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

I have used CHAT as the theoretical framework all from the research conducted in the masters' thesis. The title of the masters' thesis was: "This is difficult, you know". A case study of project work (published as a book in 1999). In the PhD-thesis I also focused on project work, but then on ICT as a mediating artefact. The title of the thesis was: *"I can't find my grandma on the Internet!" A Study of Project Work Using ICT as a Mediating Artefact* (2003).

After completing the PhD-thesis I have led four projects using CHAT, funded by national authorities. The first one titled: *"The Lade-project". A learning organization for the pupils' learning* (2006-2009). This project was funded by the Norwegian Research Council, and we were six researchers collaborating with one school. This project gave direction for the biggest initiative ever in lower secondary schools in Norway, titled: *"Developing lower secondary school"* (2012-2017). About 1250 schools were taking part. I led the group that was coordinating the teacher education institutions in Norway that collaborated with schools, altogether 21 when we started and before the fusion of institutions, to enhance teaching for the

pupils' learning. The intention with the project was to enhance teaching both in schools and university based on collaboration and horizontal learning. This project was funded by the Directory of Education.

From 2019 -2023 I have led a project at NTNU using the change laboratory as a formative intervention method. The title of the project was: *Learning, Assessment, and Boundary Crossing in Teacher Education (LABTEd)*. The project (2019-2023) involved school and university teacher education, with student teachers, teacher educators, and practice teachers taking part. The aims of this project were 1) to work with participants to identify and carefully describe the obstacles and barriers to change in teacher education and subject teaching in schools, 2) to conceptualize these obstacles and barriers, 3) and to show how these might be overcome so that new teacher education and teaching practices might be developed. As such, the aim was both to study and promote learning processes across the boundaries of school teaching and university-led teacher education. The project was funded by the Norwegian Research Council.

From 2023- 2027 I lead a project using CHAT as the theoretical frame in DWR. The project has the title: *Leadership and Learning for the Development of Teachers' Professional Digital Competence (LeadDig)*. The planned intervention aims to contribute to the learning of school leaders, which, in turn, will positively influence the professional development of teachers and will thus contribute to the learning of pupils. The study will also generate knowledge about how development can expand and become part of an entire municipality, with leaders and researchers/teacher educators serving as resource persons. By working together with schools, researchers/teacher educators and student teachers can also enhance their own competences, researchers/teacher educators when it comes to collaboration with schools and student teachers with respect to school development. Such competence will be useful for further collaboration with and research on the practice field and for their own teaching in teacher education institutions, which will also influence practices at schools in the long run.

## **Publications**

Postholm, M. B. (2024). A meeting place for meaningful collaboration – student teachers' experiences and learning. *Educational Research*, 1–17.

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<https://doi.org/10.1080/2331186X.2024.2358292>

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Postholm, M.B., Klemp, T., & Nordbotn, M. (2023). Tripartite collaboration in student research and development projects. *Scandinavian Journal of Educational Research*, <https://doi.org/10.1080/00313831.2023.2250371>

Jakhelln, R., & Postholm, M.B. (2022). University–school collaboration as an arena for community-building in teacher education. *Educational Research*, 46(4), 457-572. <https://doi.org/10.1080/00131881.2022.2071750>

Postholm, M.B. (2020). The Importance of the Start-Up Phase in School-Based Development for Learning and Enduring Change. *European Journal of Teacher Education*. 1-15. 10.1080/02619768.2020.1793944

Postholm, M.B. (2018). Teachers' Professional Development in School: A Review Study. *Cogent Education*. <https://doi.org/10.1080/2331186X.2018.1522781>

Postholm, M.B. (2016). Collaboration between Teacher Educators and Schools to enhance Development. *European Journal of Teacher Education*, 39(4), 452-470. DOI: 10.1080/02619768.2016.1225717.