

# Authors of the Antohology



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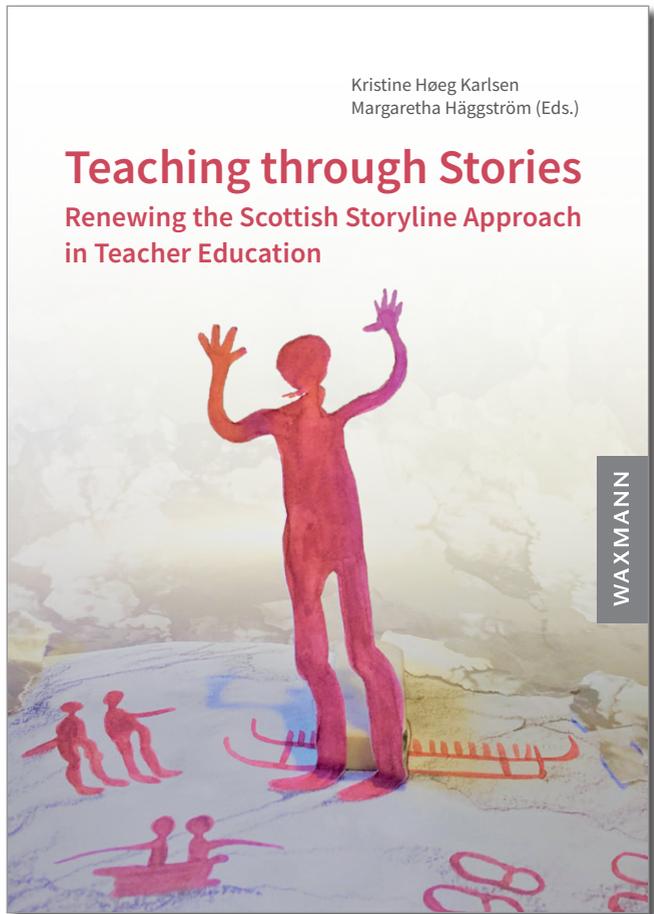
Kristine Høeg Karlsen,  
Margaretha Häggström (Eds.)

## Teaching through Stories

Renewing the Scottish  
Storyline Approach  
in Teacher Education

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## Authors of the Anthology

### Editors



Kristine Høeg Karlsen holds a PhD in educational science from the Department of Education at the University of Oslo in Norway, and is currently an associate professor at the Faculty of Education at Østfold University College (OUC). She leads the research group at this faculty, *Breaking boundaries: Creativity, art and innovation in Education, Practice and Research*. She is also project manager for the research project *pARTicipED. Empowering student teachers for cross-sectorial collaborations with The Cultural Schoolbag (TCS) in Norwegian Schools* funded by the Research Council Norway, which aim to develop concepts, principles and theory to explain how cross-sectorial collaborations can be organised and implemented to secure transformative mutuality. Karlsen helped establish the *Nordic Journal of Dance: practice, education and research* in 2010, and was the journal's first editor. Her research interests are cross-disciplinarily teaching, student active learning approaches, assessment and feedback, as well as aesthetic approaches to learning and dance pedagogy. She has been awarded three scholarships by Østfold University College (2016, 2017 and 2019). Since 2017 she has been a Faculty board member at the Faculty of Education at OUC and is an International Advisory Board member of the peer-reviewed open access publication *Dance Articulated*. She is also educated as a school teacher at what is now the Department of Primary and Secondary Teacher Education at Oslo Metropolitan University, with specialisation in Arts & Crafts at the Faculty of Technology, Art and Design. Photo credits: ØUC.



Margeretha Häggström holds a PhD in Educational Practice at the University of Gothenburg in Sweden, and is a Senior Lecturer at the Faculty of Education, with an orientation towards multimodal and aesthetic perspectives. Her research has been funded by the Swedish Research Council. She has a background as a high school teacher, teaching visual art and Swedish. She is involved in the Teacher Education Programs at the University, and currently involved in research on Storyline in preschool. Her special field concerns aesthetics as didactical tools, participation and communication, and inclusive pedagogical methods, as well as multimodality in higher education. Her research interests concern aesthetic experiences, outdoor pedagogy and transformative learning. Photo credits: Malena Wallin.

## Co-Authors



Sharon Ahlquist, Doctor of Education, teaches on the programmes for primary and secondary teacher education at Kristianstad University, Sweden. She is an active researcher and besides The Storyline Approach, her research interests include using children's fiction in second language teaching, and the influence of social and emotional features in the second language classroom. She is the author of *Storyline – developing communicative competence in English*, and “*English is fun!*” – *Challenges and opportunities for English in years 4–6*, both published by Studentlitteratur, Sweden. Photo credits: Christian Ahlquist



Stein Arnold Berggren, Master of Science in Applied Mathematics and Degree of Licentiate in Engineering, subject area mathematics. Practical Pedagogical Education (PPU). He has substantial high school experience. Stein has been an Assistant Professor at the Section for Mathematics at Faculty of Education at Østfold University College in Norway since 2013 and teaches mathematics in the Primary and Lower Secondary Teacher Education Programme. His research interests are interdisciplinary and early learning. Photo credits: Marianne Andreassen



Gunhild Brønne Bjørnstad is an Associate Professor of Drama/Theatre at the Department of Teacher Education in Østfold University College. She is concerned about the position of the aesthetic subjects in education and is hence interested in how aesthetic learning processes add new perspectives and deeper understanding for a topic, as well as for the aesthetic subjects. Bjørnstad is involved in several interdisciplinary projects, and coordinates hubs where student teachers interface with other groups through drama and theatre processes. Her interests in multiculturalism and diversity are evident in her work as international coordinator of the department. Photo credits: Marianne Andreassen.



Katharina Dahlbäck is a Senior Lecturer at the University of Gothenburg, Department of Pedagogical, Curricular and Professional Studies in Sweden. In the teacher education she works among other things with The Storyline Approach in teacher education. In 2017, she defended her dissertation “Aesthetic dimensions in the subject Swedish – in classroom, curricula and teachers’ perceptions”. Her research interests focus on the importance of aesthetic expressions for communication, learning and language development and how these expressions can be used as didactic tools in teacher education and school. She has a special interest in poetry as a way to work with literacy, multimodality and multilingualism. Photo credits: Johan Dahlbäck



Linus Djurstedt holds a Bachelor’s degree in Educational Practice at the University of Gothenburg. He is currently working as a 3<sup>rd</sup> grade teacher in Kungsbacka, Sweden. He has a background in the field of media and communication but decided to change his career path towards teaching. His main interest concerns sustainability, gender issues and finding ways to make people understand each other better. In the future he wishes to improve the Swedish school system, making it more inclusive. Photo: Linus Djurstedt.



Siv Eie is a human geographer and works as an Assistant Professor in social studies at OsloMet – Oslo Metropolitan University, Department of Primary and Secondary Teacher Education, Norway. Her research field is within geography didactics, education for sustainable development and integration of generic skills and content specific knowledge through Storyline and digital learning environments, such as Minecraft. She also writes textbooks in social studies for young learners in grade 1–4. Photo credits: Jon Amundsen



Renae Ekstrand was a special education teacher before teaching at South Dakota State University (USA) and serving as chair for the Department of Education at Dickinson State University in North Dakota, USA. She is currently the student success coordinator of the Hazelden Betty Ford Graduate School of Addiction Studies in Minnesota, USA. Photo credits: Hazelden Betty Ford Graduate School of Addiction Studies



Diana Ellis holds a post-graduate diploma in Primary Teacher Education from the University of Ulster. She is now a teacher trainer and Global Education Advisor at the West of Scotland Development Education Centre in Scotland. As a primary teacher, Diana used Storyline with her classes, but after she took up a post training teachers in Global Citizenship Education she saw the wider opportunities that the original Storyline methodology offers. In 2010 Diana worked closely with Dr Marie Jeanne McNaughton, a drama and Storyline specialist from the Teacher Education department at the University of Strathclyde Teacher Education. Global Storylines were born! Photo credits: Aly Wight.



Wendy Emo discovered Storyline while teaching kindergarten and has used it in her elementary and university classrooms. She earned her Ph.D. at the University of York, England. While teaching literacy classes in teacher education at Minnesota State University, Mankato (USA), and the University of Minnesota, Morris (USA), she incorporated Storyline whenever possible. She currently teaches third grade in Washington state and enjoys handspinning and walking on the beach with Ken. Photo credits: Ken Emo.



Ken Emo earned his Ph.D. at the University of Colorado, Boulder, USA. He taught Educational Psychology as an associate professor at South Dakota State University and later at the University of Minnesota, Morris, USA. While teaching elementary and secondary science in mainstream, alternative, and youth detention schools, he specialised in engaging his students through hands-on investigations on water, in greenhouses, and with spawning salmon. He plays classical and electric guitar when he is not walking on the beach with Wendy. Photo credits: Wendy Emo.



Camilla Bliksrud Hals is an Associate Professor in Natural science education, currently working in the Department for Teacher Education at Østfold University College, Norway. She has her education and earlier experiences from biology and the research field of ecology, but she spent her last 10 years educating science student teachers. Her interests are focussed on Education for sustainable development and active learning or inquiry based learning. Her practice covers early childhood to upper secondary teacher education, as well as beyond qualification of professional teachers. Photo credits: Marianne Andreassen.



Eva-Lena Happstad holds a Master's degree in Educational Practice with specialisation in subject didactics (mathematics). She works as a university lecturer at the University of Gothenburg, Sweden. After her Master's degree in educational work in June 2014 she teaches in courses at the Teacher Education Program focused on students 6–9 years. Her focus is mainly on Storyline, mathematics and communication. She has a background as a Primary and Secondary school teacher in Mathematics and Science. In recent years, her practical experience has been supplemented by a scientific and theoretical approach. Photo credits: Anna Udén.



Ellen Høeg has over 40 years of experience as a teacher and principal in primary school in Tromsø in Norway. For 16 years, she also was a placement teacher in teacher education in Tromsø. Since the 90s she has been using Storyline together with cooperative learning as part of her teaching practice along with other innovative and aesthetic approaches to teaching and learning. Since Ellen retired in 2015, she has been hired annually by the teacher education at the Department of Teacher Education at Østfold University College to carry out and coach teacher educators in the development and implementation of Storyline as part of the interdisciplinary research project, *The Storyline Approach in Teacher Education*. Over the past year, this work has resulted in several papers for Nordic and international conferences and published one article (Høeg & Hjertaker, 2019). Photo credits: Kristine Høeg Karlsen.



Heidi Remberg Høeg is an Assistant Professor of Norwegian Language and Literature and Norwegian as a Second Language at the Faculty of Teacher Education at University of South-Eastern Norway, Campus Vestfold. She has previously taught at a school for learning Norwegian as a second language. She holds a Master's degree in Nordic languages and literature. In her work in Teacher Education, her focus has mainly been on children's language development, Norwegian as a second language (from kindergarten to high school), pedagogy, literature and Norwegian language history from the Norse period to modern Norwegian. She also participates in some cross-curricular projects on creativity, art and pedagogy. Photo: Thea Remberg Høeg.



Doris Kocher holds a PhD in Education and is a Senior Lecturer in the Department of Teaching English as a Foreign Language (TEFL) at the Paedagogische Hochschule/University of Education in Freiburg, Germany. She formerly worked as a teacher at secondary school and then continued her studies to get a degree/diploma in media education. At university she has conducted several research projects on the motivation and learning outcome of Storyline in TEFL. She teaches Storyline courses at university and other institutions, attends national and international conferences to share her experiences with Storyline, and furthermore wrote her doctoral thesis on Storyline in TEFL. Photo: Doris Kocher.



Virginia (Gini) Lockhart-Pedersen is Assistant Professor at the Norwegian National Center for English and Foreign Language in Education. She works with Teacher Education and Professional Development at Østfold University College, Norway. She has a MA in Special Education focusing on teaching English as a foreign language to students with reading and writing difficulties. With 16 years of practical experience in the Norwegian classroom, Gini now researches practical teaching approaches with a focus on interdisciplinary teaching and learning such as The Storyline Approach. She is interested in teacher education and the opportunities for creative, interdisciplinary approaches that meet the needs of all students. Photo credits: Marianne Andreassen.



Ali Reza Ludvigsen has been employed as an Assistant Professor of Mathematics at the Section for Mathematics at the Department of Teacher Education at Østfold University College (Norway) since 2007. He has extensive experience with mathematics teaching from kindergarten education to upper secondary courses for teachers in teacher education. His areas of interest are various forms of interdisciplinary, early learning and snooker. He is currently working on a Storyline project. Photo: Ali Reza Ludvigsen.



Peter J. Mitchell received his undergraduate education with distinction from the University of Durham (UK), followed by postgraduate studies at Tomsk State University and Tambov State University (Russia) and a doctorate from the University of Derby's School of Education (UK). He is associate professor and founding head of the Department of Translation and Language Communication at Tomsk State University. His research interests include action research, Storyline, collaborative teaching and learning, and the internationalisation of education. He is visiting professor at Tambov State University. At the age of 34 Peter became the youngest fellow of the Chartered Institute of Linguists (UK). His teaching excellence has been recognised by a commendation from the Russian Ministry of Education and Science. He lectures internationally on educational collaboration and English language teaching. Photo credits: Andrey Sapharov.



Gitte Cecilie Motzfeldt is an Associate Professor in Geography, currently working in the Department for Teacher Education at Østfold University College, Norway. Her first degree was from Oslo University (Social Sciences) then a Master's from University of Life Science, Ås. She has worked in international research and development. Motzfeldt worked in the Horn of Africa for several years within the field of Food Security, Sustainability and Climate Change. She trained as a teacher 8 years ago at Østfold University College, and had 5 years teaching experience in upper secondary school before starting as a teacher educator in 2018. Photo credits: Marianne Andreassen



Ragnhild Næsje is an Assistant Professor of Norwegian at the Department of Teacher Education at Østfold University College in Halden, Norway. She specialises in the study of children's literature and in the didactics of literature. She holds an MA in the didactics of literature, and she has also published research dealing with pedagogical methods in the teacher trainee program. Photo credits: Marianne Andreassen



Carol Omand, Scotland, is an International Storyline Consultant, Trainer and Author of two books. She has over 40 years' experience in education including teaching from nursery to upper primary school, lecturing at University for Initial Teacher Education, she is a skilled deliverer of in-service training, with proven skills, creativity, and an open mind. A member of the International Storyline Leadership team, Carol has been invited to work in a number of countries where she trains student teachers and teachers in the Scottish Storyline Approach as a vehicle for raising attainment, developing creativity, problem solving and higher order thinking skills. Photo: John MacDonald.



Kathryn Penrod taught home economics education before she earned her Ph.D. at Cornell University (USA). At South Dakota State University (USA) she taught a variety of courses in secondary teacher education; she is now Professor Emerita. Photo credits: South Dakota State University.



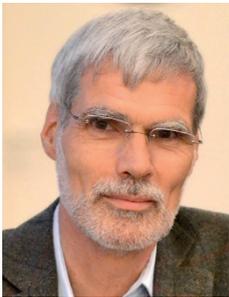
Hanne Eik Pilskog is an Associate Professor at the Faculty of Education at Østfold University College where she teaches natural sciences to teacher students. She has a PhD in Ecology from the Norwegian University of Life Sciences. Her research has been focused on ecological questions related to the community of beetles in old oaks and invertebrates in birds' nests in the Arctic. She is currently involved in research on The Storyline Approach and education for sustainable development in teacher education. In addition to The Storyline Approach her interests are in biological themes (e.g. ecology, zoology, botany and evolution), outdoor teaching and sustainable development. Photo credits: Bård Halvorsen.



Adrian K. Rasmussen is an Assistant Professor in Educational Science, currently working in the Department for Teacher Education at Østfold university. His background is in general ecology, and he brings these skills to his teaching. His main interest is outdoor education and studying the environment and he has achieved this aim in NGOs, various schools and in his own teaching. Photo credits: Marianne Andreassen.



Ellen Cecilie Romstad is Master of Education, specialising in Special Education. She also specialises in ICT in Special Education, Nordic basic and social pedagogy. Romstad has worked as a teacher, special educator and special education coordinator in primary, secondary and high school since 1995. She has in the last two years worked as an Assistent Professor in ICT and learning in the Department for Teacher Education at Østfold University College. Photo credits: Marianne Andreassen.



Ulf Schwänke was born in 1945. He received a Master's degree from the Free University at Berlin and a doctorate in education from the University of Hamburg (Germany). He first got to know The Storyline Approach in 1979, when he visited the Jordanhill College of Education in Glasgow (now: Strathclyde University) as an exchange lecturer. For more than 30 years he has been working as a teacher and manager in adult education using The Storyline Approach with a variety of participants. Currently he is working as lecturer (Privatdozent) at Hamburg University. He is author of three books and a number of articles on Storyline. Photo credits: Hildegard Schoof.



Marit Størhaug works as a Senior Lecturer in social studies at OsloMet – Oslo Metropolitan University, Department of Primary and Secondary Teacher Education (Norway). Her academic background is pedagogics and social sciences. For many years of her career she has worked with and promoted the Storyline method in different ways: Research and development, extensive collaboration with the practice field and with student teachers at campus. Photo credits: Torkel Viken.



Solveig Toft is Assistant Professor in Arts and Crafts at the Department of Teacher Education at Østfold University College. She was educated in University of Bergen, Telemark Teacher College and the State Teacher College in Art and Crafts, with major in textile expression. She has taught in secondary school, many years at Østfold University College to educate pre-school teachers and student teachers in arts and crafts, and she was associated with follow-up studies to support teacher competence enhancement. She has contributed research focused on how to adapt creative processes and aesthetic learning processes in relation to various challenges in today's schools. Photo credits: Steinar Myhre.



Lynda Venhuizen's background is in early childhood education as both a teacher and program supervisor. She is currently the teacher certification office and field placement coordinator at South Dakota State University (USA), where she also has been a lecturer in early childhood education. Photo credits: South Dakota State University.



Anna Udén holds a Master's degree in Special Education and works as a University Lecturer at the University of Gothenburg (Sweden). Her specialist field concerns literacy and young children's communication. She teaches in three types of courses at the Teacher Education Program: Pedagogy and general didactics, Swedish and work-based training courses. She has a holistic approach on young children's learning. She has a background as a Primary School Teacher and Special Needs Educational Teacher in Reading and Writing development. Photo credits: Margaretha Häggström.



Anna-Lena Østern holds a Doctorate in Pedagogy and a Licentiate in Literary Science. She is Professor in Arts Education (em.) at Norwegian University of Technology and Science, NTNU, Norway and Professor Emeritus at Åbo Akademi University, Finland. She is a teacher educator and researcher. From 2010 to 2015 she was academic leader of a national doctoral school NAFOL in Norway. The founding editor of JASEd, Journal for Research in Arts and Sports Education, her research interests are performative approaches to arts education, aesthetic approaches to learning, supervision, professional orality. A recent publication at Routledge is Østern & Knudsen (eds.) (2019). *Performative approaches in arts education. Artful teaching, learning and research*. Photo credits: Anna-Lena Østern.