**Kari Smith** 2024

**Curriculum Vitae**

**Personal Details**

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| Name: | Kari Smith |
| Citizenship  | Norwegian |
| Affiliation: | Department of Teacher Education (ILU) Norwegian University of Science and Technology NTNU, Norway  |
| Mobile Telephone Number: | Mobile: +47 93487176 |
| Electronic contacts: | Kari.smith@ntnu.no; <https://www.ntnu.no/ansatte/kari.smith><https://orcid.org/0000-0002-3137-2873> |

 **Education**

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| **Dates** | **Name of Institution and Department** | **Degree** |
| 1996-1998 | Bar-Ilan University, Israel | Ph.D. |
| 1983-1985 | Tel Aviv University, School of Education, Israel | M.A. with honours |
| 1974-1978 | Oranim, Haifa University, Israel | B.A. |
| 1974-1978 | Oranim, Haifa University, Israel | Teaching Diploma |

**Professional Experience**

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|  **Dates** |  **Name of institution and Department** | **Rank** |
| 2015- | Norwegian University of Science and Technology | **Professor** |
| 2008- | Western Norway University of Applied Sciences  | **Adjunct Professor** |
| 2013-2019 | University of Iceland | **Guest Professor** |
| 2006-2014 | Oranim Academic College of Education | **Adjunct Professor**  |
| 2005-2005 | Oranim Academic College of Education | **Professor** |
| 2005- 2014  | University of Bergen, Norway | **Professor** |
| 2001-2005 | Oranim Academic College of EducationDivision for Humanities and Social Studies | **Senior lecturer** |

**Academic Leadership (Oranim Academic College of Education):**

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| **Dates** | **Name of Institution and Department** | **Office** |
| 2002-2005 | Oranim Academic College | **Head of Unit for International Relations** |
| 2001-2014 | Oranim Academic College | **Member of Senate** |
| 1995-2002 | Oranim Academic College | **Head of Education Department** |
| 1991-1994 | Oranim School of Education | **Head of English Department** |

**Academic Leadership - University of Bergen**

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| **Dates** | **Names of Department** | **Office** |
| 2010-2015 | National Research School in Teacher Education (NAFOL) | **Head of Board** |
| 2009-2014 | Western Norway Network for academic institutions (UH-Vest)Research on Education | **Head** |
| 2009-2011 | New in Hordaland, regional induction program for novice teachers | **Chair**  |
| 2007-2014 | Mentor Education program | **Head** |
| 2007-2012 | University Steering Committee for Teacher Education | **Head** |
| 2007- 2010 | Coordinating committee for practice | **Chair** |
| 2005- 2007 | Section for Teacher Education  | **Head** |
| 2005- 2007 | Committee for student acceptance into Teacher Education | **Chair** |

**Academic Leadership – Norwegian University of Science and Technology (NTNU)**

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| **Dates** | **Names of Department** | **Office** |
| 2015- | Norwegian Research School in Teacher Education (NAFOL)  | **Head** |
| 2016-2019 | Department of Teacher Education Program for Doctoral Studies | **Head** |
| 2017- | Ph.D. Supervisor Education | **Head**  |

**Academic Leadership – West-Norway University of Applied Sciences**

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| **Dates** | **Names of Department** | **Office** |
| 2021- | Program for research education excellent master students | **Adjunct Professor** |
| 2020- | Ph.D. supervision education | **Head**  |
| 2018- | Doctoral education | **Adjunct Professor** |

**Professional activities**

***Member of Following Associations***

* IATEFL, International Association for Teachers of English as a Foreign Language (Testing and Assessment SIG coordinator 1998-2004)
* EARLI, European Association for Research on Learning and Instruction (Coordinator of SIG 1, Assessment from 2001-2005; Coordinator for SIG 11, Teacher Education from 2011-2015).
* ISATT, The International Study Association for Teachers and Teaching (National Representative for Norway, 2011-).
* ATEE, Association for Teacher Education in Europe
* NERA, Nordic Association for Educational Research
* Norwegian Research Union (Norsk Forskerforbund)
* AERA (American Educational Research Association)

***Editorial Board for Academic Journals***

* Scottish Journal of Educational Research (**international editorial board**)
* Studies in Educational Evaluation (**international editorial board**)
* Teaching and Teacher Education (**editorial advisory board**)
* Teachers and Teaching, Theory to Practice (**international editorial board**)
* Assessment Matters (**Editorial board**)
* International Journal of Mentoring and Coaching in Education (**Editorial Advisory Board**)
* Norvei (**Editorial board**)

***Referee for Academic Journals (selection)***

* English Teaching, A Journal of the Korean Association of Teachers of English
* Journal of Learning in Higher Education, Singapore
* Learning and Instruction, The Journal of the European Association for Research on Learning and Instruction
* European Journal of Teacher Education
* Assessment in Higher Education
* Assessment and Evaluation in Education
* Acta Didactica
* Journal of Educational Leadership
* Scandinavian Journal of Educational Research
* Uniped
* FoU i praksis
* Frontier in Education

**Other academic activities**

***Referee Research Proposals***

* Referee for research proposals in Belgium
* Referee for research proposals in the Netherlands
* Referee for research proposals in South Africa
* Referee for research proposals in Sweden
* Referee for research proposals in Portugal
* Referee for research proposals in Ireland
* Referee research proposals in Poland

***External examiner Ph.D.***

* South-Africa, Australia, Israel, Scotland, The Netherlands, Belgium, Denmark, Sweden, Norway, Austria, Ireland, Czech Republic

***Visiting Professor***

* **2003**: University of Leiden, The Netherlands
* **2009**: University of Auckland
* **2012**: Monash University, Australia

***Evaluator and Advisory Board***

* **2019-** : Standing Advisory Board, UIDEF, The Instituto de Educação (IE), the School of Universidade de Lisboa (ULisboa) dedicated to research, teaching and intervention in the public
* **2018**: External Evaluator of teacher education program University of Glasgow
* **2017-2017**: External Evaluator of doctoral research school at Gothenburg University, Sweden
* 2015-2017: External Evaluator of PILOT I NORD master teacher education,
* **2013-2016**: External Evaluator of Teacher Education Program at University College Dublin, Ireland
* Member of promotion committee for tenure/professor in New Zealand, Australia, Israel, Ireland, Norway, United Kingdom, United States, Sweden, Finland, Belgium

***Founder of Professional Organizations***

* **2018**: Founder and Head first year of Nordic Research School in Teacher Education Research (NorTEd) (2018). Currently member of Steering Board.
* **2013**: Founder of International Forum for Teacher Educator Professional Development (InFo-TED)
* **2010:** Founder of National Research School in Teacher Education (NAFOL)
* **2009:** Founder of Western Norway Network for academic institutions (UH-Vest)

**Professional Experiences:**

* **2024:** Distinguished Fellow of the Internation Council on Education for Teaching
* **2023:** Expert group, Camau i’r Dyfodol | Steps to the Future Project, Wales Government and University of Glasgow
* **2023:** Fellow, AERA
* **2022:** Doctor Honoris Causa, University of Ghent, Belgium
* **2013-2019**: Head of International Forum for Teacher Educator Professional Development (InFo-TED)
* **2013-2019:** Guest Professor University of Iceland
* **2011-2015**: Elected Coordinator for SIG 11, Teacher Education EARLI, European Association for Research on Learning and Instruction (EARLI)
* **2001-2005**: Elected Coordinator for SIG 1, Assessment & Testing, European Association for Research on Learning and Instruction (EARLI)
* **1998-2004**: Elected Coordinator Testing and Assessment SIG , International Association for Teachers of English as a Foreign Language (IATEFL)

**Scholarships and Research Grants**

**2021-2023:** Research Grant NFR (Scientific Advisor)

**2020-2023:** Research Grant NFR (Researcher)

**2015-2022:** Project Grant, NAFOL, from Norwegian Research Council (Project head)

**2016-2019:** Research Grant from Erasmus + (Project head)

**2015-2018**: Research Grant from Norwegian Research Council (Head research)

**2010-2015:** Project Grant, NAFOL, from Norwegian Research Council (Head of Board)

**2009, 2010, 2013:** Research grant from UH-Vest (Head research)

**2007-2010, 2011, 2014:** Research grants from the Norwegian Research Council (Head research)

**2007:** Grant from the Norwegian Ministry of Education, Executive Directory,

**2006, 2008, 2013, 2011, 2012, 2013:** Research grants from the Meltzer foundation (Head research)

**2006-2009:** Research grant from University of Bergen (Head research)

**2006:** Grant from the Norwegian Ministry of Education, Executive Directory

**2003:** Research grant from Mofet Institute (Head research)

**1998:** Scholarship from Bar-Ilan University upon completion of Ph.D. dissertation

**1995-1996:** Scholarship from the Oranim Foundation for Professional Development of Faculty

**1996:** Scholarship from The British Council for attending an academic conference in UK

**1990:** Scholarship from The British Council for a study trip to UK

## Publications

# Ph.D. Dissertation

*The Use of Self-Assessment as an Alternative Assessment Tool in Foreign Language Learning in Israel*

English, Bar-Ilan University, Israel, 210 p. September, 1998.

Supervisor: Prof. Bernard Spolsky.

###### Books

**2024:** Kvam, E. K., Roness, D., Ulvik, M., Helleve, I. & Smith, K. (eds.) 2024. *Veiledning og profesjonell utvikling i skolen. (Mentoring and professional development in school).* Bergen, Fagbokforlaget

**2022:** Smith, K. (ed.) 2022. *Inquiry as a Bridge in Teaching and Teacher Education*, Bergen: Fagbokforlaget (Published in Norway).

**2021:** Guberman, A., Smith, K., eds. (2021). *Expansive Learning in Teacher Education*. Lausanne: Frontiers Media SA. doi: 10.3389/978-2-88971-280-9 (Published internationally).

**2021:** Vanderlinde. R., Smith, K., Murray, J. & Lunenberg, M. (Eds.) (May,2021). *Teacher Educators and their Professional Development: Learning From the Past, Looking to the future.* Routledge: Oxfordshire (Published internationally).

**2020:** Smith, K. & Flores, M. A. (Eds.) (2020). *Teacher Educators as Teachers and as Researchers,* Routledge, ISBN 9780367519568. (Published internationally).

**2020:** Smith, K. (ed.) (2020). *Validity and Value of Teacher Education Research*. Bergen: Fagbokforlaget (Published in Norway).

**2019:** Smith, K., Ulvik, M. & Helleve, I. (2019). *Lessons Learned from Novice Teachers- An International Perspective.* Leiden/Boston: Brill/Sense publishers (Published internationally).

**2018:** Smith, K. & Ulvik, M. (Eds.) (2018). Revised version *Veiledning av nye lærere- nasjonale og internasjonale perspektiver. (Mentoring Newly Qualified Teachers- National and International Perspectives).* Oslo: Universitetsforlaget (Published in Norway).

**2018:** Smith, K. (Ed.) (2018). Norsk og internasjonal lærerutdanningsforskning. Hvor er vi? Hvor skal vi gå? Hva skal vi gjøre nå? (Norwegian and International Teacher Education Research. Where are we? Where do we want to go? What shall we do next?) Norwegian and English. Bergen: Fagbokforlaget (Published in Norway).

**2017:** Watt, H. M. G.; Richardson, P. W.; Smith, K. (2017)*Global perspectives on teacher motivation.* Cambridge, United Kingdom: Cambridge University Press (ISBN 978-1-107-10498-3) (Published internationally).

**2015:** Tillema, H., vanWesthuisen, G. & Smith K, (Eds.) (2015). *Mentoring for Learning - Climbing the mountain.* Sense publishers (Published internationally)

**2013:** Smith, K., Ulvik, M. & Helleve, I. (2013)*. Førstereisen - Lærdom hentet fra nye læreres fortellinger. (The First Journey. Lessons learned from newly qualified teachers)* Oslo: Gyldendal Akademisk (Published in Norway).

**2013:** A.L. Östern, K. Smith, T. Ryhaug, T. Krüger & M.B. Postholm (Eds.) (2013).*Teacher Education Research between National Identity and Global trends.* Trondheim, Norway: Akademia Publishing (Published in Norway).

**2010:** Smith, K. & Ulvik, M. (Eds.) (2010). *Veiledning av nye lærere- nasjonale og internasjonale perspektiver. (Mentoring Newly Qualified Teachers- National and International Perspectives).* Oslo: Universitetsforlaget (Published in Norway)

**2009:** Dobson, S., Eggen, A. B. & Smith, K. (Eds.) (2009). *Vurdering, prinsipper og praksis - Nye perspektiver på elev- og lærlingvurdering (Assessment- Principles and Practice. New perspectives on assessment of learning for students).* Oslo: Gyldendal Forlag (Published in Norway).

**2006:** Smith,K. & TIllema, H. (2006). *Portfolios for professional development- A research journey.* New York: Nova Science Publishers, Inc. (Published internationally)

**2006:** Smith, K. & P. Frenkel (2006). *How to Assess What? Functions of Assessment in Teacher Education*. (Hebrew) Tel Aviv: Tema, Mofet Institute (Published in Israel).

**2005:** Pavlou, P. & Smith, K. (Eds.) (2005). *Serving Tea to Young Learners*. Tivon: Oranim College of Education (Published in Israel and Cyprus).

###### Articles in Academic Refereed Journals

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| **2023** | Sandvik, L. V., Svendsen, B., Strømme, A., Smith, K., Aasmundstad Sommervold, O., & Aarønes Angvik, S. (2023). Assessment during COVID-19: Students and teachers in limbo when the classroom disappeared. *Educational Assessment*, *28*(1), 11-26.Sandvik, L.V., Angvik, S. A., Strømme, A., Svendsen, B., Smith, K. & Sommervold, O.A. (2023): The need for school leadership and assessment capability in disruptive times, *School Leadership &* *Management*, DOI: 10.1080/13632434.2023.2252451Smith, K. (2023). Barns rett til involvering i undervisning og egen læring, *Bedre skole, 2,* 64-69.Gamlem, S. M., Smith, K., & Sandvik, L. V. (2023). Stakeholder Opinions About Cancelling Exams in Norwegian Upper Secondary School During the Pandemic, and its Consequences–An Illuminative Study. *Assessment Matters*. |
| **2022** | Smith, K. (2022). Balancing teacher educators’ researcherly and pedagogical dispositions – An example from Norway. *Asia-Pacific Journal of Teacher Education,*  DOI: 10.1080/1359866X.2022.2073868Smith, K. (2022). Developing a signature pedagogy for doctoral education. *European Journal of Education,* *57* (3):438-451. <https://doi.org/10.1111/ejed.12520>Sandal, A. K., Helleve, I., Smith, K. & Gamlem, S.M. (2022) Feedback practice in lower secondary school: Exploring development of perceptions of feedback practice among students and teachers, *Cogent Education, 9* (1), 2101236, DOI: 10.1080/2331186X.2022.2101236Sandvik, L. V., Svendsen, B., Strømme, A., Smith, K., Sommervold, O.A., & Angvik, S. A. (2022). Assessment during COVID-19: Students and Teachers in Limbo When the Classroom Disappeared, *Educational Assessment*, DOI: [10.1080/10627197.2022.2122953](https://doi.org/10.1080/10627197.2022.2122953)Flores, M. A. & Smith, K. (2022) Teacher education post-covid: lessons learned from the experience of teacher educators, *Rev. Int. de Form.de Professores (RIFP), Itapetininga*, v. 7, e022013, p. 1-22, 2022. |
| **2021** | Smith, K., Ulvik, M., Curtis, E., Guberman, A., Lippeveld, L., Viswarajan, S., & Shapiro, T.B. (2021). Meeting the Black Swan - Teacher educators’ use of ICT- pre, during and eventually post Covid-19. *Nordic Journal of Comparative and International Education, 5* (1), 17-33*.* Doi.org/10.7577/njcie.3974Smith, K. (2021). Educating teachers for the future school- the challenge of bridging between perceptions of quality teaching and policy decisions: reflections from Norway, *European Journal of Teacher Education*, DOI: 10.1080/02619768.2021.1901077Sandvik, L. V., Smith, K., Strømme, J. A., Svendsen, B., Sommervold, O. A. & Angvik, S. Aa. (2021). Students’ perceptions of assessment practices in upper secondary school during COVID-19. *Teachers and Teaching: Theory and Practice*. DOI:10.1080/13540602.2021.1982692.Ulvik, M., Helleve, I., & Smith, K. (2021). Entrance into teaching and need for support- narratives from diverse national and local contexts.  *Nordisk Tidsskrift I Veiledningspedagogikk*, *6*(1). <https://doi.org/10.15845/ntvp.v6i1.3316> |
| **2020** | Smith, K. (2020) Expansive Learning for Teacher Educators-The Story of the Norwegian National Research School in Teacher Education (NAFOL*). Front. Educ. 5:*43. doi: 10.3389/feduc.2020.00043Haara, F.O., Engelsen, K.S., & Smith, K. (2020) Moving from traditional to responsive mathematics classrooms: a proposition of an intervention model, *Teacher Development, 24:*3, 399-414, DOI: 10.1080/13664530.2020.1763443Smith, K., Hakel, K. & Skjeldestad, K. (2020). Universitetslektorer- en neglisjert profesjonsgruppe. (University lecturers- a neglected professional group?) *UNIPED, 43* (4),280-297. <https://doi.org/10.18261/issn.1893-8981-2020-04-02>.  |
| **2019** | Vattøy, K. D. & Smith, K. (2019). Students' perceptions of teachers' feedback practice in teaching English as a foreign language. *Teaching and Teacher Education : An International Journal of Research and Studies* 2019 ;Volum 85. s. 260-268.Smith, K. & Flores, M.A. (2019) The Janus faced teacher educator, *European Journal of Teacher Education*, DOI: [10.1080/02619768.2019.1646242](https://doi.org/10.1080/02619768.2019.1646242)Smith, K. & Flores, M.A. (2019) Editorial: Teacher educators as teachers and as researchers, *European Journal of Teacher Education*, DOI: [10.1080/02619768.2019.1648972](https://doi.org/10.1080/02619768.2019.1648972)Cochran-Smith, M., Grudnoff, L., Orland-Barak, L., & Smith, K. (2019): Educating Teacher Educators: International Perspectives, *The New Educator*, DOI:10.1080/1547688X.2019.1670309Gamlem, M.S, Kvinge, L.M., Smith, K., & Engelsen, K.S. (2019). Developing teachers’ responsive pedagogy in mathematics, does it lead to short-term effects on student learning?*Cogent Education,* **DOI:** <http://dx.doi.org/10.1080/2331186X.2019.1676568>Gamlem, M.S., Smith, K. & Vattøy, K.D. (2019). Responsiv pedagogikk: Feedbackinteraksjoner i læring. (Responsive pedagogy, feedback interactions in learning) *Kognition & Pædagogik, 114* (4). |
| **2018** | Ulvik, M., Helleve, I. & Smith, K. (2018): What and how student teachers learn during their practicum as a foundation for further professional development, *Professional Development in Education*, 44:5, 638-649. DOI: 10.1080/19415257.2017.1388271Jónsson, Í. R., Smith, K., & Geirsdóttir, G. (2018). Shared language of feedback and assessment. Perception of teachers and students in three Icelandic secondary schools. *Studies in Educational Evaluation*; Volume 56. pp. 52-58.Helleve, I., Ulvik, K. & Smith, K. (2018).«Det handler om å finne sin egen form» Læreres profesjonelle handlingsrom − hvordan det blir forstått og utnyttet, («It is all about finding your own way»- Teacher agency- how is it understood and utilized?) *Acta Didactica, 12* (1). DOI: <http://dx.doi.org/10.5617/adno.4794>Kvinge, Ø. R.; Espeland, M.; Smith, K. (2018) [Performing the pre-formed: Towards a conceptual framework for understanding teaching as curricular transformation.](http://dx.doi.org/10.16993/dfl.83) [*Designs for Learning.*](http://www.designsforlearning.nu/) *10*(1), 29-39.DOI: <https://doi.org/10.16993/dfl.83>Ulvik, M. & Smith, K. (2018). Lærerutdanneres profesjonelle utvikling.(Teacher educators’ professional development). *Uniped, 44* (4): <https://www.idunn.no/uniped/2018/04/laererutdanneres_profesjonelle_utvikling>, Artikkel 5 av 8Langøren, K. & Smith, K. (2018). Støtte og utvikling I jobben som lærerutdanner. (Support and development in teacher educators’ work). *Uniped, 41* (3): <https://www.idunn.no/uniped/2018/03/stoette_og_utvikling_i_jobben_som_nylaererutdanner_i_norge>, Artikkel 14 av 14Grinde, Ole Erik; MOE, Vegard Fusche; Smith, Kari. Vegen frå å ha det til å ta det – å skape motstandsdyktige spelarar i toppfotball.  (The road from having it to taking it- developing resilience in elite soccer players***). Journal for Research in Arts and Sports Education, [S.l.], v. 2***, n. 3, dec. 2018. ISSN 2535-2857. Available at: <<https://jased.net/index.php/jased/article/view/1008>>. doi: <https://doi.org/10.23865/jased.v2.1008>. |
| **2017** | Solbue, V., Helleve, I., & Smith, K. (2017). “In this class we are so different that I can be myself! Intercultural dialogue in a first grade upper secondary school in Norway. *Education Inquiry*, 1-14.Oolbekkink, H., Hadar, L., Smith, K., Helleve, I., & Ulvik, M. (2017). Teachers’ Perceived Space and their Agency. *Teaching and Teacher Education, 62,* 37-47.Østern, A. L. & Smith, K. (2017). NAFOL- en forskerskole for norsk lærerutdanning. (NAFOL- a research school for Norwegian teacher education) *Tidsskriftet FoU i praksis*,*11,* (1), 85-109.Smith, K., & Ulvik, M. (2017). Leaving teaching: lack of resilience or sign of agency? *Teachers and Teaching*, *23* (8). DOI: 10.1080/13540602.2017.1358706Kelchtermans, G., Smith, K. & Vanderlinde, R. (2017): Towards an ‘international forum for teacher educator development’: an agenda for research and action*, European Journal of Teacher Education*, DOI: 10.1080/02619768.2017.1372743Smith, K. (2017). Learning from the past to shape the future. *European Journal of Teacher Education*. <http://dx.doi.org/10.1080/02619768.2017.1385058> |
| **2016** | Smith, K. (2016). Partnerships in Teacher Education- Going beyond the Rhetoric with a Special Reference to the Norwegian Context*. Centre for Educational Policy Journal, 6* (3), 17-36.Ulvik, M. and Smith, K, (2016). Å undervise om å undervise. Lærerutdanneres kompetansen sett fra deres eget og studenters perspektiv. (Teaching about teaching. Teacher educators’ competence from their own and student teachers’ perspectives). *UniPed, 9* (1), 61-77. Ulvik, M., Smith, K. & Helleve, I. (2016). Ethical aspects of professional dilemmas in the first year of teaching. *Professional Development in Education* *43*.(2), 236-252. Lunenberg, M., Murray, J., Smith, K., & Vanderlinde, R. (2016). Collaborative Teacher Educator Professional Development in Europe: Different Voices, One Goal. *Professional Development in Teacher Education.* DOI: 10.1080/19415257.2016.1206032Smith, K., Gamlem, S. M., Sandal, A.K., & Engelsen, K.S. (2016). Educating for the future: The use of responsive pedagogy- a conceptual framework, *Cogent Education 3* (1). http://dx.doi.org/10.1080/2331186X.2016.1227021. |
| **2015** | Smith, K. (2015). The role of research in teacher education. *Research in Teacher Education, 5*(2), 43-46.Birenbaum, M., DeLuca, C., Earl, L. Heritage, M., Klenowski, V., Looney, A., Smith, K., Timperley, H., Volante, L., Wyatt-Smith, C. (alphabetical order) (2015). International trends in the implementation of assessment for learning: Implications for policy and practice, *Policy Futures in Education*, 13(1), 117–140. DOI: 10.1177/1478210314566733 |
| **2014** | Rønsen, A. K. & Smith, K. (2014). Influencing and facilitating conditions for developing reflective assessment practice. *Professional Development in Education, 40:3,450-466, DOI: 10.1080/19415257.2013.836126*Sandal, A. K., Smith, K., & Wangensteen, R. (2014). Vocational students` experiences with assessment in workplace learning. *Vocations and Learning. Studies in Vocational and Professional Education*, published online15. April 2014.Røykenes, K. Smith, K. & Larsen, T. M. B. (2014). Praksisnær undervisning i legemiddelregning i arbeidet med å redusere testangst og styrke selvoppfattelse hos sykepleierstudenter. (Practice-riented teaching of medicine calculations with the purpose of reducing test- anxiety). *Nordisk Tidsskrift for Helseforskning 10* (2):106-120. Røykenes, K., Smith, K. & Larsen, T.M.B., (2014). ‘It is the situation that makes it difficult’: Experiences of nursing students faced with a high-stakes drug calculation test. *Nurse Education in Practice, 14,* 350-356.<http://dx.doi.org/10.1016/j.nepr.2014.01.004> |
| **2013** | Gamlem, M. S. & Smith, K. (2013).Student perceptions of classroom feedback. *Assessment in education: Principles, Policy & Practice, 20*(2), 150-169.<http://dx.doi.org/10.1080/0969594X.2012.749212> |
| **2012** | Havnes, A., Smith, K, Dysthe, O., & Ludvigsen, K. (2012).Formative assessment and feedback: Making learning visible. *Studies in Educational Evaluation,* *38*, 21-27.Smith, K. (2012).Formative assessment of teacher learning: issues about quality, design characteristics and impact on teacher learning. *Teachers and Teaching: theory and practice, 19*(2), 228-234. [DOI:10.1080/13540602.2013.741835](http://dx.doi.org/DOI%3A10.1080/13540602.2013.741835)Smith, K. (2012).Vurderingens rolle i styrking av motivasjon for læring. (The role of assessment in strengthening motivation for learning). *Cepra-striben, November 2012*, 19-25.Smith, K. & Engelsen, K. S. (2012). Developing an assessment for learning (AfL) culture in school: the voice of the principals. *International Journal of Leadership in Education, 16*(1), 106-125. DOI: 10.1080/13603124.2011.651161Sandal, A.K. & Smith, K. (2012). Møte med yrkesfagleg utdanning i den norske vidaregåande skulen, (Meeting vocational students in the Norwegian upper secondary school). *Nordic Journal of Vocational Education and Training, 2*(1),1-17.Vindal-Halvorsen, K. & Smith, K. (2012).Utvikling av partnerskap i en førskolelærerutdanning, sett fra et økologisk perspektiv. (Developing partnerships i pre-school education from an ecological perspective). *Norsk pedagogisk tidsskrift, 3*, 237-247.  |
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* Smith, K. (**2022**). Evaluation of revised doctoral program Nord University.
* Sandvik, L. V., Sommervold, O. A., Angvik, S. A., Smith, K., Strømme, A. & Svendsen, B. (**2021**). *Opplevelser av undervisning og vurdering i videregående skole under Covid-19s hjemmeskole.* (Experiences with teaching and assessment in upper secondary school during Covid-19 homeschooling.) Report NTNU.
* Schultz, K., Smith, K., & Zgaga, P. (**2019**). Scientific Advisory Board (SAB) final evaluation report. European Doctorate in Teacher Education (EDITE).
* Vinterek, M., Smith, K., Marklund, L. & Hultman, G. (**2017**). Evaluation of Research school in education, CUL, University of Gothenburgh
* Smith, K., Johnsen-Høines, M. & Valle, A.M. (**2015**). Evaluation of Pilot project ‘Integrated teacher education at a master level for grades 1-7’. University of Tromsø, The Arctic University of Norway.
* Smith, K. (**2015**). External evaluator report for Professional Master in Education program, University College Dublin.
* Smith, K. & Vattøy, K. (**2015**). NAFOL- Evaluation of the first project period, 2010-2015.
* Smith, K. (Head), Sandal, A. K., Haug Syversen, M. & Wangensteen, R. **(2010).** *Med Mappe som Møteplass, samarbeid for eleven si læring i overgangen mellom ungdomssteget og yrkesfag i vidaregåeande skule Portfolio as a Meeting Place in the Transition between Lower and Upper Secondary School, Home and School.* Forskningsrapport knytt til NFR Praksis FoU programmet, Høgskulen i Sogn og Fjordane.
* Andersen, T. E., Blair, B., Engelsen, K. S., Måseidvåg-Gamlen, S., Helleve I., Olsen, J. I., Sandal, A. K. & Smith, K. (Head) (**2010**). *Kartlegging av vurdering som tema innenfor lærerutdanningen i UH-Vest nettverket (Mapping the Teaching of Assessment in UH- Net West Teacher Education).*
* Smith, K. (Head), Hjertager Lund, H., Krumsvik, R., Steen, O. I., Vedvik Tonning, A. S. Ulvik, M. & Olsen, J.I. (**2010**). *Pilotering av UiB sin partnerskolemodell. (Piloting a Partnership Model at UoB)*. Endelig rapport / final report.
* Smith, K. and Welicker, M. (**2009**). *Evaluation of Assessment Courses among Oranim Graduates.*
* Smith, K. (Head) (**2009**). *Mid-project report on Evaluation of University of Bergen Partnership-model.*
* Lev Ari, L. and Smith, K. (**2004**). *Evaluation of the Practical Aspects of Their Teacher Education among Oranim Students and Graduates.*
* Barkon, E. and Smith K. (**2003**). *Teachers’ and Students’ Satisfaction with “English for Academic Purposes”*. Courses at Oranim.
* Meisels, E., Nof, R. and Smith K. (**2001**). *The Establishment of “Machar”.* The Division for Humanities and Social Studies at Oranim.
* Meisels, E., Nof, R. and Smith K. (**2000**). *Teacher educators studying for a Ph.D. - the impact of the project.* Study for the Israeli Ministry of Education.

**Selected invited keynotes and other invited addresses (from 2000)**

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| --- | --- | --- |
| **Year** | **Place and Date** | **Title** |
| **2024** | Mincho University, Braga, Portugal, International Council on Education for Teaching conference,13-15. June, 2024 | “What to do when I don’t know what to do?” Preparing for insecurity |
| **2023**Nasjonalt nettverk for veilederopplæring på ph.d. nivå | On line28.april, 2023 | Ph.D. veiledning- Lessons learned fra litteratur og egen erfaring.  |
| **2023** | AERA annual conference, Chicago, April 13-16, 2023 | A Critical and Transdisciplinary Interrogation of Mentoring Research and Practice in the ProfessionsInvited discussant symposium |
|  | NATPRONET, online, June 1, 2023 | Supervision- A Complex Task, Invited keynote |
| **2022** | EARLI SIG 11 conference, University of Oldenburg, 21-24.06.2022 | What did the COVID-19 lockdown teach us about education in a future perspective?Invited Keynote |
|  | University of Stavanger, PHD supervision seminarMay, 11th, 2022 | What is quality supervision?Invited keynote |
|  | Norwegian University of Science and TechnologyNational conference university schoolsMay 4th, 2022 | Hvilke kompetanser behøves for å realisere partnerskap om lærerutdannings-/universitetsskoler?Invited keynote |
|  | ESAI conference, IrelandApril, 8th, 2022 | Revisiting the art of teaching: Asking old questions in new waysInvited keynote |
|  | University of Ghent, March, 16th, 2022 | The Role of Research in Teacher EducationPublic lecture in relation to the Honorary Doctor award |
|  | Faculty for Social and Educational Sciences, NTNU,Inspiration Day for Doctoral studentsOnline, March, 11th, 2022 | Finalizing the DissertationInvited keynote |
| **2021** | Webinar for samisk språklærereOnline, December, 8th, 2021 | Vurdering som pedagogisk verktøy: Hva? Hvorfor? Hvordan?Invited keynote |
|  | Royal University of Bhutan, Teacher Education Department, onlineOctober 13th , 2021 | The Role of Self-Regulated Learning in Professional Development, invited presentation  |
|  | EARLI bi-annual conference, University of Gothenburg, online, August, 26th, 2021 | Learning in the School Practicum-Mentoring as professional development for students & mentor teachers, Invited symposium discussant |
|  | InFo-TED Summer Academy, University of LimerickOnline June, 24th, 2021 | Professionalism and professional development. Invited keynote |
|  | Edu-School Erasmus+ final Conference, University of Lisbon, online, June, 17th, 2021 | Presentation of IO 3- Educational module for mentor education, Invited presentation |
|  | Conference Norwegian Sports Academy,Online, June 3rd, 2021 | Profesjonalitet og profesjonell utvikling Professionalism and professional development. Invited opening keynote |
|  | Doctoral seminarJohannes Kepler University, Linz School of Education29.03.2021 | Practice Oriented ResearchInvited keynote |
|  | Grade webinar,Umeå University17.03. 2021 | Signature Pedagogy of The Norwegian National Research School in Teacher Education (NAFOL) Invited keynote |
|  | European Doctorate in Teacher Education (EDITE) webinarUniversity of Gratz23.02.2021 | National and Nordic Collaboration in Doctoral Education for Teacher Educators Invited keynote |
|  | Høyskolen i InnlandetSeminar for school mentors20.01.2021 | Hva er veiledning? Invited lecturer |
| **2020** | West-Norway University of Applied Sciences (HVL)22.10.2020 | Praksis-orientert forskning (POF) Invited keynote |
|  | ELTE Conference on Doctoral EducationOnline, 04.12.2020 | Post-Covid 19: no school- no campus? Invited keynote |
|  | Staff development seminarUniversity of South East Norway, Campus Drammen16.01.2020 | How to prepare your promotion application Invited seminar |
| **2019** | UGEAN seminar , School of Education, University of Glasgow20.11. 2019 | Assessment as Learning in Responsive PedagogyInvited keynote |
|  | Staff seminar, School of Education, University of Glasgow19-20.11.2019 | Changing Role of Teacher Educators-What are the implications?Invited seminar |
|  | Mofet 7th international Conference on Teacher Education, Tel Aviv, IsraelThe story of Innovation in Teacher EducationJune, 24.26, 2019 | Norwegian Education and Teacher EducationInvited panel presentation |
|  | Seminar, School of Education, University of Iceland, August,, 3-4, 2019 | Ph.D. Supervision, Invited seminar |
|  | International perspectives on school quality and teacher education;University of Salzburg, Austria, 26-27-03.2019 | Improving education through cooperation and partnership between school based and university based teacher educators. Invited keynote |
|  | Veiledningskonferansen, Høyskolen i Innlandet; 06-07.02.2019 | Nasjonal og internasjonal forskning om veiledningens betydning i overgang mellom utdanning og yrke. Invited Keynote |
| **2018** | Educational Vision Research Institute (EVRI- Japan)Hiroshima University, 10.12.2018 | Developing a Researched Informed Teacher Education- NAFOL, a National Initiative, Invited keynote |
|  | Educational Vision Research Institute (EVRI- Japan)Conference: Teacher Educators’ Identity and their development in Europe and Japan.Musashi University, Tokyo, 08.12.2018 | Creating Third Spaces in Teacher Education through Cooperation and Mutual Respect, Invited Keynote |
|  | Nasjonal LektorutdanningskonferanseTrondheim, 18-19.10.2018 | Creating Third Spaces in Teacher Education through Cooperation and Mutual Respect, Invited keynote |
|  | Austrian Teacher Education AssociationInnsbruck, Austria28.09.2018 | One Size does not fit all- professional development of teacher educatorsInvited keynote |
|  | NAFOL/EDITE seminarBudapest, 11-13.06.2018 | Research based Teacher Education- Why?Invited keynote |
|  | Tagung Partnerschulen, 2018, June 4-5, 2018Brugg-Windish (Switzerland) | Together for Better Learning- Developing Partnerships in EducationInvited keynote |
|  | Teacher Education Policy in Europe (TEPE) conference, Braga PortugalMay, 19, 2018 | Professional development of teacher Educators (InFo-TED). Invited session |
|  | Barnevernfaglig veilederutdanningRBUP, 9. mai.2018 | Veiledning av nye yrkesutøvereInvited key note |
|  | AERA Annual Meeting New York, USAApril, 17, 2018 | Teacher educators in Norway-Awakening AttentionPresentation in symposium: *Teacher educators as education reform agents: Exploring new possibilities across 4 diverse countries* |
|  | University of Iceland, National Conference: *Development of professionals: Leadership and job satisfaction in schools,* February 22nd, 2018 | Learning Throughout a professional CareerInvited keynote |
|  | European Doctorate in teacher Education (EDITE) virtual eventMarch, 14, 2018 | The ‘red thread’ of a thesisInvited keynote |
|  | Seminar for School Principals, NTNU, 15.02.2018 | Mentoring- A profession within a professionInvited keynote |
|  | Course for Ph.D. supervisors, European Doctorate in Teacher Education, Masaryk University, Brno16.01.2018 | Ph.D. supervisionInvited seminar leader |
| **2017** | Course for Ph.D. supervisors, NTNU, Trondheim23-24.11, 2017 | Supervisors’ role and responsibilities in Ph.D. supervisionInvited course leader |
|  | Staff seminar, School of Education, University of Iceland, 21.09.2017 | Together for Better Learning for Educators and Students: Developing cross disciplinary partnerships in educationInvited keynote |
|  | EARLI biannual conference, Tampere , Finland 29.08-02.09.2017 | Research in Teacher Education- he researching teacher educatorInvited symposium |
|  | EARLI biannual conference, Tampere , Finland 29.08-02.09.2017 | Moving Beyond Rhetoric: Building a Culture to Substantiate Research Based Teacher Education keynote |
|  | Barnevernfaglig veilederutdanningRBUP, Oslo, 22. May, 2017 | Veiledning av nye yrkesutøvereInvited seminar |
|  | UHR (Higher Education Council)Oslo, 04. May, 201705.2017 | PhD supervision: issues related to the institution, the supervisor and the candidate. What can be learned from NAFOL’s experience? Invited keynote |
|  | Skolelederforbundet (Union of School Leaders) Bergen 24. March, 2017 | Leiing av lærerenes læringInvited keynote |
|  | University College of South East Norway24. May,2017 | Artikkelbasert avhandling og kappeskrivingInvited seminar  |
|  | European Doctorate In Teacher Education Summer School, Wroclaw, 19-23. June, 2017 | Mixed Methods in Practice Oriented ResearchInvited seminar |
|  | European Doctorate In Teacher Education Summer School, Wroclaw, 19-23. June, 2017 | From abstract to presentation to paperInvited keynote |
|  | AERA Annual Meeting, San Antonio, USA, 28. April, 2017 | Accountability in Teacher Education in Norway- A Case of Mistrust and Trust, invited paper in the Symposium:Assessment and Accountability in Teacher Education Systems: Four Nations, Four Cases |
|  | University of Iceland,Reykjavik, 12 and 15. May, 2017 | PhD supervision: issues related to the institution, the supervisor and the candidate. Invited staff seminar |
| **2016** | Austrian Teacher Education conferenceLinz, 11.11.2016 | Learning to Teach- Where? By Whom?Partnerships in Teacher Education(Invited keynote) |
|  | European Doctorate in Teacher Education, Summer school, Brno, Czech Republic, 28.06-01-07.2016 | Teacher Education and Teacher Educators(Invited keynote) |
|  | EARLI SIG 11, Zurich, Switzerland, 20-22.06.2016 | W(h)ither professional judgement?(Invited discussant- symposium) |
|  | Svenska Vetenskapsrådet, seminar, Oslo, 25.05.2016 | NAFOL Nasjonal forskerskole i lærerutdanning (Invited presentation) |
|  | AERA, annual conference, Washington, 07-11.04.2016 | Issues, Trends, and Concerns in Teacher Education: International Perspectives Drawn From the Research in the International Handbook of Teacher Education -Student Teaching (Invited symposium) |
|  | NRLU seminar, Sogndal, 17.02.2016 | Kompetansebygging i lærerutdanningene(Invited presentation) |
|  | Skolelederkonferansen, Hell, Trondheim,4-5.02.2016 | En gang lærer- alltid lærer? (Invited keynote) |
|  | Virik Skole, Sandefjord, seminar in Bergen, 22.01.2016 | Vurdering for Læring Hva? Hvorfor? Hvordan? (Invited presentation) |
| **2015** | Høyskolen I Sør-Trondelag, mentor-education. 04.12.2015 | Fra student til lærer-Hva bør veilederen vite? (Invited presentation) |
|  | TESOL France conference, Paris, 21.011.2015 | Professional Learning in Communities of Practice-Getting out of your comfort zone (Invited keynote) |
|  | ECER annual conference, Budapest, Hungary, 8-11.09.2015 | Recent developments in Norwegian Teacher Education (Invited symposium) |
|  | EARLI annual conference, Limassol, Cyprus, 10-13.09.2015 | Cooperative Learning about Assessment-for-Learning (AfL) from Consuming Evaluation of Learning to Practising Assessment for Learning (Invited symposium) |
|  | ATEE annual conference, Glasgow, Scotland, 26.08.2015 | Partnerships in Teacher Education- Empty Rhetoric? (Invited keynote) |
|  | Teacher Education Policy in Europe (TEPE),Dundee, Scotland, 14-16 June, 2015 | Partnerships in support of teacher education (invited opening keynote) |
|  | University of Tromsø, Mentor-education, 05.05.2015 | Veilederkompetanse (Invited guest lecture) |
|  | Staff seminar, University of Iceland, 28.04.2015 | Who are teaching the teachers?Professional Learning for Teacher Educators (Invited presentation) |
|  | Forskerforbundet (Norwegian Research Union) conference: Lærerutdanning I fusjonenes og masternes tid. Oslo, 22 April, 2015 | Lærerutdannerne- akilleshælen i en ambisiøs plan?(Invited keynote) |
|  | AERA, Chicago , 19.04.2015  | Teachers’ Perceptions and Practices of Classroom Assessment, (Invited discussant- symposium) |
|  | Lederkonferanse 23. – 24. mars 2015Radisson Blue Hotell, Bodø | Hva bør ledere vite om nyutdannede lærere? (Invited keynote) |
|  | UH-nett Vest seminar, Bergen, 06.02.2015  | Møte mellom **praksis** og teori (Invited presentation) |
|  | Tryggheim Forus, Sandes, 30.01. and 01.06. 2015  | Vurdering for LæringHva? Hvorfor? Hvordan? (invited presentation) |
| **2014** | Høyskolen i Buskerud og VestfoldSeminar for PhD veiledereTønsberg, 1-2.12.2014 | Veiledning i et doktorgradsløp (invited seminar leader) |
|  | Universitets og høyskolerådet (UHR)forskningssatsninger i lærerutdanningene erfaringsutveksling, Konferanse, Bergen, 15.10.2014 | Forskningssatsninger i lærerutdanningene- status i dag (invited keynote) |
|  | Etter og videre utdanning (EVU) nasjonal konferanse, Bergen 13.10.2014 | EVU ≠ Quick Fix(invited keynote) |
|  | NAFOL 2nd. International ConferenceTromsø, 21.05.2014 | Once a Teacher- always a Teacher? (Invited keynote) |
|  | University of Århus , doctoral supervisors from various Denmark institutions 13.05. 2014 | Article-Based PhD Dissertation (Invited presentation) |
|  | Assessment for Learning: Canada inConversation With The World, Fredericton, New BrunswickFriday, April 11, and Saturday, April 12, 2014 | Where to in Assessment for Learning? (Invited keynote) |
|  | University of Iceland, Doctoral supervisors and doctoral students03.04. 2014 | Article-Based PhD Dissertation (Invited presentation) |
|  | Akureyri University, Iceland 05.04.2014 | Assessment as a Pedagogical Tool (Invited keynote, national Icelandic conference) |
|  | Akureyri University, Iceland  04.04.2014 | Does teacher education have a signature pedagogy? (Invited seminar for all teacher educators in Iceland) |
|  | Skolelederforum 201420.-21. mars, 2014 | Bli oppfattet som en profesjonell skoleleder**Handle** som en profesjonell skoleleder (Invited keynote) |
|  | NMBU – Doctoral supervisors18.03.2014 | Artikkelbasert doktorgradsavhandling (Invited presentation) |
|  | University of Johannesburg16.01.2014Faculty of Education | Recent Developments in Teacher EducationInternationally and in Norway(invited presentation) |
|  | EDUCATION ASSOCIATION OF SOUTH AFRICA (EASA)2014 CONFERENCE12-15. January, 2014 | Mentoring- A Profession within a Profession (invited talk). |
| **2013** | TESOLUniversity of Guangzhou, China15-15.11.2013 | Teaching and Learning for an Unknown Future.Invited keynote. |
|  | EDITEUniversity of Lisbon05.09.2013 | Educating the Teachers of Teachers.Invited keynote. |
|  | EU Presidency Conference The professional identity of Teacher EducatorsDublin 18-19.02.2013 | Teacher EducationA Profession or not?Invited keynote speaker. |
| **2012** | At the crossroads: new directions in teacher educationCanterbury, Christ University, July, 16-18, 2012 | Mentoring- a profession within a profession.Invited keynote speaker.  |
|  | Staff development seminar, AIAKhawayn University, Marocco, 6-9 March, 2012 | - Assessment of, as and for Learning.- Professional Development in Assessment.- Students as partners in the process of assessment. Invited speaker. |
| **2011** | Education - 2011perspectives, involvement and development Radisson Blu Royal Garden Hotel Trondheim, 21. – 23. November 2011 | Mentoring Newly Qualified TeachersKari Smith and Marit Ulvik. Invited presentation. |
|  | Visions for Teaching and Teacher Education Conference, University of Oslo, May 18-20, 2011 | A Signature Pedagogy of Teacher Education- A Pedagogy of Discomfort? Invited presentation. |
|  | Teacher Union conference Melhus23 May, 2011 | Thoughts on assessment, motivation and learning. Invited keynote. |
|  | St. Louis University, ChicagoJanuary 2011 Virtual Conference | Using video in professional learning. Invited keynote. |
|  | EARLI biannual conferenceUniversity of Exeter 2 September, 2011 | Formative Assessment and Feedback: Making Learning Visible.Anton Havnes, Kari Smith, Olga Dysthe & Kristine Ludvigsen. Invited symposium. |
|  | Teacher Education Research Network**:** ESRC Seminar Serie: Workplace Learning in Teacher Education (WLiTE)Socio-cultural aspects of learning’. 30 March; 2011, Venue: ManchesterMetropolitan University | Learning to teach- a shared responsibility: case Norway. Invited keynote. |
|  | Opening Gates in Teacher Education: Education and Teacher Education in the Age of Globalization, Virtual conference, MOFET, Jan. 25-26, 2011. | Research based teacher education: Easier said than done. Invited keynote. |
| **2010** | International Conference on Assessment for Learning and Development, Larvik, 26-27, April, 2010 | Assessment, too complicated to be handled by politicians. Invited keynote. |
|  | Sixth International Conference on Creating Knowledge, Bergen, 8-10, September, 2010  | Challenges posed by diversity - looking at language and assessment. Invited keynote. |
|  | Teacher professional development seminar, Bodø, October, 19, 2010 | A brief tour into the rich landscape of assessment. Invited seminar. |
|  | International IATEFL, Testing, Evaluation and Assessment Conference, Dubai, March, 11-13, 2010. | Standards for Teaching, to be used intelligently. Invited keynote. |
|  | International ETAI Conference, Jerusalem, July, 2010. | Standards- Hindrance or support. Invited keynote. |
|  | National Research School in Teacher Education, Kick-off event. Trondheim, February, 8-9, 2010.  | Research-based Teacher Education- Challenges. Invited keynote. |
|  | Annual National Research and Development Conference, Trondheim, May, 10-11, 2010. | Research is Development. Invited keynote. |
|  | Oslo University College, Conference about mentoring, Oslo, October, 9th, 2010. | Novice- a necessary phase in teachers’ career development. Invited keynote. |
|  | Norwegian Teacher Academy, Breivik, Seminar for mentors, June, 3, 2010. | Mentor and Guide, Clarification of Roles from an Assessment Perspective. Invited seminar. |
|  | Norwegian Technological University, Research Seminar Teacher Education Department, Trondheim, October, 2010. | 1.Self-studies- Research and Development for Teacher Educators, Invited keynote2.What does international research tell us about Challenges in Teacher Education? Invited keynote |
|  | University of Georgia, Faculty conference, May, 2010. | Standards-Support or hindrance to professional development? Invited keynote. |
| **2009** | Bergen Municipality Teacher Conference, Bergen, October 27, 2009. | Assessment of, for and as Learning. Invited keynote |
|  | Norwegian School Leaders Association Conference, Bergen October, 23, 2009. | Assessment for and of Learning in a Community of Learning. Invited whole day seminar |
|  | School Meeting for Rogaland County, Stavanger, November 13, 2009 | Learning, Motivation and Assessment. Invited keynote |
|  | TESOL Symposium on English language Teaching Standards, Panama City, September, 2009 | Standards- of Help or Hindrance to Professional development?Invited keynote. |
|  | Partnership conference, University of Haifa, May, 2009 | 1. Assessment as a pedagogical Tool
2. 2. Assessment. Too complex to be left to policymakers

 Invited keynotes. |
|  | Society for Educational Studies: seminar series, University of East London, May, 12, 2009 | The schizophrenic teacher educator Can she be helped?Invited keynote. |
|  | International conference: The Good examples- Research meets Practice; Bergen, Norway, April, 23, 2009. | Challenges and Opportunities in Digital Assessment. Invited parallel session. |
|  | Faculty seminar, University of Georgia, Athens, USA, Faculty seminar; April, 1, 2009 | Assessment competence, what does it mean? Invited plenary speech. |
|  | International conference on assessment for learning, Queenstown, New Zealand, March,16 – 17, 2009. | The complexity of assessment.Invited keynote. |
| **2008** | UH- Vest Conference, Bergen, Nov. 25th, 2008. | I had a dream…… (about teacher education for the future).Invited keynote. |
|  | International conference On Assessment in language teaching, Bilgi University, Istanbul, May 24 - 2008 | Dichotomies in assessment revisited. Invited keynote. |
|  | EI/ETUCE seminar; Bled, Slovenia, March 3-11, 2008 | Partnerships – benefits for many. Invited keynote. |
|  | Annual IATEFL conference; TEA SIG Pre-conference, Exeter, April 7-10, 2008 | Professional Development Enhanced by Portfolios. Invited keynote. |
|  | Scottish Learning festival; Glasgow, September 25-27, 2008 | Professional Development Professional Development of teachers and teacher educators. Invited spotlight session. |
|  | International Congress for School Effectiveness and Improvement (ICSEI) “Educative Partnerships for Schooling Improvement and Effectiveness”, Auckland University, New Zealand, January 6-9, 2008 (conference) | Students as Partners.Invited keynote. |
| **2007** | Regional conference for school leaders,Kristiansund, Norway, November 22, 2007 | Changing assessment by involving learners. Invited keynote. |
|  | National conference for school leaders, Oslo, Norway, November, 1-2, 2007. (conference) | Assessment and Motivation.Invited keynote. |
|  | University of Oslo, Norway, National teacher education seminar on assessment, October, 29-31, 2007 (seminar) | * Assessment and motivation
* Assessment of Learning
* Action research

Keynote addresses. |
|  | IATEFL testing, Assessment and Evaluation conference on the Common European Framework of Reference, Opatija, Croatia, October, 19-20, 2007) (conference) | Developing Teacher Professionalism within the CEFR.Invited keynote. |
|  | Portuguese Presidency of the Council of the EU Conference “Teacher Professional Development for the Quality and Equity of Lifelong Learning”, September, 27-28, 2007. (conference) | Teacher and Student Teacher Mobility: Learning in Trans-National Contexts.Invited keynote. |
|  | Norheimsund, Hardanger, Norway, Regional conference for all teachers, September 17, 2007.(seminar) | The importance of assessment in teaching.Invited seminar. |
|  | Austrheim School, Norway, teaching staff, September, 11, 2007 (seminar) | Assessment which supports learning. Invited seminar. |
|  | University of Agder, conference centre, Lesvos, Greece, seminar for teacher educators and partner schools, August 23-28, 2007. (seminar) | Assessment as a pedagogical tool.Invited seminar. |
|  | Volda, Norway, regional seminar for teachers, August, 17, 2007 (seminar) | Involving students in assessment processes. Invited seminar. |
|  | Ålesund , Norway, Regional conference for teachers, August 16, 2007 (conference) | Involving students in assessment processes.Invited keynote. |
|  | Basque national conference for teachers, San Sebastian, Spain, June 11-12, 2007 (seminar) | Assessment and Learning.Invited seminar. |
|  | Mofet International Conference, Teacher Education at a crossroad, Beer Sheva and Tel Aviv, Israel, June 25-28, 2007. (conference) | Are we currently witnessing a shiftfrom *Theory* *and Practice* to *Practice and Theory* in teacher education*?*Invited keynote. |
|  | Bredtvedt Centre of Competence & University of Oslo Assessment May31-June1, 2007 (Conference)  | Assessment in a dialectical perspective.Invited keynote. |
|  | ILS 100, University of Oslo, Norway, April26-27, 2007 (anniversary conference) | The shift from Theory and Practice to Practice and Theory.Invited keynote address. |
|  | Øyrane School, Regional teaching staff, Førde, Norway, April, 23, 2007 (seminar) | Involving learners in assessment.Invited lecture. |
|  | Ullensvang, Norway, Regional School Leaders, April, 18, 2007 (seminar) | Differential teaching requires differential assessment.Invited lecture. |
|  | Bergen University College, Norway, April 17, 2007 (seminar) | Portfolio as a professional development tool for teacher educators.Invited lecture. |
|  | Godøy , Reginal school leaders, Norway, April, 12 2007 (seminar) | Assessment for learning.Invited seminar. |
|  | Ny i Hordaland prosjektet (regional project on novice teachers), Solstrand, Norway, January, 2007 (conference) | Professional development activities for new teachers.Invited seminar. |
| **2006** | LATE conference, University of Riga, Latvia, August 16-18.2006. (conference) | Is there a space for teacher autonomy in an era of accountability?Invited plenary. |
|  | AEA- Europe Conference, Naples, October, 9-11, 2006.  | Ethical and Equity issues in assessmentInvited plenary. |
|  | New Zealand Ministry of Education, Wellington, July, 11, 2006 (seminar meeting) | Some reflections on national assessment strategies Invited address. |
|  | National seminar for assessors, Otago University Dunedin, July 6th, 2006. (seminar) | The Power of Assessment.Invited keynote. |
|  | TEFANZ, Teacher Education at the cutting edge, , Otago University, Dunedin, New Zealand, July 3-5, 2006 (conference) | Functions of Assessment in Teacher Education. Invited keynote. |
|  | ELTA conference, University of Belgrade, May, 11-15, 2006  | Common European Framework, do we need it or does it cause an assessment chaos?Invited plenary. |
|  | ICHLE conference, University of Maastricht, June 28-30, 2006  | Current international trends in assessment as, for and of learning.Invited plenary. |
| **2005** | Bristol University, UK November 2005 (seminar) | Challenges faced when the students’ L1 is not the language of instruction.Invited open lecture. |
|  | NELVU Netverk for elevvurdering (national network for student assessment)Hamar, Norway, October, 2005 (seminar) | Assessment for learning, current international trends. Invited keynote. |
|  | Ny i Hordaland (regional project Novice Teachers)University of Bergen, October 2005. (seminar) | New in school - What does the research literature tell us? What can we learn from projects in other countries? |
|  | University of Bergen, NorwayMay, 2005 (Seminar) | International Portfolio ResearchInvited address. |
|  | University of Bergen, NorwayMay, 2005 (Seminar) | Research in Education and Teaching.Invited address. |
|  | IATEFL, University of Cardiff, UK, April, 2005 (Conference)  | Common European Framework- We don’t need bureaucrats to tell us what to do!Plenary debate, one of two speakers. |
|  | Vienna conference on Teacher Education ”Quantum Leaps in Teacher Education”, Verband Wiener Volksbildung, Vienna, May, 2005. | Does Teacher Education adapt to the changing world?Plenary address. |
|  | Sabanci University, Istanbul, February and July, 2005 (Seminar) | From Assessment of learning to Assessment for learning.Plenary addresses to faculty and workshops. |
|  | Israeli Ministry of Education, February, 2005. (Study day) | Standards: Not only standards for content.Plenary address. |
| **2004** | International Conference, Faculty of Philology, University of Belgrade, December 2004. | Teacher development- What do we know and where do we go? Opening address. |
|  | ISIT Schools, Istanbul, Turkey, August, 2004 (Seminar) | Assessment for learning and assessment of learning.Four plenary addresses. |
|  | ELTA Conference, Belgrade, Serbia, May, 2004 | Teacher Appraisal and the Improvement of Teaching.Plenary address. |
|  | IATEFL Teacher Education and Global Interest Special Interest Groups Pre-conference event, Liverpool, April, 2004. | Globalization in Teacher Education- Issues to consider.Invited address. |
|  | MOFET Institute, Israel/ Ministry of Education, March, 2004 (Conference) | The role of assessment during internship in teacher education.Invited address. |
|  | Cyprus University, Nicosia, Cyprus, February, 2004 (Conference) | Standards in serving Testing, Evaluation, and Assessment (TEA) to young learners.Plenary address. |
|  | Bilgi University, Turkey, February, 2004 (seminar) | Seminar on Assessment and testing in Tertiary Education for Faculty |
|  | Mofet Institute, Israel, February, 2004(Internet conference) | The use of rubrics in assessing learning.Opening address. |
|  | Dehli University, India, February, 2004(Conference and Seminar) | Seminar on Current Issues in Educational Assessment.Plenary address and invited workshops. |
| **2003** | Mofet Institute, Israel, Study day on How to educate teachers for changes stemming from the curriculum, December, 2003 | Can we educate teachers to be selective consumers of the curriculum? Invited presentation in a panel debate. |
|  | ICL 2003: Conference Integrating content and language, University of Maastricht, October 2003 (Conference) | Teaching and learning in an additional language- What is gained, what is lost and what is assessed? Key note address. |
|  | Lubliana University, Slovenia, September, 2003 (Conference) | Focusing Assessment on Students’ Learning.Plenary address. |
|  | EARLI, Padova, Italy, August 2003:: Professional development of teacher educators (Conference) | Professional development of teacher educators- why, how?Participant in invited symposium. |
|  | ISATT, (International Study Association of Teachers and Teaching) University of Leiden, The Netherlands, Juni, 2003(Conference) | New methods and perspectives on teacher evaluation- Who evaluates what and for what purposes?Key note address. |
|  | AERA, (American Educational Research Association) Chicago, April 2003: Participant in invited symposium: International research on teacher educators’ competences (Conference) | Professional knowledge of teacher educators. Invited symposium. |
|  | Mofet Institute, Israel, Study day on Research in Teacher Education, March, 11, 2003 | The place of research in teacher education- students and teacher educators as researchers. Invited address. |
|  | Mofet Institute, Israel, Study day on Teacher Education- an International Perspective, February, 20, 2003 | Teacher Education in Scotland and Norway- What can we learn? Invited address. |
|  | IATEFL English for specific purposes and Testing, Evaluation and Assessment conference, Bielefeld, Germany, February 2003  | Challenges of assessment in ESP.Plenary address. |
| **2002** | JURE, EARLI, University of Amsterdam, The Netherlands, August, 2002 | Assessing doctoral dissertations- What are the criteria? |
|  | Middle East University, Ankara, Turkey, May, 2002 (Conference) | Using student feedback for teachers’ professional development.Plenary address. |
|  | HUPE, Croatia, April, 2002(Conference) | 1) Assessment in Education in the 21st century. Plenary address.2) Portfolio and self-assessment in the language classroom.Invited talk. |
|  | Pre-Conference Event, IATEFL, University of York, March, 2002 | Portfolio and teacher development.Plenary address. |
| **2001** | TDTR 5 Middle East University, Ankara, Turkey September, 2001 (Conference) | What do we know about professional development of teacher trainers?Plenary address. |
|  | KATE (Korean Association of Teacher of English) Ewha Woman’s University, Seoul, Korea, July 2001 (Conference) | The Role of Assessment in Teaching English as Global Communication in General and in Asian Context in Particular.Invited address. |
|  | IATEFL International Conference, Brighton, England, April 2001  | Children’s Rights, Assessment, and the Digital Portfolio. Is there a Common Denominator? Plenary address. |
| **2000** | Inged National Conference, Adane University, Turkey, November, 2000 | Pupils Talk about Tests-Cheating.Plenary address. |
|  | Testing and Assessment Center for Instruction of English as a Foreign Language, Hyderabad, India,September, 2000 (Conference) | Portfolios and Self-Assessment in Language Learning.Plenary address and workshop. |
|  | Alternative Assessment - Higher Colleges of Technology, Dubai, May 2000(Conference) | Assessment of Learning - not only of product.Invited address. |