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### **Cultural Historical Activity Theory-related Research**

I have been positioned at the Department of Teacher Education and School Research since 2006 in a MA program in Educational Leadership at the University of Oslo. In my teaching and research, I have applied various practice theories, institutional theories, organizational theories, as well as theories of leadership and governance. I have been a member and leader of the research group of Curriculum Studies, Leadership and Educational Governance since 2011 at the faculty of Educational Sciences.

My interest in CHAT dates to when I was engaged in an intervention study in a team of principals, municipal leaders, and researchers in Norway in 2008. It was part of a national program of 100 research and practice partnership projects initiated by national educational authorities in Norway. The design involved the selection of data from schools mirroring teaching and principal practices and sharing various organizational models as a point of departure for reflection. Ten workshops were video recorded. Third generation of CHAT constituted the theoretical framework. When looking across the three sub-studies from this PhD study, the findings suggest school leadership development as boundary work can be characterized as a struggle with ill-defined objects; as horizontal dynamics (Jensen & Lund, 2014); as explorative work, mediated and structured by tools (Jensen & Møller, 2013); and as intersections of temporal and spatial forces (Jensen & Vennebo, 2016). Moreover, I continued to explore the video data focusing on patterns of initiatives and interactions (Jensen, 2022), as well as causal relationships qualitatively

(Jensen, 2022). In 2018, I published a book in Norwegian about school improvement work in boundary zones (Jensen, 2018).

Later, in my postdoc study I studied the use of tools when educating school leaders in programs at a university in California and another in Norway. The study is based on audio- and video data from situated program activities, audio recordings from interviews with teachers and students, and textual material. The data was subject to content-, as well as interaction analyses. Second generation of CHAT was applied to analyze the data (Jensen, 2019) and actor-network theory (Jensen & Ottesen, 2022).

In 2020, four colleagues and I received funding from the Norwegian Research Council (NCR) for testing the potential and challenges of using Change Laboratories as a method for formative interventions in teams of school leaders in three upper secondary schools. I am the leader of this project. To date, we have completed eight of, what we call “school leadership workshops.” The next milestone is to complete a book about the processes and the experiences from this study in Norwegian. The results will also be published in scientific international journals.

I am currently engaged in another NCR project. The focus of this project is retaining students in upper secondary schools based on data at national, district, and school levels, as well as across levels and contexts in boundary zones. In this study we are using various institutional theories in the analyses. I am considering designing a formative intervention study and using the method of Change Laboratory as an extension of this study, applying third- and fourth-generation CHAT.

It has been very inspiring for me in my research to follow the theoretical development of CHAT and the extensive number of publications using CHAT. I am looking forward to further developments!

### **Selected articles**

Jensen, R., & Lund, A. (2014). Horizontal dynamics in an inter-professional school improvement team. *International Journal of Leadership in Education*, 17(3), 286-303.

Jensen, R., & Vennebo, K. F. (2016). How school leadership development evolves: crossing timescales and settings. *Journal of Workplace Learning*, 28(6), 338-354.

Jensen, R. (2022). Professional development of school leadership as boundary work: patterns of initiatives and interactions based on a Norwegian case. *International Journal of Leadership in Education*, 25(4), 515-532.

Jensen, R., & Ottesen, E. (2022). Unfolding teaching practices in higher education courses: Cases from school leadership programs. *International Journal of Educational Research*, 112, 101919.