

Tony Burner



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In my PhD, I used formative interventions to study teachers' and students' perceptions and practices of formative assessment of writing in English classrooms in Norway. In several developmental works, I've used activity theory to understand and explore changes and transformations. All my work is within the field of education. The most recent project I've led has been for the Norwegian ministry, where the activity system is used in a longitudinal (five years) study to understand how teachers in primary schools work with the newest curriculum in four different subject areas.

Relevant publications:

In Norwegian

Burner, T. (2024). Intervensjonsforskning med bruk av blandede metoder [Intervention research with the use of mixed methods]. In Svendsen, B. & Borge Ødegaaard J. A. (red.) *Metodelosen: om valg av forskningsmetode i lærerutdanning* (pp. 124-139). Fagbokforlaget.

Burner, T. et al. (2023). *EvaFag 2025: [Evaluering av Fagfornyelsen. Suksess, muligheter, spenninger og hindringer i implementering av LK20 i fire fag. Arbeidspakke 1, Delrapport 2.](#)* [Evaluation of the curriculum. Success, opportunities, tensions and hindrances when implementing the curriculum in four subjects]. Skritserie nr. 129. Universitetet i Sørøst-Norge.

Burner, T. et al. (2022). [EvaFag 2025: Evaluering av Fagfornyelsen. Realiseringer av læreplanen i spesifikke fag. Arbeidspakke 1, Delrapport 1](#) [Evaluation of the curriculum. Realizations of the curriculum in specific subjects]. Skritserie nr. 91. Universitetet i Sørøst-Norge.

In English

Burner, T. & Svendsen, B. (2020). A Vygotskian perspective on teacher professional development. *Education*, 141(1), 11-21.

Burner, T. & Svendsen, B. (2020). Activity Theory - Lev Vygotsky, Aleksei Leont'ev, Yrjö Engeström. In Apkan, B. & Kennedy, T. J. (eds.), [Science Education in Theory and Practice. An Introductory Guide to Learning Theory](#) (pp. 311-322). Springer.

Burner, T. (2019). [Aligning assessment and learning using cultural-historical activity theory](#). *Assessment Matters*, 13(1), 91-112.

Burner, T. (2019). [PhD revisited: Formative assessment of writing in English: A school-based study of perceptions, practices and transformations](#). In Rindal, U. & Brevik, L. M. (eds.), *English didactics in Norway - 30 years of doctoral research*, Chapter 4. Universitetsforlaget.

Burner, T. (2016). [Ethical dimensions when intervening in classroom research](#). *Problems of Education in the 21st century*, 73, 18-26.

Burner, T. (2015). [Processes of change when using portfolios to enhance formative assessment of writing](#). *Assessment Matters*, 9(2), 53-79.