

Kari Smith

2021

Curriculum Vitae

Personal Details

Name: Kari Smith

Citizenship: Norwegian

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Higher Education

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

Academic Ranks

Dates	Name of institution and Department	Rank	
1984-1986	Tel Aviv University, School of Education	Teaching Assistant	50%
1985-1998	Oranim School of Education, English Department	Lecturer	100%
1998-2001	Oranim School of Education, Department of English and Department of Education	Lecturer with Ph.d	100%
2001-2005	Oranim Academic College of Education Division for Humanities and Social Studies	Senior lecturer	100%
1993-2005	Oranim Academic College of Education, Division for Advanced Studies	Senior lecturer	
2005-2005	Oranim Academic College of Education	Professor	100%
2005- 2014	University of Bergen, Norway	Professor	100%
2006-2014	Oranim Academic College of Education	Adjunct Professor	10%
2008-2014	Sogn and Fjordane University College	Adjunct Professor	10%
2013-2019	University of Iceland	Guest Professor	
2015-	Norwegian University of Science and Technology	Professor	100%
2015-2018	Stord Haugesund University College	Adjunct Professor	20%
2018-	Western Norway University of Applied Sciences	Adjunct Professor	20%

Teaching Higher Education	Years	Type	Level
English Teaching methodology	1984-1996	Lecture	B.A.
Material development for Teaching English	1985-1990	Workshop	M.A.

Didactic Seminar in English	1990-1994	Seminar	B.A.
Evaluation, Assessment and Testing, English and Hebrew	1994-2001	Lecture	B.A. & B.Sc
Assessment as an Educational Tool, English and Hebrew	1995-2005	Lecture	B.A., B.Ed., teaching diploma
Teacher as Researcher (Professional Development of Teachers), English and Hebrew	1997-2005	Lecture Workshop	B.A., Teaching diploma
Teacher as Researcher (Action Research), Hebrew	2001-2005	Seminar	B.Ed.
Teaching and Learning and the Relation between the Two.	2003-2005	Lecture	Teaching certificate, ALON program
Motivation and Assessment, Teacher's Roles' Professional Development, Historical/ Social perspectives on (University of Bergen)	2005-	Lectures	Education, Post Graduate Program in Teacher Education
Masterlevel: Assessment in language learning, Oranim Academic College of Education	2005- 2014	On campus and internet course	Graduate Program (M.Ed)
Practical Pedagogical Education (PPU- University of Bergen)	Autumn 2014	Education	Post-graduate
Ph.D. level: Article writing, mixed methods, professional development, Ph.D.-supervision, Assessment in Teacher Education	2015-	Lectures, workshops	NAFOL research school, University of Iceland doctoral program, University College Oslo Akershus doctoral program
Ph.D. Supervision courses to Ph.D supervisors	2017-	Lectures, workshops	NTNU Rector's office

School Teaching

<u>Dates</u>	<u>Name of School</u>	<u>Rank</u>
1978-1997	Carmel-Zvulon School	English Teacher
1980-1987	Carmel-Zvulon School	Head of English Department
1983-1986	Carmel-Zvulon School	Home-Room Teacher
1992-1995	Carmel-Zvulon School	Head of English Department

Offices in Academic Administration (Oranim Academic College of Education):

<u>Dates</u>	<u>Name of Institution and Department</u>	<u>Office</u>
1991-1994	Oranim School of Education	Head of English Department
1995-2002	Oranim Academic College	Head of Education Department
2002-2005	Oranim Academic College	Head of Unit for International Relations
1995-2008	Oranim Academic College	Member of Management Board
1998-2008	Oranim Academic College	Member of Research and Evaluation Committee
1998-2002	Oranim Academic College	Member of Academic Steering Committee
2001-2002	Oranim Academic College	Member of Teaching Committee
2001-2014	Oranim Academic College	Member of Senate
2000-2005	Oranim Academic College	Member of Planning Committee for Graduate Studies
2001-2004	Oranim Academic College	Member of Heads of Departments Forum for Humanities and Social Studies
2001-2005	Oranim Academic College	Head of Assessment Studies
2002-2015	Oranim Academic College	Member of Promotion Committee
2002-2005	Oranim Academic College	Head of ALON Programme (Teacher education for students from Latin America)

Offices in Academic Administration - University of Bergen

Dates	Names of Department	Office
2005- 2007	Section for Teacher Education	Head
2005- 2007	Overall Steering Committee for Teacher Education	Member
2005-2006	Working Group for developing a new program for integrated teacher education at a MA level	Chair
2005- 2007	Committee for student acceptance into Teacher Education	Chair
2005-2006	Committee for Partnerships with Schools	Member
2006- 2008	Committee for “professional suitability” (skikkighet)	Member
2005- 2012	Norwegian Council for Teacher Education (NRLU)	Representative of the University of Bergen
2007-2012	Overall Steering Committee for Teacher Education	Head
2007- 2010	Coordinating committee for practice	Chair
2007- 2008	Committee of Ethics, University of Bergen	Member
2007- 2010	Steering committee for pedagogical studies	Member
2009-2014	Central Appeal Committee	Member
2009-2014	Western Norway Network for academic institutions (UH-Vest) Research on Pedagogy, didactics and leadership in school	Head
2008- 2012	Western Norway Network for academic institutions (UH-Vest) Deans of Teacher Education	Member
2009-2011	New in Hordaland, regional network for support of new teachers	Chair of Steering committee
2007-2014	Mentor Education program	Head

Offices in Academic Administration – Norwegian University of Science and Technology (NTNU)

Dates	Names of Department	Office
2015-	Norwegian Research School in Teacher Education (NAFOL)	Head
2015-2018	Department of Teacher Education- Research and development committee	Member
2016-2019	Department of Teacher Education Program for Doctoral Studies	Head
2016-2017	Faculty for Social Studies and Technology –Committee for revising Ph.D.-education	Member

Scholarly Positions and Activities outside academic institutions:

Member of Following Associations:

- 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)

Referee for Academic Conferences:

- AYALA, The Israeli Association for Educational Research
- EARLI, European Association for Research in Learning and Instruction Biannual Conferences
- Northumbria/ EARLI SIG Assessment Conference
- JURE – EARLI conferences
- MOFET International Conferences
- ECER conferences
- EARLI SIG 1 Conferences
- EARLI SIG 11 Conferences
- ISATT conferences
- NAFOL International Conferences

Referee for Academic Journals:

- Scottish Journal of Educational Research (member of international editorial board)
- 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
- Studies in Educational Evaluation (member of international editorial board)
- The International Journal of Applied Linguistics
- European Journal of Teacher education
- Teaching and Teacher Education (member of international editorial board)
- Assessment in Higher Education
- Teachers and Teaching, Theory to Practice (member of international editorial board)
- Assessment Matters
- Assessment and Evaluation in Education
- Acta Didactica
- Journal of Educational Leadership
- Scandinavian Journal of Educational Research
- International Journal of Mentoring and Coaching in Education (Editorial Advisory Board)
- Uniped
- FoU i praksis

Other academic activities:

- 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
- External Examiner of Ph.D.- dissertations in South-Africa, Australia, Israel, Scotland, The Netherlands, Belgium, Denmark, Sweden, Norway, Austria
- International Forum for Teacher Educator Development (InFo-TED)- Head
- European Doctorate in Teacher Education (EDiTE)- Scientific Advisory Board
- External Examiner of Teacher Education Program at University College Dublin, Ireland (2013-2016)
- External Examiner of PILOT I NORD master teacher education, 1-7 (2015-2016).
- Member of promotion committee for tenure/professor in New Zealand, Australia, Israel, Ireland, Norway, United Kingdom, United States, Sweden
- Member of Evaluation committee for GLU doctoral program at Gothenburg University, Sweden
- External Examiner of teacher education program University of Glasgow

Active participation in scholarly conferences (The list is too long to be included in details. I present regularly at international conferences such as ECER, ISATT, NERA, IATEFL, EARLI, conferences, often at AERA, among others).

Selected invited colloquium talks and other invited addresses (from 2000)

<u>Place and Date</u>	<u>Title</u>
Alternative Assessment - Higher Colleges of Technology, Dubai, May 2000 (Conference)	Assessment of Learning - not only of product. Invited 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.
Inged National Conference, Adane University, Turkey, November, 2000	Pupils Talk about Tests-Cheating. Plenary address.
IATEFL International Conference, Brighton, England, April 2001	Children's Rights, Assessment, and the Digital Portfolio. Is there a Common Denominator? 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.
TDTR 5 Middle East University, Ankara, Turkey September, 2001 (Conference)	What do we know about professional development of teacher trainers? Plenary address.
Pre-Conference Event, IATEFL, University of York, March, 2002	Portfolio and teacher development. Plenary address.

HUPE, Croatia, April, 2002 (Conference)	1) Assessment in Education in the 21 st century. Plenary address. 2) Portfolio and self-assessment in the language classroom. Invited talk.
Middle East University, Ankara, Turkey, May, 2002 (Conference)	Using student feedback for teachers' professional development. Plenary address.
JURE, EARLI, University of Amsterdam, The Netherlands, August, 2002	Assessing doctoral dissertations- What are the criteria?
IATEFL English for specific purposes and Testing, Evaluation and Assessment conference, Bielefeld, Germany, February 2003	Challenges of assessment in ESP. Plenary 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.
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.
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.
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.
EARLI, Padova, Italy, August 2003:: Professional development of teacher educators (Conference)	Professional development of teacher educators- why, how? Participant in invited symposium.
Lubiana University, Slovenia, September, 2003 (Conference)	Focusing Assessment on Students' Learning. Plenary address.
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.
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.
Dehli University, India, February, 2004 (Conference and Seminar)	Seminar on Current Issues in Educational Assessment. Plenary address and invited workshops.
Mofet Institute, Israel, February, 2004 (Internet conference)	The use of rubrics in assessing learning. Opening address.
Bilgi University, Turkey, February, 2004 (seminar)	Seminar on Assessment and testing in Tertiary Education for Faculty
Cyprus University, Nicosia, Cyprus, February, 2004 (Conference)	Standards in serving Testing, Evaluation, and Assessment (TEA) to young learners. Plenary address.

MOFET Institute, Israel/ Ministry of Education, March, 2004 (Conference)	The role of assessment during internship in teacher education. Invited 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.
ELTA Conference, Belgrade, Serbia, May, 2004	Teacher Appraisal and the Improvement of Teaching. Plenary address.
ISIT Schools, Istanbul, Turkey, August, 2004 (Seminar)	Assessment for learning and assessment of learning. Four plenary addresses.
International Conference, Faculty of Philology, University of Belgrade, December 2004.	Teacher development- What do we know and where do we go? Opening address.
Israeli Ministry of Education, February, 2005. (Study day)	Standards: Not only standards for content. Plenary address.
Sabancı University, Istanbul, February and July, 2005 (Seminar)	From Assessment of learning to Assessment for learning. Plenary addresses to faculty and workshops.
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.
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.
University of Bergen, Norway May, 2005 (Seminar)	Research in Education and Teaching. Invited address.
University of Bergen, Norway May, 2005 (Seminar)	International Portfolio Research Invited address.
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?
NELVU Netverk for elevvurdering (national network for student assessment) Hamar, Norway, October, 2005 (seminar)	Assessment for learning, current international trends. Invited keynote.
Bristol University, UK November 2005 (seminar)	Challenges faced when the students' L1 is not the language of instruction. Invited open lecture.
ICHLE conference, University of Maastricht, June 28-30, 2006	Current international trends in assessment as, for and of learning. Invited plenary.
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.

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.
National seminar for assessors, Otago University Dunedin, July 6 th , 2006. (seminar)	The Power of Assessment. Invited keynote.
New Zealand Ministry of Education, Wellington, July, 11, 2006 (seminar meeting)	Some reflections on national assessment strategies Invited address.
AEA- Europe Conference, Naples, October, 9-11, 2006.	Ethical and Equity issues in assessment Invited plenary.
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.
Ny i Hordaland prosjektet (regional project on novice teachers), Solstrand, Norway, January, 2007 (conference)	Professional development activities for new teachers. Invited seminar.
Godøy , Reginal school leaders, Norway, April, 12 2007 (seminar)	Assessment for learning. Invited seminar.
Bergen University College, Norway, April 17, 2007 (seminar)	Portfolio as a professional development tool for teacher educators. Invited lecture.
Ullensvang, Norway, Regional School Leaders, April, 18, 2007 (seminar)	Differential teaching requires differential assessment. Invited lecture.
Øyrane School, Regional teaching staff, Førde, Norway, April, 23, 2007 (seminar)	Involving learners in assessment. Invited lecture.
ILS 100, University of Oslo, Norway, April26-27, 2007 (anniversary conference)	The shift from Theory and Practice to Practice and Theory. Invited keynote address.
Bredtvedt Centre of Competence & University of Oslo Assessment May31-June1, 2007 (Conference)	Assessment in a dialectical perspective. Invited keynote.
Mofet International Conference, Teacher Education at a crossroad, Beer Sheva and Tel Aviv, Israel, June 25-28, 2007. (conference)	Are we currently witnessing a shift from <i>Theory and Practice</i> to <i>Practice and Theory</i> in teacher education? Invited keynote.
Basque national conference for teachers, San Sebastian, Spain, June 11-12, 2007 (seminar)	Assessment and Learning. Invited seminar.
Ålesund , Norway, Regional conference for teachers, August 16, 2007 (conference)	Involving students in assessment processes. Invited keynote.
Volda, Norway, regional seminar for teachers, August, 17, 2007 (seminar)	Involving students in assessment processes. 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.
Austrheim School, Norway, teaching staff, september, 11, 007 (seminar)	Assessment which supports learning. Invited seminar.
Norheimsund, Hardanger, Norway, Regional conference for all teachers, September 17, 2007.(seminar)	The importance of assessment in teaching. Invited seminar.

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.
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.
University of Oslo, Norway, National teacher education seminar on assessment, October, 29-31, 2007 (seminar)	<ul style="list-style-type: none"> • Assessment and motivation • Assessment of Learning • Action research Keynote addresses.
National conference for school leaders, Oslo, Norway, November, 1-2, 2007. (conference)	Assessment and Motivation. Invited keynote.
Regional conference for school leaders, Kristiansund, Norway, November 22, 2007	Changing assessment by involving learners. Invited keynote.
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.
Scottish Learning festival; Glasgow, September 25-27, 2008	Professional Development Professional Development of teachers and teacher educators. Invited spotlight session.
Annual IATEFL conference; TEA SIG Pre-conference, Exeter, April 7-10, 2008	Professional Development Enhanced by Portfolios. Invited keynote.
EI/ETUCE seminar; Bled, Slovenia, March 3-11, 2008	Partnerships – benefits for many. Invited keynote.
International conference On Assessment in language teaching, Bilgi University, Istanbul, May 24 - 2008	Dichotomies in assessment revisited. Invited keynote.
UH- Vest Conference, Bergen, Nov. 25 th , 2008.	I had a dream..... (about teacher education for the future). Invited keynote.
International conference on assessment for learning, Queenstown, New Zealand, March,16 – 17, 2009.	The complexity of assessment. Invited keynote.
Faculty seminar, University of Georgia, Athens, USA, Faculty seminar; April, 1, 2009	Assessment competence, what does it mean? Invited plenary speech.
International conference: The Good examples- Research meets Practice; Bergen, Norway, April, 23, 2009.	Challenges and Opportunities in Digital Assessment. Invited parallel session.
Society for Educational Studies: seminar series, University of East London, May, 12, 2009	The schizophrenic teacher educator Can she be helped? Invited keynote.
Partnership conference, University of Haifa, May, 2009	<ol style="list-style-type: none"> 1. Assessment as a pedagogical Tool 2. 2. Assessment. Too complex to be left to policymakers Invited keynotes.

TESOL Symposium on English language Teaching Standards, Panama City, September, 2009	Standards- of Help or Hindrance to Professional development? Invited keynote.
School Meeting for Rogaland County, Stavanger, November 13, 2009	Learning, Motivation and Assessment. 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
Bergen Municipality Teacher Conference, Bergen, October 27, 2009.	Assessment of, for and as Learning. Invited keynote
University of Georgia, Faculty conference, May, 2010.	Standards-Support or hindrance to professional development? Invited keynote.
Norwegian Technological University, Research Seminar Teacher Education Department, Trondheim, October, 2010.	1. Self-studies- Research and Development for Teacher Educators, Invited keynote 2. What does international research tell us about Challenges in Teacher Education? Invited keynote
Norwegian Teacher Academy, Breivik, Seminar for mentors, June, 3, 2010.	Mentor and Guide, Clarification of Roles from an Assessment Perspective. Invited seminar.
Oslo University College, Conference about mentoring, Oslo, October, 9 th , 2010.	Novice- a necessary phase in teachers' career development. Invited keynote.
Annual National Research and Development Conference, Trondheim, May, 10-11, 2010.	Research is Development. Invited keynote.
National Research School in Teacher Education, Kick-off event. Trondheim, February, 8-9, 2010.	Research-based Teacher Education- Challenges. Invited keynote.
International ETAI Conference, Jerusalem, July, 2010.	Standards- Hindrance or support. Invited keynote.
International IATEFL, Testing, Evaluation and Assessment Conference, Dubai, March, 11-13, 2010.	Standards for Teaching, to be used intelligently. Invited keynote.
Teacher professional development seminar, Bodø, October, 19, 2010	A brief tour into the rich landscape of assessment. Invited seminar.
Sixth International Conference on Creating Knowledge, Bergen, 8-10, September, 2010	Challenges posed by diversity - looking at language and assessment. 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.
International Conference on Assessment for Learning and Development, Larvik, 26-27, April, 2010	Assessment, too complicated to be handled by politicians. Invited keynote.
Teacher Education Research Network: ESRC Seminar Serie: Workplace Learning in Teacher Education (WLITE) Socio-cultural aspects of learning'. 30 March; 2011, Venue: Manchester Metropolitan University	Learning to teach- a shared responsibility: case Norway. Invited keynote.

EARLI biannual conference University of Exeter 2 September, 2011	Formative Assessment and Feedback: Making Learning Visible. Anton Havnnes, Kari Smith, Olga Dysthe & Kristine Ludvigsen. Invited symposium.
St. Louis University, Chicago January 2011 Virtual Conference	Using video in professional learning. Invited keynote.
Teacher Union conference Melhus 23 May, 2011	Thoughts on assessment, motivation and learning. Invited keynote.
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.
Education - 2011 perspectives, involvement and development Radisson Blu Royal Garden Hotel Trondheim, 21. – 23. November 2011	Mentoring Newly Qualified Teachers Kari Smith and Marit Ulvik. Invited presentation.
Staff development seminar, AlAkawayn 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.
At the crossroads: new directions in teacher education Canterbury, Christ University, July, 16-18, 2012	Mentoring- a profession within a profession. Invited keynote speaker.
EU Presidency Conference The professional identity of Teacher Educators Dublin 18-19.02.2013	Teacher Education A Profession or not? Invited keynote speaker.
EDITE University of Lisbon 05.09.2013	Educating the Teachers of Teachers. Invited keynote.
TESOL University of Guangzhou, China 15-15.11.2013	Teaching and Learning for an Unknown Future. Invited keynote.
EDUCATION ASSOCIATION OF SOUTH AFRICA (EASA) 2014 CONFERENCE 12-15. January, 2014	Mentoring- A Profession within a Profession (invited talk).
University of Johannesburg 16.01.2014 Faculty of Education	Recent Developments in Teacher Education Internationally and in Norway (invited presentation)
NMBU – Doctoral supervisors 18.03.2014	Artikkelbasert doktorgradsavhandling (Invited presentation)
Skolelederforum 2014 20.-21. mars, 2014	Bli oppfattet som en profesjonell skoleleder Handle som en profesjonell skoleleder (Invited keynote)

Akureyri University, Iceland 04.04.2014	Does teacher education have a signature pedagogy? (Invited seminar for all teacher educators in Iceland)
Akureyri University, Iceland 05.04.2014	Assessment as a Pedagogical Tool (Invited keynote, national Icelandic conference)
University of Iceland, Doctoral supervisors and doctoral students 03.04. 2014	Article-Based PhD Dissertation (Invited presentation)
Assessment for Learning: Canada in Conversation With The World, Fredericton, New Brunswick Friday, April 11, and Saturday, April 12, 2014	Where to in Assessment for Learning? (Invited keynote)
University of Århus , doctoral supervisors from various Denmark institutions 13.05. 2014	Article-Based PhD Dissertation (Invited presentation)
NAFOL 2nd. International Conference Tromsø, 21.05.2014	Once a Teacher- always a Teacher? (Invited keynote)
Etter og videre utdanning (EVU) nasjonal konferanse, Bergen 13.10.2014	EVU ≠ Quick Fix (invited keynote)
Universitets og høyskolerådet (UHR) forskningsatsninger i lærerutdanningene erfaringsutveksling, Konferanse, Bergen, 15.10.2014	Forskningssatsninger i lærerutdanningene- status i dag (invited keynote)
Høyskolen i Buskerud og Vestfold Seminar for PhD veiledere Tønsberg, 1-2.12.2014	Veiledning i et doktorgradsløp (invited seminar leader)
Tryggheim Forus, Sandes, 30.01. and 01.06. 2015	Vurdering for Læring Hva? Hvorfor? Hvordan? (invited presentation)
UH-nett Vest seminar, Bergen, 06.02.2015	Møte mellom praksis og teori (Invited presentation)
Lederkonferanse 23. – 24. mars 2015 Radisson Blue Hotell, Bodø	Hva bør ledere vite om nyutdannede lærere? (Invited keynote)
AERA, Chicago , 19.04.2015	Teachers' Perceptions and Practices of Classroom Assessment, (Invited discussant- symposium)
Forskerforbundet (Norwegian Research Union) conference: Lærerutdanning I fusjonenes og masternes tid. Oslo, 22 April, 2015	Lærerutdannerne- akilleshælen i en ambisiøs plan? (Invited keynote)
Staff seminar, University of Iceland, 28.04.2016	Who are teaching the teachers? Professional Learning for Teacher Educators (Invited presentation)
University of Tromsø, Mentor-education, 05.05.2015	Veilederkompetanse (Invited guest lecture)
Teacher Education Policy in Europe (TEPE), Dundee, Scotland, 14-16 June, 2015	Partnerships in support of teacher education (invited opening keynote)
ATEE annual conference, Glasgow, Scotland, 26.08.2015	Partnerships in Teacher Education- Empty Rhetoric? (Invited keynote)

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)
ECER annual conference, Budapest, Hungary, 8-11.09.2015	Recent developments in Norwegian Teacher Education (Invited symposium)
TESOL France conference, Paris, 21.011.2015	Professional Learning in Communities of Practice-Getting out of your comfort zone (Invited keynote)
Høgskolen I Sør-Trondelag, mentor-education. 04.12.2015	Fra student til lærer-Hva bør veilederen vite? (Invited presentation)
Virik Skole, Sandefjord, seminar in Bergen, 22.01.2016	Vurdering for Læring Hva? Hvorfor? Hvordan? (Invited presentation)
Skolelederkonferansen, Hell, Trondheim,4-5.02.2016	En gang lærer- alltid lærer? (Invited keynote)
NRLU seminar, Sogndal, 17.02.2016	Kompetansebygging i lærerutdanningene (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)
Svenska Vetenskapsrådet, seminar, Oslo, 25.05.2016	NAFOL Nasjonal forskerskole i lærerutdanning (Invited presentation)
EARLI SIG 11, Zurich, Switzerland, 20-22.06.2016	W(h)ither professional judgement? (Invited discussant- symposium)
European Doctorate in Teacher Education, Summer school, Brno, Czech Republic, 28.06-01-07.2016	Teacher Education and Teacher Educators (Invited keynote)
Austrian Teacher Education conference Linz, 11.11.2016	Learning to Teach- Where? By Whom? Partnerships in Teacher Education (Invited keynote)
University of Iceland, Reykjavik, 12 and 15. May, 2017	PhD supervision: issues related to the institution, the supervisor and the candidate. Invited staff seminar
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
European Doctorate In Teacher Education Summer School, Wroclaw, 19-23. June, 2017	From abstract to presentation to paper Invited keynote

European Doctorate In Teacher Education Summer School, Wroclaw, 19-23. June, 2017	Mixed Methods in Practice Oriented Research Invited seminar
University College of South East Norway 24. May, 2017	Artikkelbasert avhandling og kappeskiving Invited seminar
Skolelederforbundet (Union of School Leaders) Bergen 24. March, 2017	Leiing av lærerenes læring Invited keynote
UHR (Higher Education Council) Oslo, 04. May, 2017 05.2017	PhD supervision: issues related to the institution, the supervisor and the candidate. What can be learned from NAFOL's experience? Invited keynote
Barnevernfaglig veilederutdanning RBUP, Oslo, 22. May, 2017	Veiledning av nye yrkesutøvere Invited seminar
EARLI biannual conference, Tampere , Finland 29.08-02.09.2017	Moving Beyond Rhetoric: Building a Culture to Substantiate Research Based Teacher Education keynote
EARLI biannual conference, Tampere , Finland 29.08-02.09.2017	Research in Teacher Education- he researching teacher educator Invited symposium
Staff seminar, School of Education, University of Iceland, 21.09.2017	Together for Better Learning for Educators and Students: Developing cross disciplinary partnerships in education Invited keynote
Course for Ph.D. supervisors, NTNU, Trondheim 23-24.11, 2017	Supervisors' role and responsibilities in Ph.D. supervision Invited course leader
Course for Ph.D. supervisors, European Doctorate in Teacher Education, Masaryk University, Brno 16.01.2018	Ph.D. supervision Invited seminar leader
Seminar for School Principals, NTNU, 15.02.2018	Mentoring- A profession within a profession Invited keynote
European Doctorate in teacher Education (EDITE) virtual event March, 14, 2018	The 'red thread' of a thesis Invited keynote
University of Iceland, National Conference: <i>Development of professionals: Leadership and job satisfaction in schools</i> , February 22 nd , 2018	Learning Throughout a professional Career Invited keynote

AERA Annual Meeting New York, USA April, 17, 2018	Teacher educators in Norway- Awakening Attention Presentation in symposium: <i>Teacher educators as education reform agents: Exploring new possibilities across 4 diverse countries</i>
Barnevernfaglig veilederutdanning RBUP, 9. mai.2018	Veiledning av nye yrkesutøvere Invited key note
Teacher Education Policy in Europe (TEPE) conference, Braga Portugal May, 19, 2018	Professional development of teacher Educators (InFo-TED). Invited session
Tagung Partnerschulen, 2018, June 4-5, 2018 Brugg-Windisch (Switzerland)	Together for Better Learning- Developing Partnerships in Education Invited keynote
NAFOL/EDITE seminar Budapest, 11-13.06.2018	Research based Teacher Education- Why? Invited keynote
Austrian Teacher Education Association Innsbruck, Austria 28.09.2018	One Size does not fit all- professional development of teacher educators Invited keynote
Nasjonal Lektorutdanningskonferanse Trondheim, 18-19.10.2018	Creating Third Spaces in Teacher Education through Cooperation and Mutual Respect, 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
Educational Vision Research Institute (EVRI- Japan) Hiroshima University, 10.12.2018	Developing a Researched Informed Teacher Education- NAFOL, a National Initiative, 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

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
Seminar, School of Education, University of Iceland	Ph.D. Supervision, Invited seminar
Mofet 7th international Conference on Teacher Education, Tel Aviv, Israel The story of Innovation in Teacher Education June, 24.26, 2019	Norwegian Education and Teacher Education Invited panel presentation
Staff seminar, School of Education, University of Glasgow 19-20.11.2020	Changing Role of Teacher Educators- What are the implications? Invited seminar
UGEAN seminar , School of Education, University of Glasgow 20.11. 2019	Assessment as Learning in Responsive Pedagogy Invited keynote
Staff development seminar University of South East Norway, Campus Dammen 16.01.20	How to prepare your promotion application Invited seminar
ELTE Conference on Doctoral Education Online, 04.12.2020	Post-Covid 19: no school- no campus? Invited keynote
West-Norway University of Applied Sciences (HVL) 22.10.20	Praksis-orientert forskning (POF) Invited keynote
Høgskolen i Innlandet Seminar for school mentors 20.01.2021	Hva er veiledning? Invited lecturer
European Doctorate in Teacher Education (EDITE) webinar University of Gratz 23.02.2021	National and Nordic Collaboration in Doctoral Education for Teacher Educators Invited keynote

Grade webinar, Umeå University 17.03. 2021	Signature Pedagogy of The Norwegian National Research School in Teacher Education (NAFOL) Invited keynote
Doctoral seminar Johannes Kepler University, Linz School of Education 29.03.2021	Practice Oriented Research Invited keynote

Scholarships and Research Grants

- Scholarship from The British Council for a study trip to UK: 1990
- Scholarship from The British Council for attending an academic conference in UK: 1996
- Scholarship from the Oranim Foundation for Professional Development of Faculty: 1995-1996.
- Scholarship from Bar-Ilan University upon completion of Ph.D. dissertation: 1998
- Research grant from Mofet Institute, 2003.
- Grant from the Norwegian Ministry of Education, Executive Directory, 2006
- Grant from the Norwegian Ministry of Education, Executive Directory, 2007
- Research grant from University of Bergen, 2006-2009
- Research grants from the Meltzer foundation, 2006, 2008, 2013, 2011, 2012, 2013
- Research grants from the Norwegian Research Council, 2007-2010, 2011, 2014 (Head research)
- Research Grant from Norwegian Research Council 2015-2018 (research leader)
- Research grant from UH-Vest, 2009, 2010, 2013
- Research Grant from Erasmus +, 2016-2019 (Project head)
- Project Grant, NAFOL, from Norwegian Research Council, 2015-2021 Head
- Research Grant NFR, 2020-2023, researcher
- Research Grant NFR, 2021-2023, Scientific Advisor

Doctoral supervision (since 2005)

- 14 completed dissertations, 10 University of Bergen, 1 University of Stavanger, 3 NTNU,
- Currently supervising 3 candidates from University of Iceland (1 of whom in the final stage), 1 from University of Bergen (final stage), 4 from NTNU (3 of in the final stage), 1 from University of South-East Norway (final stage) = 9

Academic Publications

A. 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.

B. Articles in Academic Refereed Journals

1. Smith, K. (1989). Self-Evaluation in the Foreign Language Classroom, *English Teachers' Journal*, 39, 67-69.
2. Smith, K. (1991). Self-evaluation in Teacher Training, *Teacher Trainer*, 5(3).
3. Smith, K. (1998). Putting Principals into Practice, *Life Long Learning in Europe (LLine)*, 3(3), 172-179.
4. Smith, K. and Tillema, H. (1998). Evaluating Portfolio Use as a Learning Tool for Professionals, *Scandinavian Journal of Educational Research*, 42 (2), 193-205.
5. Smith, K. (1999). Assessing Student Teachers, *The Michigan and Ohio Journal of Teacher Education*, 12(1), 22-35.
6. Tillema, H. and Smith, K. (2000). Learning from Portfolios: Differential Use of Feedback in Portfolio Construction, *Studies in Educational Evaluation*, 26, 193-210.
7. van der Westhuizen, G. and Smith, K. (2000). Teachers' Portfolio Reflections: A Comparative Study, *Journal of Teacher Development*, 4(3).
8. Smith, K. (2000). Self-Assessment of English as a Foreign Language in Applying for Jobs and Higher Education Studies, *Studies in Educational Evaluation*, 26, 315-330.
9. Smith, K. (2000). Assessment of Learning, A Product of Thinking", *Language and Communication Review*, 2, 34-42.
10. Smith, K. and Tillema, H. (2001). Long-Term Influences of Portfolios on Professional Development, *Scandinavian Journal of Educational Research*, 45(2), 183-203.
11. Smith, K. (2001). Students Talk about Tests, *GRETA*, 2(9), 34-39.
12. Smith, K. (2001). Children's Rights, Assessment, and the Digital Portfolio: Is there a Common Denominator? *IATEFL Publication*, University of Cambridge, 55-68.
13. Smith, K. (2002) Learner Portfolios, *English Teaching Professional*, 39-43.
14. Smith, K. (2002) "The Role of Assessment in Teaching English in a Foreign Language Context", *English Teaching*, 57(1), 33-43.
15. Snoek, M., Baldwin, G., Cautreels, P., Enemaerke, T., Halstead, V., Hilton, G., Klemp, T., Leriche, L., Linde, G., Nilsen, E., Rehn, J., Smet, R., **Smith, K.**, Sousa, J. M., Stomp, L., Svensson, H., Svensson, L. (2003). Scenarios for the Future of Teacher Education in Europe, *European Journal of Teacher Education*, 26(1), 21-36.
16. Smith, K: (2003) So, What about the professional knowledge of teacher educators, *European Journal of Teacher Education*, 26(2), 201-215.
17. Smith, K. and Tillema, H. (2003) Clarifying different types of portfolio use, *Assessment & Evaluation in Higher Education*, 26(6), 625-648.
18. Smith, K. (2005). Teacher Educators' professional knowledge- How does it differ from teachers' professional knowledge? *Teaching and Teacher Education*, 21, 177-192.
19. Smith, K. & Lev_Ari, L. (2005). The Place of Practicum in pre-service teacher education. *Asian Pacific Journal of Teacher Education*, 33(3), 289-302.
20. Smith, K. & Sela, O. (2005). Action Research as a bridge between pre-service teacher education and in-service professional development. *The European Journal of Teacher Education*, 28 (3), 293-311.
21. Smith, K. (2005). Common European Framework- We don't need bureaucrats to tell us what to do! *IATEFL TEA SIG Newsletter; 2005*.
22. Smith, K. (2005). Assessment of Teaching in the ERA of Standards: What is left of Teacher Autonomy: *IATEFL Special Interest group Teacher Trainers and Educators*.
23. Smith, K. Zeller-mayer, M. & Bergen, T. (2006). Guest editors, Assessment in Teacher Education, *Studies in Educational Assessment (special issue)*, 32, 1-5.
24. Tillema, H. & Smith, K. (2007). Portfolio Appraisal: In search for criteria. *Teaching and Teacher Education* 23, 442-456.

25. Smith, K. & Tillema, H. (2007). Use of Criteria in Assessing Teaching Portfolios; judgmental practices in summative evaluation. *Scandinavian Journal for Educational Research* 51(1), 101-115.
26. Poyas, Y. & Smith, K. (2007). Becoming a Community of Practice, the blurred identity of faculty teacher educators. *Teacher Development*, 11(3).
27. Smith, K., Dobson, S. & Ransedokken, O. (2007). (guest editors) Vurdering og Vurderingsformer (Assessment and Assessment Ways) (editorial), *Norsk Pedagogisk Tidsskrift (special issue)*, 2, 91-93.
28. Smith, K. (2007). Om eksamensforskning (Research on exams) interview with Steinar Kvale. *Norsk Pedagogisk Tidsskrift (special issue)*, 2, 94-99.
29. Smith, K. (2007). Vurdering som et motivasjonsfremmende redskap for læring. (Assessment as a tool in promoting learning) *Norsk Pedagogisk Tidsskrift (special issue)*, 2, 100-106.
30. Smith, K. (2007). Empowering School- and University- Based Teacher Educators as Assessors: A School-University Cooperation. *Educational Research and Evaluation*, 13(3), 279-293.
31. Smith, K., Ulvik, M. & Helleve, I. (2007). Nyutdannet i videregående skole. (Newly qualified in secondary school) *Utdanning*, 5, 56-59.
32. Smith, K. & Krumsvik, R. (2007). Video papers - a means for documenting practitioners' reflections on practical experiences: The story of two teacher educators. *Research in Comparative and International Education* 2(4).
33. Smith, K. & Welicker-Pollak, M. (2008). What can they say about my teaching? Teacher educators' attitude to standardised student evaluation of teaching. *European Journal of Teacher Education*, 31(2), 203-214.
34. Roness, D. & Smith, K. (2009). Postgraduate certificate in Education (PGCE) and Student Motivation. *European Journal of Teacher Education*, 32(2), 111-135.
35. Ulvik, M., Smith, K. & Helleve, I. (2009). Novice in secondary school. The coin has two sides. *Teaching and Teacher Education*, 25(6), 835-842.
36. Tillema, H. & Smith, K. (2009). Assessment Orientation to Formative Assessment of Learning to Teach. *Teachers and Teaching: theory and practice*, 15(3), 389-402.
37. Haara, F. O. & Smith, K. (2009). Practical activities in mathematics teaching – mathematics teachers' knowledge based reasons, *Nordic Studies in Mathematics Education!*, 4(3), 33-54.
38. Krumsvik, R. J. & Smith, K. (2009). Videopapers – an attempt to narrow the notorious gap between theory and practice in teacher education. *Technology, Pedagogy and Education*, 18(3), 269-278.
39. Smith, K. (2009). From test takers to test makers. *Educational Leadership*, 67(3), 26-32.
40. Smith, K. (2009). Grisen blir ikke feitere jo mer vi veier den. (The pig does not become fatter the more we weigh it) *Tangenten : tidsskrift for matematikk i grunnskolen*, 1(1) s. 38-43.
41. Smith, K. (2009). Vurdering - en kompleks aktivitet. (Assessment - a complex activity) *Bedre Skole*, 2009(3), 83-87.
42. Roness, D. & Smith, K. (2010). Stability in Motivation during Teacher Education. *Journal of Education for Teaching*, 36(2), 169-185.
43. Sandal, A. K. & Smith, K. (2010). Frå ungdomsskule til vidaregåande skule – elevane si stemme. (From lower to upper secondary school- the voice of the pupils) *Tidsskriftet FoU i praksis*, 4(2), 25-42.
44. Engelsen, K.S. & Smith, K. (2010). Is excellent good enough?, *Education Inquiry*, 4. Available from: <http://www.education-inquiry.net/index.php/edui/article/view/21954>

45. Smith, K. (2010). Assessment - complex concept and complex practice. *Assessment Matters*, 2, 6-20.
46. Smith, K. (2010). Assessing the Practicum in teacher education – Do we want candidates and mentors to agree? *Studies In Educational Evaluation*, 36, 36-41.
47. Smith, K. (2010). Forskningsbasert lærerutdanning - noen utfordringer (Research based teacher education- some challenges). *Bedre Skole*, 2, 13-17.
48. Ulvik, M. & Smith, K. (2011). Veiledning av nye lærere. Hvem, hva og hvorfor? (Mentoring newly qualified teachers, Who? What? And Why?). *Bedre skole*, 1, 52-55.
49. Tillema, H., Smith, K. & Leshem, S. (2011). Dual roles- conflicting purposes: A comparative study on perceptions on assessment in mentoring relations during practicum, *European Journal of Teacher Education*, 34(2), 139–159.
50. Smith, K. (2011). Professional development of teachers - A prerequisite for AfL to be successfully implemented in the classroom, *Studies in Educational Evaluation*, 37, 55–61.
51. Smith, K. (2011). The multi-faceted teacher educator - a Norwegian perspective. *Journal of Education for Teaching*, 37(3), 337–349.
52. Ulvik, M. & Smith, K. (2011). What characterises a good practicum in teacher education? *Education Inquiry*, 2(3), 515-534.
53. Haara, F. O. & Smith, K. (2011). Kappen: One size fits all? (The PHD dissertation: One size fits all?), *Uniped*, 34(3), 79-86.
54. Haara, F. O. & Smith, K. (2011). Increasing the use of Practical Activities through Changed Practice. *The Mathematics Enthusiast*, 9(1&2), 77-110.
55. Havnes, A., Smith, K., Dysthe, O., & Ludvigsen, K. (2012). Formative assessment and feedback: Making learning visible. *Studies in Educational Evaluation*, 38, 21-27.
56. 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
57. Smith, K. (2012). Vurderingens rolle i styrking av motivasjon for læring. *Cepra-striben*, November 2012, 19-25.
58. 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: 10.1080/13603124.2011.651161
59. Sandal, A.K. & Smith, K. (2012). Møte med yrkesfagleg utdanning i den norske vidaregåande skulen, *Nordic Journal of Vocational Education and Training*, 2(1), 1-17.
60. Vindal-Halvorsen, K. & Smith, K. (2012). Utvikling av partnerskap i en førskolelærerutdanning, sett fra et økologisk perspektiv. *Norsk pedagogisk tidsskrift*, 3, 237-247.
61. 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>
62. 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
63. 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 online 15. April 2014.
64. Røykenes, K. Smith, K. & Larsen, T. M. B. (2014). Praksisnær undervisning i legemiddelregning i arbeidet med å redusere testangst og styrke selvpåfattelse hos sykepleierstudenter. *Nordisk Tidsskrift for Helseforskning* 10 (2):106-120.
65. 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>
66. Smith, K. (2015). The role of research in teacher education. *Research in Teacher Education*, 5(2), 43-46.
 67. 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
 68. Ulvik, M. and Smith, K. (2016). Å undervise om å undervise. Lærerutdanneres kompetansen sett fra deres eget og studenters perspektiv. (Teaching about teaching. Teachers' competence from their own and student teachers' perspectives). *UniPed*, 9 (1), 61-77.
 69. 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.
 70. 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: 10.1080/19415257.2016.1206032
 71. Smith, 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>.
 72. 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.
 73. 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.
 74. Oolbekkink, H., Hadar, L., Smith, K., Helleve, I., & Ulvik, M. (2017). Teachers' Perceived Space and their Agency. *Teaching and Teacher Education*, 62, 37-47.
 75. Østern, A. L. & Smith, K. (2017). NAFOL- en forskerskole for norsk lærerutdanning. *Tidsskriftet FoU i praksis*, 11, (1), 85-109.
 76. Smith, K., & Ulvik, M. (2017). Leaving teaching: lack of resilience or sign of agency? *Teachers and Teaching*, 23 (8). DOI: 10.1080/13540602.2017.1358706
 77. Kelchtermans, 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: 10.1080/02619768.2017.1372743
 78. Smith, K. (2017). Learning from the past to shape the future. *European Journal of Teacher Education*. <http://dx.doi.org/10.1080/02619768.2017.1385058>
 79. 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: 10.1080/19415257.2017.1388271
 80. Jónsson, 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.
 81. Helleve, I., Ulvik, K. & Smith, K. (2018). «Det handler om å finne sin egen form» Læreres profesjonelle handlingsrom – hvordan det blir forstått og utnyttet, *Acta Didactica*, 12 (1). DOI: <http://dx.doi.org/10.5617/adno.4794>
 82. Kvinge, Ø. R.; Espeland, M.; Smith, K. (2018) Performing the pre-formed: Towards a conceptual framework for understanding teaching as curricular transformation. *Designs for Learning*. 10(1), 29-39. DOI: <https://doi.org/10.16993/dfl.83>

83. Ulvik, M. & Smith, K. (2018). Lærerutdanneres profesjonelle utvikling. *Uniped*, 44 (4): https://www.idunn.no/uniped/2018/04/laererutdanneres_profesjonelle_utvikling, Artikkel 5 av 8
84. Langøren, K. & Smith, K. (2018). Støtte og utvikling I jobben som lærerutdanner. *Uniped*, 41 (3): https://www.idunn.no/uniped/2018/03/stoette_og_utvikling_i_jobben_som_nylaererutdanner_i_norge, Artikkel 14 av 14
85. GRINDE, Ole Erik; MOE, Vegard Fusche; SMITH, Kari. Vegen frå å ha det til å ta det – å skape motstandsdyktige spelarar i toppfotball. **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>.
86. 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.
87. 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)
88. 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)
89. Cochran-Smith, M., Grudnoff, L., Orland-Barak, L., & Smith, K. (2019): Educating Teacher Educators: International Perspectives, *The New Educator*, DOI:10.1080/1547688X.2019.1670309
90. Gamlem, 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>
91. Gamlem, M.S., Smith, K. & Vattøy, K.D. (2019). Responsiv pedagogikk: Feedbackinteraksjoner i læring. *KOGNITION & PÆDAGOGIK*, 114 (4).
92. 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/educ.2020.00043
93. Haara, 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: 10.1080/13664530.2020.1763443
94. Smith, 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>.
95. 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.3974
96. Smith, 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: 10.1080/02619768.2021.1901077
97. Sandvik, 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.

C. Articles or Chapters in Books

1. Smith, K. (1996). Humanistic Education Requires Humanistic Assessment, in B. Boyle and T. Christie (Eds.) *Issues in Setting Standards: Establishing Comparabilities*. London: Falmer Press.
2. Smith, K. (1996). Self-Evaluation in Foreign Language Learning, in D. Allan and J. Timmer (Eds.) *Putting Learners in Their Proper Place*. IATEFL Publications.
3. Smith, K. (1996). Action Research on the Use of Portfolio for Assessing Foreign Language Learners, in E. Befring (Ed.) *Teacher Education for Equality*, Proceedings of the 20th Annual Conference of the Association for Teacher Education in Europe. Oslo: Oslo College.
4. Smith, K. (1997). Guided and Self-directed Reflections in Teacher Training, in J. Field, E. Griffiths and K. Head (Eds.) *Teachers Develop Teachers Research*, 2. IATEFL.
5. Smith, K. and Snoek, M. (1997). A Comparative Study of Curricula for Teacher Education. Similarities and Possibilities, in J. McCall and R.M. MacKay (Eds.) *Partnership and Cooperation. Proceedings of the 21st Annual Conference of the Association for Teacher Education in Europe*. Glasgow: Strathclyde University.
6. Smith, K. (1998). Portfolio as an Alternative Assessment Practice in Higher Education, in J.F. Forest (Ed.) *University Teaching International Perspectives*. London: Falmer Press.
7. Smith, K. (2000). Negotiated Assessment, in M. Breen and A. Littlejohn (Eds.) *The Process Syllabus, Negotiated Work in Classroom Language Learning*. Cambridge: Cambridge University Press.
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