite	Kollegaveiledning som profesjonelt læringsfelleskap i barnehagen
7-9 Dec		The 7 th International Conference on Ethnomathematics		International	Tony Trinick, Piata Allen, Tamsin Meaney	The cultural symmetry framework: a pedagogic approach developing mathematics activities in an Indigenous initial teacher education programme
12 Dec	East China Normal University	ECNU Annual Academic Lecture Series - Edge and Vision	Shanghai	National	Åsta Birkeland	Early Childhood education for sustainable futures - glocal approaches

Outreach to the public and dialogue with partners and stakeholders

1. **1 March:** KINDknow had a guest lecture from Professor Helle Marie Skovbjerg from the Designskolen Kolding who talked about play qualities, tools, and designs to support teachers in designing and evaluating playful learning. <https://www.youtube.com/watch?v=v9U6PLLJuQ>
2. **2 March:** Barnkunne and BLU had the pleasure of receiving visits from kindergarten teacher educators from various institutions in Croatia. The delegation was led by Adrijana Visnic Jevtic from Zagreb University and Vice president of OMEP Europe.



3. **3 March:** Professor Helle Marie Skovbjerg from the Playful Learning Lab was on a research stay at BARNkunne. Along with her were a postdoctoral researcher and PhD students who all research on play.



4. **11 March:** BARNkunne participated in the climate festival Varmere, Våtere, Villere. We presented a poster: Emergent Ocean Literacy. It is based on a project where children sense, explore and express themselves about the sea, the landscape, and the associated geography and ecology.



5. **16 March:** Hege Wergedahl and Eli Kristin Aadland (BARNkunne, HVL) invited the staff at Sollien kindergarten to an inspirational course on food and cooking. The nursery will start serving hot lunches again in April.



6. **1-4 April:** Elin Eriksen Ødegaard, Zacharias Andreadakis, and Czarecah Oropilla from BARNkunne visited the Lego Foundation and heard about their Danish research initiative together with the Danish kindergarten sector. We are involved in one of these projects: ‘Playful learning Lab’ at University College Copenhagen (Københavns Professionshøjskole) and Design School Kolding. We also got a tour of the Lego House and had a good work seminar together at KP.



7. **5 May:** The MoveEarly project, led by professor Eivind Aadland, has had two planning days at BARNkunne in Bergen. Here are the ones leading the work teams in the project. Here you see Professor James Rudd, from NiH, PhD Hege Tjomslund, HVL, PhD Alicja Sadownik, HVL and Professor Eivind Aadland, HVVL, Professor Tony Okely, University of Wollongong and HVL and Elin Eriksen Ødegaard HVL and UiT. The project starts in August 2022 and will last for 6 years.



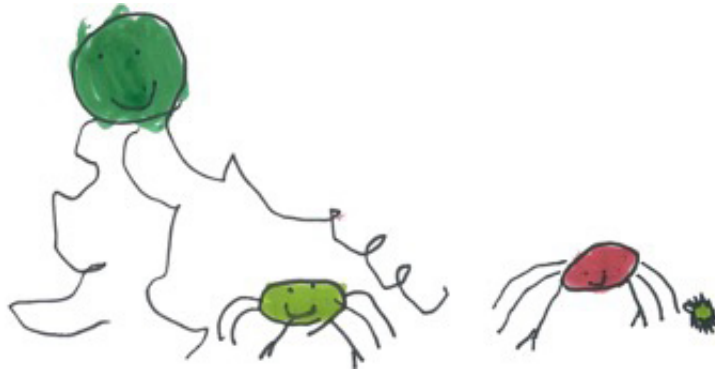
8. **10 June:** BARNkunne has had an exciting visit from the Ensemble pour L'éducation pour la petite enfant, a group of 40 participants from France, followed by a representative from the Ministry of Education. The visit is planned together with Bergen municipality and the National Center for Food, Meals, and Physical Activity. We have had presentations, good dialogues, and kindergarten visits. Here we see Nathalie Casso-Vicarini, Ingrid Leversen, Elin Eriksen Ødegaard, Tove Mogstad Slinde (Ministry of Education & Research) Marion Oen and Liv Torunn Grindheim.



9. **12 Aug:** Liv Torunn Grindheim had a planning day in Seljedalen kindergarten for a seminar on “What creates room for participation?”
10. **20 Sept - 1 Oct:** Inga Margrethe Fagerbakke, one of KINDknow’s PhD students, participated in Forskergrandprix med barnehagerelevant forskning. <https://fb.watch/iC8LI5nin/>



11. **25 Sept:** The project One Ocean Exploration arranged an event for kindergartens called HAVSANS (OceanSense). Three groups of children from nearby kindergartens visited HVL Campus Bergen to participate in OceanSense. They were welcomed by Elin Eriksen Ødegaard, Åsta Birkeland, the master students Janne Torsvik, Andrine K. Ingebrigtsen, and artist Håkon Hoffart. The children could sense and read about ocean-related topics and eventually made drawings. We played with the drawings using digital tools.



12. **25 Oct:** KINDknow received several visitors from Aarhus University and their project on World-Care. We co-organized a seminar on ECEC and sustainability. Among the speakers were:
- Elin Eriksen Ødegaard: presentation of the Kindergarten Knowledge Centre for Systemic Research on Diversity and Sustainable Futures.
 - Arjen Wals, professor of Transformative learning and UNESCO Chair: tentative title: Sustainable Futures – relevant ways to go.
 - Ditte Winther-Lindquist, dr. and UNESCO Chair, Anne Maj Nielsen & Dorte Kousholt The World care project.
 - Siri Smith, coordinator of Climate and sustainability at HVL.
 - Kjellrun Hiis Hauge, professor of Climate at HVL
 - Leif Tore Trædal, leader of the Research Program for sustainability and diversity
 - Liv Torunn Grindheim, Professor at KINDknow
 - Laurent Ndjuyé, Post.doc
 - Aihua Hu, Researcher at KINDknow
 - Czarecah Oropilla, a researcher at KINDknow

International mobility

Visits to Barnkunne:

- Helle Marie Skovbjerg, funded by the Play and Learning Lab for 3 weeks
- Lin Huo was funded by HKDir for 10 months
- Min He was funded by HKDir for 10 months
- Yu Fan funded by UTFORSK project 1 month
- Linbo Yu funded by UTFORSK project 1 month

Visits to other milieu:

- Czarecah Oropilla who visited Designskolen Kolding, Denmark, funded by NFR for 1 month

Applications

This year, the following 6 applications for external funding were submitted.

SOURCE OF FUNDING	TITLE/ACRONYM	KINDKNOW'S ROLE	LEVEL
NFR Accepted	TASTE	Project leaders Eli Aadland & Hege Wergedahl	Full proposal HVL granted 12 Mill.
NFR ARRANGEMENT- Koordinerings- og støtteaktivitet Arrangementsstøtte Accepted	Partnership for Innovation in Early Childhood Education for Sustainability	Project leader Liv Torunn Grindheim	Full proposal 150 000
SSHRC Canada Pending	A Narrative Inquiry Study into the Experiences of Syrian Refugee Children Living with Disabilities	Elin Eriksen Ødegaard	Partner
Danish Research Council Pending	Playing Transitions	Elin Eriksen Ødegaard, Lillian Pedersen	Partner
NFR Declined	Media and Information Literacy in Kindergarten Teacher Education (MILTED)	Project leaders Aihua Hu & Liv Torunn Grindheim	Full proposal
DIKU Declined	Partnership for Innovation in Early Childhood Education for Sustainability (PIECES)	Project leader Aihua Hu	Full proposal

Dissemination activities

In the media 2022

1. Podcast. I denne episoden hører du Lene Angelskår, koordinator ved BARNkunne, i samtale med Marion Oen, migrasjonsrådgiver og PhD stipendiat, Alicja Sadownik og Elin Eriksen Ødegaard, alle fra BARNkunne-senter for barnehageforskning. (June 2022) <https://feeds.transistor.fm/blupodden>
2. Ny episode av BLUpodden i dag. Hør Liv Torunn Grindheim, professor i pedagogikk ved BARNkunne og BLU, snakke om uteleikens paradox. (May 2022) <https://open.spotify.com/episode/2W6VJTXrSREkCUTgmAoEAU>
3. Jostein Sanderud i NRK og kronikk God morgon Sogn og Fjordane - Distriktsprogram - Sogn og Fjordane - NRK Radio
4. Sanderud, Jostein Rønning. En oppvekst på døde underlag. NRK Ytring 2022
5. Sanderud, Jostein Rønning, & Skram, Dag. Hvordan skaper barn mening i naturmiljøer igjennom lek?. BLUPodden - en podcast
6. Birkeland, Åsta. Silje Wiken Sandgrind interviews Åsta «Vil finne ut mer om hvordan barnehager legger til rette for utforskning: Barns utforskning, og vilkår for barns utforskning, er helt sentralt for deres utvikling og dannelse» <https://www.barnehage.no/barnkunne-forskning-utforskning/vil-finne-ut-mer-om-hvordan-barnehager-legger-til-rette-for-utforskning/229050>
7. Birkeland, Åsta. Silje Wiken Sandgrind interviews Åsta: På hver sin kant av kloden sitter barna med en pensel i hånda og skuer utover havet:
8. Ødegaard, Elin E.. Per Thorvaldsen interviews Elin about Playgrounds (Leikeplasser) i Dag og tid, August 5.
9. Ødegaard, Elin E. og Elin Reikerås, Relanserer tidsskriftet Nordisk barnehageforskning. UiS webpage.
10. Ødegaard, Elin E. Reikerås, Elin Kirsti Lie. Tidkrevende og ubetalt, men avgjørende for forskningen. Khrono.no 2022
11. Ødegaard, Elin Eriksen; Reikerås, Elin Kirsti Lie; Sandgrind, Silje Wiken. Forskningsentre får fem nye år: - En stor tillitserklæring. barnehage.no
12. Elin Eriksen Ødegaard Elin En milepær for barnehageforskningen
13. Interview of Jostein Sanderud i Første Steg kronikk (January 2022): <https://www.utdanningsnytt.no/doktorgrad-for-ste-steg-hogskulen-pa-vestlandet/naturlek-betyr-mye-for-barn/306339>
14. Interview of Elin Eriksen Ødegaard and Åsta Birkeland in barnehage.no on the One Ocean Project (January 2022): <https://www.barnehage.no/forskning-kunst-utforskning/pa-hver-sin-kant-av-kloden-sitter-barna-med-en-pensel-i-handa-og-skuer-utover-havet/228189>
15. Interview of Elin Eriksen Ødegaard and Elin Reikerås in barnehage.no on the grant for NORBARN (January 2022): <https://www.barnehage.no/barnkunne-doktorgrad-filiorum/en-milepael-for-barnehageforskningen/228398>
16. Oen, Marion, Alicja Sadownik, Anja Maria Pesch, Elin Eriksen Ødegaard, Erle Sellevåg chronicle in Utdan-

ningsnytt.no entitled “Flagg som misforstått mangfoldarbeid: Å bruke nasjonalflagg som symbol på mangfold og fest er vanlig praksis i norske barnehager, men ikke alle opplever dette som noe positivt.” (March 2022) <https://www.utdanningsnytt.no/flagg-inkludering-mangfold/flagg-som-misforstatt-mangfoldarbeid/315807>

17. Habbestad, H., Steinsvik, B., Bergan, V., Myrstad, A., Madsen, S. S., Sundelin, M. Ludvigsen, H.. (2022). Nøkkelpetanse i utdanningen. Altaposten

18. Habbestad, H., Steinsvik, B., Bergan, V., Myrstad, A., Madsen, S. S., Sundelin, M. Ludvigsen, H. (2022). Lovverket for barnehagene må endres. Khrono.no

19. Wergedahl, Hege and Eli Aadland debate piece in nettavisen.no entitled “Kan kornkrisen redde flere brød?” (March 2022) <https://www.nettavisen.no/norsk-debatt/kan-kornkrisen-redde-flere-brod/0/5-95-426133>

20. Fimreite, Hege in a new episode of the BLUpodden podcast entitled “Framtidas barnehagelærere og utdanning” (March 2022) <https://blupodden.transistor.fm/episodes/framtidas-barnehagelaerarar-og-utdanning>

21. Tveiterås, Nils Christian in itromso.no entitled “Nils skal forske på VR-undervisning ved UiT: – Komisk med tanke på hvordan man beveger seg” (May 2022) <https://www.itromso.no/nyheter/i/L5Rpx9/nils-skal-forske-paa-vr-undervisning-ved-uit-komisk-med-tanke-paa-hvordan-man-beveger-seg>

22. Unstad, T. Danielsen, K. H., & Tveiterås, N. C. (9. May 2022). Fysisk aktivitet og skjermbruk i barnehagen: En motsetning? https://www.barnehage.no/digitale-verktoy-fysisk-aktivitet-uit/fysisk-aktivitet-og-skjermbruk-i-barnehagen-en-motsetning/232991?fbclid=IwAR2zJsfEhFIWQRD6MZWTE7CTJvvQ3C8y8pMP-6UULiWO6cKG_P5aM-T0vFPU (debate)

23. Sanderud, Jostein Rønning in a new episode of the BLUpodden podcast entitled “Hvordan skaper barn mening i naturmiljøer gjennom lek?” (Sept 2022). <https://share.transistor.fm/s/f8004bad>

24. Wergedahl, Hege and Eli Aadland in an interview in barnehage.no entitled “Nytt prosjekt skal lære barn å tenke kritisk om hva de spiser: skal forske på hvordan barn lærer om smak, og ruste dem til bedre å kunne ta egne, reflekterte matvalg.” (Sept 2022) <https://www.barnehage.no/hvl-mat-i-barnehagen-mat-og-maltider/nytt-prosjekt-skal-laere-barn-a-tenke-kritisk-om-hva-de-spiser/236199>

25. Sanderud, Jostein Rønning in an interview in barnehage.no entitled “Barn lærer å forstå seg selv og omgivelsene når de leker i naturen” (Sept 2022) <https://www.barnehage.no/forskning-lek-natur/barn-laerer-a-forsta-seg-selv-og-omgivelsene-nar-de-leker-i-naturen/236603>

26. Helge Habbestad, Betty Steinsvik, Veronica Bergan, Anne Myrstad, Siri Sollien Madsen, Marit Sundelin and Henriette Ludvigsen in a chronicle in Altaposten entitled “Nøkkelpetanse i utdanningen.”

27. Habbestad, Helge, Betty Steinsvik, Veronica Bergan, Anne Myrstad, Siri Sollien Madsen, Marit Sundelin and Henriette Ludvigsen in a chronicle in khrono.no entitled “Lovverket for barnehagene må endres”

28. Sollied, Sissel Heidi, Signhild Skogdal and Siri Sollied Madsen in a chronicle in Nordnorsk debatt entitled “Når refleksjon og faglig skjønn abdiserer”

29. Winje, A. K. & Nylund, M. B. (2022). ”Leiken blir tatt inn i skulen igjen”. Haugesunds avis

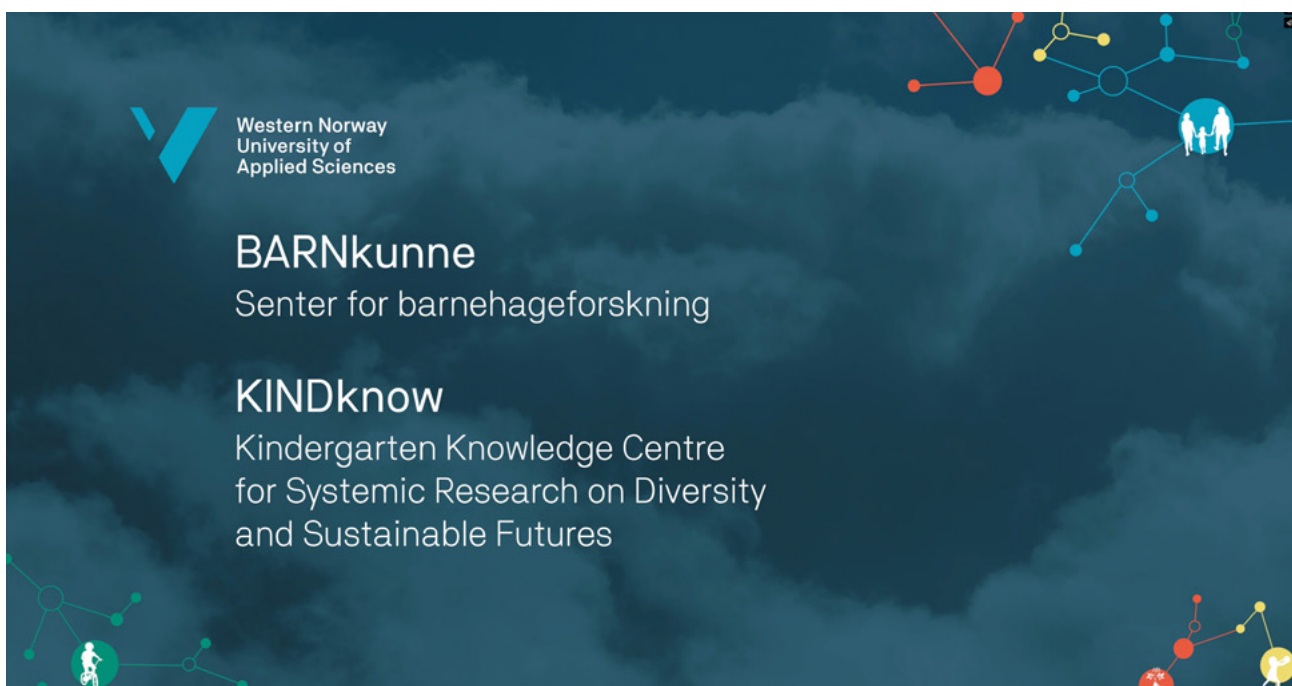
Websites, social media and video channel

Both the Norwegian and English websites of the KINDknow centre are updated regularly with new information and activities. In addition, information and upcoming events are shared through the centre's Facebook page <https://www.facebook.com/BARNkunne/> and Twitter account @Sereptine managed by the centre director.

KINDknow has established a YouTube channel called BARNkunne - KINDknow. The centre produces videos, some of which document activities and others that are video productions as outreach for the public. In 2022, we produced the following videos:

- Move-Play-Explore in Early Childhood Education <https://youtu.be/cL9AnCbh5Es>
- Enriching Play Perspectives – Professor Helle Marie Skovbjerg <https://youtu.be/vg9U6PLLJuQ>

We also produced a video presentation of KINDknow as a research centre, which is available on our website BARNkunne - Senter for barnehageforskning



Research translation and communication for a wide audience

1. Berekraftige praksisar i barnehagen: Eit verktøy for å identifisere og legge til rette for berekraftige praksisar relevante for barnehagebarn. KINDknow Booklet Series 1-2022
2. Intergenerational engagements and programs in early childhood settings: What do we mean? KINDknow Booklet Series 2-2022

Workshops and seminars organised by KINDknow researchers

WORKSHOP/SEMINARS	CONTENT	DATE	PLACE	HELD BY
Enriching Play Perspectives in the Context of Kindergarten	Guest lecture	27 January	Bergen	Helle Marie Skovbjerg
KINDknow Seminar 2022	Internal seminar for future planning	9-10 February	Bergen	Elin E. Ødegaard
Children's Play and Sustainability	Seminar	25 March	Bergen	Ali Tekin, Marion Oen
Rammeplan-seminar	Seminar with NORCE	22 April	Bergen	Kari Ludvigsen, Maria Grindheim & colleagues
EX-PED-LAB Kick-off	Kick-off seminar for the new project	2-3 May	Bergen	Johanna Birkeland, Elin E. Ødegaard
Lek- og bærekraftsseminar	Seminar	24 May	Bergen	OMEP Norway & KINDknow
Networking seminar with Edu-Ensemble	Visit from Ensemble pour l'education de la petite enfance.	10 June	Bergen	Edu-Ensemble and KINDknow
EX-PED-LAB Workshop	Co-creation seminar with kindergartens	5 September	Bergen	Johanna Birkeland
HavSans	Event for children in Forskningsdagene	23 September	Bergen	Elin E. Ødegaard
KINDknow Idea Pitch	Internal seminar for project ideas	20 October	Bergen/digital	Lene Angelskår
Sustainable transitions and the ECEC researcher	Seminar with World Care project	25 October	Bergen	Elin E. Ødegaard
Norsk barnehagforskningskonferanse	Annual Conference, organized by KINDknow	26-28 October	Bergen	Conference committee
EX-PED-LAB Workshop	Co-creation seminar with kindergartens	18 November	Bergen	Øyvind Glosvik, Elin E. Ødegaard
IRECE 2022	Conference, co-organized by KINDknow	21-22 November	Tromsø	Anne Myrstad, Carola Kleeman and colleagues at UiT
KINDknow Christmas seminar	Seminar planning 2023-2028	15 December	Bergen	Elin E. Ødegaard



In this photo you can see all the participants at the EX-PED-LAB Kick off at Thon Rosentrantz hotel in Bergen.

Oral defence of PhD dissertations

1. 22. Sept. 2022 oral defence of Jostein Rønning Sanderud (HVL)

Title of dissertation: Playing, Sensing, and Meaning: An ethnographic study of children's self-governed play in a Norwegian nature kindergarten.

Supervisors: Professor Kirsti P. Gurholt (Norwegian School of Sport Sciences) and Professor Vegard F. Moe (Western Norway University of Applied Sciences)

Panels: Professor Marit Honerød Hoveid, NTNU; Adjunct professor Jan Arvidsen, University of Southern Denmark

Leader of the panel: Professor Liv Torunn Grindheim (Western Norway University of Applied Sciences)

2. 12. Aug. 2022, oral defence of Hilde Birgitte Hjertager Lund (HVL)

Title of dissertation: Ulikhet, likhet og mangfold. Pedagogisk ledelse og foreldreskap i kulturelt mangfoldige barnehager.

Supervisors: Prof. Kari Ludvigsen (HVL), Prof.. Solvejg Jobst (HVL).

Panels: Prof. Johannes Lunneblad (University of Göteborgs) Prof. Gunn Vedøy (VID vitenskapelige høgskole)

Leader of the panel: Associate Prof. Alicja R. Sadownik (HVL)

3. 11 Feb. 2022 oral defence of Hege Fimreite (HVL)

Title of dissertation: Kollegaretleiing og endring av den kollektive kunnskapen i barnehagen

Supervisors: Prof. Øyvind Glosvik (HVL) & Prof. Thomas Moser (UiS).

Panels: Prof. Janicke Heldal (MF vitenskapelig høyskole/Høgskulen på Vestlandet), Prof.Ulf Blossing (Unviersity of Göteborgs) leader of the panel: Associate Prof. Eirik

Summary of the financial situation 2022

The focus in the finance department in 2022 has been to make sure all accounts are correct, and that the activity corresponds with the budget towards the end of the project. There have been a few changes in the staff situation, but the level of work hours in the project remains the same in total. A small surplus in 2022 is transferred to 2023.

There has also been a focus on the new term of the KINDKNOW-center, from 1.5.2023-30.4.2028, with special emphasis on the organization of the center, and the budget. This work is progressing well, and the new five years will be a prolonging of the already existing project.

KINDknow will get funded from another period of five years

In 2022 the KINDknow Research center was evaluated by an international expert panel and RCN. The expert committee: Ann S. Pihlgren, Ignite Research Institute - Anette Sandberg, Mälardalens Universitet - Peter Østergaard Andersen, Københavns Universitet (chairman).

Here are some highlights from the conclusion:

The evaluation has shown that BARNkunne largely has met the success criteria for the Centre.

The Center has presented research nationally and internationally, and the number of publications is extensive. The different cooperative partners express a great satisfaction with the leadership, the quality of research, and the cooperative work.

In the field of sustainability research, the Center is already described as 'world leading' by several partners. There seems to be a good balance between the local, national, and international influences and contacts.

A number of publications has been written in collaboration with partners from the practice field, and several with national and international research partners. The Center has been active in international and national exchanges, conferences, in establishing a national conference, a journal, and the national research school NORBARN. This is planned to be extended to enhance Nordic scholars, something that the panel encourages.

BARNkunne has created several concrete cooperations with various kindergarten owners, municipalities, promoting areas as kindergarten teachers as co-researchers, workshops methodologies.

The Center has published broadly, using analogue and digital channels, addressing different aspects of how kindergarten research could be used in practice.

The overall conclusion is that BARNkunne functions exceptionally well and is consciously led with great professional and administrative competence.

Here are something to consider for the future:

BARNkunne might at this point benefit from reviewing the original focus areas so that they match the on-going research

A greater variety in methodological knowledge could also be achieved by placing emphasis to this when recruiting.

There is also a risk that breadth in research and its application is prioritized before depth.

You will find the evaluation report here: [midtveisevaluering-av-barnehageforskningssenteret-barnkunne.pdf](#) (forskningsradet.no)

In the period from autumn 2022 –spring 2023 we analyse the evaluation and work with strategic development and transformation for the new period.



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