

CHAT Researcher Profile

BODIL SVENDSEN



Associate professor, Norwegian University of Science and Technology (NTNU).

Head of the Natural Science Department, Institute of Teacher Education.

bodil.svendsen@ntnu.no

My research aims to support teacher professional development and learning using cultural-historical activity theory (CHAT). My research is based on formative intervention that incorporates CHAT concepts and principles, utilize artifacts to mediate the learning of teachers in innovative ways. All my research work is within the field of education.

I was introduced to CHAT by Engeström and Sannino in 2013 when I was attending a research summer course at the University of Helsinki. I found this very interesting, and much of my research is conducted within the framework of Cultural Historical Activity Theory. Within the CHAT framework, the collective aspects of the teachers' activity are understood by studying the interactions between the actors and the contexts they are involved in, especially social contexts of learning and development. My PhD (2017) was based on findings from a three-year longitudinal school-based intervention study of Teachers' Professional Development in a CHAT perspective.

My recent research projects are research on gifted students in Science, Technology, Engineering and Mathematics (STEM) at the Norwegian Centers for gifted STEM students, and a large research project for the Norwegian Ministry of Education regarding assessment and grading in school.

My CHAT-related publications are as follows:

In Norwegian:

Svendsen, B. & Borge Ødegaaard J. A. (2024). (Eds.) Metodelosen: om valg av forskningsmetode i lærerutdanning [Research Methods in Teacher Education], pp. 176. Fagbokforlaget.

Svendsen, B. (2017). Kompetanseutvikling gjennom utforskende undervisning [Teacher Professional Development through inquiry- based teaching]. *Bedre skole*, 2:17. Downloaded from:

<https://www.utdanningsnytt.no/files/2019/06/27/Bedre%20Skole%202%202017.pdf>

In English:

Svendsen, B. (2020). Inquiries into Teacher Professional Development- What matters? *Education*, vol. 140 (3).

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

Svendsen, B. (2017). Inquiries into Teacher Professional Development -A longitudinal school-based intervention study of Teacher Professional Development (TPD) conducted in the framework of Cultural Historical Activity Theory (CHAT). Doctoral theses at NTNU;2017:81

<https://ntnuopen.ntnu.no/ntnu-xmlui/browse?value=Svendsen,%20Bodil%20L.&type=author>