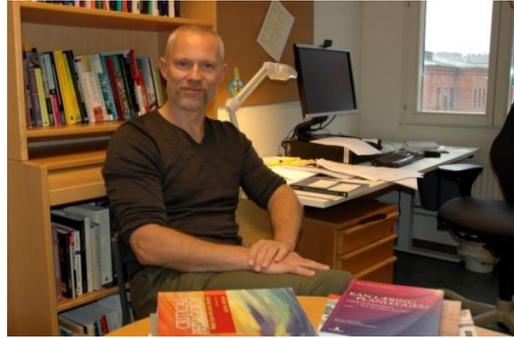


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In my office at Oslo Metropolitan University.  
Photo: Kari Aamli

### CHAT – a way of life

I have been working at the pedagogy section in the department of primary and secondary teacher education in Oslo since 2009, and my research and development work related interests are mostly connected to the teaching profession, teacher education and University-school partnerships and collaborations. For me, CHAT has become a way of thinking about reality in dialectical terms and the theory and interventionist methodology is with me in almost every work situation. It is very appealing to me that CHAT is constantly evolving worldwide with the ambition to overcome the split between studies of institutions in their historical and cultural context on the one hand, and subjects and situations on the other hand. Critical pedagogy lies at my heart, and I strive to stay close to the critical tenets of CHAT. Thus, I pay special attention to the concept of contradictions, their motives, historical origin, and how they manifest as tensions in discourse and practice.

### Past

I will briefly introduce my PhD work that I finished in 2018 since it was the work that I engaged most deeply with CHAT. I spent eight years finishing my PhD, largely because it was an activity theoretical informed action research study in which I collected longitudinal data over a period of four years. The study explored contradictions, barriers and opportunities evolving in a teacher and librarian partnership intervention conducted in two primary schools. The results showed that the successful resolution of contradictions in local interventions of teacher and librarian partnerships relies on critical reflexive practitioners and autonomous institutional leaders. However, the study also demonstrated how dominant technocratic discourses in education makes it difficult to resolve contradictions that occur in teacher and librarian partnerships solely through local efforts. Here is an open access [link](#) to my PhD-thesis (also in the reference list)

### Present

I am currently the main supervisor for a PhD-student who is conducting an important study on collaboration and contradictions in an international music education partnership project involving Norway and India, in which my student is also the leader of the project. She is about to publish her first article of her PhD work with me as the co-author. The analysis of contradictions is informed by CHAT and the findings suggest that the identified contradictions can be attributed to three culturally and historically constituted discursive

practices: the Indian educational system, the Nordic school music tradition and the guru-shishya tradition in India.

My involvement with aesthetics is becoming more and more evident in my work with teacher education. In a recent self-study informed intervention, I have introduced teacher students to the topic of “art and pedagogy”. I work closely with artists and administrators at a nationwide state funded program called The Cultural Schoolbag (DKS) with the mandate to ensure that all school pupils in Norway experience professional arts and culture of all kinds (<https://www.denkulturelleskolesekken.no/english-information/>). Throughout this project I have become more aware of the profound interest that Vygotsky paid to the psychology of art in his early works. The link that Vygotsky explores between emotion and thought, and between reality and imagination is fascinating. Vygotsky has largely been overlooked in contemporary discussions about the role of art in education and should, in my opinion, be put more in dialogue with postmodern philosophers that dominate the debate, like e.g. Deleuze and Rancière.

### **Future**

Norwegian teacher education is experiencing a deep crisis. Teacher students increasingly report dissatisfaction with the educational program and the number of applicants to the study is dropping. There is reason to question the success of the introduction of an obligatory five-year Master’s program for primary school teachers in 2017. The official political motive behind the reform was to strengthen both the quality of the teaching subjects and the practical training. However, there seems to be a contradiction between the ideal of strengthening the quality and the reality of student dissatisfaction. A working hypothesis is that this contradiction is triggered by the increasingly strong focus on fostering teacher students’ research skills towards mastering the master thesis, at the expense of more pragmatic professional development towards mastering occupational challenges. Teacher students experience a huge gap between the lesson content and teaching at the Campus and the actual didactical, systemic and social challenges they are faced with when teaching in primary school. Therefore, me and a colleague have initiated a self-study intervention to model a new form of pedagogical practice at the Campus through collective peer teaching, which simply means letting teacher students take on leadership roles in the teaching activities. We will present results from this intervention at the ISCAR conference in August 2024. Hope to see you all there!

### **Selected CHAT-related publications**

- Eri, T., & Baltzersen, R. K. (forthcoming). *Bridging theory and practice through collective peer teaching in teacher education* ISCAR 2024, Rotterdam.
- Brøske, B. Å., & Eri, T. (forthcoming). Developing music education for all: A study of collaboration and contradictions in an international music education partnership project between Norway and India. *Research Studies in Music Education*.
- Eri, T., & Aas, M. (2020). Aktivitetsteori som tenkeredskap i aksjonsforskning [Activity theory as a thinking tool in action research]. I Gjøtterud, Hiim, Husebø, Jensen (red.) *Aksjonsforskning i Norge*, volum 2. Kapittel 5. <https://doi.org/10.23865/noasp.121>
- Eri, T. (2018). *Teacher and librarian partnerships in literacy education: contradictions, barriers and opportunities* [PhD, University of Oslo]. Oslo. <http://hdl.handle.net/10852/65466>