



Western Norway
University of
Applied Sciences



KINDknow
Kindergarten Knowledge Centre
for Systemic Research on Diversity
and Sustainable Futures



2020 Annual Report

KINDknow notes series 3, 2021



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Preface

This report documents the activities and results of KINDknow in 2020. We would like to thank the Research Council of Norway and our institutions for their indispensable support. Many thanks also go to our local and international collaboration partners, friends in academia and the ECE profession

Denne rapporten dokumenterer aktiviteter og resultater i 2020 av BARNkunne. Vi takker Forskningsrådet og våre institusjoner for god støtte. Takk også til våre lokale og internasjonale samarbeidspartnere, venner i akademien og ECE-profesjonen.

Denne rapporten dokumenterer aktivitetar og resultat frå 2020 av BARNkunne. Vi takkar Forskningsrådet og institusjonane våre for god støtte. Takk òg til dei lokale og internasjonale samarbeidspartnarane, vener i akademien og ECE-profesjonen.

Dat raporta duođašta doaimmaid ja bohtosiid MÁNÁIDmáhtu 2020. Mii giitit Research Council Norway ja min ásahusaid buoriid doarjagiid ovddas. Giitit maddái mu báikkálaš ja riikaidagaskasaš ovttasbargoverddiid, olbmáid akademijain ja ECE-profešuvdna.

此报告记录了2020中心所开展的活动及所取得的成绩。在此我们衷心感谢挪威研究委员会和我们大学的慷慨支持。我们亦向国内外合作伙伴，学术界的朋友及学前教育界同行致以诚挚谢意。

Introduction by the Director of KINDknow

At the start of 2020, we could not have imagined what we would be facing: the Covid-19 pandemic has had a massive impact, not only on social activity and working life with the switch to digital platforms as the main communication channel, but also the possibility to carry out our plans and policies. The year 2020 turned out to be a year in which the meaning of sustainability with respect to early childhood knowledge was expanded as we came to understand that the pandemic was a global humanitarian crisis that has affected the lives of children both directly and indirectly.

The pandemic has changed the routines of families and early childhood institutions by limiting children's opportunities to move, play and explore. Although reduced social contact comes with a higher risk for children, an increased focus on sanitation practices and working in small groups in Norwegian kindergartens has also been experienced as positive for play and inclusion. These new conditions in children's lives has engaged many of the researchers at the centre, as already documented in our outreach and involvement in national and international activities.

As part of HVL's new security policy, we have appointed two deputies at the centre: Johanna Birkeland and Aihua Hu. Midway through the five-year centre project, we also thanked our project coordinator, Thea Kopperud, for her work with us during the first period of the project and welcomed a new project coordinator, Maria Grindheim.

As we navigated through the year, the pandemic affected us as a research milieu in various ways. The year 2020 was supposed to be a year of major international exchange, i.e. geographical relocation, which was no longer possible. PhD students suddenly needed to postpone their planned visits to partner institutions in Australia (Monash University) and China (Beijing Normal University) and we could no longer welcome PhD students on planned visits from institutions in China. As time went by, a major concern arose as to whether this would be possible for

PhD students, as their positions are for three or four years. A Global Fulbright scholarship visit from the U.S. and two more scholars invited for the 'KINDknow Invited Guest Research Programme' needed to be postponed. Our collaboration with Manchester Metropolitan in the United Kingdom was scheduled to take place in Tromsø but could obviously not continue as planned. Planned visits from research networks in Finland, Sweden and Denmark were also transformed to digital meetings.

As collaborative research in the early childhood educational sector is central to our work, we could not conduct our planned fieldwork in kindergartens from March onwards and planned international visits to and from the centre were no longer possible. However, our research centre was very well prepared for the digital transition, as we had already installed a Zoom platform for communication between our Norwegian and international partners. While the year brought many challenges and unfilled activities, we were confident that, with a bit of determination and imagination, we could turn them into opportunities and new possibilities. We were quickly able to continue our work from our home offices and conducted both digital meetings and social gatherings, as well as Zoom lunches and workouts. Our externally funded projects were extended, but we continued our work through cooperation with our partners on digital platforms. Our collaboration with Chinese institutions through the UTFORSK programme was further strengthened through a series of digital meetings. It was also possible for meetings with the municipality of Bergen to continue using digital platforms. In October, we created a national digital conference in collaboration with Filiorum at the University of Stavanger (UiS) on the topic of the creation of sustainable kindergartens. The conference was free of charge and open to the general public. Five hundred unique user identities were registered and a wide range of stakeholders participated in the three-day conference. We hosted keynotes, papers and symposiums, a panel debate and a social and artistic programme. The conference received overwhelmingly positive feedback from the participants who responded to our request for evaluations, all of which conveyed the clear message that the kindergarten sector wanted more of these kinds of conferences.

We had initially planned for a group of PhD students and supervisors from KINDknow to meet up with a group of PhD students and supervisors from Monash University and a group of senior professors from Oxford University for one week in March to share papers and knowledge on cultural-historical approaches to early childhood educational research. We obviously had to cancel this but, in the

spirit of the lost travel experience, we created a two-day open digital seminar instead. This allowed more PhD students, supervisors and researchers to attend and the seminar ultimately attracted 50 participants.

The EX-PED-LAB had received funding from the Regional Research Fund to pilot an explorative methodology aimed at fostering pedagogical innovation in kindergartens. Despite the lockdown and extraordinary challenges facing the staff in kindergartens, we conducted the workshops over Zoom. To achieve this, we needed to rethink the tasks and tailor them to the online environment. Thanks to close collaboration and a flexible attitude among the participants, we managed to carry out the workshops.

We are proud to announce that three PhD students at the centre defended their doctoral theses during 2020: (1) Johanna Birkeland with the thesis 'Observasjon – en nøkkelkompetanse i barnehagelæreres utdanning og profesjon: brudd, utfordringer og potensial' [Observation as key competence in kindergarten teachers' education and profession: fractions, challenges and potential]; (2) Åsta Birkeland with the thesis 'Contradictory cultural formation ideals in a time of increased emphasis on individualization. A cross-cultural study of kindergarten practices in China and Norway' and (3) Sidsel Boldermo with the thesis 'Education for social sustainability. Meaning making of belonging in diverse early childhood settings'. The centre has achieved important milestones through these major works.

The above are only a few examples of the significant contributions we made as part of our pandemic response. I am truly proud of what our teams accomplished despite the enormous challenges they faced in balancing uncertainty.

In 2020, we recruited new researchers to add to the centre's existing team of 16 PhD students, two postdoctoral fellow positions and several affiliated senior researchers and professors. Professor Jayne White accepted our invitation to work with us as Professor II alongside her professorship at the University of Canterbury in New Zealand. We also collaborated within a wider research environment at HVL and with international partners to apply for external funding. As HVL is a newly merged institution, joint efforts were made to consolidate milieus across the new campuses and to develop bold new ideas based on the interdisciplinary expertise we have across HVL and through our international partners and networks.

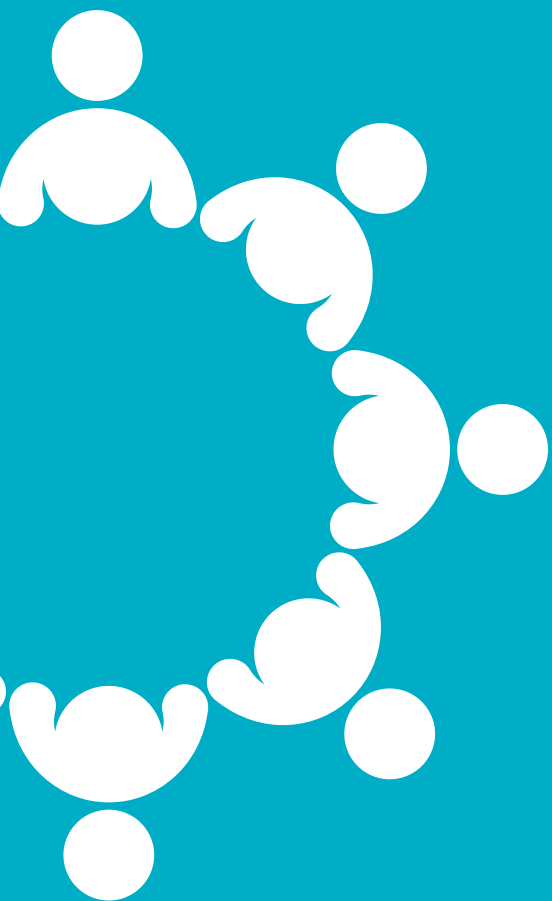


We also strengthened our relationships with research institutions in Norway. Initiatives were undertaken in an effort to restart the *Nordic Journal of Early Childhood Research* – a collaboration across KINDknow [BARNkunne], HVL, OsloMet and Filiorum, UiS. We succeeded in establishing common goals and the relaunch is scheduled for winter 2021. In addition, we established a new team that will develop a portfolio on digitalisation in kindergartens and kindergarten teacher education. This team will be based at the University of Tromsø – the Arctic University of Norway.

In 2020, we published 28 peer-reviewed articles in scientific journals, 22 peer-reviewed chapters in scientific anthologies and three textbook chapters. We further edited six books and 18 popular science articles and published five videos on BARNkunne-KINDknow's YouTube channel. Additionally, we updated the BARNkunnens webpage in Norwegian and English and our Facebook page (1 030 followers). In 2020, our work was disseminated across the fields of (1) education for sustainability, (2) play and exploration, (3) diversity and pedagogical practices and (4) leadership, collaboration and professional development.

The year 2020 was also a year of evaluation, having reached the midpoint of the five-year centre project. We worked on the evaluation internally in our project teams, across the teams, with the steering board, with representatives from the scientific board and with the user board. We are pleased with the positive feedback and new ideas we received from the representatives of these boards; constructive responses are most valuable as we aim to attain excellence. In 2020, we had particular focus on achieving excellence and outreach to the public. This year and future years will determine whether these efforts were fruitful.

Elin Eriksen Ødegaard,
Director



This is KINDknow

Main focus and core values

Sustainability

- > Act upon new understandings and knowledge about education for diversity (EfD).
- > Act upon education for sustainable futures (ESF).
- > Support the development of quality and competence in early years education through participatory design.
- > Improve solutions to provide ecologically sound outcomes for families and staff in kindergartens.

Excellence

- > Engage in high quality, relevant and committed research.
- > Nurture a creative, inclusive and high-achieving community of researchers based on trust, ethics and open communication.

Interdisciplinarity

- > Apply broad views of understandings and knowledge creation through collaboration across disciplines, institutions, and organisations.

Glocality

- > Lead and mediate authentic collaboration locally, nationally and globally.
- > Ensure that diverse cultural perspectives are continuously represented.

Sharing

- > Share knowledge and resources with fellows and citizens.

Main goals for the next 5 years

- > Advance our understanding of education for sustainability and diversity by considering how kindergartens face contemporary challenges and changes in societies and in ecological conditions.
- > Generate theoretical knowledge about *bildung*, change, leadership and pedagogical practices.
- > Implement and share expertise, build capacities and exchange knowledge across local and global research communities.
- > Collaborate and inform local communities (kindergartens, municipalities, teachers, parents and children) so that outcomes from research immediately transform into practice.
- > Generate empirical data that can advance and transform educational practice.
- > Advocate and utilise participatory research methodologies to ensure that the research is *with* key stakeholders and not *about* them.
- > Ensure that the research addresses topics relevant for the kindergarten sector, rarely discussed in kindergarten research, and often unacknowledged in linguistic environments.
- > Initiate dialogues, thinking and actions to support knowledge production and to change practices.

Key words

Bildung	Organisation and leadership
Diversity	Exploration, play and learning
Sustainability	Professional development

Background and organisation

KINDknow is a research centre with a focus on kindergarten knowledge. The main goal of the centre is to contribute to research on how living together as eco-citizens can be achieved through better understandings of local and global conditions that affect practices in kindergartens. In doing so, the centre aims to take the lead, both nationally and internationally, in developing holistic and systemic understandings and knowledge about education for diversity (EfD) and education for sustainable futures (ESF) in kindergartens. The centre aligns itself with the notions in the United Nations Frameworks for Education for Sustainable Development and Futures, article 12 of the UN Convention on the Rights of the Child and the Norwegian Kindergarten Act and curriculum, known as the Framework Plan (FRA).

In today's increasingly diverse societies, this centre engages in vital, socially relevant and ethically committed research to improve the future lives and outcomes for children, families and staff in kindergartens. The methods used include mapping, innovation and collaborative, comparative and narrative fieldwork.

Two main areas of research are prioritized:

1. Governance, leadership and close cooperation with kindergartens and education relevant in field of kindergarten at the bachelor's, master's, in-service, leadership and Ph.D. levels.
2. Play, learning, care and cultural formation – local and global practices.

The centre was established in August 2018. The Research Council of Norway is funding the centre in the amount of NOK 25 million over a period of five years (2018–2023). Other partners contribute human and economic capital. The centre is located at the Western Norway University of Applied Sciences (HVL) and brings together researchers and stakeholders with a shared interest and expertise from across Norway and internationally. HVL, UiT – the Arctic University of Norway, UiS and municipalities in the north and west are additional funding partners. Close cooperation and agreements of common interest and further development have also been established with partners in China, Australia, UK, Finland and Sweden.

The administrative and organisational structure contributes to the highest possible standard of research. To support this, three advisory boards with different functions support the centre's leadership team:

1. [The Steering Group](#) oversees the research centre, provides advice and ensures that protocol is followed. Gro Anita Fonnes Flaten, Pro-Rector for Research at HVL, chairs the steering group. The members are: Helge Habbestad, Manager of the Kindergarten Education Program, UiT; Marianne Boge, Director, Bergen City, and Kjellrun Hiis Hauge, head of the Sustainability and Diversity (HVL) research programme. A new international board member is Professor Jayne Elizabeth White from Canterbury University, New Zealand. Project economist Anita Nordseth also meets with the board. Elin Eriksen Ødegaard is secretary for the board and project coordinator Maria Grindheim facilitates for the board.

2. [A Scientific Advisory Board](#) supports the academic work of the RAs and the centre. It consists of international scholars in the field.

3. [The User Board](#) provides input to the RAs about the needs of different participants and about the development of participatory methodologies. It consists of a representative from The Norwegian Association of Local and Regional Authorities (KS), Sølvi Olrich Sørebo.

4. [The KINDknow leadership team](#) consists of one person from each research area. Each research area also has at least one additional person in the core team to make sure that the leader team meets at key stages during the development of the centre and is involved in strategic decisions. The leader team meets regularly in order to share experiences and make the decisions necessary to develop the centre.

Staff, leader team and extended research milieu

[Director](#): Elin Eriksen Ødegaard

[Coordinator](#): Thea Johanne Kopperud and Maria Grindheim

[Professor II, 2019–2021](#): Jayne White (Canterbury University, New Zealand), Marilyn Fleer (Monash University, Australia)

[Researcher II \(2018–2020\)](#) Abigail Hackett (Manchester Metropolitan University, UK)

The centre has organised its research projects into ten research areas (RA) with one or two team leaders responsible for each. The team leaders form the basis for research at the centre and receive extra R&D funding from the NFR. Several researchers, students and partners have been involved in research assignments through research groups and research areas. In 2020, 16 PhD candidates and two post-doctoral positions worked at the centre. These include twelve PhD positions from HVL, one PhD from UiS and two PhDs from UiT.

Research milieus connected to the centre: The research areas are either research groups or affiliated with a broader institutional milieu. The wider milieu is the Kindergarten teacher educational milieu (UiT), BDA – Kindergarten as an arena for cultural formation (HVL), POP – Profession, Organisation and Policy (HVL), The competent kindergarten – systemic knowledge creation and dissemination (HVL), Barns matematikk – The Mathematics of young children (HVL), Food and meals in kindergarten and school (HVL), Education for sustainability (HVL), NACHILITCUL – Nature in Children's Literature and Culture (HVL), PETER – Political Economy in Teacher Education Research (HVL), Leadership in and of educational systems (HVL).

Read more about the research areas and research conducted by the PhDs and postdocs in the following pages.



The KINDknow Research team

RA 1

Framing early childhood education – ‘Bildung’ – cultural historical and future scenario practices.

The year 2020 shifted our ideas about how to be **sustainable**, created new awareness of insecurity and unpredictability and fuelled new discussions on ‘Sustainability’, ‘Danning’ and ‘Transformation’.

We have raised the agenda on how to **create sustainable kindergartens** through a national digital free conference for 500 participants. The conference included invited politicians and representatives from the public to discuss the issue.

We consolidated personnel for a milieu at UiT– the Arctic University of Norway, creating a group that, from 2021, will expand on the topic of digitalisation and media within the context of early childhood education. Furthermore, we consolidated a milieu at HVL that, from 2021, will expand on the topic of Movement, Play and Exploration. Both of these new milieus has worked hard to conceptualise, design and recruit for new research.

We also created an international space for sharing theory, methodology, results and discussions about ‘crisis, play, learning and development’, but also more contemporary work relevant to their research and relevant to the focus of the broader theme of ISCAR – Cultural-Historical Activity Research in Crisis Contexts: Challenges and Perspectives. Presenters from the Conceptual PlayLab and KINDknow shared their research over two seminar days.

In 2020, we published a collection of papers on the topic of ‘**Bildung**’ [**cultural formation**] in the book *Children’s Exploration and Cultural Formation*. In this volume, edited by Mariane Hedegaard & Elin Eriksen Ødegaard, the researchers examine and conceptualise exploration and cultural formation through locally situated cases and navigate toward global educational concepts like sustainability. The book provides different windows into how children may explore in everyday practice settings in kindergarten and contributes to a loci-based, ecological, integral knowledge relevant for early childhood education.



Elin E. Ødegaard (HVL)

RA 2

Being and becoming eco-citizens

In 2020, our planned in-depth field work became very limited due to the Covid-19 pandemic. We now have new members: Remi Kaldhussæter (Master’s student), Kari Grutle Nappen (Master of Ecology, specialising in nature, ecosystems and nature philosophy).

In March, we organised a BARNkunne Forskerforum seminar. Marianne Presthus Heggen and the RA 2 co-organised the Norsk Barnehagekonferanse in September, where we contributed a number of papers and one joint paper on our ‘field work experiences and quandaries with the participatory design’. Barbara Sageidet was co-organiser of the International TND 5 workshop, which took place online in September, hosted by QUT, Australia.

Nina Goga was guest editor of a special issue on sustainability and lifescoping in the journal Norsk Pedagogisk Tidsskrift. Veronica Bergen was guest editor of a special issue on social sustainability and part of the journal Sustainability, together with Elin Ødegaard and Sidsel Boldermo. Marianne Presthus Heggen was guest editor of a special issue on wood pedagogy in the Canadian Journal of Sustainable Development. Barbara Sageidet will be co-editor for an academic book of the Smart City research network, Stavanger, and has also contributed to a PhD course within this group. Liv Torunn Grindheim is the first editor in an international anthology at Springer ‘Outdoor learning and play: Pedagogical practices and children’s cultural formation’, which has now been accepted for publication. Marianne Presthus Heggen from RA 2 submitted an application for a collaboration project with the City of Bergen and OMEP NORGE to the Research Council of Norway. Marianne also became member of the steering group of the newly established ‘National nettverk for bærekraft og utdanning’. Liv Torunn and Marianne have collaborated with Mathew Stiller-Reeves, Sunnfjord Municipality, on a common joint to be submitted to the Norwegian Environment Agency: Barn som endringsagenter i klimatilpassing (Children as agents of change in climate adaptation).



Barbara Maria Sageidet (UiS)



Marianne Presthus Heggen (HVL)

RA 3

Sustainable language practices in Norwegian kindergartens.

Most of our planned field work activities have been postponed due to Covid-19. This includes the longitudinal data collection in Saarela kindergarten. In collaboration with RA 2, Carola has collected data at a local kindergarten in Alta with a focus on sustainability. We are working to finalise the first batch of transcribed data material at tekstlaboratoriet at UiO.

We held a Forskerforum seminar on visual methodology and the use of GoPro cameras in kindergarten research in cooperation with RA 7. In addition, together with RA 7, we submitted an application to RFF Arctic: Nordlige hager. The part of the project for which Carola is in charge is to study how language practices are shaped by making Sámi culture visible in creating meeting places in kindergarten outdoor areas. Unfortunately, most of the planned conference activities have been postponed due to the ongoing pandemic.



Carola Kleemann (UiT)



Edit Bugge (HVL)

RA 4

Multilingual mathematics: Using digital games to develop children's mathematical languages

The year 2020 has been a year of consolidating our networks and understandings through analysing the data collected in 2019. The analysis of data collected on children engaging with a range of digital tools, including apps, has provided interesting results that connect play, collaboration between children and between children and adults and mathematical topics. Consequently, we, Tamsin Meaney and Silje Christiansen, presented a symposium with contributions from our international collaborators, Aleksander Veraksa from Lomonosov Moscow State University, and Carmen Balaguer from the Universitat Internacional de Catalunya. We have also presented at conferences individually and jointly, including as keynotes at international conferences, and written journal articles and conference papers. A special issue of the Journal of Mathematics and Culture was initiated by RA 4 and published at the end of 2020. Silje Christiansen completed her midway seminar for her PhD at the beginning of November 2020. Birgitte Systad submitted her Master's thesis in September 2020. Mona Karabaschi Vee has also been working on how kindergarten teacher education students evaluate different apps and a conference paper has been submitted.

We are also consolidating our relationship with the partner kindergarten by presenting results from the first round of data gathering and carrying out professional development on STEAM (science, technology, engineering, arts and mathematics). Further data has been collected by interviewing parents about their children's use of digital apps during the Covid-19 lockdown in the spring of 2020. We hope to use this data for articles in 2021.



Tamsin Meaney (HVL)

RA 5

Food and meals in kindergartens

In January and February 2020, we collected data in the partnership kindergarten. We interviewed kindergarten staff about their thoughts and practices with regard to the lunch meal served in the kindergarten and conducted video observations of the meal. We planned to collect more data and collaborate further with the partnership kindergarten, but this has been postponed due to Covid-19. The collaboration with a second kindergarten is now also on hold for the same reason. As an alternative, we conducted a small survey among the kindergarten staff. Analyses of the collected data are ongoing and we have presented some of the findings during a workshop with the kindergarten. We are in dialogue with the partnership kindergarten about alternative methods for data collection and collaboration and are currently making plans to collect data on children's opinions of food and meals in the kindergarten.

Our PhD student, Baizhen Ciren, was also collecting data in kindergartens when the Covid-19 lockdown occurred and therefore had to make alternative plans for her data collection. She just received a minor revision from the journal on her first article on a comparative analysis of food and meal policies in kindergartens in Norway and China. The analysis work and writing of a second article based on data from interviews with children and staff and video observations on the lunch meal is ongoing. Ciren had the midway seminar for her PhD at the end of October.

We also strengthened our relationship with a research group on food and meals in schools and kindergarten in Copenhagen as a result of the cooperation with Professor II, Karen Wistoft. Together, we sent an application to NFR in May with a focus on teaching taste in schools and kindergartens. Marianne Presthus Heggen (RA 2) and Hege Wergedahl were chairs for the Norwegian kindergarten research conference held online over three days in September.

RA 6

Conditioning children as explorers

In 2020, the dialogical nature of children's play, learning and cultural formation and the conditions for these in homes, ECEC education and ECEC teacher education were investigated further. The dialogical approach to gaining new knowledge through involving different stakeholders has been undertaken by participating in workshops (EX-PED-LAB) with the partnership kindergartens, both physically and virtually. We have also started negotiations to involve more kindergartens as partners in our research. The international cooperation has been strengthened by including more researchers from China participating in research, dissemination and applications. Hosting guest researchers had to be postponed due to Covid-19, but we have developed our digital communication platforms, which provide good channels for regular communications.

Although the researchers involved in our RA are at different stages of their ongoing research, the majority are now analysing data. Furthermore, we are making plans to share research material to gain further insight into our research areas. We have made calls for three special issues in open access journals, ECNU Review of Education, Video Journal of Education and Pedagogy and Sustainability, and have started preparing a proposal for a scientific book about workshops at Brill. Three PhD students are now involved in RA 6, one in ECEC teacher education, one in intercultural play among children in ECEC and one in intergenerational approaches as conditions for children's cultural formation. We revised and resubmitted an application for external funding from the INTPART programme in November.



Hege Wergedahl (HVL)



Liv Torunn Grindheim (HVL)



Åsta Birkeland (HVL)

RA 7

The methodology of place – between local tradition and the development of place in kindergartens of the future

In 2020, we had limited opportunities to collect data in collaborating kindergartens due to Covid-19. We concentrated on consolidating our networks and understandings from analysing data collected in 2019. Most of the planned workshops were arranged digitally, both with researchers in the RA and with employees in the collaborating kindergartens. All participants presented data that illustrate our joint focus: children and place in an entangled world.

In February, Abigail Hackett from Manchester MMU, visited us to analyse data and write together. The seminar resulted in a publication in an international journal in December. We further strengthened our collaboration with Hackett by participating in an international application for Early Childhood and Planetary Wellbeing. We strengthened our collaboration with RA 6 by being a partner in their INTPART application. Together with RA 3 and Tromsø Municipality, we submitted an application to RFF Arctic to develop the project Nordlige hager. The goal of the project is to make Sami culture more visible and create cultural encounters in the kindergarten outdoor area.

The hosting of the international conference IRECE has been postponed until February 2022. PhD candidate Jostein Rønning Sanderud has become a member of the RA and shares our common research interest in children's learning processes with and in the environment.



Anne Myrstad (UiT)

RA 8

Families, generations and belonging

In 2020, the PhD candidate involved in RA 8, Sidsel Boldermo, defended her dissertation and earned her PhD, while the other PhD candidate successfully completed the mid-term evaluation. We initiated a closer collaboration with two agencies (Agencies for Kindergartens and Agency for Social Inclusion) within the City of Bergen, which resulted in the submission of a collaboration project proposal (samarbeidsprosjekt) to the RCN.

Several contributed as researchers during Innovation Laboratories (InnoLabs), organised by Bergen City to make diverse children-directed services more integrated and meaningful for all families.

In January 2020, we started collecting data for a research project involving the entire RA 8 group entitled 'Unpacking the migrant, refugee child' and interviewed policy-makers, migration pedagogues and ECE teachers (in Bergen only so far) about both their work with nearly arrived migrant and refugee families with children.

In 2020, two Bachelor's students decided to link their research project to RA8 (under the supervision of the RA 8 leader). Their findings on ECE's visual-digital communication with caregivers from diverse cultural and lingual backgrounds inspired them to develop an innovation for the sector that won the Sustainability Price awarded by the HVL rector and funding from Innovation Norway to be developed further. This collaboration and innovation will be reported in a popular scientific article in 2021.

Our publications from 2020, both in research journals (level 1 and 2) and book chapters (level 2), reflect the wide interest area of the RA, from children coming together during morning circles at ECE institutions in different countries, fleeting moments of belonging, superdiversity and diversity as context and participation to 'translating' the ECE to migrant families, intergenerational childhood experiences and the voices of an older adult and a child interacting in a song.

At the end of 2020, the RA's co-leader, Anja Maria Pesch, changed her affiliation and is no longer formally involved with RA 8. Since January 2021, it has been led by Alicja Renata Sadownik.



Alicja Renata Sadownik (HVL)



Anja Maria Pesch (UiT)

RA 9

The competent kindergarten – systemic knowledge creation and dissemination

This RA views kindergartens as learning organisations in which a group of people continually enhance their capabilities to create comprehensive and planned pedagogical knowledge for high-quality kindergartens. Analytical reflections that justify professional action must be one of the core competences in a learning kindergarten. In this sense, ‘professional action’ implies shared leadership, promoting shared responsibility for a sustainable future. The main objective of this RA is to describe, analyse and disseminate knowledge on different models of learning kindergartens.

We started out by focusing on three main thematic areas in 2019: peer counselling and change of collective knowledge in kindergartens; management-level work with multicultural professional development in kindergartens: kindergartens as arenas for inclusion of refugees; observation in kindergarten teachers’ education and profession. Work has been progressing satisfactorily in all three areas and we have developed a fourth theme into a partnership project: Knowledge creating kindergartens. This is a post-doc project.



Øyvind Glosvik (HVL)



Johanna Birkeland
(HVL)

RA 10

Leadership and diversity in kindergartens

The research combines qualitative and quantitative data and embraces three PhD projects. The PhD projects investigate ECE leadership and cultural diversity, quality in ECE teacher education and the role of digitalisation in kindergarten-parent collaboration.

Research carried out by the PhD students is the core activity of the research area and several publications are published or forthcoming. Two of the PhDs have completed their data collection and mid-term evaluations. All three have presented papers at international and national conferences.

The research area leaders are project partners in the evaluation of the implementation of the ECEC framework plan, funded by the Norwegian Directorate for Education and managed by Norce Research in Bergen. The collection and analysis of data, as well as writing of reports in collaboration with partners on this project, have been dominant activities. Survey data on the role of ECEC leaders has been collected in relation to the evaluation project and is now ready for analysis and publication.



Kari Ludvigsen (HVL)



Dag Øyvind Lotsberg
(HVL)

RA 11

ECE-Tech (Early Childhood Education and Technology)

This is a new research area at KINDknow. The aim of this package is to explore, develop and contribute to the understanding of professional digital competence, attitudes towards and use of digital technology in different pedagogical contexts. Another aim is to create knowledge of how digital technology can serve as an artefact for pedagogical activities, children’s play and child-centred exploration in different ways. The projects are based on both qualitative and quantitative methods. The group has expanded international established networks in the area and works with them strategically towards obtaining external funding, also involving partnership with HVL.



Siri Sollied Madsen
(UiT)

Our Ph.D.s and postdocs



Anita Tvedt Crisotomo (HVL)
Sustainable Kindergarten Practices – Experimental Posthuman Explorations. (RA 7, RA 2)



Anne Grethe Sønsthagen (HVL)
Leadership's work with multicultural professional development in kindergartens: Kindergartens as arenas of inclusion for refugees. (RA 9)



Dorota Lembrér (HVL)
Parent and teacher views on mathematical learning opportunities in home and ECEC environments. (RA 4)



Czarecah Oropilla (HVL)
Stories of Intergenerational Experiences: The Voices of Younger Children and Older Adults. (RA 8)



Hege Fimreite (HVL)
Peer counselling and change of collective knowledge in kindergartens. (RA 9)



Hilde Hjertager Lund (HVL)
Leadership and Cultural Diversity in Kindergartens. (RA 10)



Svein-Erling Greiner (HVL)
Understandings, doings and conditions for critical reflection amongst pre-service kindergarten teachers. (RA 6)



Baizhen Ciren (HVL)
Children's experiences of kindergarten food and meals: A cross-cultural exploratory study in Norway and China. (RA 5)



Sidsel Boldermo (UiT)
Early Childhood Education for Diversity and Social Sustainability. Small stories on Migrant Children's conditions for Belonging and Togetherness. (RA 7) Dissertation, 2020



Solveig Marie Borgund (HVL)
Quality in the Norwegian ECEC teacher education – national standards and local work. (RA 10)



Silje Fyllingsnes Christiansen (HVL)
Multilingual mathematics and digital games: A cultural historical study of kindergartens mathematical language practices around playful digital games. (RA 4)



Maria-Rosa Raphaela Doublet (HVL)
Language acquisition amongst multilingual children, a longitudinal study. (RA 3)



Elena Merzliakova (UiT)
Dialogues on cross-borders: the concept of 'learning' in early childhood education (RA 1)



Lea Marie Maison (UiS)
Understanding sustainability, developing values: A research project in Norway and Mexico (RA 2)



Marion Oen (Bergen City)
Kindergartens facilitation for intercultural play (RA6)



Jostein Rønning Sanderud (HVL)
Doing research on play in and with natural environments at different seasons (RA7)



Johanna Birkeland (HVL) Postdoc
Doing research on systemic leadership and exploratory collaboration practices. (RA9) PhD dissertation, 2020



Carola Kleemann (UiT) Postdoc
Doing research on multilingualism, language in kindergartens, sustainable language practices, North Sámi and Norwegian bilingualism, language development (RA3)

Affiliated staff, research assistants and students involved in productions and dissemination

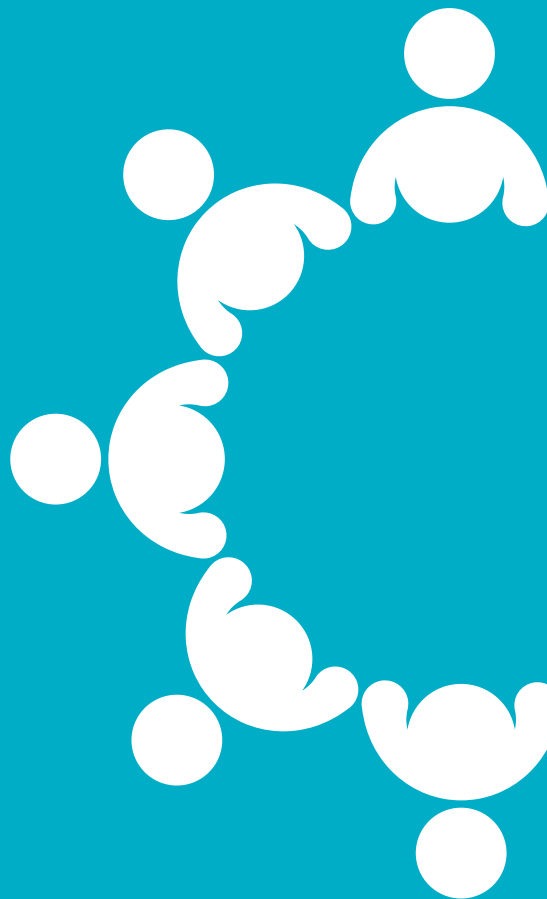
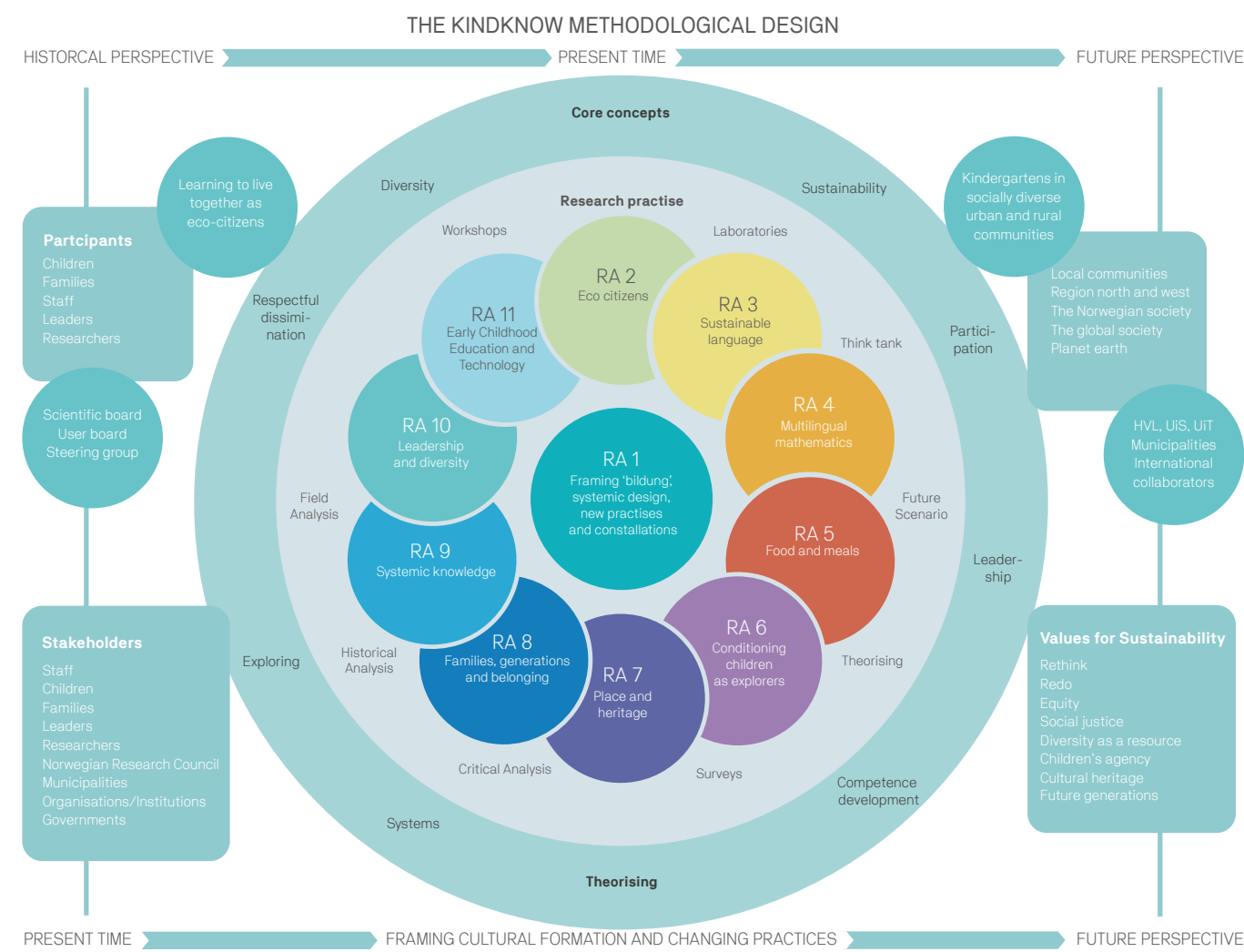
Staff at Learning lab, HVL and support from research advisors and communication advisors

Artists: André Marandon (RA 6), Håkon Hoffart, Vilde Tuv and Lena Skjerdal (artistic programme for the national conference)

Master's students: Silje Grimen Contreras and Kristine Hoff Aahaug (assisting research, RA 4 and 5)
Bachelor's students: Maren Treet, Veronica Gjerme (development of an app to support communication between families and kindergartens, RA 8).

The overall methodological design - a systemic approach

Research on these kinds of kindergarten practices includes several approaches, both qualitative and quantitative. We are exploring how to co-create an educational setting that provides children with opportunities to be explorative and agentic and how children’s exploration can contribute to their development. Our research will enhance knowledge on diversity as a resource in kindergarten practices and in relation to kindergarten leadership.



Activities and achievements 2020

Highlights of 2020

Our new research staff, newly promoted professors and Professor II

Marion Oen started her PhD project on intercultural play in January 2020. Her project aims to contribute to a better understanding of how kindergartens can work to facilitate easy access to play for children in multicultural kindergartens.

Marion holds a public sector PhD position in the Bergen City. This public sector PhD position is rooted in a collaboration between Bergen Municipality and HVL and receives funding from the Research Council of Norway. This project is connected to Research Area 6, *Conditions for children as explorers* at the KINDknow research centre.

Marion holds a Bachelor's degree in Pre-school Education, a Master's degree in Education and has many years of experience working in and with local kindergartens. She has also worked as a special adviser for all multicultural kindergartens in the City of Bergen. Her supervisors are Elin Eriksen Ødegaard (HVL) and Alicja Renata Sadownik (HVL). Additionally, Mimi Bjerkestrand is her mentor from the Municipality of Bergen, Agency for Kindergartens.



Marion Oen

Jostein Rønning Sanderud was associated with KINDknow's Research Area 7 in the spring of 2020. His PhD project centres on play in and with natural environments in different seasons. It aims to develop knowledge about what it means for children's meaning-making and how teachers can facilitate meaningful play and 'Bildung'. Jostein has been working as an Assistant Professor at HVL since 2012. He has taught undergraduate classes in the 'Friluftsliv' and 'Preschool Teacher Education' programmes. His supervisors are Kirsti P. Gurholt (Norwegian School of Sport Sciences) and Vegard F. Moe (HVL).



Jostein Rønning
Sanderud

In 2020, Professor Liv Torunn Grindheim received her professorship in Early Childhood Pedagogy at HVL. Her research interests are children's everyday life in early childhood education (ECE) and the ECE teacher's profession and education. She is contributing to ECE by conducting research on children as citizens, cultural formation, conditions for exploration, play, nature and sustainability. Her PhD (2014) was on child-citizens' everyday life in three ECE institutions in Norway. Her research has been shared both nationally and internationally through scientific articles and book chapters and textbooks for Bachelor's students and ECE teachers, as well as through teaching and supervising Bachelor's, Master's and PhD students.



Liv Torunn Grindheim

In 2020, Professor Åsta Birkeland earned her professorship in Education at HVL. Her research interests are cross-cultural studies on teachers' cultural formation, kindergarten practices and cultural formation ideals, conditions for children's exploration and education for sustainability. Her PhD (2020) dissertation, entitled 'Contradictory cultural formation ideals in a time of increased emphasis on individualization – a cross-cultural study of kindergarten practices in China and Norway', is one of her contributions to the field of comparative and intercultural research. She has contributed with systematic comparative and intercultural studies of Chinese and Norwegian approaches to early childhood education. For several years, Birkeland has been project leader for partnership projects financed by the UTFORSK programme and including researchers from the Beijing Normal University, East China Normal University, HVL and kindergartens from both countries. She is also a key researcher as leader within Research Area 6 'Conditions for children's exploration'.



Åsta Birkeland

Jayne White is a pioneer in research with infants and toddlers. She crosses multidisciplinary and theoretical barriers to negotiate historically and contemporary limitations that cast young children as little more than objects for adult scrutiny. Jayne is co-editor of the Springer series "Under three-year-olds in policy and practice" and co-editor of the Video Journal of Education and Pedagogy, President of the Association for Visual Pedagogies and director of the RMIT PopLab. Jayne promotes visual modes of knowledge production and dissemination. As a Fellow of Philosophy of Education Society of Australasia (PESA) and Life Member of L'Organisation Pour Le Mondiale Pour L'Prescolaire (OMEP) in New Zealand, she has long-standing influential roles across the field. She will be supporting the broad milieu within the field of pedagogy and specifically on visual pedagogies.



Jayne White

In 2020, it was decided that a new research area, ECE-Tech (Early Childhood Education and Technology), would be added to KINDknow. The research area is now led by associate professor Siri Sollied Madsen from UiT. Siri Sollied Madsen is part of the technology and learning research group at UiT and leader of an international project (DigiCross) that includes Norway, England, Jordan, Turkey, Portugal, Ukraine and Russia. Her PhD focused on teacher educators and teacher students' professional attitudes, digital competence and digital practices in educational settings. The ongoing project has expanded to include teacher educators, teacher students and ECE students and examines the dynamics between attitudes, competence and digital practices within the different groups of practitioners and between groups.



Siri Sollied Madsen

In May 2020, Maria Grindheim began working as a research coordinator for KINDknow. Maria has a background in ECE as a kindergarten teacher and holds a Master's degree in General Education. Her work as a coordinator consists of varied tasks, such as organisational support and visibility, as well as research assistance.



Maria Grindheim

Publications

In 2020, KINDknow researchers published a wide range of articles in different journals and books. The topics vary from building kindergarten teachers' professional competency to sustainability in ECE settings. Team leaders, key researchers and doctoral research fellows (PhDs) contributed to the publications.

Publications:

- > Scientific journal articles (24)
- > Scientific chapters in peer reviewed books (19)
- > Books (5)
- > Chapters in textbooks (3)
- > Editorials (1)
- > Popular scientific articles and chronicles (19)



Scientific journal articles (24)

1. **Birkeland, J.**, Baste, V., & Ødegaard, E. E. (2020). Observation as a professional tool in Norwegian kindergartens and kindergarten teacher education. *Cogent Education*, 7(1), 1789381. <https://doi.org/10.1080/2331186X.2020.1789381>
2. **Birkeland, J.** (2020). Observasjon – en vei til forståelse av barns verden: læring, samspill og lek. *Barn*, 38(1) pp. 89-102
3. **Boldermo, S.** (2020). Fleeting moments: young children's negotiations of belonging and togetherness, *International Journal of Early Years Education*, 28(2), 136-150, DOI: 10.1080/09669760.2020.1765089
4. **Christiansen, S. F. & Meaney, T. J.** (2020). Cultural meetings? Curricula, Digital Apps and Mathematics Education. *Journal of Mathematics and Culture*, 14(2), 71-90.
5. **Crisostomo, A. T., & Reinertsen, A. B.** (2020). Technology and sustainability for/in early childhood education and care. *Policy Futures in Education*, 18(4), 545-555. <https://doi.org/10.1177/1478210320921691>
6. **Dardanou, M.**, Unstad, T., Brito, R., Dias, P., Fotakopoulou, O., Sakata, Y. & O'Connor, J. (2020). Use of touch-screen technology by 0-3-year-old children: Parents' practices and perspectives in Norway, Portugal and Japan. *Journal of Early Childhood Literacy*, 20(3), 551-573, <https://doi.org/10.1177/1468798420938445>
7. Fosse, T., Lange, T., & **Meaney, T. J.** (2020). Å formulere og løse problemer i barnehagen. *Tangenten – Tidsskrift for matematikkundervisning*, 31(3), 20-25
8. Fotakopoulou, O., Hatzigianni, M., **Dardanou, M.**, Unstad, T. & O'Connor, J. (2020). A cross-cultural exploration of early childhood educators' beliefs and experiences around the use of touchscreen technologies with children under 3 years of age. *European Early Childhood Education Research Journal*, 28(2), 272-285, <https://doi.org/10.1080/1350293X.2020.1735744>

9. **Goga, N.** & Pujol-Valls, M. (2020). Ecocritical engagement with picture books through literature conversations about Beatrice Alemagne's *On a Magical Do-Nothing Day*. *Sustainability*, 12(18), <https://doi.org/10.3390/su12187653>

10. **Goga, N.** (2020). Økokritiske perspektiv på representasjoner av skog i skandinavisk barnelitteratur. *Svensk-läraryrkeföreningens Årsskrift 2019*, 113-129

11. Kewalramani, S., Palaiologou, I., Arnott, L., & **Dardanou, M.** (2020). The integration of the Internet of Toys in early childhood education: A platform for multi-layered interactions. *European Early Childhood Education Research Journal*, 28 (2), 197-213 <https://doi.org/10.1080/1350293X.2020.1735738>

12. Kewalramani, S., Palaiologou, I., & **Dardanou, M.** (2020). Children's engineering design thinking processes: The magic of the ROBOTS and the power of BLOCKS (electronics). *Eurasia Journal of Mathematics, Science and Technology Education*. <https://doi.org/10.29333/ejmste/113247>

13. **Madsen, S. S.** (2020). What is the motivation of Norwegian and New Zealand teacher educators for using digital technology when teaching? *Nordic Journal of Comparative and International Education (NJCIE)* 2020; Volume 4 (2). ISSN 2535-4051, pp. 42 - 63.s DOI: 10.7577/njcie.3826

14. **Myrstad, A.** Hackett, A & **Bartnæs, P.** (2020) Lines in the snow; minor paths in the search for early childhood education for planetary wellbeing, *Global Studies of Childhood* <https://doi.org/10.1177/2043610620983590>

15. **Oropilla, C.** (2020). Young child's and older adult's voices: Dialogue in a song. *Journal of Intergenerational Relationships*, DOI: 10.1080/15350770.2020.1827117

16. Peters, M. A., **White, E. J.**, Besley, T., Locke, K., Redder, B., Novak, R., Gibbons, A., O'Neill, J., Tesar, M., & Sturm, S. (2020). Video ethics in educational research involving children: Literature review and critical discussion. *Educational Philosophy and Theory*, 1(18). <https://doi.org/10.1080/00131857.2020.1717920>

17. Pramling Samuelsson, I., Wagner, J., & **Ødegaard, E. E.** (2020). The coronavirus pandemic and lessons learned in preschools in Norway, Sweden and the United States: OMEP policy forum. *International Journal of Early Childhood*. <https://link.springer.com/article/10.1007/s13158-020-00267-3>

18. **Sadownik, A. R.** (2020). Superdiversity as a trajectory of diversity in Norwegian early childhood education and care: From a collection of differences to participation and becoming. *Contemporary Issues in Early Childhood*, 21(4), 284-296. <https://doi.org/10.1177/1463949120966088>

19. **Sanderud, J. R.**, Gurholt, K.P. & Moe, V. F. (2020). 'Winter children': an ethnographically inspired study of children being-and-becoming well-versed in snow and ice. *Sport, Education and Society* (25)8, 960-971, DOI: 10.1080/13573322.2019.1678124

20. **Skoglund R. I.** & Åmot, I. (2020). When Anger Arises in the Interaction with Children in Kindergartens – The Staff's Reactions to Children's Resistance, *Scandinavian Journal of Educational Research*, DOI: 10.1080/00313831.2020.1739138

21. **Sønsthagen, A. G.** (2020) Early childcare as arenas of inclusion: the contribution of staff to recognising parents with refugee backgrounds as significant stakeholders, *European Early Childhood Education Research Journal*, 28(3), 304-318, DOI: 10.1080/1350293X.2020.1755486

22. **Sønsthagen, A. G. & Glosvik, Ø.** (2020). 'Learning by talking?' – The role of local line leadership in organisational learning. *Forskning og Forandring*, 3(1), 6-27. <https://doi.org/10.23865/fof.v3.2124>

23. Thorvaldsen, S. and **Madsen, S. S.** (2020). Perspectives on the tensions in teaching with technology in Norwegian teacher education analysed using Argyris and Schön’s theory of action. *Education and Information Technologies: Official Journal of the IFIP technical committee on Education 2020*. ISSN 1360-2357. DOI: <https://doi.org/10.1007/s10639-020-10221-4>

24. Ødegaard, E. E. & Myrstad A. (2020). Visualising Epistemological Perspectives: Using Symbols and Metaphors to Research Sustainability. *Video Journal of Education and Pedagogy*. <https://doi.org/10.1163/23644583-bja10001>

Scientific Chapters in peer reviewed books (19)

1. Arnott, L., Kewalramani, S., Gray, C. & **Dardanou, M.** (2020). Role-play and technologies in early childhood. In Z. Kingdon (Ed.) *A Vygotskian Analysis of Children’s Play Behaviours*. Routledge

2. Dardanou, M. & Gamst-Nergård, E. (2020). The role of the kindergarten in children’s well-being and resilience: the case of Norway, In Z. Williams-Brown, & S. Mander (Ed.), *Childhood well-being and resilience: influences on educational outcomes* (pp. 190-203). Oxon & New York: Routledge

3. Dardanou, M. & Pesch, A. M. (2020). Se på min samlingsstund! Perspektiver fra Norge, Hellas og Tyskland. I A. Eriksen og B. Isaksen (Red.) *Kunsten å samles*. (pp. 16-27). Oslo: Universitetsforlaget

4. Eikset, A. & Ødegaard, E. E. (2020). Historical roots of exploration – Through a Fröbelian Third Space. In E.E. Ødegaard and M. Hedegaard (Eds.) *Children’s Exploration and Cultural Formation* (pp.105-119). Springer Nature

5. Fosse, T., Lange, T., & **Meaney, T.** (2020) Kindergarten teachers’ stories about young children’s problem posing and problem solving. In I. Erfjord, M. Carlsen, & P. S. Hunderland (Eds.). *Mathematics Education in the Early Years Results from the POEM4 Conference, 2018* (pp. 351-368). New York: Springer

6. Grindheim, L. T. (2020). Conflict Analysis: A Methodology for Exploring Children’s Cultural Formation in Early Childhood Education. I: *Children’s Exploration and Cultural Formation*. Springer

7. Hu, A. (2020). Institutional conditions for exploration: Chinese kindergarten teachers’ perspectives and practices. In E.E. Ødegaard and M. Hedegaard (Eds.) *Children’s exploration and cultural formation*. Springer

8. Karlsen, B. & **Dardanou, M.** (2020). Å samles og formes i uteområdet, I A. Eriksen og B. Isaksen (Red.) *Kunsten å samles*. (pp. 69-84). Oslo: Universitetsforlaget

9. Lembrér D. (2020). Parents’ valuing of mathematics for young children. In I. Erfjord, M. Carlsen, & P. S. Hunderland (Eds.). *Mathematics Education in the Early Years Results from the POEM4 Conference, 2018* (pp. 403-420). New York: Springer

10. Pesch, A. M. & Worum, K. S. (2020). Når vi skal snakke om «Hjulene på bussen»: Barns deltakelse og posisjonering i samlingsstund i lys av Bakhtin. I A. Eriksen og B. Isaksen (Ed.) *Kunsten å samles*. (pp. 130-138). Oslo: Universitetsforlaget

11.Sadownik, A. R. (2020). Insights from Research: “Translating” the kindergarten to international parents. In L. Hryniewicz & P. Luff (Eds.) *Partnerships with Parents in Early Childhood Education Settings: Insights from Five European Countries*. Routledge

12. Sageidet, B. M., Heggen, M. P., Ugelstad, I.B., Grøsvik, K., & Eikeland, S. (2020). Physical education and natural sciences in Norwegian early childhood teacher education: Mutually supporting EfS. In *Researching early childhood education for sustainability: Challenging assumptions and orthodoxies*. Routledge

13. Schei, T. B & Ødegaard, E. E. (2020). Musical Exploration in Everyday Practices – Identifying Transition Points in Musicking. In E.E. Ødegaard and M. Hedegaard (Eds.) *Children’s Exploration and Cultural Formation*. Springer Nature

14. Severina, E. & **Meaney, T.** (2020). The semiotic resources children use in their explanations of hypothetical situations In I. Erfjord, M. Carlsen, & P. S. Hunderland (Eds.). Mathematics *Education in the Early Years Results from the POEM4 Conference, 2018* (pp. 177-198). New York: Springer

15. Skoglund, R. I. (2020). Beyond Bullying: Understanding Children’s Exploration of Inclusion and Exclusion Processes in Kindergarten. In: M. Hedegaard, E. Eriksen Ødegaard, (Eds.), *Children’s Exploration and Cultural Formation*. Springer Nature

16. Sørensen, H. V.; **Birkeland, Å.** (2020). Children’s explorative activities in kindergarten playgrounds: A case study in China and Norway. In E.E. Ødegaard and M. Hedegaard (Eds.) *Children’s Exploration and Cultural Formation*. Springer Nature 2020

17. Ødegaard, E. E. (2020) Norway: ‘Danning’ and the Infant – Local Conditions for the Early Formation as Persons. In Gradovski, M., **Ødegaard, E., E,** Rutanen, N., Sumsion, J., Mika, C., White, J. (Eds.). *The First 1000 Days of Early Childhood*. Springer

18. Ødegaard, E. E. (2020). Dialogical Engagement and the Co-Creation of Cultures of Exploration. In E.E. Ødegaard and M. Hedegaard (Eds.) *Children’s Exploration and Cultural Formation*. Springer Nature

19. Ødegaard, E. E.; Hedegaard, Mariane. (2020). Introduction to Children’s Exploration and Cultural Formation. In E.E. Ødegaard and M. Hedegaard (Eds.) *Children’s Exploration and Cultural Formation*. Springer Nature

Books (5)

1. Brandist, C., Gardiner, M. E., **White, E. J.,** & Mika, C. (Eds.). (2020). Bakhtin in the fullness of time: *Bakhtinian theory and the process of social education*. Routledge

2. Helenius, O., Johansson, M. L., Lange, T., & **Meaney, T.,** Wernberg, A. *Matematikdidaktik i förskolan*. Gleerups Utbildning AB 2020

3. Gradovski, M., **Ødegaard, E., E,** Rutanen, N., Sumsion, J., Mika, C., **White, E. J.** (2020). *The First 1000 Days of Early Childhood*. Springer

4. Peters, M., Tesar, M. & **White, E. J.** (Eds.). (2020). Infantologies: A Collective Writing piece, *Educational Philosophy & Theory*

5. Ødegaard, E.E. and Hedegaard, M. (2020) *Children’s exploration and cultural formation*. Springer

Chapters in textbooks (3)

1. Bugge, E. (2020). Ord som forsvinner og ord som kommer til. I: *Master i norsk. Metodeboka 2*. Universitetsforlaget

2. Bugge, E. (2020). Sosiolingvistisk undersøkelse av talemålsvariasjon og dialektendring. I: *Master i norsk. Metodeboka 2*. Universitetsforlaget

3. Carlsen, Cecilie Hamnes; **Bugge, E.** (2020). Ordlæring når norsk er andrespråket. I: *Ord og begreper i klasserommet*. Fagbokforlaget

Editorial (1)

1. Kewalramani, S., Arnott, L., & **Dardanou, M.** (2020). [Editorial] Technology integrated pedagogical practices: A look into evidence-based teaching and coherent learning for young children. [Special Issue]. *European Early Childhood Education Research Journal*. 28 (2), 163-166 <https://doi.org/10.1080/1350293X.2020.1735739>

Guest editing

1. **Goga, N.** & Roos, M. (2020). Bærekraft og livsmestring, *Norsk Pedagogisk Tidsskrift* <https://www.idunn.no/npt/2020/03>

Popular scientific articles and Chronicles (19)

1. **Bergan, V.** (2020). Verdien av å dyrke mat i barnehagen. *Første steg* 2020; Volume 4. pp. 50-53

2. **Bergan, V. & Heggen, M. P.** (2020). Barnehagelærerne må gjøre mer enn å sortere avfall. *Utdanningsnytt.no* [Internet] <https://www.utdanningsnytt.no/baerekraftig-utvikling-forste-steg-gronn-hverdag-i-barnehagen/barnehagelaererne-ma-gjore-mer-enn-a-sortere-avfall/264847>

3. **Birkeland, Å.** (2020). Latskap eller effektivitet?: En flerstemmig dialog om tidsregulering i en kinesisk og en norsk barnehage. *Barnehagefolk*, 37 (3)

4. **Birkeland, Å.** (2020). Samarbeid i barnehagefeltet med kinesiske utdanningsinstitusjoner. Intervju med to kinesiske masterstudenter. *Barnehagefolk*, 37(3)

5. Bøe, M., Hognestad, K., Steinnes, G. S., **Fimreite, H.**, & Moser, T. (2020). I en helhetlig tilnærming til læring er om-sorg i sentrum. *Første steg 2020* (02), 58-61

6. **Fimreite, H.** (2020). *Er barnehagelærarar gjort usynlege som profesjonsutøvarar?* https://www.utdanningsnytt.no/barnehageforskning-barnehagelaerrollen-barnehagelaererutdanning/er-barnehagelaerarar-gjort-usynlege-som-profesjonsutovavar/258210?fbclid=IwAR2PQJBe8zuYjdOCnhNOyz_vYRvyGVY6sPRKdUPuLjjsh_dUI5dsJmY5s

7. Fosse, T., Lange, T., & **Meaney, T.** (2020). Å formulere og løse problemer i barnehagen. *Tangenten*, 2020(3), 20-24

8. **Grindheim, L. T.** (2020). Kan drakar få barnehageplass?. *Barnehagefolk*, 37(1), 36-40

9. **Krempig, I.W., Utsi, T. A., & Bøe, K.W.** (2020). Nysgjerrige barn på “jakt” etter mat i naturen. *Forskerfrø* 2020 (1) pp. 74-77

10. **Lynngård, A. M. & Heggen, M. P.** (2020). Nysgjerrighet? Du ser det i blikket! *Forskerfrø*. <https://www.naturfag-senteret.no/c2295698/binfil/download2.php?tid=2298532>

11. **Løkås, M.T., & Ødegaard, E. E.** (2020). Forventer ikke at hun blir en anonym kunnskapsminister. *Barnehage.no* [Internet]

12. **Sadownik, A. R. & Birkeland, Å.** (2020). *Sekundære tilpasninger under gjenåpning av barnehager*. https://sosiologen.no/essay/korona-stafett/sekundaere-tilpasninger-under-gjenapning-av-barnehager/?fbclid=IwAR1TmwgSY5be7oC8Ro-oqV_qKpHitifMih3Z3WoelOMoCmF3ra34H9kQAiQ

13. **Sanderud, J. R. & Gurholt, K. P.** (2020). Nysgjerrig lek i natur: Naturfaglig danning? *Forskerfrø*1(1) 8-10

14. Sandgrind, S. W. & **Ødegaard, E. E.** (2020). Vi må ikke glemme pedagogikken i alt fokuset på smittevern. *Barnehage.no* [Internet]

15. Sandgrind, S. W. & **Ødegaard, E. E., & Oen, M.**, Bjerkestrand, M. (2020). Kan samarbeid mellom barnehage og forskere gjøre kvaliteten bedre? *Barnehage.no* [Internet]

16. Sandtorv, L., Vik, E. & **Ødegaard, E.E.** (2020). *Barns beste som grunnleggende hensyn i koronaens tid*. <https://www.barnehage.no/bemannings-korona/barns-beste-som-grunnleggende-hensyn-i-koronaens-tid/141077?fbclid=IwARoQ7TLjVU5nQtrcoCyTCFlIaPJgynXrjsoru298FliB351j7JQWjrGgpP4>

17. Storvik, L. F., **Heggen, Marianne P. & Bergan, V.** (2020). Må gjøre mer enn å sortere avfall. *Første Steg* [Fagblad]

18. Articles written based on interviews with **Sageidet, B. M.**

a. Storvik, L., Fredheim (2020). Dette kan norske barn om miljøvern. Første Steg 2020(4), p. 24, <https://www.utdanningsnytt.no/forste-steg-gronn-hverdag-i-barnehagen-gronne-skiftet/dette-kan-norske-barn-om-miljovern/265139>

b. Storvik, L., Fredheim (2020). Ikke samsvar mellom interesse og praksis. Første Steg 2020(4), p. 24, <https://www.utdanningsnytt.no/forste-steg-gronn-hverdag-i-barnehagen-gronne-skiftet/barnehagelaererne-far-ikke-brukt-sin-kunnskap-om-miljovern/265333>

Seminars, conferences and presentations

In spite of the impact of the pandemic, presentations, seminars and conferences have been held in the past year, ranging from scientific lectures in international conferences to lectures and conversations for local kindergarten teachers, such as the planning day for projects carried out with partnership kindergartens of Bergen City. KINDknow and FILIORUM, the kindergarten research centre at the University of Stavanger, have started working together on a yearly Norwegian research conference on early childhood education. In 2020, KINDknow hosted this conference.

Seminars, conferences and presentations

- > Keynotes and invited guest lectures at Nordic and international conferences
- > Scientific and academic paper presentations, posters and panels
- > Popular science lectures and dialogues with stakeholders



Keynotes and invited guest lectures at Nordic and international conferences (6)

WHEN	WHERE/ORGANISER	ARRANGEMENT	PLACE	PREVALENCE	INVITED	WHO	TITLE
16-17 Jan.		Conference: Swedish Mathematics Teacher Biennale	Växjö, Sweden.	International	Yes	Meaney, T.	On language learning and playful mathematical apps
16-18 Nov.		Conference: Kazan International Linguistic Summit	Online	International	Yes	Meaney, T.	Using apps for sustaining young children's mathematical languages. Online in 2020
28-30 Sept.	KINDknow	Conference: Norsk barnehageforskningskonferanse	Online	National	Yes	Ødegaard, E. E.	Å skape bærekraftige barnehager – utforskning som barnehagens signaturpedagogikk?
26-27 Nov.	KINDknow & Monash University	Event for PhD Students	Online	International	Yes	Sadownik, Alicja R.	Research as an arena for migrant families dealing with crises of transition to ECEC in another sociocultural context
2020-02-20	Polyfon – kunnskapsklynge for musikkterapi, University of Bergen	Moro – En konferanse om ro, uro og moro	NORCE, Bergen, Norway	International	Yes	Ødegaard, Elin Eriksen & Metell, Maren (UiB)	Fra uro til moro, fra moro til ro – Musikk som ressurs for sped- og småbarn og deres familier.
2020-12-01	Ministry of Education & Research. Roundtable Kunnskapsdepartementet rundebord		Oslo: Digital		Yes	Ødegaard, Elin Eriksen	Den norske barnehagekvaliteten – innspill til videreutvikling av norsk barnehagesektor

Scientific and academic papers, posters and panels (62)

WHEN	WHERE/ORGANISER	ARRANGEMENT	PLACE	PREVALENCE	INVITED	WHO	TITLE
5-7 Jan.		DAG ZERO SDGBergen – Symposium – Profesjonsnettverket	Bergen	National		Ødegaard, E. E	Barnehagelærerens offentlige pedagogiske oppdrag og bærekraftsmål nr. 4 – paradokser, utfordringer og nye praksiser
14-15 Jan.		Madif 12, the twelfth research seminar of the Swedish Society for Research in Mathematics Education				Lange, T. & Meaney, T. J.	They saw and dared to call things mathematics: Facilitators' views on an online mathematical professional development module
14-15 Jan		Madif 12, the twelfth research seminar of the Swedish Society for Research in Mathematics Education				Veraksa, A.; Balaguer, C.; Christiansen, S. F., Meaney, T. J.	Evaluating numeracy apps in different cultural contexts
20 Jan.		BSSB6000 – Barns språkutvikling og språklæring i barnehagen	Bergen	National		Sundelin, M. & Pesch, A. M.	Dialogiske perspektiv i arbeid med barns språkutvikling
21 Jan.		Kompetanseverksted				Ødegaard, E. E.	Barnehageforskning for en mer rettferdig og bærekraftig fremtid for barna våre – i et psykososialt perspektiv
3-4 Feb.		Forskerfrøkonferansen				Lynngård, A. M. & Heggen, M. P.	Nysgjerrige barn
5 Feb.		Action/Inaction SDG conference				Heggen, M. P.	Kunnskap, samarbeid og tillit for bærekraft. Hvordan rigge utdanningssystem og arbeidsliv for å nå målene?
5-7 Feb.	HVL	Conference: Bærekraftskonferansen i Bergen	Bergen	National		Hauge, K. H.; Goga, N.; Vågenes, V.e; Bergersen, A.; Eidsvik, E.; Heggen, M. P.	FNs bærekraftsmål i lærerutdanningene – erfarne muligheter og utfordringer ved HVL
5-7 Feb.		4th European Congress of Qualitative Inquiry QI towards Sustainability		International		Reinertsen, A. B., Crisostomo, A. T., & Fallingen, N. K.	EcoTechnoDataPhilosophical workshop with wood as/and knowledge constructions
11 Feb.	Øygarden Municipality	Fagsamling i nye Øygarden kommune		National	Yes	Grindheim, L. T.	Barnehagepersonale sitt utvida profesjonsansvar
20 Feb.		Moro – En konferanse om ro, uro og moro	Bergen	National		Ødegaard, E. E. & Metell, M.	Fra uro til moro, fra moro til ro – Musikk som ressurs for sped- og småbarn og deres familier
20 Feb.	HVL	Fagdag for praksislærere	Bergen	National	Yes	Birkeland, J..	Observasjon i barnehagelæreres utdanning og profesjon
4-6 Mar.		Conference: NERA 2020 Rethinking the futures of education in the Nordic countries				Crisostomo, A. T..	EcoTechnoDataPhilosophical Workshops – KnowledgeConstructions in/ as Education for Sustainability
6 May	UiS.	Stavanger Smart City Research Network: Smart City introduction talks	Online meeting			Sageidet, B.M	Urban childhood, sustainability and spaces in a smart city
20 May		Profesjonsdag om det fleirkulturelle klasserommet				Sønsthagen, A. G.	Samarbeid med foreldre med minoritetsbakgrunn

28 May		JCES. WEBINARS	Online	International		Sadownik, A. R., Haukenes, M. B., Hjelle, K., Sollesnes, B. I., & Kjerstin, S.	Shutdown and re-opening: children, professionals and ECEC teacher education students during the pandemic
1 Sept.	QUT, Australia	International TND 5 workshop	Online	International		Sageidet, B.M.	The TND-Transnational Dialogues in Research in Early Childhood Education for Sustainability – Brief history
22 Sept.	HVL	Fagdag barnehageforskning	Bergen	National	Yes	Birkeland, J.	Visste du at foreldresamarbeidet er kjernen i primærkontaktsystemet i den flerkulturelle barnehagen?
22 Sept.	HVL	Fagdag barnehageforskning	Bergen	National	Yes	Grindheim, L. T.	Visste du at å forstå barn som agentar kan avgrense høve til medverknad?
28-30 Sept.	KINDknow	Conference: Norsk	Bergen	National		Bergan, V. & Frantzen, L.	Helsefremming og livsmestring på timeplanen
28-30 Sept.	KINDknow	Conference: Norsk	Bergen	National		Birkeland, Å; Grindheim, L. T.	Militære artefakter som lekemateriell i barnehagen. Å skape bærekraftige barnehager – perspektiver, muligheter og utfordringer
28-30 Sept.	KINDknow	Conference: Norsk	Bergen	National		Birkeland, Å	Global dialogues on local practices. Å skape bærekraftige barnehager – perspektiver, muligheter og utfordringer
28-30 Sept.	KINDknow	Conference: Norsk	Bergen	National		Bjerkestrand, M.; Johansen, A.; Tvinnereim, E.; Korsvold, L.; Reikerås, E. Ki.L.; Heimburg, D.V. & Sadownik, A.R.	Verdi- og kunnskapsgrunnlag for fremtidens barnehage. Paneldebatt på Norsk barnehageforskningskonferanse
28-30 Sept.	KINDknow	Conference: Norsk	Bergen	National		Christiansen, S. F.	Bruk av digitale apper for å engasjere barn i matematiske samtaler: hvordan støtter barnehagepersonale barns matematiske språk mens de spiller digitale spill?
28-30 Sept.	KINDknow	Conference: Norsk	Bergen	National		Fimreite, H.	Å sjå moglegheiter i låste mønster – eit dannelsperspektiv på kollegarettleing i barnehagen
28-30 Sept.	KINDknow	Conference: Norsk	Bergen	National		Glovik, Ø.	Barnehageleinga si rolle i fleirkulturell kompetanseheving
28-30 Sept.	KINDknow	Conference: Norsk	Bergen	National		Greiner, S.	Studenters subjektposisjoner i barnehagelærerutdanninga
28-30 Sept.	KINDknow	Conference: Norsk	Bergen	National		Grindheim, M.	Borns utforskning av seg sjølv, andre og sine omgjevnadar igjennom estetiske førstepersons opplevingar
28-30 Sept.	KINDknow	Conference: Norsk	Bergen	National		Hu, A. & Ødemotland, Siv.	Fostering cultural sustainability in early childhood education (ECE) through neighbourhood projects
28-30 Sept.	KINDknow	Conference: Norsk	Bergen	National		Kamisaka, Y. & Wergedahl, H.	Variasjon i mattilbud og håndvaskrutiner i praksisbarnehager
28-30 Sept.	KINDknow	Conference: Norsk	Bergen	National		Karlsen, B. A. & Dardanou, M.	Å samles og formes i barnehagens nærmiljø
28-30 Sept.	KINDknow	Conference: Norsk	Bergen	National		Midtbø, I. L. & Heggen, M. P.	<i>BEGRIP – Samspel, deltaking og medverknad som vilkår for å utvikle forståing av bærekraft i barnehagen</i>
28-30 Sept.	KINDknow	Conference: Norsk	Bergen	National		Midtbø, I. L. & Heggen, M. P.	BEGRIP – ein heilskapleg pedagogikk for berekraft

28-30 Sept.	KINDknow	Conference: Norsk	Bergen	National		Ohm, M. & Skoglund, R. I.	Å høre til – Forebygging mot mobbing i barnehagen utfordrer samarbeidet mellom foreldre og barnehage
24-25 Sept.		Explorations in Ethnography. Language and Communication				Pesch, A. M. & Sollid, H.	Semiotic landscapes from emic and etic perspectives
28-30 Sept.	KINDknow	Conference: Norsk	Bergen	National		Oropilla, C.	Is there space for research with young children and older adults in kindergartens?
28-30 Sept.	KINDknow	Conference: Norsk	Bergen	National		Sadownik, A. R.	Vintage pedagogikk – reflekterende plukk av barnehage sine verdier, tradisjoner og praksiser som var bærekraftige før bærekraft ble 'so fancy'
28-30 Sept.	KINDknow	Conference: Norsk	Bergen	National		Sadownik, A. R.; Gjermo, V.; Træet, M.	Kindergartens' visual communication with (re)distribution of information as an important aspect of social sustainability and good governance of migrant parents
28-30 Sept.	KINDknow	Conference: Norsk	Bergen	National		Sadownik, A. R., Haukenes, M. B., Hjelle, K., Sjursen, K., & Sollesnes, B. I.	Social Sustainability in Corona- Digitalised Kindergarten Teacher Education in Norway: who can still teach good and why are they female teachers of theoretical subjects?
28-30 Sept.	KINDknow	Conference: Norsk	Bergen	National		Sageidet, B. M., Heggen, M. P., Bergan, V., Utsi, T. A., Krempig, I. W., Grindheim, L. T., Bøe, K. W., Goga, N., Lynngård, A. M., Nappen, K. G., Lynngård, J., Maison, L. M., Crisostomo, A. T., Kaldhuseter, R., & Knudsen, S.	Children as eco-citizens – field work experiences and quandaries with the participatory design
28-30 Sept.	KINDknow	Conference: Norsk	Bergen	National		Sageidet, B. M. Heggen, M. P., Ugelstad, I. B., Grøsvik, K., & Eikeland, S.	Physical Education and Natural Sciences in Norwegian Early Childhood Teacher Education
28-30 Sept.	KINDknow	Conference: Norsk	Bergen	National		Sanderud, J. R. Moe, V. F., & Gurholt, K. P.	Vilter danning om vinteren
28-30 Sept.	KINDknow	Conference: Norsk	Bergen	National		Selliseth, Karoline Jangård	Digital dokumentasjon og foreldres innsyn i barnehagen
28-30 Sept.	KINDknow	Conference: Norsk	Bergen	National		Skoglund, R. I.	Children's perspectives about Cultural Sustainability and Neighbourhoods in Chinese and Norwegian kindergartens – A didactical approach
28-30 Sept.	KINDknow	Conference: Norsk	Bergen	National		Skoglund, R.I. & Grindheim, L. T.	En teoretisk didaktisk tilnærming til barnehagebarns forestillingslek
28-30 Sept.	KINDknow	Conference: Norsk	Bergen	National			Barnehageleinga si rolle i fleirkulturell kompetanseheving Norsk Barnehageforskningskonferanse

28-30 Sept.	KINDknow	Conference: Norsk	Bergen	National		Utsi, T.A., Krempig, I. W., Isaksen, M. & Bøe, K. W.	Å lukte på planter – en måte for barn å bli kjent med ulike plantearter
28-30 Sept.	KINDknow	Conference: Norsk	Bergen	National		Vee, M. K. Sollesnes, B. & Meaney, T. J.	Evaluering av matematiske digitale spill: Hva barnehagestudentlærere merker
28-30 Sept.	KINDknow	Conference: Norsk	Bergen	National		Ødegaard, E. E., Birkeland, J. & Oen, M.	Barnehagelæreren som medforsker. Forskning i partnerskap – et konseptuelt grunnlag
15 Oct.	HVL	Tegn-til-Tale konferansen	Digital	National		Doublet, M. R.	Tegn-til-tale til Flerspråklige.
15 Oct.	HVL	Berekraft samling "Berekraft, medverknad og mangfald"	Bergen	National		Oropilla, C.	Can intergenerational programmes between younger children and older adults contribute to discourses on sustainability, participation, diversity and inclusion?
15-16 Oct.	Brock University, Canada	Conference: 7th International Conference on Narrative Inquiry in Music Education (NIME7)	Digital	International		Hu, A. & Schei, T.	Lived Stories of Gaining Resilience through Music
20-21 Oct.	NAFOL/HVL/NorTED	NAFOL/HVL/NorTED conference	Digital	National		Doublet, M. R.	From a monolingual being to a bilingual reality – a case study on a bilingual four-year-old
20-21 Oct.	NAFOL/HVL/NorTED	NAFOL/HVL/NorTED conference		National		Selliseth, Karoline Jangård	Digital Documentation and parental involvement in Norwegian kindergartens
20-21 Oct.	NAFOL/HVL/NorTED	NAFOL/HVL/NorTED conference	Digital	National		Fimreite, H.	Then there are not so many emotions and outbursts: A counsellor's understanding of counselling in meeting own practices
20-21 Oct.	NAFOL/HVL/NorTED	NAFOL/HVL/NorTED conference	Digital	National		Greiner, S.	Student subjectivity as a contested position in kindergarten teacher education
9 Nov.	University of the Philippines College of Home Economics	99th Anniversary: Learning from the Masters, Multi-Disciplinary Perspectives in SDG 12	Digital	National		Oropilla, C.	Intergenerational and Multidisciplinary Approach Towards Sustainable Futures for Children and Families
10 Nov.	HVL	Seminar i forskergruppen profesjon, organisasjon og politikk	Digital	National		Selliseth, Karoline Jangård	Hvordan påvirkes relasjonen mellom foreldre og barnehagelærere av digitale kommunikasjonsverktøy
19-20 Nov.	University of Agder	NORPRO Conference: Profesjoner i bevegelse i Norden	Digital	Nordic		Lund, H.B.H.	Vi er alle like og drar lasset sammen". Pedagogisk ledelse i barnehagen
19-20 Nov.	University of Agder	NORPRO Conference: Profesjoner i bevegelse i Norden	Digital	Nordic		Borgund, Solveig Marie	Kvalitet i norsk barnehagelærerutdanning – nasjonale standardar og lokal praksis
19-20 Nov.	University of Agder	NORPRO Conference: Profesjoner i bevegelse i Norden	Digital	Nordic		Karoline Jangård Selliseth	Digitale kommunikasjonsverktøy sin påvirkning på relasjonen mellom fagansatte og foresatte
14 Dec.		Fagdag i norsk som andrespråk				Doublet, M. R.	Presentasjon av doktorgradsarbeidet: Språkutvikling hos flerspråklige barnehagebarn – en longitudinell flerkasusstudie

Outreach to the public and dialogue with partners and stakeholders

- Birkeland, J.** Observasjon i barnehagen. Presentation for kindergartens in Bergen City; 2020-10-15
- Birkeland, J.** Sammendrag av avhandling. Observasjon – en nøkkelkompetanse i barnehagelæreres utdanning og profesjon: brudd, utfordringer og potensial. Barn 2020; Volume 3(1) pp. 103-104
- Grindheim, L. T.** Kan drakar få barnehageplass? Leik på andre vilkår. Markering av leiken dag; 2020-05-28
- Grindheim, L. T.** Leikande endringsagentar i berekraftige barnehagar. Fagsamling i nye Øygarden kommune; 2020-02-11
- Heggen, M. P.; Sageidet, B. M.;** Bergan, V.; Goga, Nina; **Grindheim, L. T.**, Krempig, I. Wa.; Lynngård, A. M, & Utsi, T. A. Being and becoming eco-citizens. Forskerforum BARNkunne, online meeting; 2020-03-20
- Meaney, T.** Professional development on Science, Technology, Engineering, Arts and Mathematics (STEAM) for kindergarten teachers, 28 October 2020
- Wergedahl, H, Aadland, E.K.** Food and meals in kindergarten – professional development 1, nutritional aspect. 2020-10-09
- Wergedahl, H, Aadland, E.K.** Food and meals in the kindergarten – professional development 2, pedagogical aspect. 2020-11-06

Applications

This year, the following applications for external funding were submitted.

SOURCE OF FUNDING	TITLE ACRONYM	KINDKNOW'S ROLE	BUDGET FOR HVL	LEVEL	TYPE OF APPLICATION
NFR	EarlyMove Research Centre of Excellence – on MOVE–PLAY–EXPLORE in Early Childhood Education	Project leader (Elin Eriksen Ødegaard)		First Step proposal	Research Centre of Excellence
NFR	Facilitating participation of refugee children and families in kindergartens: Longer adaptation, daily communication, and intercultural play (FRIENDLY)	Project leader (Alicja R Sadownik)		Full proposal	Cooperation project FINNUT
NFR	Partnership for Innovation in Early Childhood Education for Sustainability (PIECES)	Project leader (Åsta Birkeland)	NOK10 mill	Full proposal	INTPART Coordination and Support Activity
NFR	Blind zones – towards a democratic and equitable digitalized education	Sub-project leader (Tamsin Meaney)	NOK12 mill	Full proposal	FINNUT
NFR	Teaching TASTE – Sentire aude. – Food, sustainability and critical thinking	Project leader (Hege Wergedahl)	NOK12 mill	Full proposal	FINNUT
Research Council of Norway	COLLABORATION PROJECT with the City of Bergen and OMEP NORGE	Project leader (Alicja R Sadownik)		Full proposal	FINNUT
RFF Arktisk	Nordlige hager COLLABORATION PROJECT with Tromsø Municipality	Project leader (Anne Myrstad)	NOK500000 Accepted	Full proposal	



In the media

1. **Birkeland, Åsta & Sandgrind**, Silje Wiken. Vilkårerne for pedagogikken er veldig forskjellige i Kina og Norge. Barnehage.no [Internet] 2020-11-16
2. Carlsen, Cecilie Hamnes; Svendsen, Jonas; Hamidi, Hasti; Monsen, Marte; **Bugge, Edit**. Fører strengere språkkrav til bedre integrering? Aftenposten.no 2020
3. **Greiner, Svein-Erling**; Jansen, Marie Marcelle Hvidsteen. Korleis fungere som heimelærar? NRK P1 Vestland i dag [Radio] 2020-03-19
4. **Sageidet, Barbara Maria; Heggen, Marianne Presthus**; Ugelstad, Ingunn Berrefjord; Grøsvik, Kristin; Eikeland, Synnøve. Derfor funker uteundervisning. Bergens Tidende 2020
5. Sandnes, Bjørn & **Birkeland, Åsta**. Når eg blir seks og seksti... Intervju om doktorgradsavhandling. Hordaland [Newspaper] 2020-11-28
6. **Ødegaard, Elin E.** Barnehagane kan ikkje driva som før. Sunnhordaland [Newspaper] 2020-04-08
7. **Ødegaard, Elin. E.**, Johanna Birkeland & Marion Oen, interview by Silje Sandgrind, Kan samarbeid mellom barnehage og forskere gjøre kvaliteten bedre? Barnehage.no 2020 -15-03
8. **Ødegaard, Elin.E.**, interview by Silje Sandgrind- Vi må ikke glemme pedagogikken i alt fokuset på smittevern, Barnehage.no, 2020- 23-04
9. **Ødegaard, Elin. E** interview by Reidun Drægebø, Hjemme med barnehagebarn? Dette er ekspertenes råd. Bergens Tidende, 2020-15-03
10. **Ødegaard, Elin. E.**, interview. Barna i denne barnehagen er nettbrett en del av leketilbudet, Bergens Tidende, 2020-02-02
11. **Ødegaard, Elin. E.** Newspaper interview with by Njord Svendsen, Mor om Nettbrett i barnehagen. Khrono, 2020-03-02
12. **Ødegaard, Elin E.** Portrait magasininterview, Små bøker, store spørsmål. STOFF Magasin [Newspaper] 2020-02-18
13. **Ødegaard, Elin E.** Interview by Løkås, Mariell Tverrå – Forventer ikke at hun blir en anonym kunnskapsminister. Barnehage.no, 2020

Websites and social media

Both the Norwegian and English websites of KINDknow centre are updated regularly with new information and activities. In addition, information and upcoming events are shared through the centre’s Facebook page <https://www.facebook.com/BARNkunne/> and Twitter account @Sereptine managed by the centre director.

KINDknow [BARNkunne] has established a video channel at YouTube called BARNkunne - KINDknow. The centre produces videos, some of which document activities and others that are video productions as outreach for the public. In 2020, we produced the following videos:

1. **The First 1000 days**, Ødegaard, E.E, D’Amore, J. & Tuv, V. E., A BARNkunne & MedieLab, HVL production
2. **Barnehagekonferansen**, 2020, Western Norway University of Applied Sciences, A BARNkunne & MedieLab production
3. **Frøbels sanger på Norsk: Mutter, Spiel und Koselieder**, Ødegaard, E. E. & Tuv, E.E. A BARNkunne & Hoffart, H. production
4. **Wild Pedagogies**, by Sean Blenkinsop, Fraser University, A BARNkunne & MedieLab production
5. **Tilhørighet**, by Eva Johansson, University of Stavanger, A BARNkunne & MedieLab production
6. **Research-practice partnerships for quality improvement in early childhood education** – By Minyi Li, Beijing Normal University, A BARNkunne & MedieLab production

More activities

Workshops organised for KINDknow researchers

WORKSHOP	CONTENT	DATE	PLACE	HELD BY
Writing reviews for conference papers and journal articles	A workshop on writing reviews with a focus on being respectful, interested and specific when giving feedback on papers	3 Nov.	Online	Tamsin Meaney
Making a good profile page	Mini workshop on making a good profile page	6 Nov.	Online	Lisbeth Amland Heilund
Writing a feature articles for news/social media	How to write a feature article based on your work	8 Dec.	Online	Katrine Sele and Hilde Zwaig Kolstad
How to write for kindergarten teachers for popular science magazines	How to write a popular science article based on your project	17 Dec	Online	Edit Bugge

Oral defense of Ph.D. dissertation

31 January: oral defence of Johanna Birkeland

Title of dissertation: Observasjon – en nøkkelkompetanse i barnehagelæreres utdanning og profesjon: brudd, utfordringer og potensial.

Supervisors: Elin Eriksen Ødegaard (HVL) and Valborg Baste (NORCE)

Panels: Professor Pia Williams, University of Gothenburg; Professor Arild Raaheim, University of Bergen & Professor Knut Steinar Engelsen (HVL)

20 November: oral defence of Åsta Birkeland

Title of dissertation: Contradictory cultural formation ideals in a time of increased emphasis on individualisation – a cross-cultural study of kindergarten practices in China and Norway

Supervisors: Professor Anne Trine Kjørholt (NTNU) and Professor Inger Eriksson (University of Stockholm)

Panels: Professor Joseph Tobin (University of Georgia), Dr Lecturer Karin Alnervik, (Örebro University), & Professor Randi Dyblie Nilsen (NTNU)

18 December: oral defence of Sidsel Boldermo

Title of dissertation: Education for Social Sustainability. Meaning Making of Belonging in Diverse Early Childhood Settings

Supervisors: Elin Eriksen Ødegaard (HVL) and Professor Susanne Garvis (University of Gothenburg/Swinburne University)

Panels: Professor Lasse Lipponen (University of Helsinki) and Professor Eva Arlemalm-Hagser (Mälardalen University), Professor Gry Paulgaard (UiT)

Mid-term seminars of PhD candidates

2 June: Mid-term seminar of Czarecah Tuppil Oropilla (HVL) (digital)

Supervisors: Elin Eriksen Ødegaard (HVL), E. Jayne White (RMIT) and Gloria Quinones (Monash University)
Panels: Ida Marie Lyså (NTNU) & Tiri Bergesen Schei (HVL)

9 June: Mid-term seminar of Solveig Borgund

Supervisors: Professor Kari Ludvigsen (HVL), Professor Tom Are Trippestad (HVL)
Panels: Professor Hilde W. Afdal (Østfold University College) and Associate Professor Anne Homme (University of Bergen)

19 June: Mid-term seminar of Jostein Rønning Sanderud (HVL)

Supervisors: Professor Kirsti P Gurholt (Norwegian School of Sport Sciences/Norges Idrettshøgskole) and Professor Vegard F Moe (HVL)
Panels: Professor Anne Greve (OsloMet) and Professor Elin Ødegaard Eriksen (HVL)

2 September: Mid-term seminar of Svein-Erling Greiner

Supervisors: Liv Torunn Grindheim (HVL), Alicja Sadownik (HVL)
Panels: Synnøve Myklestad (Inland Norway University of Applied Sciences) and Solvejg Jobst (HVL)

1 October: Mid-term seminar of Hilde Hjertager Lund

Supervisors: Kari Ludvigsen (HVL), Solvejg Jobst (HVL)
Panels: Associate Professor Helene Marie Kjerrgard Eide (University of Bergen), Associate Professor Janne Solberg (University of South- East Norway)

28 October: Mid-term seminar of Baizhen Ciren (HVL)

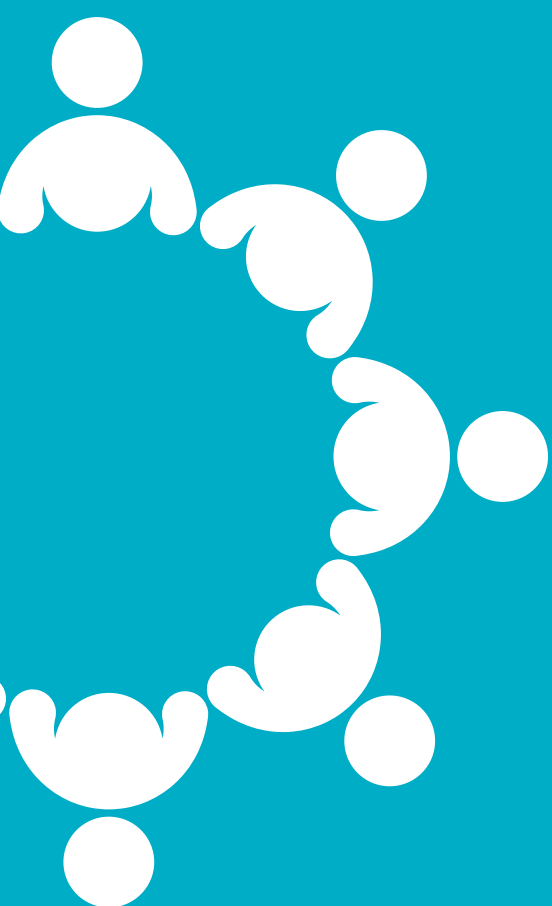
Supervisors: Hege Wergedahl, (HVL), Eli Kristin Aadland (HVL) and Aihua Hu, (HVL)
Panels: Professor Nanna Lien (University of Oslo) and Associate Professor Ruth Ingrid Skoglund (HVL)

30 October: Mid-term seminar of Hege Fimreite

Supervisors: Øyvind Glosvik (HVL) & Thomas Moser (USN/UiS)
Panels: Kaare Skagen (Oslo Met) & Janicke Stray Heldal (Professor II at HVL)

4 November: Mid-term seminar for Silje Christiansen

Supervisors: Tamsin Meaney (HVL) & Liv Torunn Grindheim (HVL)
Panels: Eva Norén (Stockholm University) & Elin Eriksen Ødergaard (HVL)



Where are we heading?

RA 1: Framing early childhood education – ‘Bildung’ – cultural-historical and future scenario practices

Team leader: Elin Eriksen Ødegaard (HVL)

In 2021, we will see the results of the recruitment to new positions at KINDknow: a Postdoc (HVL), a PhD student (UiT), two new Professor II positions (HVL) and three new Associate Professors will allocate research efforts into established and new areas of research. We have also employed special expertise to work with us on a systematic literature review. We expect 2021 to be a year to boost our research efforts in spite the challenges that Covid-19 has presented to researchers. We will re-establish existing efforts and expand on historical perspectives on early childhood education next year. This research area will also see the results of initiatives to conceptualise ‘danning’ [**Bildung**] as relevant for ‘Sustainable futures’. This will include research efforts on understanding transformative processes in kindergartens. We will also consolidate early childhood research milieus in the partner institutions and networks and continue to build new networks. KINDknow [BARNkunne] will, together with Filiorum, UiS and OsloMet, relaunch the Journal of Nordic Early Childhood Education [Nordisk barnehageforskning]. We will also be a partner of the Barnehageforskningskonferansen 2021, hosted by UiS.

We will support the new ECE-Tech (Research area 11) and further develop ideas and collaboration around Move-Play-Explore. In 2021, we will work on current and future- oriented scenarios addressing pandemic impact on kindergartens. Moreover, we will work with kindergarten history. Due to an institutional fusion into HVL, a website with videos, information and documentation was, unfortunately, deleted. We will rebuild and further develop this work.

We expect PhD student Elena Merzliakova (UiT) to deliver her PhD in 2021.

RA 2: Being and becoming eco-citizens

Team leaders: Marianne Presthus Heggen (HVL) and Barbara Maria Sageidet (UiS)

RA 2 has now reached the stage of discussion and analysis of our data material collected to date. To this end, we plan to hold a physical meeting for our group to discuss and analyse videos and other data material to accelerate the progress of several manuscripts. However, the field work is still ongoing. Due to Covid-19, the field work related to Stavanger has only just started at a kindergarten in Haugesund. Barbara Sageidet, Kari G. N. and Maritha Berger Nylund are working with this kindergarten, which is also included in the “childrens’ gardens” project by Ove Bergersen, an associate member of RA 2.

RA 2 has received internal funding for a research stay by Professor Sean Blenkinsop (Simon Fraser University, Canada). The stay has been postponed until the summer on account of Covid-19. It will be used for collaboration, a possible workshop, for inspiring our writing processes and a possible joint publication.

We expect PhD candidates Anita Tvedt Crisostomo and Lea Maison to deliver their theses for evaluation in 2021. Our new Master’s student is Margrethe Schönhardt.

RA 3: Sustainable language practices in Norwegian kindergartens

Team leaders: Carola Kleemann (UiT) and Edit Bugge (HVL)

The first batches of material for our child language corpus in [Tekstlaboratoriet] will be published in 2021. The work on transcriptions and analysis of material from fieldwork pre-Covid-19 from Saarela kindergarten continues and the first articles have reached different stages of publication. In collaboration with RA2, Carola will transcribe and analyse new material from a Norwegian kindergarten and create a new data set with a focus on language in sustainable practices in planting, harvesting and gathering activities. The new project ‘Nordlige hager’ funded by RFF Arctic and led by RA7 will include fieldwork in 2021. Administration continues and work on submissions and reviewing starts for IRECE2022.

Our PhD candidates Maria-Rosa Doublet and Marit Sundelin are due to finish their theses in 2021.

RA 4: Multilingual mathematics: Using digital games to develop children’s mathematical languages.

Team leader: Tamsin Meaney (HVL)

Given the disruptions in 2020, we need to see how 2021 progresses, but we expect to continue our collaborations both locally and internationally. Alongside the data collected in 2019, we have data from interviews with parents about using digital apps during the lockdown, which we will be developed into an article.

In 2021m Dorota Lembrér will defend her PhD. We are also looking at developing apps based on what we have learned from our data analysis as a commercial project and are part of a grant application for 2021 on coding in kindergartens.

RA 5: Food and meals in kindergartens

Team leader: Hege Wergedahl

We plan to continue our collaboration and data collection in the partnership kindergarten, continue data analyses and write scientific articles and conference papers. The PhD project will continue with the writing of the second scientific article and data collection will take place for the third article. In 2021, we are submitting an NFR application on taste didactics in kindergartens and schools.

We expect PhD candidate Baizhen Ciren to deliver her thesis the coming year.

RA 6: Conditions for children as explorers

Team leaders: Liv Torunn Grindheim (HVL) and Åsta Birkeland (HVL)

We plan to continue our collaborations, both locally and internationally, with a special focus on the analysis of research material and publishing. There will be seminars to develop ideas, approaches and texts for the book on workshops and a seminar to develop visual research material for the special issue in Video Journal of Education and Pedagogy. A major task in the following year will be to develop a national survey on kindergarten teachers and educators’ approaches to cultures of exploration. In addition, we aim to expand the established projects,

develop new ones and search for external funding, emphasising play and sustainability, critical news literacy and children’s bodily exploration. We are also developing a closer connection to Master’s students through the Master’s course ‘Participation in research groups’ by involving Master’s students more in ongoing research projects.

RA 7: The methodology of place – between local tradition and the development of place in kindergartens for the future

Team leader: Anne Myrstad (UiT)

We are expanding the collaboration locally and including new kindergartens in the project. The focus of this collaboration is to make Sami culture visible in the kindergarten outdoor environment. We will work with architect and artist Joar Nango and explore how Sami-inspired installations can create cultural encounters.

We plan to continue our collaborations locally, nationally and internationally, with a focus on the analysis of research material and publishing. We will arrange workshops to share materials and develop ideas, approaches and texts. In 2021, Jostein Rønning Sanderud will defend his PhD thesis.

We will continue to plan the international conference IRECE, which has been postponed until February 2022.

RA 8: Families, generations and belonging

Team leader: Alicja Renata Sadownik (HVL)

We plan to continue our research on ‘unpacking the migrant and refugee child’ in the municipalities of Bergen, Tromsø and Oslo. Ideas developed within these partnerships will be used and further developed in applications to RCN (particularly collaboration calls). These activities will pave our way to apply for Horizon Europe in partnerships with other European universities and municipalities. Our collaborative synergies with municipalities seem to be relevant for Horizon’s Research Innovation Action calls.

Apart from that, we will continue our conference and publication-related activities, which is making us visible in our European (EECERA, ERNAPE) networks.

We expect PhD candidate Czarecah Tuppil Oropilla to deliver her thesis the coming year.

RA 9: The competent kindergarten – systemic knowledge creation and dissemination

Team leaders: Øyvind Glosvik (HVL) and Johanna Birkeland (HVL)

The package members are working along three lines. The first is to focus on the integration of knowledge, as we initiated a discussion in 2019 on how to synthesise the findings in the published articles and the three doctoral theses. Along this line, we have planned a series of publications, both academic and popular-science.

PhD candidate Anne Grethe Sønsthagen will finish working on her thesis in 2020. PhD candidate Hege Fimreite will finish her thesis in 2021.

The second line is to develop new projects and to link our work with other external projects with similar ideas on knowledge creation.

Our third line is to focus on ourselves and existing ongoing fieldwork. Two of our members retired in 2020, so we have decided to include two new colleagues from HVL in the research area. New empirical data will be created through a series of at least three workshops to carry out the project ‘Kindergarten teacher as researcher’. In this collaborative project funded by RCN (Regional Fund), we will try out the concept of EX-PED-LAB.

We expect PhD candidates Anne Grethe Sønsthagen and Hege Fimreite to deliver their thesis the coming year.

RA 10: Leadership and diversity in kindergartens

Team leaders: Kari Ludvigsen (HVL) and Dag-Øyvind Lotsberg (HVL)

In 2021, we will analyse survey data on ECEC managers and prepare papers for national and international conferences, as well as articles for national and international journals.

Two PhD projects will be completed and the third will continue data collection and start article writing.

We expect PhD candidates Solveig Borgund and Hilde Hjertager Lund to deliver their thesis the coming year.

RA 11: ECE-Tech (Early Childhood Education and Technology)

Team leaders: Siri Sollied Madsen (UiT)

This will be a new research area at KINDknow. The aim of this package is to explore, develop and contribute to the understanding of professional digital competence, attitudes towards and use of digital technology in different pedagogical contexts. Another aim is to create knowledge of how digital technology can serve as an artefact for pedagogical activities, children’s play and child-centred exploration in different ways. The projects are based on both qualitative and quantitative methods. The group has expanded international established networks in the area and works with them strategically towards obtaining external funding, also involving partnership with HVL. The group brings with it a portfolio of 14 international scientific publications for 2020 and in the press in 2021.

The group recruited a PhD student (UiT) in 2021.

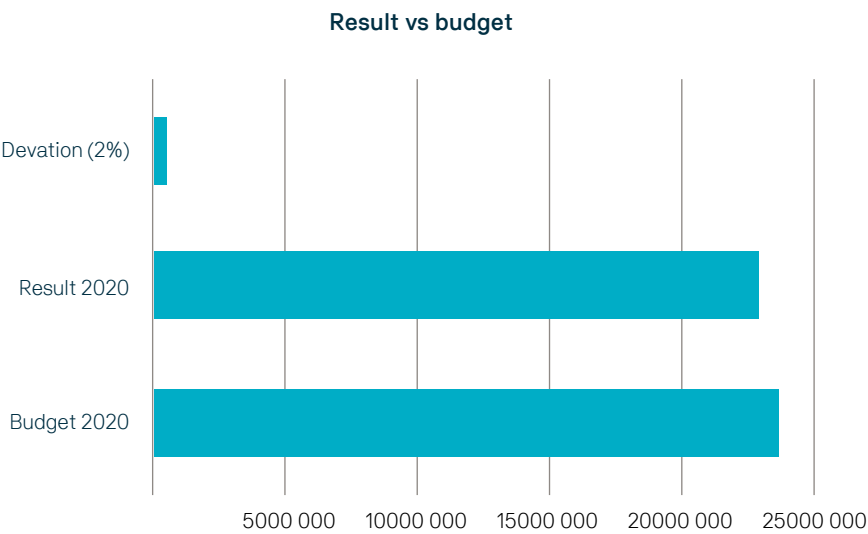
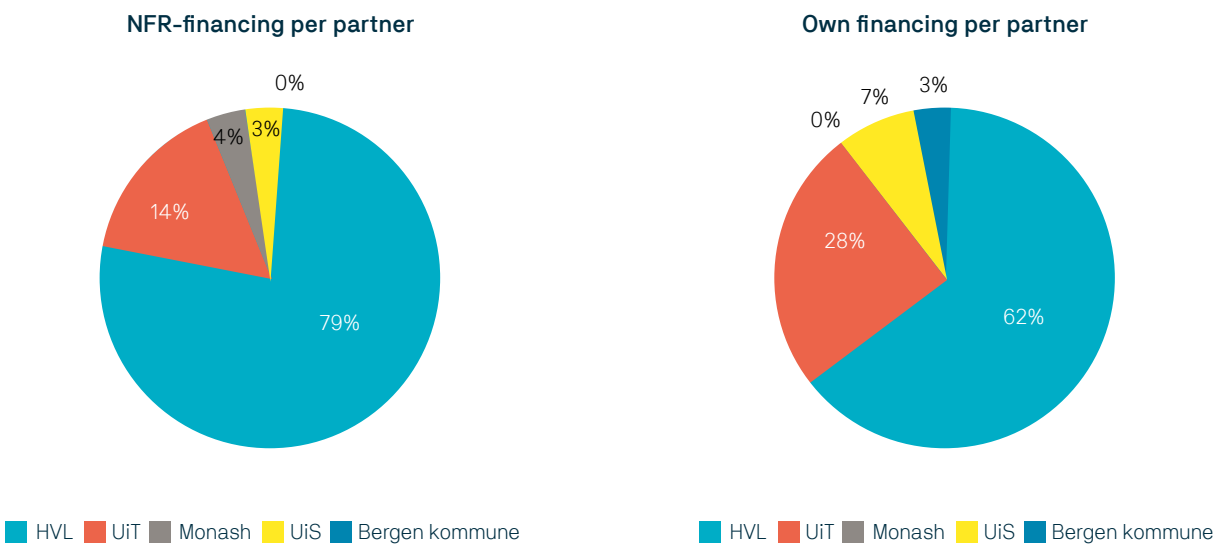
Summary of the financial situation 2020

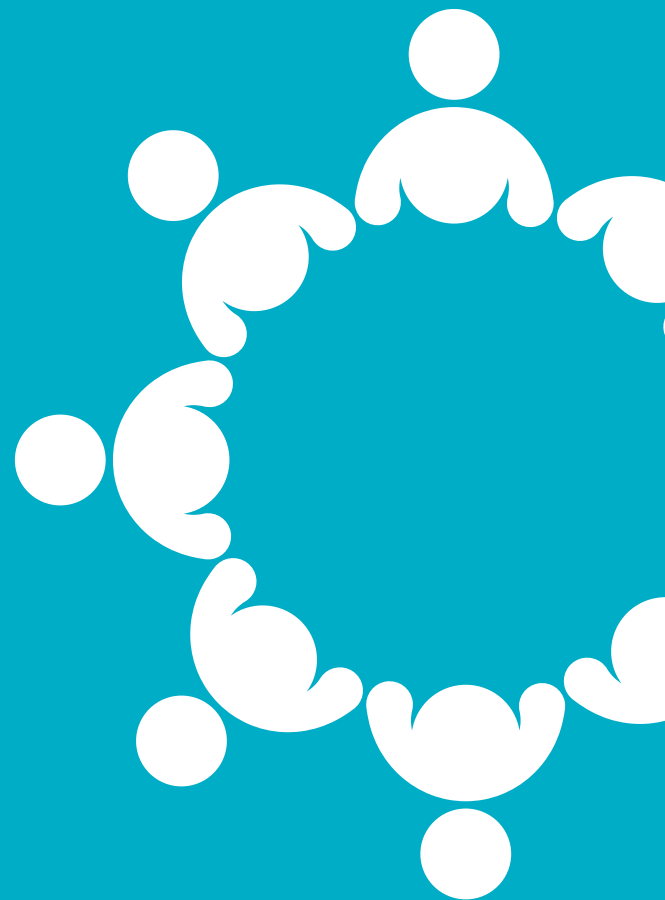
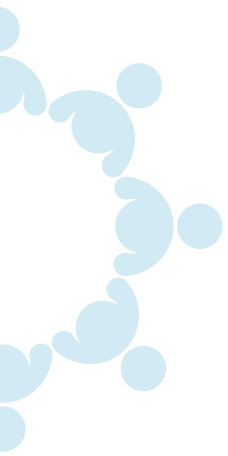
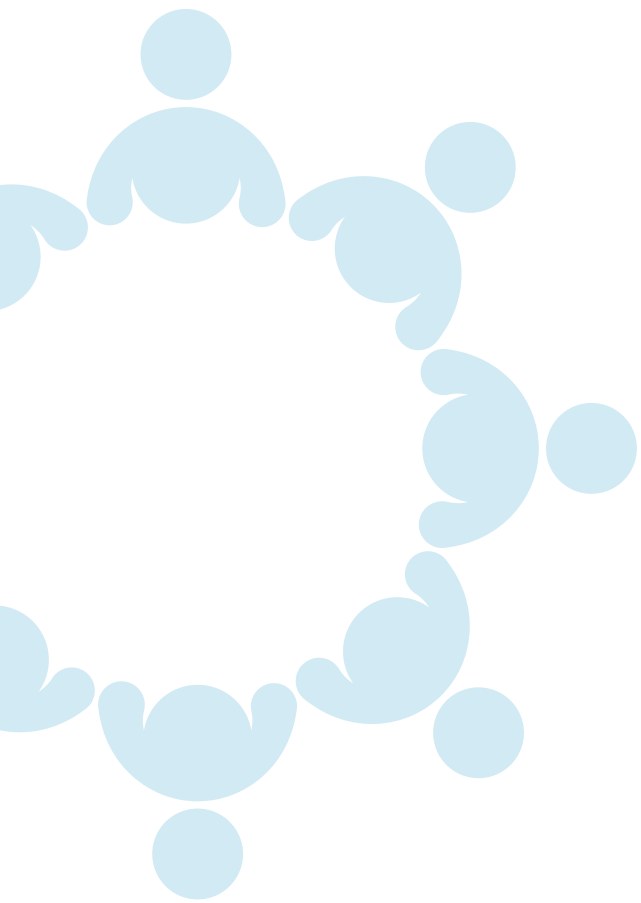
	Budget 2020	Result 2020	Diff.
HVL Payroll			
Sum Payroll NFR	4 323 000	4 009 000	314 000
Sum Payroll own financing	10 498 000	10 545 000	-47 000
Payroll and indirect expenses HVL	14 821 000	14 554 000	267 000
Procurement of R & D			
Monash University NFR funds	225 000	225 000	0
UiT NFR funds	799 000	799 000	0
UiT own financing	4 774 000	4 774 000	0
UiS NFR funds	188 865	188 865	0
UiS own financing	1 125 000	1 125 000	0
Bergen kommune own financing	500 000	500 000	0
Sum procurement R & D	7 611 740	7 611 740	0
Other operating expenses:			
Sum other operating expenses	828 000	614 000	214 000
Sum project costs 2020			
	23 260 000	22 779 000	481 000
Sum costs funded from NFR	6 363 000	5 835 000	528 000
Sum own financing	16 897 000	16 944 000	-47 000
Sum	23 260 000	22 779 000	481 000

Recived funds 2020 from NFR:	2 121 000
Remaining transfers for 2020:	3 714 000
Sum from NFR 2020:	5 835 000

Comments

The year 2020 has been, as we all know, a very special year in light of the global pandemic. This has, of course, also affected the KINDknow Centre. However, due to a transition to digital events and extensive research activity in 2020, much of the activity is still on budget. The project owner HVL’s payroll and indirect expenses budget has a surplus. This surplus is a result of sick leave by some of the centre participants. These funds will be forwarded to the 2021 budget. There is also an unused budget for visiting and overseas researcher grants. These funds will be used to increase the budget for research hours in coming years. As a result of significantly less travel, conferences and physical meetings in 2020, there is also a surplus in the operating expenses budget. Some of the surplus has already been used for increases in publishing costs. The rest will be forwarded to the future years in the project.







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