



Western Norway
University of
Applied Sciences

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



2021 Annual Report

KINDknow notes series 4, 2022

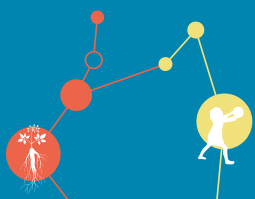


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Preface

This report documents the activities and results of KINDknow in 2021. 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 2021 av BARNkunne. Vi takker Forskningsrådet og våre institusjoner for god støtte. Takk også til våre lokale og internasjonale samarbeidspartnere, venner i akademisk og ECE-profesjonen.

Denne rapporten dokumenterer aktivitetar og resultat frå 2021 av BARNkunne. Vi takkar Forskningsrådet og institusjonane våre for god støtte. Takk òg til dei lokale og internasjonale samarbeidspartnarane, vener i akademisk og ECE-profesjonen.

Dat raporta duođašta doaimmaid ja bohtosiid MÁNÁIDmáhtu 2021. Mii giitit Research Council Norway ja min ásašusaid buoriid doarjagiid ovddas. Giitit maiddái mu báikkálaš ja riikaidagaskasaš ovttasbargoverddiid, olbmáid akademijain ja ECE-profešuvdna.

此报告记录了2021中心开展的活动及取得的成绩。在此我们衷心感谢挪威研究委员会和西挪威应用科技大学的慷慨支持。我们亦向国内外合作伙伴，学术界的朋友及学前教育界同仁致以诚挚谢意。

Words from the Director of KINDknow

2021 was the third year of KINDknow – Kindergarten Knowledge Centre for Systemic Research on Diversity and Sustainable Futures [*BARNkunne – Senter for barnehageforskning*]. It was a year where we built stronger collaborations, worked more systematically on developing excellence in research, through applications for external funding, through recruitment, through strengthening partnerships and networks locally, nationally, and internationally, and it was a year where our hard work was rewarded. We succeeded in receiving external funding for prestigious projects, both as hosts and in partnership with others.

2021 was also the second year of Covid-19, with home office, digital attendance in meetings, conferences, and workshops. It was the year where the plans of speeding up internationalisation forced us to innovate ideas of internationalisation, so even if we needed to cancel international visits and exchange was limited, most milestones have been successful, and most objectives have been met. Additionally, the covid-19 pandemic turned our attentions to topics such as the pandemic's effect on early childhood teacher education, children, families, and staff in kindergartens. This work led us to address the impact of Covid-19 in local news, moreover to publications and to invitations to wide ranging keynotes in Korea and China. Suddenly digitalization gave new opportunities for outreach.

We were happy to host a strategic face-to face visit from the Playful Learning Lab group in Denmark (financed by the LEGO Foundation). Here exiting and promising plans for future collaboration were discussed. Furthermore, it was a pleasure to follow up an initiative from the network og Nordisk Förskola on a mutual interest in Nordic perspectives on leadership in early childhood education.

We went digital with our workshops and seminars and hosted a Webinar series, as joint effort by KINDknow Centre, and Conceptual PlayLab (Monash University). In this series we provided alternative international networking opportunities for PhD students and senior researchers, shared a 'shut up and write' session, and shared ideas on how to collaborate with families and institutions in pandemic times and how to innovate methodology. Internationalisation was also achieved through the initiatives of the researchers working in their networks to create special issues and collaborative book projects.

Furthermore, KINDknow and the Faculty of Education, Arts and Sports also hosted an international digital conference called *Exploring Visual World of Education*. This was in collaboration with SLATE, University of Bergen, the Association of Visual Pedagogy and BRILL – Sense Publisher, and the conference was very well received. We also co-hosted the Norwegian ECEC conference *#Barnehageforskningskonferansen2021*, in collaboration with Filiorum – Senter for barnehageforskning (University of Stavanger). The collaboration with Filiorum was further extended in 2021, as we agreed on shared responsibility for the *Nordic Journal of Early Childhood Research* [Nordisk Barnehageforskning], a collaboration including Cappelen Damm and OsloMet. Through this collaboration, we could discuss quality and standards in early childhood research across the centres and across Nordic academic milieus. A revitalisation of the journal was very well received in the academic ECEC milieus.

We already see the effects of having a long-term research centre in terms of new cooperation and multidisciplinary approaches to societal challenges and sustainability goals. This year we turned inwards to contribute to the development of institutional strategies, to consolidate extended milieus to further build research milieus of excellence to support early childhood teacher education. We turned

to extend local, regional, and national involvement to contribute to building knowledge in the childhood sector more broadly, starting to cross the boundaries between early childhood education, public health, psychology, arts, and architecture. These first steps will be followed up through projects in the coming years.

This annual report summarizes and highlights the spectrum of exciting activities at KINDknow Research centre in 2021. We have published a range of articles and books. We have celebrated dissertations. We have worked hard to succeed in project development. We have fulfilled milestones of delivering reports. We have engaged in workshops and seminars, as well as creatively produced films and outreach to the public like media opinion pieces and research translations.

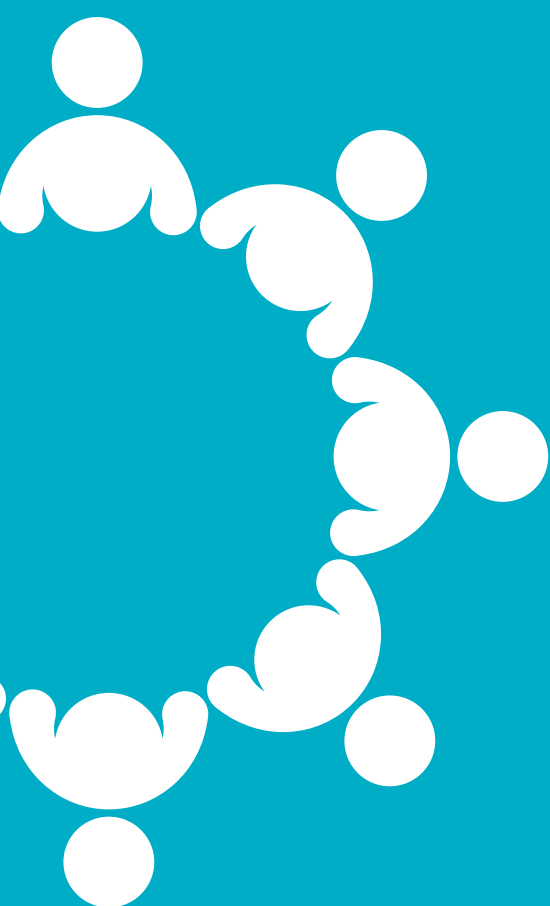
2021 was also a year with new recruitment of highly qualified staff; we got a new centre coordinator, a new professor in ECEC and a new post doctor. We have succeeded in securing more externally funded research projects, both as hosts and as partners. Through the activities of applying for external project and collaborating with regional, national, and international milieus, we continue to build solid interdisciplinary milieus and build capacity in milieus that improve early childhood teacher education and early childhood sector. We specialise in the areas of education for sustainability, diversity, play, exploration, cultural formation, and systemic leadership. Through working within these areas, we also experiment and build capacity and competence in participatory research design, pedagogical innovations, and transformative practices.

I would like to thank everyone involved in building knowledge and capacity in the centre, and those that engage in dialogue and otherwise take an interest in our effort to work for the best interest of the child.

Elin Eriksen Ødegaard,
Director



Photo: Erik M. Sundt



This is KINDknow

Main visions and milestones

Milestone 1:

A deeper understanding of the conditions for play and exploration in pedagogical institutions.

Milestone 2:

Pursuit of a new methodological approach, “workshop methodology”, tailored towards professional development and teacher education

Milestone 3:

New practices and applications, which proactively consider societal challenges and foster children’s development, and allow for new collaborative meaning making learning strategies which combine the global and the local and involves families.

Milestone 4:

Investigation of the synergies between Move, Play and Explore, and new methodological designs that allow for both hypothesis testing and new hypothesis generation.



Main focus and core values

Sustainability

- > Act on new understandings and knowledge about education for diversity (EfD).
- > Act on 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.

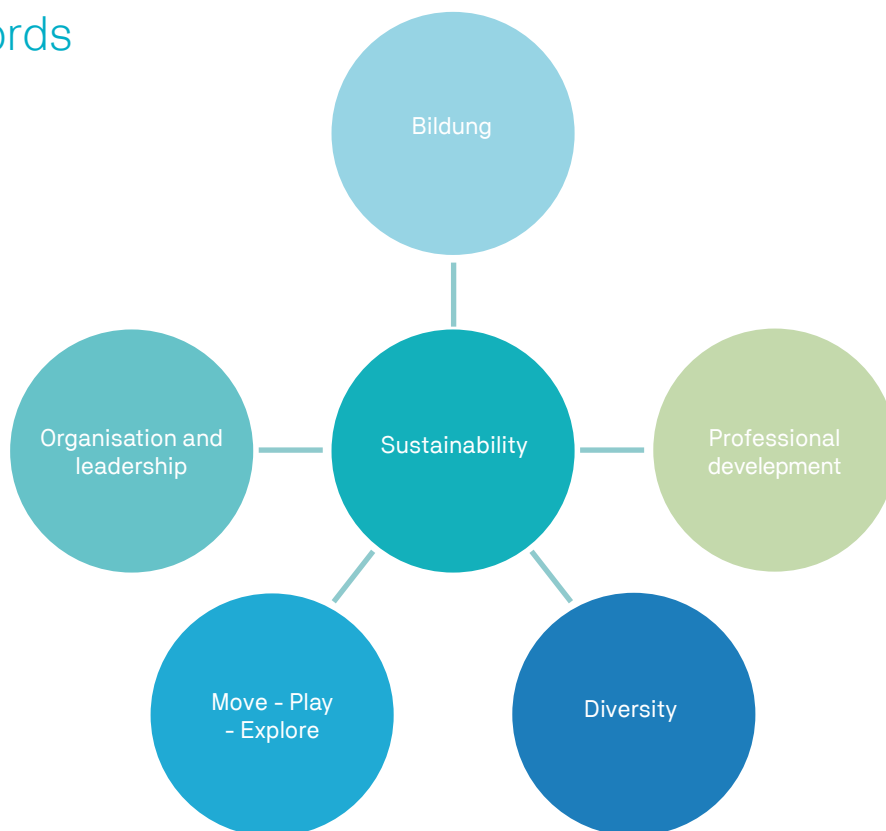
Glocality

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

Sharing

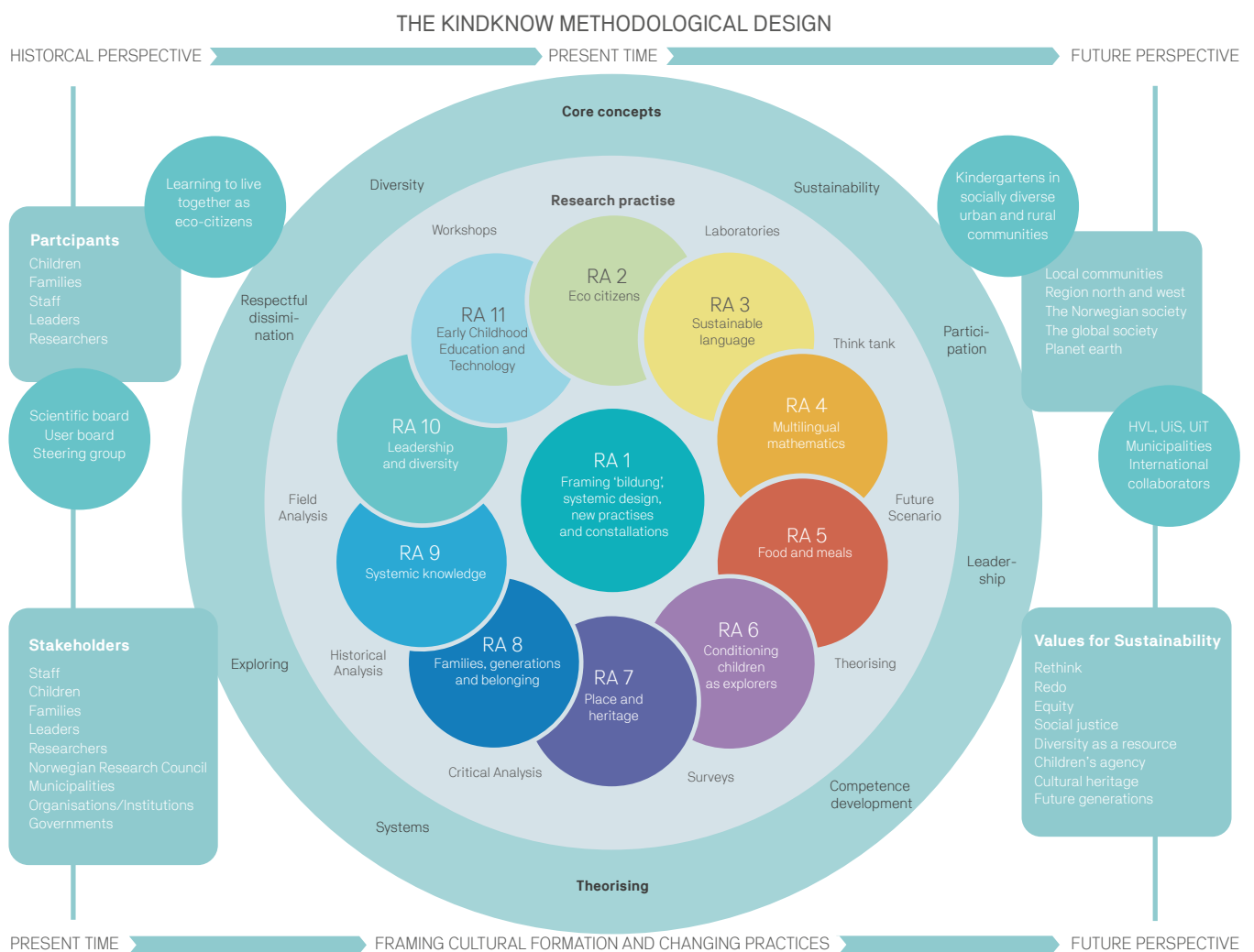
- > Share knowledge and resources with fellows and citizens.

Key words



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.



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 prioritised:

1. Governance, leadership and close cooperation with kindergartens and education relevant in the field of kindergarten at the bachelor's, master's, in-service, leadership and PhD 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 with an 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 for the year 2021 are: Torill B. Larsen, Vice Dean of Research, Veronica Bergan, Head of the Kindergarten Education Program, UiT; Marianne Boge, Director, Bergen Municipality, and Kjellrun Hiis Hauge, Professor of Climate change, sustainability and education and 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/Lene Angelskår facilitates for the board.

In 2021 we held two online steering board meetings.

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

In 2021 we did not organise for this board to meet up on a collective meeting. Anyway, there were contact and collaboration between the RAs and board members.

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 representative Sølvi Olrich Sørebo from The Norwegian Association of Local and Regional Authorities (KS), the organisation for all local governments in Norway, Mimi Bjerkestrand, Bergen Municipality; Stiftelsen Kanvas, the National Parents Organisation; representatives from partner kindergartens; the Norwegian National Centre for Food, Health and Physical Activity; Professor Ingrid Pramling Samuelsson, UNESCO Chair of Early Childhood Education; and SAMAGI.

In 2021 we organised one online user board meeting.

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 to share experiences and make the decisions necessary to develop the centre.

In 2021 we had nine team meetings. We use Research Forums to learn and co-create. In 2021 we organised forums and workshops on how to create a larger extent of visibility; on how write chronicles and outreach for the public, the why and how on academic outreach platforms, on analysing gender and profiling of world leading academics, on analysing visual data through NVIVO and workshops on the co-creation on innovative ideas in times of the pandemic. We pushed the attention on external funding and encouraged the participation in HVL's seminars and workshops on research ethics and applications as well as organising for small groups interest.

Staff, leader team and extended research milieu

Director: Elin Eriksen Ødegaard

Coordinator: Maria Grindheim (1.1-5.8.2021)
and Lene Angelskår (from 6.8.2021)

Professor II, 2018–2023: Marilyn Fleer

Professor II, 2019–2021: Jayne White

Researcher II and innovation advisor 2021-2022:
Zacharias Andreadakis

Research assistant: André Marandon

Contract: Håkon Hoffart VR, Cappelen Damm

Assignment: Korea Institute for Health and
Social Affairs – KIHASA

Active collaborating milieus in Norway: Filiorum, UiS, NORCE, UiB, SLATE UIB, UiT – Norges arktiske universitet, UiS, DMMH, OsloMet, UiA, INN, Bergen kommune, Tromsø kommune, Kinn kommune, FUB (National parents organisation), OMEP-Norway, The Norwegian Association of Local and Regional Authorities (KS), Livsglede for eldre, Folkehelseinstituttet, Helse-Bergen, Kunstpilotene, Håkon Hoffart VR, Kanvas Foundation.

Active collaborating milieus internationally: Network of Nordisk Förskola, BIN-Norden network, Göteborgs Universitet, Aalborgs Universitet, Aarhus Universitet, Profesjonshøgskolen København, Designskolen Kolding, Helsinki University, University of Jyväskylä, University of Zagreb, OMEP World, East China Normal University, Northeast China Normal University, Beijing Normal University, Beijing Institute of Education,

Monash University, Necmettin Erbakan University, Canterbury University, Association for Visual Pedagogies, Brill-Sense Publisher, Springer, Bloomsbury.

The centre has organised its research projects into 11 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 2021, 15 PhD candidates and two post-doctoral positions worked at the centre. These include 13 PhD positions from HVL, one PhD funded by Bergen municipality and the Research Council, and one PhD 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).

The Pandemic: What we missed in 2021

Regrettably, 2021 was heavily impacted by the global Covid-19 pandemic. Below is a list of planned activities we had to postpone or cancel in 2021.

ACTIVITY	INVOLVED	NEW PLAN
Global Fullbright Scholar visit three months	Ana Marjanovic-Shane, independent scholar, USA, Collaboarating with RA 1 and 6	2023
IRECE (International Research Early Childhood Education) conference One week	UiT, HVL, Monash University, The Sami University College, Collaborating with RA 1, 3 and 7.	2022
KINDknows International Scholar program – guest visitor in One month	Sean Blenkinsop, Simon Frasar University, Canada. Collaborating with RA 2	2022
KINDknows International Scholar program – guest visitor in One month	Sylvia Almeida, Monash University, Australia, Collaborating with RA 6	2022
Norwegian-Chinese State Scholarship 6 months	He Min, East China Normal University, Collaborating with RA 6	pending
Norwegian-Chinese State Scholarship 10 months	Lin Huo, Beijing Institute of Education, China. Collaborating with RA 6	2022
Oxford seminar on Cultural-Historical Perspectives One week	Conceptual PlayLab group, with OSAT Group at Oxford University and RA 6	2022/2023
KINDknow International Scholar program – uest visitor out 14 days	Elin Eriksen Ødegaard, HVL to visit east China Normal University	Cancelled
KINDknow International Scholar program – guest visitor out One month	Åsta Birkeland, HVL to Visit East China Normal University	Cancelled
International stay – stipend from RCN Four months	Charecah Oropilla, HVL to visit Monash University	Cancelled and new stay at Design Skolen Kolding 1 month.
Erasmus +	Dr Mehmet Mart, Lecturer at Necmettin Erbakan University, To visit RA 1 and 6	Cancelled
Manchester Metropolitan University, own funding	Dr Abigail Hackett, to shadow leader RA 1.	Cancelled
Manchester Metropolitan University	Dr Abigail Hackett to collaborate with RA 7	Cancelled
UTFORSK program	Researcher mobility RA 6	Pending

The KINDknow Research team

RA 1

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

An important issue for me as research leader this year has been to strengthen the research milieu through working on external funding, consolidating research within key areas and collaboration within and across institutions and partners. The pandemic also led us to new initiatives to expand and to meet the current situation.

This year we consolidated personnel from HVL with top international researchers to work for strategic institutional goals of strengthening excellence in research across campuses and disciplines at HVL with local and international strong collaboration. This work started in 2020, when we decided to expand on the nexus of Movement, Play and Exploration. Throughout the year Ødegaard has been part of the team working on developing the ideas for the new Move Early project. We failed in the first attempt but succeeded in the second. In December 2021, we succeeded in getting funded from RCN's Program of Large-scale Interdisciplinary Researcher Project. The project MoveEarly will start in August 2022. We also succeeded in securing funding from the RCN to develop knowledge on workshop methodology to strengthening partnerships and collaboration, through the project EX-PED-LAB (see also RA 9) starting up in November 2021.



Elin E. Ødegaard (HVL)

We hosted a visit from the Playful Learning group in Denmark, led by Helle Marie Skovbjerg (Designskolen Kolding).

We extended our collaboration the PRESEC (Play Responsive Early Childhood Education) Research group from University of Gothenburg, under the leadership of Professor Niklas Pramling, with a series of collaborative writing and responding seminars on the topic of conceptualising practices developing research.

We consolidated milieus at HVL and UiT – The Arctic University of Norway and beyond, by publishing 13 articles in a Special Issue called Reimagining Early Childhood Education for Social Sustainability in a Future We Want. Here we explored how social sustainability could be a thinking tool for new knowledge and understandings that nourish a reimagination of education in a world of trouble.

We also published two collections on the topic of cultural formation (Bildung). Through these volumes, the researchers examine and conceptualize cultural formation through locally situated cases and navigate toward global educational concepts such as sustainability.

RA1 also works with researching historical perspectives in early childhood education, with an emphasis on documenting and creating a teaching resource on the case of Norway. A group of researchers including both new and emerita/us personnel, has worked on restoring the webpage ‘Barnehagepionerne’ to fit in the new organization KINDknow.

PhD student Elena Merzliakova will finalise her thesis on internationalisation in early childhood teacher education in 2022. Her project on conceptualisations on learning in ECEC in Northern Russia and Northern Norway, include collaboration with institutions in Russia, The Barents secretariat, Mikhail Gradovski UiS and Elin Eriksen Ødegaard (HVL).

RA 2

Being and becoming eco-citizens

In 2021, field work continued in our kindergartens in Alta, Tromsø, and Bergen, while it was started in January in the kindergarten in Haugesund, delayed on account of the covid-19 situation. We have video-recorded and documented interviews, activities, and conversations, also together with the youngest children, and contemporarily explored how to realize our participatory design. We also have had some fruitful conversations with the NSD, on ethical issues related to the use of GoPro-cameras, to be used this year in some of our kindergartens.

We are about to get an overview over our rich data material, and we are engaged in the analyzing and writing processes. In April we had a digital seminar, where we shared some videos for common analysis. Gathering, sorting, sharing and analysing of our data material is ongoing. As a group and as individual researchers, we have presented on national and international conferences, such as Norsk Barnehage-forskningskonferanse. In subgroups, we are in progress with the writing of several scientific manuscripts.

Our leader, Marianne Presthus Heggen, has been promoted to full professor. Veronica Bergan has been guest editor for a special issue in the journal “Sustainability”, which includes several contributions from our group. We expect PhD student Lea Maison to finalize her thesis in 2022.



Barbara Maria Sageidet
(UiS)



Marianne Presthus
Heggen (HVL)

RA 3

Sustainable language practices in Norwegian kindergartens.

In 2021 we participated in digital and physical workshops and conferences to discuss and disseminate our findings within diverse perspectives like translanguaging theory, narrative inquiry, indigenous/Sámi pedagogy, and visual ethnography. The first publication on translanguaging as sustainable language practice for language vitalization from our fieldwork in a Sámi kindergarten was published. Further workshops, conference papers and publications on this material are planned for 2022. One physical conference we wish to highlight, is the Sámi education conference held at the Sami University College in October. Our own IRECE conference was postponed yet again until November 2022, we have however received many submissions, and prepare for both online and onsite conference. Fieldwork together with RA2 continued into 2021, and we now have video material from two seasons of harvesting and participating in traditional food practices. The cooperation also includes exploring sustainable ways of using visual material produced with kindergartens in kindergarten practices like staff meetings. For 2022, we will be working on different ways of cooperating and sharing this material within KINDknow. Together with RA7 and Tromsø municipality, we received funding from RFF Arctic for the project Nordlige hager (see RA7). The project continues into 2022 with fieldwork and construction.



Carola Kleemann (UiT)



Edit Bugge (HVL)

RA 4

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



Tamsin Meaney (HVL)

In 2021, we have been developing our research group. Dorota Lembrér defended her PhD thesis on 4th November. She has now returned to her position at Malmö University in Sweden. However, she along with Tamsin Meaney and Troels Lange have written a conference paper which was accepted for presentation in February 2022 at the Congress of European Mathematics Education which will be held online. Silje Christiansen has been working solidly on the two remaining articles for her PhD. In these articles, she has been exploring different aspects of the mediation of mathematics language learning through the use of playful apps. Mona Karbaschi Vee presented at her first conference in June, 2021 and this paper will be published in the proceedings that should come out shortly. This article was about how kindergarten preservice teachers evaluated numeracy apps and what teacher educators could learn from this. She has since written a journal article that has been submitted to a special issue of *Nordisk Barnehegeforskning Tidsskrift*. Mona has also begun a new project investigating how pre-service teachers utilise digital tools, especially apps when on practicum.

Silje Katrin Grimen has worked steadily on the article about multilingual parents' views of the use of apps for learning during lockdown. She is currently waiting for her co-author Tamsin Meaney to contribute her parts of the writing so that the article can be finalised. The findings of this article have been presented both at HVL to the research group conference in April and more widely at the Norsk barnehegeforskning-konferanse in October.

Tamsin Meaney was part of a successful RCN project application by researchers at the University of Stavanger; DiCoTe. The project is a continuation of the RA, but looking at programmable toys. The work package for the RCN project will focus on professional development of preservice and in-service kindergarten teachers and linked particularly to the STM (language, text and mathematics) course that is compulsory for all kindergarten teachers. As well, Tamsin Meaney is a guest editor on a special issue of the *Nordisk Barnehegeforskning* to do with mathematics in early childhood. Alongside Trude Fosse and Troels Lange and article based on some of the data from the app project has been submitted to this special issue.

RA 5

Food and meals in kindergartens

In 2021, we have collected data on children's voices regarding food and meals in the kindergarten. The data were collected in the partnership kindergarten, both during the period when the children had to bring their own lunch box due to covid-19 restrictions, and during a period when the staff could serve lunch in the kindergarten. We have also carried out a national survey among the staff in municipal and private kindergartens on the lunch meal in Norwegian kindergartens in relation to the covid-19 pandemic. Analyses of the data are ongoing, and we have presented findings at national and international conferences.

We have continued the research collaboration with Professor Karen Wistoft from Aarhus University. Together, we have revised and resubmitted an application to the RCN which focuses on teaching taste in schools and kindergartens. We have also had several meetings to discuss analysis of qualitative and quantitative data. We have made a call for a special issue in Nordic Early Childhood Educational Research, with the topic: To create sustainable kindergartens – perspectives, possibilities and challenges. The guest editor task is a collaboration with researchers from RA2 and RA6. Our PhD-student, Baizhen Ciren published one level-2 article in 2021, and is finalizing the other articles that will be included in her thesis. In addition, she has written other scientific and popular scientific publications this year and has presented her research at conferences. The plan is to submit the thesis in 2022.



Hege Wergedahl (HVL)

RA 6

Conditioning children as explorers

For RA 6, 2021 has been a year of consolidating local and international networks through our work with joint publications and extensive applications for research funding. We have worked together with Professor II, Jorunn Spord Borgen this year. Several scientific anthologies involving group members as editors and authors, were finalized, and more were planned for. Our group members have also been involved as guest editors and authors in special issues in international journals; Sustainability, Video Journal of Education and Pedagogy (VJEP) ECNU Review of Education and Conjunction.

Our international networking has been heavily affected by the COVID-19 situation with limited attendance at international conferences and cancelation of planned researcher mobility. Two of our main research contacts in China were granted a state scholarship for 10 months in Norway. Hosting the granted scholars from China had to be postponed due to Covid-19. Use of digital communication platforms have proved to be good channels for regular communications. Our group members have both led and been involved in several proposals for research funding this year. Some of these were accepted and will provide new research opportunities and research material (EX-PED-LAB). A major task in 2021 has been to develop and finalize a national survey on kindergarten teachers' approaches to cultures of exploration. Three Ph.D. students are involved in RA6; Svein-Erling Greiner on ECEC teacher education, Marion Oen in intercultural play among children in ECEC, and Czarecah Oropilla on intergenerational approaches as conditions for children's cultural formation (mentioned also in RA 8). Svein Erling Greiner had his midway seminar for his PhD in the spring term and Marion Oen will have her midway seminar spring 2022.



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

A major task in 2021 has been to prepare for the international conference IRECE 2022 in February, hosted by UiT. This has been postponed to November 2022 due to covid-19. In November we hope to host a hybrid conference - on site/online. As part of this preparation, we have been consolidating local and international networks. In February we secured funding from RFF Arctic to develop the innovative project “Nordlige hager / Gárbbis”. The project is a collaboration between KINDKnow (RA7 and RA 3), the municipality of Tromsø and architect/ artist Joar Nango. The aim of the project is to visualize Sami culture/ local culture in a kindergarten outdoor space. We have prepared the construction of three installations in the kindergarten outdoor space and the research design Anne Myrstad is the project leader.

The PhD candidates Jostein Sanderud and Anita Tvedt Crisostomo have published articles in international journals this year. They both plan to submit their theses in 2022. In collaboration with Abigail Hackett (Manchester Met), Anne Myrstad and Pernille Bartnæs (UiT) have published an article in Global Studies of Childhood. Article drafts from the team have been presented at international conferences.



Anne Myrstad (UiT)

RA 8

Families, generations and belonging

In 2021 we focused on linking the focus of RA8 with the issue of (social) sustainability, which resulted with two articles (Sadownik et al., 2021; Sadownik & Gabi, 2021) in the early childhood education related, special issue of Sustainability journal.

As the themes of RA8 are also connected to the Rights of the Child (right to live in a family, right to education, right to participation), the RA8 leader, together with Presidents of OMEP Europe, co-edited a book joining articles reporting the challenges of implementing the rights of the child in 15 countries and 6 regions of the world, 30 years after the convention was ratified. RA8 has also contributed to international anthologies published by Routledge and Springer (Sadownik & Aasen 2021, Sadownik 2021, Sadownik & Skoglund, Sadownik & Lewandowska). The RA8 leader co-edited an international anthology on parental engagement in ECE joining authors from 25 countries (Garvis et al. 2021).

Sadownik's expertise in belonging contributed to a level-2 article on wider room for curbing bullying (Grindheim & Sadownik, 2021). An additional 3 articles were submitted and accepted with revisions to be published in: Contemporary Issues for Early Childhood, Nordic Journal for International and Comparative Education as well as Video Journal of Education and Pedagogy. Our collaboration with partner kindergartens follows materials in the writing of 2 chapters in a Norwegian anthology joining researchers with in-service teachers.

The PhD-candidate Czarecah Oropilla has been authoring articles that will be included in her dissertation. She is expected to finalise her thesis in spring 2022. Newly hired postdoc Laurent Gabriel Ndjuyue was welcomed into the team in 2021. He gathered qualitative data on parental experience of ECE services in Tanzania, which creates a comparative material to the data already gathered by RA8 in Norway. Joint work on a comparative research paper has started.

RA8 delivered several conference presentations on BIN-Norden Conference 2021 Designing for Play in New Nordic Childhood (Oropilla 2021), ISCAR Congress (Oropilla 2021), Growing up with Polish in Norway (Sadownik 2021), Generations United Global Intergenerational Conference (Oropilla 2021), Exploring Visual Worlds of Education in Context of Crises and New Spaces of Opportunities (Oropilla 2021). We have also delivered invited lectures on Inspiration Day arranged by the Agency for ECE at Bergen City (Sadownik), in the Oxford Webinar with Monash Playlab (Oropilla 2021), a course in the Education University of Hong Kong Department of ECE (Oropilla 2021), a Round Table Session with the British Association for International and Comparative Education at HVL (Oropilla 2021), and the 2021 Early Years Fair of the Early Childhood Care and Development Council of the Philippines. As a member of Scientific community of EECERA 2021, Sadownik chaired two sessions during the digital EECERA conference. Throughout the year Sadownik has been part of the team working on developing the ideas for the new Move Early project.



Alicja Renata Sadownik
(HVL)

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. “Professional action,” in this sense, 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 followed up the pilot project of Kindergarten teachers as co-researchers with collaborative writings with participants, which eventually will result in a book to be published in 2022.

In 2021 we did a literature review on systemic leadership. We also responded to the invitation from the network Nordisk Förskola, aiming for funding from Nordplus Horizontal to do a meta-study on leadership in Nordic kindergartens. The PhD candidates in RA9 that finished their dissertations this year, Hege Fimreite and Anne Grethe Sønsthagen, shed light on peer counselling and change of collective knowledge in kindergartens and management-level work with multicultural professional development in kindergartens.

Johanna Birkeland has been participating in the collaboration with the PRESEC group from University of Gothenburg (se also RA1).

Work has been progressing satisfactorily in RA9, and further development of the collaboration and collaborative research with kindergartens has resulted in funding from the RCN; 12 million NOK for the project EX-PED-LAB. Johanna Birkeland is the project leader, and several members of KINDknow are also involved in this 4-year project.



Øyvind Glosvik (HVL)



Johanna Birkeland
(HVL)

RA 10

Leadership and diversity in kindergartens

This work package embraces three PhD projects on pedagogical leadership and diversity, on parent collaboration and digitalized communication as well as ECEC teacher education and policies.

The RA10 leaders currently focus their research on the changing roles of ECEC managers in relation to contextual changes in the sector, in particular the national framework plan. The research embraces broad theoretical perspectives and builds on a range of methodological approaches, spanning from field work to large national surveys.

The data collection and analysis are largely finished, and results are being disseminated through national and international journals and conferences.



Kari Ludvigsen (HVL)



Dag Øyvind Lotsberg
(HVL)

RA 11

ECE-Tech (Early Childhood Education and Technology)

The year of 2021 has been busy. Within RA11 we have applied for funds both from RCN and CHANSE. We did not secure funding but received positive feedback on our proposals. Maria Dardanou is PI for a project that received invitation for full application, which also involves several of the participants in our RA. We are awaiting the results. Several of our participants are also involved in a project of making online courses for staff in kindergartens, where we are also waiting for the conclusion after negotiation meeting with Udir. The international project DigiCross has received some funds, and several international partners are now collecting data. Funds will be used to arrange a workshop for data analysis and planning article writing in 2022. As part of DigiCross, institutions HVL, NLA and UiT are collecting data from a Norwegian context. Our PhD candidate, Nils Christian Tveiterås, is an asset to the group and his first article is soon to be published. He is following Torstein Unstad's project of implementing VR-technology in the education of pre-service early childhood teachers.

As the pandemic required social distancing, Siri Madsen and Helge Habbestad were central in testing online practicum for student in their third year. They are now in the process of researching online practicum as a learning activity. In September, the group met at Sommarøya for a constructive writing seminar with the research group Technology and Learning, led by Steinar Thorvaldsen. We were happy to have Kari Langseth Hjelmen from HVL attend the seminar and concluded that we needed more seminars like that and stronger collaboration across institutions. The research group has published several articles in 2021.



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)
Fostering intergenerational engagements and programmes in the field of early childhood education and care. (RA 6 & 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)



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



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 Municipality)
Kindergartens facilitation for intercultural play (RA6)



Karoline Jangård Selliseth (HVL)
Digital communication and parental influence on pedagogical discretion (RA10)



Nils Christian Tveiterås (UiT)
Doing research on the use of Virtual Reality in Kindergarten Teacher Education (RA11)



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

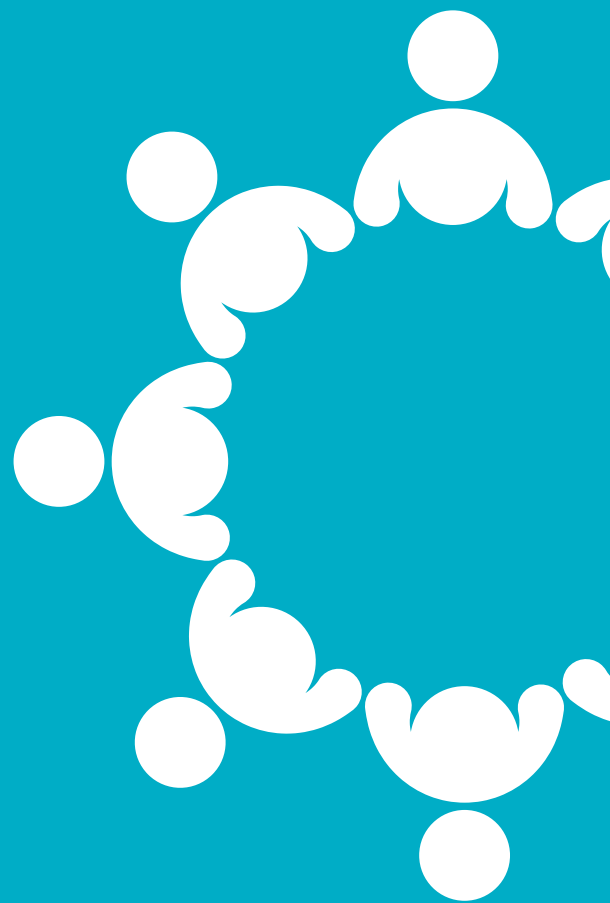


Laurent Gabriel Ndijuye (HVL) Postdoc
Doing research on immigrants and refugee children and families' development, learning and experiences. (RA7)

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

Staff at Medielab, HVL and support from research advisors and communication advisors.

Artists: André Marandon (RA6), Håkon Hoffart, Vilde Tuv and Lena Skjerdal (artistic programme for the national conference).



Activities and achievements in 2021

Highlights of 2021

Our new research staff, newly promoted professors and Professor II

Professor [Marianne Presthus Heggen](#) earned her professorship in Education at HVL. Her fields of expertise are Eco-citizenship, curiosity in natural science didactics and education for sustainability as a holistic concept.



Professor [Ali Kemal Tekin](#) joined the center in the Autumn of 2021. He is a part of Research Area 6, and will also contribute to the new project EX-PED-LAB. His fields of expertise are ECEC, play, working with families, diversity, multilingualism and participatory research. He also brings with him the role of Editor in Chief for the global reaching journal International Journal of Early Childhood (The journal of OMEP World).



In August 2021, [Lene Angelskår](#) became the new administrative coordinator for KINDknow. She holds an interdisciplinary Master degree in Organization, Leadership and Work from the University of Oslo. Before joining KINDknow, she was a research adviser at the centres RITMO and TIK at the University of Oslo, working on pre- and post-award for externally funded research projects.



Professor [Eivind Aadland](#) and his research group and partners will join the center officially from 2022. In 2021 Eivind Aadland has participated in a joint effort on consolidating milieus with common interest at HVL on Movement, Play and Exploration. The MoveEarly project was accepted late December 2021 and will start up in August 2022. Eivind Aadland is project leader.



Dr. [Laurent Gabriel Ndijuye](#) is a Postdoctoral Fellow at KINDknow and member of Research Area 7 since August 2021. He is doing research on immigrants and refugee children and families' development, learning and experiences. Specifically, Laurent has extensive research experiences in the fields of early childhood education in Emergencies (EiE), and Equity and social justice in ECEC. He is a recipient of numerous international academic awards and grants including the 2014/2015 Patrice L. Engle Dissertation Grant, by the Society for Research in Child Development (SRCD) - United States of America; and the 2013/2017 University Postgraduate Fellowship (UPF), by the Hong Kong Foundation of the University of Hong Kong, Hong Kong - China. He is also an Honorary Fellow at the University of Western Australia in Perth – Australia and was a Research Fellow at the Global TIES for Children, New York University – United States of America.



PhD Fellow [Nils-Christian Tveiterås](#) joined the centre in 2021, and is a member of Research Area 11. Nils started as a Ph.D. candidate at the UiT- The Arctic University of Norway in August 2021. His project is investigating technology in higher education, more specifically exploring the use of Virtual Reality in a kindergarten teacher education program. This program already uses some online teaching, and the research aims at finding out if VR provides other and, perhaps, more active and playful opportunities for teaching and collaboration online. Nils Christians is as a schoolteacher, and he holds a master's degree in Philosophy in Education. His supervisors are Siri Sollied Madsen, (UiT - The Arctic University of Norway), and Thomas Bjørner (Aalborg University Copenhagen)



Researcher II and research and innovation advisor [Zacharias Andreadakis](#) supported project development as research advisor of HVL this year. In addition, he was employed from March –August 2021 in 20% research position to work on systematic literature reviews on Exploration in Early Childhood Education. From August –December he worked as collaborating partner with own funding with the same task. He will continue to be associated to the centre as researcher in EX-PED-LAB and innovation advisor in the centre.



New research projects starting in 2021

The new research project [EX-PED-LAB](#) received funding from the Research Council of Norway in June 2021, and officially started on 1.12.2021. The project will run for 4 years and is led by Johanna Birkeland and Elin Eriksen Ødegaard.

In December, KINDknow joined the project "[Sammen for de minste](#)" led by Bergen Kommune. The project will run for 3-4 years, possibly longer if further financing is attained. Contributors from KINDknow include Elin Eriksen Ødegaard, Liv Torunn Grindheim, Alicja Sadownik and Ali Tekin.

Oral defence of two PhD candidates

KINDknow's PhD candidates Anne-Grethe Sønsthagen and Dorota Lembrèr both successfully defended their PhD theses in 2021.

Publications

In 2021, KINDknow researchers published a wide range of articles in different journals and books. The topics vary from building kindergarten teachers' professional competences to sustainability in ECE settings. Team leaders, key researchers, and doctoral research fellows (PhDs) contributed to the publications.

Publications:

- > Scientific journal articles (32)
- > Scientific chapters in peer-reviewed books (38)
- > Books (8)
- > Chapters in textbooks (12)
- > Guest editing (2)
- > Popular scientific articles and chronicles (13)
- > PhD dissertations (2)
- > Research reports (2)



Scientific journal articles

1. **Birkeland, J., Glosvik, Øyvind, & Aasen, W.** (2021). Systemic Leadership in Nordic Kindergartens. *Educare - Vetenskapliga Skrifter*, (4), 114-163. <https://doi.org/10.24834/educare.2021.4.5>
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3. **Bugge, E.** (2021). Talemål, identitet og tilhørighet: Sosiolingvistiske perspektiv på språkanalyse ved søknad om beskyttelse og språkkrav for opphold og statsborgerskap. *Målbryting* 12 (2021): 25-42. <https://doi.org/10.7557/17.5926>
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5. **Crisostomo, A. T., & Reinertsen, A. B.** (2021). Becoming child and sustainability: The kindergarten teacher as agency mobiliser for sustainability through keeping the concept of the child in play. *Sustainability* 13(10). <https://doi.org/10.3390/su13105588>
6. **Dardanou, M. & Gamst-Nergård, E.** (2021). The role of the kindergarten in children's well-being and resilience: The case of Norway. In Z. Williams-Brown & S. Mander (eds.) *Childhood well-being and resilience: Influences on educational outcomes*. Routledge
7. Fossgard, E., **Wergedahl, H.**, & Holthe, A. (2021). Children's experienced and imaginary stories about lunch packs and lunch breaks: Associations and perceptions of school lunch among primary school students in Norway. *Appetite* 164.
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9. **Grindheim, M & Grindheim, L. T.** (2021). Dancing as moments of belonging: A phenomenological study exploring dancing as a relevant activity for social and cultural sustainability in early childhood education. *Sustainability* 13(14), 1-17.
10. **Hu, A. & Ødemotland, S.** (2021). Fostering cultural sustainability in early childhood education (ECE) through neighborhood projects. *Sustainability*, 13(9), <https://doi.org/10.3390/su13095203>
11. Ingram, N. & **Meaney, T.** (2021). “My parents are pretty pleased with my maths”: Students’ navigation of identity stories about mathematics, *Research in Mathematics Education*, DOI: [10.1080/14794802.2021.1938190](https://doi.org/10.1080/14794802.2021.1938190)
12. Jevtić, A. V., **Sadownik, A. R.** & Halavuk, A (2021). Early Childhood Education teachers’ attitudes towards risky play as developed through teacher education and impeded by safety procedures. A report from Croatia, *Journal of Adventure Education and Outdoor Learning*, DOI: [10.1080/14729679.2021.1894952](https://doi.org/10.1080/14729679.2021.1894952)
13. Kewalramani, S., Palaiologou, I., **Dardanou, M.**, Allen, K.-A., & Phillipson, S. (2021). Using robotic toys in early childhood education to support children’s social and emotional competencies. *Australasian Journal of Early Childhood*, 46(4), 355-369. <https://doi.org/10.1177/18369391211056668>
14. Kewalramani, S., Palaiologou, I., Siraj-Blatchford, J. & **Dardanou, M.** (2021). Can robots support social and emotional development? *STEM/ED Magazine*.19-23.
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17. Li, M., **Birkeland, Å.** & Duan, T. (2021). Building Education for Sustainable Futures in ECE: Understanding transformative learning through government stakeholders in rural China. *International Research of Early Childhood Education* 11(1).
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19. **Meaney, T.**(2021). Paulus Gerdes – reflections of Alan Bishop and Marit Johnsen-Høines in conversation with Tamsin Meaney. *Journal of Mathematics and Culture*
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25. Pesch, A. M., **Dardanou, M.** & Sollid, H. (2021). Kindergartens in Northern Norway as semiotic landscapes. *Linguistic Landscape*. 1-30
26. **Sadownik, A. R.**, Bakken, Y., Gabi, J., Višnjić-Jevtić, A., & Koutoulas, J. (2021). Unfreezing the discursive hegemonies underpinning current versions of “social sustainability” in ECE policies in Anglo-Celtic, Nordic and Continental contexts” *Sustainability* 13(9) <https://doi.org/10.3390/su13094758>.

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Scientific Chapters in peer-reviewed books

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2. **Birkeland, Å.** & Sørensen, H.V. (2021). Time regulation as institutional condition for children's outdoor play and cultural formation in kindergarten. In Liv Torunn Grindheim, Hanne Værum Sørensen & Angela Rekers: *Outdoor Learning and Play. Pedagogical Practices and Children's Cultural Formation*. Springer. P.111-128. DOI 10.1007/978-3-030-72595-2_7
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4. Carlsen, C. H. & **Bugge, E.** (2021). Språkkrav for statsborgerskap og hvordan de begrunnes.. I Marte Monsen og Verónica Pájaro (red.) *Andrespråklæring hos voksne: Vitenskapelige innsikter og didaktiske refleksjoner*. Cappelen Damm Akademisk
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10. **Grindheim, L. T.**, Sørensen, H. V. & Rekers, A. (2021). Outdoors and Nature in Pedagogical Practices and in Cultural Historical Theory. **L. T. Grindheim**, H. V. Sørensen, & A. Rekers (eds.). *Outdoor Learning and Play Pedagogical Practices and Children's Cultural Formation*. Springer.

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13. **Hu, A.** (2021). What matters? A case study of insiders' perspectives on transition from preschool to primary school in Shanghai. To be published in Sanja Tatalović Vorkapić, S. T. & LoCasale-Crouch, J. (Eds.) *Supporting children's well-being during early childhood transition to school*. Hershey, PA: IGI global.
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2. **Birkeland, Å** & Huo, L. (2021) (Eds). *Cooperative learning in early childhood education between China and Norway: Experiences-Dialogues-Reflections*. China Youth Publishing Group. (In Chinese)
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6. Višnjić-Jevtić, A., **Sadownik, A. R.** & Engdahl, I. (2021) (Eds).. *Young children in the world and their rights: Thirty years with the United Nations convention on the rights of the child*. Springer. <https://doi.org/10.1007/978-3-030-68241-5>.
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5. **Grindheim, L. T.** (2021). Sinte barn er ikkje unormale. <https://www.utdanningsnytt.no/barnehageforskning-barnehagepedagogikk-fagartikkel/sinte-barn-er-ikkje-unormale/281826?fbclid=IwAR1BIEMr6JqCwN1L3ZJTrWSguPshqu86zh0fxtYB48a0he1vESGHSczDFWI>
6. **Hege F. & Moxnes, A.** (2021). Hvem er de voksne i barnehagen?. <https://www.utdanningsnytt.no/barnehagelaerere-barnehagelaererrollen-barnehagelaerutdanning/hvem-er-de-voksne-i-barnehagen/294434?fbclid=IwAR2ba0zqrsjqT3CidAGy0XSYmouY0C5C6QNf0UJdvAHhgaxOOEoAb7nWum0>.
7. Ohm, M., **Skoglund, R. I.** & Moe, R. (2021). Ny mobbelov i barnehagen - likeverdig dialog med foreldre er avgjørende i forebyggingen mot mobbing. *barnehage.no*
8. Reikerås, Elin Kirsti Lie & **Ødegaard, E. E.** (2021). Relanserer tidsskrift: – En bidragsyter til solid kunnskap om barnehager og barndom. *Barnehage.no*.
9. **Sadownik, A. R.**, Gjermo, V. & Træet, M. (2021). Flerkulturelle misforståelser? *Barnehagefolk* 38.(1),73-78.
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11. **Ødegaard, E. E.** (2021). A pedagogical model of exploration in education. *Research Outreach* 2021-05-04.
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13. Åmot, I & **Skoglund, R. I.** (2021). De ansattes sinne i barnehagen kan føre til profesjonell utvikling. *Første steg*. pp. 60-82

PhD dissertations:

1. **Sønsthagen, A. G.** (2021). *Leadership and responsibility: A study of early childcare institutions as inclusion arenas for parents with refugee backgrounds*. Horten: Universitetet i Sørøst-Norge. (ISBN 978-82-7860-477-9)
2. **Lembrér, D.** (2021). *Sociocultural influences on parents' views about mathematics education for young children*. Bergen: Høgskulen på Vestlandet. (ISBN 9788293677635)

Research reports

1. **Ødegaard, E.E., & Hu, A.** (2021). Early Childhood Education and Care (ECEC) Response to COVID-19 in Norway In An international collaborative study and international symposium: childcare response to Covid-19”, Korea Institute for Health and Social Affairs, South Korea
2. Homme, A., Danielsen, H., & **Ludvigsen, K.** (red.) (2021). Implementeringen av rammeplan for barnehagen. Underveisrapport fra prosjektet Evaluering av implementering av rammeplan for barnehagen. Bergen: NORCE Samfunn. https://www.udir.no/contentassets/8b54029f9c89429fb080cd86a2d42cd0/implementeringen-av-rammeplan-for-barnehagen_underveisrapport_januar-2021.pdf



Book Launch at KINDknow Research Center with the editors of the book *Young Children's in the World and their Rights*: Ingrid Engdahl (Vice President of OMEP Europe until 2021), Alicja Sadownik and Adrijana Višnjić Jevtić (Vice President of OMEP Europe from 2022). Photo: Elin Eriksen Ødegaard

Presentations at conferences and seminars

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 Municipality. KINDknow and FILIORUM, the kindergarten research centre at the University of Stavanger, take turns to host a yearly Norwegian kindergarten research conference. This year KINDknow assisted FILIORUM in their hosting of the conference. In June, KINDknow in collaboration with SLATE of University of Bergen, Association for Visual Pedagogy & Brill hosted an online international conference, Exploring Visual Worlds of Education—in Context of Crises and new Spaces of Opportunities.

Keynotes and invited guest lectures

WHEN	WHERE/ ORGANISER	ARRANGEMENT	PLACE	PREVALENCE	INVITED	WHO	TITLE
10-11 Mar.	KIHASA, South Korea.	International Symposium on KIHASA 51st Anniversary Paradigm Shift in Social Security System in the Post-COVID Pandemic Era.	Online	International	Yes	Ødegaard, E. E.	What should be done against Post-COVID-19? A response from KINDknow Research Center, Norway.
24 Mar.	Ministry of Education	Barnehager mot 2030	online	National	Yes	Ødegaard, E. E.	Pedagogisk kvalitet
21. Apr.	Faglig råd for lærerutdanning	Hvis partnerskap er svaret - hva er spørsmålet?	Oslo konferanse-senter	National	Yes	Ødegaard, E. E.	EX-PED-LAB er en et verksted for utforskning og pedagogisk innovasjon og er viktig både for barnehagesektor og UH-sektoren
25-26 Aug.	Northeast Normal University China	International conference on early care and children's development;	Online	International	Yes	Ødegaard, E.E. & Hu, A.	Quality ECEC-the case of Norway-securing quality from 0-3 through practice and teacher education.
21. Oct	Bergen kommune	Fagdag for Bergen kommunes barnehager; 2021-10-21 - 2021-10-21	Online	Regional	Yes	Ødegaard, E.E..	Når forskning møter praksis - Mandat, forskningsbase og erfaringer med felles 'kunnskap' sammen med barnehager.
1-2, Nov	KINDknow & Monash University Norway/Australia	The Oxford Webinar Cultural-historical research in crisis contexts: Challenges and perspectives	Online	International	Yes	Grindheim, L. T.,	Sustainability, children's perspectives, and cultural historical perspectives
10, Nov	Hamar/Høgskolen i Innlandet.	INNBa - Forsking Innanfor om barnehage, barn, tidlig barndom, barnehagelærer-profesjon og barnehage-lærerutdanning.		National	Yes	Grindheim, L. T.,	Barns medverknad i berekraftig utdanning.
18-21. Nov.	Early Childhood Development CSO Platform, Ankara, Turkey	The International Congress of Early Childhood Development: Science to Policies (ECDP),	Online	International	Yes	Tekin, A. K.	Implementing the Child Rights in Turkey.

Scientific and academic paper-, poster- and panel-presentations

WHEN	WHERE / ORGANISER	ARRANGEMENT	PLACE	PREVALENCE	WHO	TITLE
29 Jan	British Association for International and Comparative Educ	Round table session	Online	International	Oropilla, C.T.	Intergenerational Learning and Sikolohiyang Pilipino: Perspectives from the Philippines. Round table session;
4 Feb.	Univeristy of Warsaw, OsloMet and Norway Multiling	Growing up with Polish in Norway: what do we know and what is yet to be discovered			Sadownik, A.	Polish children's and caregiver's encounters with Norwegian ECEC
4 Feb.	Univeristy of Warsaw, OsloMet and Norway Multiling	Growing up with Polish in Norway: what do we know and what is yet to be discovered			Doublet, R.	Polish and Norwegian vocabulary acquisition among three kindergarten children – results from CLT assessments
11–12 Feb.		2021 AJEC Research Symposium Complexity and change: Contemporary research in early childhood	Online		Kewalramani, S. Dardanou, M., & Palaiologou, I.	How playing with robotic toys helps children build social–emotional competencies
03–04, Mar	BIN-Norden	BIN-Norden Conference 2021 Designing for Play in New Nordic Childhood		International	Grindheim, L. T., Borgen, J. S., & Ødegaard, E. E.	In the best interest of the Child: From the Century of the Child to the Century of Sustainability.
03–04, Mar	BIN-Norden	BIN-Norden Conference 2021 Designing for Play in New Nordic Childhood	Online	International	Oropilla, C.T. & Ødegaard, E. E.	Designing for playful collaborative explorations: an intergenerational play perspective;
03–04, Mar	BIN-Norden	BIN-Norden Conference 2021 Designing for Play in New Nordic Childhood	Online	International	Skoglund, R. I. & Grindheim, L.T.	Investigating conditions for imaginative play in Early Childhood Education and Care
03–04, Mar	BIN-Norden	BIN-Norden Conference 2021 Designing for Play in New Nordic Childhood	Online	International	Borgen, J. S., & Ødegaard, E. E.	Global paradoxes and provocations in education - Exploring sustainable futures for children and youth. Designing for play in New Nordic childhoods
03–04, Mar	BIN-Norden	BIN-Norden Conference 2021 Designing for Play in New Nordic Childhood	Online	International	Borgen, J. S., & Ødegaard, E. E.	PLAY & Childhood Cultures in Transformation. Designing for play in New Nordic childhoods
10 -11, Mar.	KIHASA	International Symposium on KIHASA 51st Anniversary Paradigm Shift in Social Security System in the Post-COVID Pandemic Era;	Online	International	Ødegaard, E.E.	What should be done against Post-COVID-19? A response from KINDknow Research Center, Norway.
7, Apr		Barnehage-forskingsdagen			Fimreite, H. & Glosvik, Ø.	Visste du at ved å rette søkjelyset på kvardagsverda og systema i barnehagen, ser vi endringar i den kollektive kunnskapen?.
7, Apr		Barnehage-forskingsdagen			Sanderud, J. R.	Visste du at utelek kan lede til eksistensielle erfaringer?. Barnehageforskningsdagen
7, Apr		Barnehage-forskingsdagen			Borgund, S. M.	Visste du at for studentane så handlar kvalitet i barnehagelærarutdanninga om ein miks av motivasjon og strukturelle faktorar?.

15, Apr		Seminar forskerprogrammet: "Berekraft, medverknad og mangfold;			Lund, H. B. H.	Etniske minoritetsforeldres erfaringer med foreldresamarbeidet i barnehagen.
28, Apr		Lærerutdannings-konferansen			Kucirkova, N., Unstad, T., Undheim, M & Dardanou, M..	Profesjonell faglige utvikling med digital teknologi hos barnehagepersonalet gjennom workshop
9 May		Webinar. Hva sier forskning om kritisk refleksjon?;	Online	National	Greiner, S.	Hva sier forskning om kritisk refleksjon?.
3, Jun		Kroppsøvings-konferansen		National	Sanderud, J. R., Gurholt, K. P., & Moe, V.F.	Didaktisk sensitivitet
1-14 Jun	NORMA	The Ninth Nordic Conference on Mathematics Education, NORMA 20	Online	International	Vee, M. V. & Meaney, T.	Kindergarten preservice teachers evaluating mathematical apps
09 -10, Jun	KINDknow, SLATE of University of Bergen, Association for Visual Pedagogy & Brill	Exploring Visual Worlds of Education—in Context of Crises and new Spaces of Oppor-tunities	Online	International	Birkeland, Å. & Grindheim, L.T.	Exploring discourses of national and global identities in early childhood education.
09 -10, Jun	KINDknow, SLATE of University of Bergen, Association for Visual Pedagogy & Br	Exploring Visual Worlds of Education—in Context of Crises and new Spaces of Oppor-tunities	Online	International	Birkeland, Å.	How visibility shapes reality - A visual narrative journey of a cross-cultural researcher and educator
09 -10, Jun	KINDknow, SLATE of University of Bergen, Association for Visual Pedagogy & Bri	Exploring Visual Worlds of Education—in Context of Crises and new Spaces of Oppor-tunities	Online	International	Myrstad, A. & Kleemann, C.	Visualizing different voices in a community of practice
9 -10, Jun	KINDknow, HVL. UiB	Exploring Visual Worlds of Education—in Context of Crises and new Spaces of Oppor-tunities	Online	International	Oropilla, C.T.	Intergenerational engagements during the corona pandemic lockdown: Opportunities amidst a global crisis.
15 -17 jun.	Generations United	Global Intergenerational Conference	Online	International	Oropilla, C.T.	Intergenerational Interactions During a Pandemic Lockdown: A Glimpse from the Philippine
30 jul.- 7 Aug.	ISCAR	ISCAR Congress PhD day	Online	International	Oropilla, C.	Exploring and understanding intergenerational engagements and programmes: A visual representation – dialogue paper for analysis through a cultural-historical lens.
31 Aug- 3 Sep	European Sociological Association (ESA)	15th ESA Conference	Online	International	Selliseth, K. J.	. Digital Communication Tools and its Effect on the Power Relation between Parents and Kindergarten Teachers in a Norwegian Context.
1Sep.		International Special Education Conference	Online	International	Sanderud, J. R..	Outdoor Play in Winter: Children being-and-becoming well versed with snow and ice.

1-17 Sep.		30th EECERA annual conference	Online	International	Kaveri, G. Almeida, S Gomez, J. Hu, A	A comparative study of early childhood educators' responses to Covid-19 across Australia, Bangladesh, Norway, India and Singapore
1-17 Sep.		30th EECERA annual conference	Online	International	Almeida, S Hu, A	Alternative perspectives on Environmental and Sustainability Education: A comparative study of curriculum policies across India, China and Japan
1-17 Sep.		30th EECERA annual conference	Online	International	Dardanou, M. & Karlsen, B. A.	Children's participation in documentation processes in local places.
1-17 Sep.		30th EECERA annual conference	Online	International	Unstad, T., Fotakopoulou, O. Dardanou, M., Hatzigianni, M., & O'Connor, J.	Home and Kindergarten, two sides of young children's use of touch-screen technology: An exploration using multiple methodological approaches
8-10 Sep.	Southern African-Nordic Center (SANORD)	13th SANORD Annual Scientific Conference: Vitalizing partnerships - Moving forward to a sustainable future	Online	International	Ludvigsen, K. et al.	Supporting the education of children with vision disturbances. Innovations in Tanzanian education.
22. Sep.		Fagdag i forskningsprogrammet Idrett, fysisk aktivitet og kosthold - Berekraft, samspel og nyskaping			Wergedahl, H & Aadland, E. K.	Barnehageansatte - om mat og måltid i koronapandemien.
1-3, Oct.	ESA	The European Sociological Association (ESA) 2021	Online	International	Borgund, S. M.	Students' perceptions of quality in the Norwegian Kindergarten teacher education.
21- 22, oct		Symposion on Movement Science, learning and pedagogy;			Aadland, E. Fusché Moe, V.; Ødegaard, E. E., Tjomsland, H. E., Sadownik, A. R., & Okely, A. D.	Move-play-explore in Early Childhood Education.
25 Oct	Early Childhood Care and Development Council in the Philippines	2021 Early Years Fair of the Philippines	Online	National	Oropilla, C.	The role of research in protecting children's rights to play
26-28, Oct.	Filiorum & KINDknow	Conference: Norsk Barnehage-forsningskonferanse	Online	National	Aase Nylenna Akslen Modgun Ohm, & Aihua Hu	"This was eye-opening for me": A case study of student teachers' professional identity development in an international course in a Norwegian early childhood teacher education institute
26-28, Oct.	Filiorum & KINDknow	Conference: Norsk Barnehage-forsningskonferanse	Online	National	Doublet, M	Språklig mangfold i barnehagen – en gruppekasusstudie av åtte tospråklige barns språkutvikling i barnehagen
26-28, Oct.	Filiorum & KINDknow	Conference: Norsk Barnehage-forsningskonferanse	Online	National		
26-28, Oct.	Filiorum & KINDknow	Conference: Norsk Barnehage-forsningskonferanse	Online	National		
26-28, Oct.	Filiorum & KINDknow	Conference: Norsk Barnehage-forsningskonferanse	Online	National	Doublet, M. R.	Språklig mangfold i barnehagen – en gruppekasusstudie av åtte tospråklige barns språkutvikling i barnehagen.
26-28, Oct.	Filiorum & KINDknow	Conference: Norsk Barnehage-forsningskonferanse	Online	National	Homme, A. Danielsen, H. & Ludvigsen, K.	Implementeringen av rammeplan for barnehagen

26-28, Oct.	Filiorum & KINDknow	Conference: Norsk Barnehage-forskingskonferanse	Online	National	Grindheim, L.	Exploring the taken-for-granted advantage of outdoor play in Norwegian Early Childhood Education.
26-28, Oct.	Filiorum & KINDknow	Conference: Norsk Barnehage-forskingskonferanse	Online	National	Grindheim, L. Sørensen, H. V., & Rekers, A.	Self-organized symposium: Outdoor learning and play: Pedagogical practices and children's cultural formation
26-28, Oct.	Filiorum & KINDknow	Conference: Norsk Barnehage-forskingskonferanse	Online	National	Grindheim, M., Schei, T., & Ødegaard, E. E.	Rammeplanen si vektlegging av rørsle
26-28, Oct.	Filiorum & KINDknow	Conference: Norsk Barnehage-forskingskonferanse	Online	National	Ludvigsen, K & Lotsberg, D. Ø.	Profesjonalisering av styrerrollen i norske barnehager? Funn fra en landsomfattende surveyundersøkelse
26-28, Oct.	Filiorum & KINDknow	Conference: Norsk Barnehage-forskingskonferanse	Online	National	Lund, H. B. H.	«Vi er vel egentlig alle like». Pedagogisk ledelse, mangfoldskonstruksjoner og foreldresamarbeid i barnehagen..
26-28, Oct.	Filiorum & KINDknow	Conference: Norsk Barnehage-forskingskonferanse	Online	National	Meaney, T., & Contreras, S. K.	Barndom i nedstengingens tid: foreldres synspunkter om digitale apper, matematikk og språk
26-28, Oct.	Filiorum & KINDknow	Conference: Norsk Barnehage-forskingskonferanse	Online	National	Oropilla, C.	Intergenerational meetings in Norwegian kindergartens amidst an ongoing pandemic: Challenges and Opportunities
26-28, Oct.	Filiorum & KINDknow	Conference: Norsk Barnehage-forskingskonferanse	Online	National	Wergedahl, H & Aadland, E	Lunsjmåltidet i barnehagen
28-30, Oct.	Aarhus University,	11th international food conference - Making sense of taste	Copenhagen, Denmark	International	Ciren, B.	A case study on changing lunch meal practices in a Norwegian kindergarten
28-30, Oct.	Aarhus University,	11th international food conference - Making sense of taste	Copenhagen, Denmark	International	Wergedahl, H & Aadland, E	Lunch Meals in Norwegian Kindergartens during and after the COVID-19 Pandemic
1-2, Nov	KINDknow & Monash University	The Oxford Webinar Cultural-historical research in crisis contexts: Challenges and perspectives	Online	International	Ciren, B.	Beyond everyday practices and routines: A cultural-historical view on Chinese kindergarten food provision and personnel's conceptions of a proper meal
1-2, Nov	KINDknow & Monash University	The Oxford Webinar Cultural-historical research in crisis contexts: Challenges and perspectives	Online	International	Oen, M.	Scaffolding Intercultural Play
1-2, Nov	KINDknow & Monash University	The Oxford Webinar Cultural-historical research in crisis contexts: Challenges and perspectives	Online	International	Oropilla, C.	Fostering intergenerational engagements and programmes in the field of early childhood education and care
3 Nov	BARNkune	Metodeseminar	Bergen		Greiner, S.	Kvalitative, digitale forskningsmetoder: muligheter og begrensninger.
09 -10, Nov	NAFOL/HVL	NAFOL/HVL conference	Bergen	National	Fimreite, H & Glosvik, Ø.	Peer counseling between the everyday-world and system - a study of conversations about conversations in preschool.
09 -10, Nov	NAFOL/HVL	NAFOL/HVL conference	Bergen	National	Lund, H. B. H.	'Through the researcher's gaze' Preconceptions, understandings, and reflexivity in qualitative research in a kindergarten setting.

09 -10, Nov	NAFOL/HVL	NAFOL/HVL conference	Bergen	National	Lund, H. B. H.	"We must do like the Norwegians, go hiking, outdoor activities and things like that."Refugee parents' experiences with parental cooperation and encountering kindergarten.
09 -11, Nov		Diversity in Teacher Education Research			Borgund, Snm M.	Students' perceptions of quality in the Norwegian Kindergarten teacher education.
15-17, Nov	The Education University of Hong Kong Department of ECE	Promoting Children's Physical Well-being	Online	International	Oropilla, C.	How intergenerational approach can contribute to promoting health and well-being of children
26 Nov	Bergen kommune	Fellesskap for ALLE? - INSPIRASJONSDAG	Bergen	Regional	Sadownik, A. R.	Fellesskapsfølelse - familiene i barnehagen
1-2, Dec		Forskning i friluft		National	Sanderud, J. R., Gurholt, K. P., & Moe, V.F.	Didaktisk sensitivitet for barn og sted.



Liv Torunn Grindheim and Czarecah Oropilla. Photo: Mari-Louise Uldbæk Stephan

Dissemination activities

In the media

1. **Birkeland, Å.** Early Childhood Education for the future. Future Talks - Nordic Voices; Et innlegg og en digital samtale på en seminarrekke for kinesisk publikum arrangert av de nordiske ambassadene i Beijing, 14.05.2021.
2. Løvereide, E.A.; **Birkeland, Å.** I kinesisk barnehage: dei mest eksemplariske teikningane fekk plass. Forskning.no [Internett] 2021-04-21
3. **Fimreite, H., Sønsthagen, A. G. & Glosvik, Ø.** (2021). *BluPodden: Leiing i den lærande barnehagen* (podcast). Høgskulen på Vestlandet <https://player.fm/series/blupodden/leing-i-den-laerande>
4. **Fimreite, H., Sønsthagen, A. G. & Glosvik, Ø.** (2021). *BluPodden: Mellom kvardagsverd og system* (podcast). Høgskulen på Vestlandet <https://player.fm/series/blupodden/nar-tale-blir-handling>
5. **Fimreite, H., Sønsthagen, A. G. & Glosvik, Ø.** (2021). *BluPodden: Når tale blir handling* (podcast). Høgskulen på Vestlandet <https://player.fm/series/blupodden/nar-tale-blir-handling>
6. **Kleemann, C. & Merzliakova, E.** (2021). Fred og konflikt i barnehagen. *Altaposten*
7. **Oropilla, C. T. & Fahle-Johansen, L.** (2021). Generasjonsmøter i barnehager – hvorfor er det viktig?. barnehage.no 2021.12.03 <https://www.barnehage.no/barnkunne/generasjonsmoter-i-barnehager--hvorfor-er-det-viktig/217828>
8. **Sadownik, A. R.**, Blog OMEP World.
9. **Sanderud, J. R.** "Min doktorgrad": Naturlek betyr mye for barn. Første steg [Fagblad] 2021-12-03
10. **Sønsthagen, A. G.** (2021). Den lærande linjeleieren i fleirkulturell kompetanseheving. <https://www.barnehage.no/fleirkulturell-kompetanseheving/den-laerande-linjeleieren-i-fleirkulturell-kompetanseheving/215841?fbclid=IwAR1mRd7wVrUfbQj1rMJQJ8E6sZVwdmUtrqkHZJHmlr9l3-wAaKebfRFCo>
11. **Ødegaard, E. E.** mentioned in article by Invild Runarsdatter Karijord, Kom til verden i et nedstengt Norge, Tidens krav, s. 16 – 17 2021.06.05 [Newspaper]
12. **Ødegaard, E. E.** interviewed by Blindheim, Susanne;. Nå begynner «korona-babyene» i barnehagen: Dette tenker mødrene. Nettavisen - Forsiden [Avis] 2021-05-03

Other dissemination activities

13. **Meaney, T. and Christiansen, S.** presented on "Playful Mathematical Apps" to an Erasmus+ project (ICT, like 1, 2, 3) symposium organised by the kindergarten that we have been working with on our work package. There were staff from kindergartens in Latvia as well as in Oslo. Due to covid restrictions the symposium (and our presentation) was digital. 21st October, 2021.
14. **Fimreite, Hege.** Kollegaveiledning som innfallsvinkel til utvikling av lærande barnehagar. Fagsamling for styrarar og kommuneansvarlege, 2021-04-29

Web, social media and video

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 YouTube channel called BARNkunne - KINDknow. The centre produces videos, some of which document activities and others are video productions as outreach for the public. In 2021 we summed up the following collection of produced videos:

Videorecorded keynotes, guest lectures and conference presentation

1. [Helen May – The discovery of early childhood](#)
2. [Sean Blenkinsop – Wild pedagogies](#)
3. [Dr Minyi Li - Research-practice partnerships for quality improvement in early childhood education](#)
4. [Eva Johansson – “Tilhørighet” / Belonging](#)
5. [Elin Eriksen Ødegaard – Visualizing Epistemological Perspectives](#)
6. [#Barnehageforskningskonferansen2020](#)
7. [#ExploringVisualWorldsofEducation](#)
8. [Tamsin Meaney – Digitalising mathematics learning opportunities](#)
9. [Roger Valhammer – City counselor for Kindergartens, school and sports](#)
10. [Team leader presentation](#)
11. [Åsta Birkeland – Research Area 6](#)
12. [BARNkunne Guest Lecture: Children's Rights](#)

Research translation and communication for a wide audience

13. [One Ocean – Ocean Portrett \(Havportrett\)](#)
14. [Plum Skum](#) (video on hand washing for young children)
15. [The First 1000 days of Early Childhood](#)

Kindergarten history

16. [Kom la oss leve med våre barn – sanger fra Friedrich Fröbels Mutter-, Spiel- und Koselieder – introduksjon of the songs by Vilde Tuv.](#)
17. [Kom la oss leve med våre barn – sanger fra Friedrich Fröbels Mutter-, Spiel- und Koselieder \[Song from Friedrich Fröbels Mutter-, Spiel- und Koselieder, new arrangements and songs by Vilde Tuv\]](#)
18. [Turi Sverdrup Berg – “Om barnehagekunnskap» / On Kindergarten Knowledge](#)
19. [Unni Bleken & Turi Sverdrup Berg – «Fremveksten av barnehagekunnskap i Norge» / The evolvement of kindergarten knowledge in Norway](#)
20. [Anna Ida Blom Hermansen – «Barnehagelærerinne i en av de første bedriftsbarnehagene i Norge» / Teacher in one of the first workplace kindergartens in Norway](#)
21. [Erik Haugland – Recruiting male employees in Norwegian kindergartens](#)
22. [Erik Haugland – En mann i småbarnsstuen / A man in the kindergarten](#)
23. [Erik Haugland – Norwegian kindergarten policy for the past 40 years](#)

Seminars and workshops hosted by KINDknow

WORKSHOP/SEMINARS	CONTENT	DATE	PLACE	HELD BY
Oxford seminar	Cultural-historical research in crisis contexts: Challenges and perspectives	1-2, Nov	Online	KINDknow & Monash University
Book launch	Celebrating 'Childhood Cultures in Transformation – 30 Years of the UN Convention on the Rights of the Child in Action towards Sustainability	27, Jan	Online	KINDknow
Book launch	Young Children in the World and Their Rights. Thirty Years with the United Nations Convention on the Rights of the Child.	17, Sep	Online	KINDknow
Book launch	Outdoor learning and play. Pedagogical practices and children's cultural formation	15, Nov	Online	KINDknow

Oral Defense of PhD dissertations

2 November: oral defence of Anne Grethe Sønsthagen (HVL)

Title of dissertation: Leadership and responsibility: A study of early childcare institutions as inclusion arenas for parents with refugee backgrounds

Supervisors: Professor Heidi Biseth, USN, Dosent Øyvind Glosvik, HVL.

Panels: Professor Eva Gulløv, Universitetet i Aarhus, Professor Kjell Aage Gotvassli, Nord universitetet, Førsteamanuensis Janne Solberg, USN.

4 November: oral defence of Dorota Lembrér (HVL)

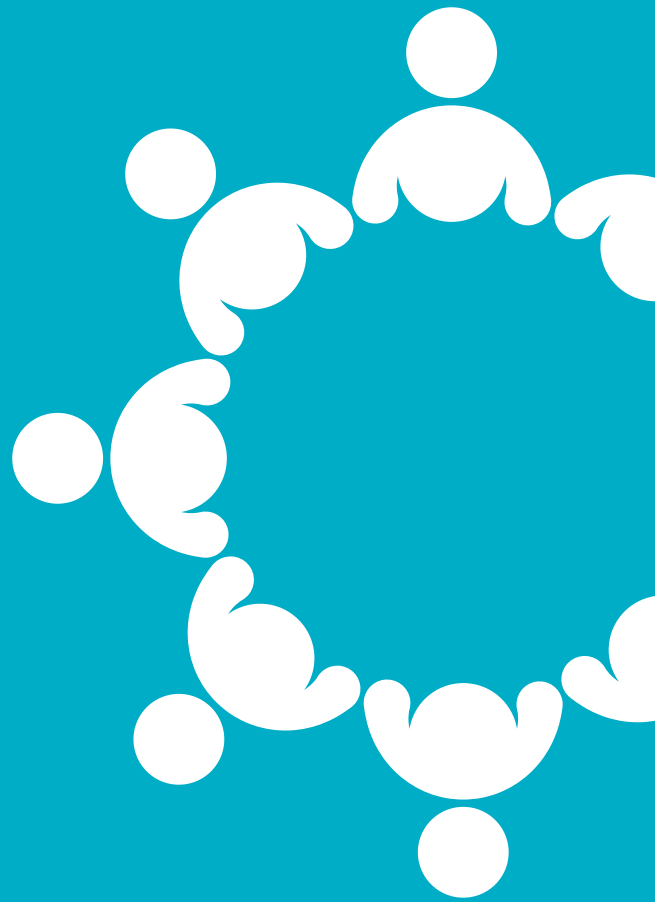
Title of dissertation: Sociocultural influences on parents' views about mathematics education for young children

Supervisors: Tamsin Meaney (HVL)

Panels: Alicja Sadownik, HVL, Eva Norén, Stockholms universitet, Amy Parks, Michigan State University



One Ocean – Ocean Portrait – The pilot study. Photo: Åsta Birkeland



Proposals for Research Funding

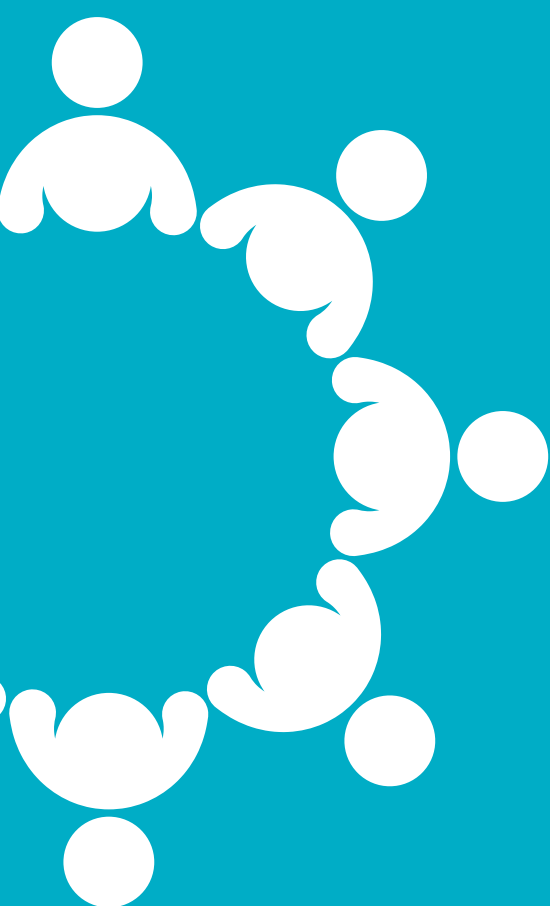
This year, 15 proposals for external research funding were submitted, of which 7 were successful, and 3 are pending.

SOURCE OF FUNDING	TITLE/ACRONYM	KINDKNOW'S ROLE	LEVEL
NFR Accepted	EX-PED-LAB	Project leader (Johanna Birkeland)	Full proposal HVL Granted NOK 12 Mill
NFR Accepted	Move Early	Project leader Eivind Aadland	Full proposal HVL Granted NOK 25 mill
NFR Accepted	NORCHILD	Project leader Elin Eriksen Ødegaard	Full proposal HVL Granted NOK 16 mill
FHI Accepted	Sammen for de minste	Partner	Partner with Bergen kommune (host)
RFF Arctic Accepted	Nordlige hager/Gárbbis,	Partner /Project leader Anne Myrstad	Partner with Tromsø kommune (Host)
DRC Accepted	Green Transition and World-Care in Early Childhood Education and Care, sent by Aarhus university	KINDknow as twinning partners	Partner with Aarhus University (host)
NFR Accepted	Increasing professional Digital Competence in ECTE with focus on enriching and supporting children's play with coding toys (DiCoTe)	Work Package Leader Tamsin Meaney	Partner with UiS (host)
NFR Helse Bergen Declined but starting up	Dialogbasert tidlig oppdagelse	Partner	Partner with Helse-Bergen (host)
DRC pending	A play-responsive approach to STEM learning in Early Childhood Education	Partner PI Elin Eriksen Ødegaard	Partner sent by Aalborg University
Horizon Europe Programme Marie Skłodowska-Curie Actions - Postdoctoral Fellowships Pending	Play and Loose part theory, a project	Mentor and host Elin Eriksen Ødegaard	Host HVL sent by Dr. Mehmet Mart, Necmettin Erbakan University

NFR Declined	TASTE Didactics	Project leader Hege Wergedahl	Full proposal HVL
NFR Declined	EarlyMove	Project leader Elin Eriksen Ødegaard	Full proposal HVL
NFR Declined	Play as EducAtion foR Lived Sustainability (PEARLS)	Project leader Liv Torunn Grindheim & Marianne Presthus Heggen	Full proposal HVL
ARC Declined	Center of Excellence for M.L technology and Science Education, Monash University	Partner PI Elin Eriksen Ødegaard	Partner with Monash University (host)
NFR Declined	Critical News Literacy in Kindergarten Teacher Education (CRITED)	Project leader Aihua Hu	Full proposal HVL



Elin Eriksen Ødegaard & Aihua Hu were appointed Official Ambassadors of the City of Bergen on their work on Exploring Visual Worlds og Education. Photo: Lene Angelskår.



Where are we heading?

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

Team leader: Elin Eriksen Ødegaard (HVL) in collaboration with coordinator Lene Angelskår.

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

Team leader: Elin Eriksen Ødegaard (HVL) in collaboration with coordinator Lene Angelskår.

We work to develop and follow up activities in the center. Strategies for transformative, sustainable and innovative practices will be further developed. As a long-term goal the strategies will focus on research, enabling and supporting ecologies of knowledge and cultural formation that foster sustainable living. We work with a systemic understanding of how to contribute to societies and early childhood education and teacher education by using a wide range of methodologies, with an emphasis of inviting more holistic, relational and critical ways of knowing and being. We will also work on innovative ways of communication and research translation.

To support our long-term goals, we welcome professor II, Arjen Wals, Director of Transformative Learning for Socio-Ecological Sustainability at Wageningen University in The Netherlands, and UNESCO Chair of Social Learning and Sustainable Development. We will also continue to work in collaboration with Zacharias Andreadakis on systematic reviews and research strategy. Also, the Media- and learning-Lab of HVL is an important resource for the center on visualizations and communication. The work on dissemination on historical and future scenarios will continue. We will publish updated facts and narratives of kindergarten history in Norway as teaching resources. We will continue to work on outreach and infographics for an informed public and a wide Early childhood sector.

The work on specializing in movement, play and exploration and workshop methodology will continue in collaboration with international partners and will be carried out in the research arenas and through the new projects starting up. We welcome Professor Eivind Aadland and all the collaborating partners in the new MoveEarly project, starting early 2022.

The research School NORCHILD [NORBARN] will start up in mid-2022 and planning will start in early 2022.

NFR will initiate an external evaluation of the center, spring to autumn 2022. We will prepare and use this opportunity to self-evaluate and continue to build

excellence in research and collaboration. We will recruit and welcome new staff and continue to create a milieu for early career researchers to thrive and contribute.

We expect Elena Merzliakova to defend her dissertation in 2022.

RA 2: Being and becoming eco-citizens

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

In March 2022, we will present preliminary and superior results of our study on the World Environmental Education Congress (WEEC) in Praha. In sub-groups, we will continue to write and submit five core manuscripts for our groups, including, but not restricted to results related to the following themes: The youngest children's curiosity in nature; the role of the adults in various food activities; ‘Disgusting meetings’ between children and nature, Involvements with plant materials through gardening and foraging, Co-developing social competences and learning on interrelationships, Experiences with nature through literature, and Children's participation in reindeer and other animal husbandry traditions.

Our group has got internal funding for a research stay of professor Sean Blenkinsop (Simon Fraser University, Canada), however, because of the Covid-19 situation, the visit has not been realized yet, and is planned for 2022. His stay will be used for collaboration, a workshop, and for inspiring our writing processes. Also, we will plan a common publication. Our PhD candidates Anita Tvedt Crisostomo and Lea Maison are expected to defend their theses in 2022.

RA 3: Sustainable language practices in Norwegian kindergartens

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

Our aims for 2022 are to 1) complete publications and participate in conferences with material from fieldwork in the Sámi kindergarten, 2) develop the material from harvesting practices and methodology on sharing and sustainability from cooperation with RA2, 3) work with RA7 on Nordlige hager/Gárbbis, 4) host the IRECE 2022 conference.

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

Team leader: Tamsin Meaney (HVL)

Our aim for 2022 is to complete some of the major publications that have been planned for 2021. These include at least one level 2 article. We also expect to see the publication of the special issue of the *Nordisk Barnehage forskning Tidsskrift* in the second half of the year.

It is also hoped that with the collaboration of some Master students that an initial analysis of the data collected about the use of robots can be completed. It may also be possible to collect some more data at the kindergarten in this regard, where we try our different robots to see which ones might contribute to the children wanting to talk more about what they are doing. However, this will depend on how the pandemic interrupts normal operation of the kindergarten. It is also hoped that with the help of the Master students that a video can be made to support the integration of STEAM (science, technology, engineering, arts and mathematics) into kindergarten activities. We have some videos collected from a professional development workshop that could form the basis for this professional development video.

In 2022 it is also expected that Silje Christiansen will defend her PhD.

RA 5: Food and meals in kindergartens

Team leader: Hege Wergedahl

We plan to continue collaboration both locally and internationally with Karen Wistoft at Aarhus University, and we will focus on analysis of research material and publications. We will arrange workshops to discuss data and prepare manuscripts. We will revise and resubmit an NFR-application on taste didactics in kindergartens and schools. We will also extend our network and participate in an NFR-application on food waste. In 2022, Baizhen Ciren will finalize articles, submit the PhD-thesis and defend her thesis.

RA 6: Conditions for children as explorers

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

In 2022 we will continue our collaborations locally and

internationally. Important tasks for the year to come will be 1) to analyze quantitative data from the nationwide survey on kindergarten teachers approaches to cultures of exploration, 2) to finalize a scientific anthology in Norwegian about methodology in early childhood education research, 3) to carry through the Ocean Portrait project, 4) to further provide empirical materials on the Neighborhood Project, 5) to finalize the editing of special issues, 6) to plan for dissemination to non-scientific audiences, and 7) to revise and resubmit applications for research funding from NRC and DIKU. We will also develop closer connection to master students through the master course "Participation in research groups" by having 7 master students more involved in ongoing research projects. If the COVID situation allows for it, we will also invite Chinese master students to join our group.

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

Team leader: Anne Myrstad (UiT)

In 2022 we will continue our collaborations locally and internationally with Abigail Hackett (Manchester MET). Important tasks for the year to come will be 1) hosting the international conference IRECE in November 2022; 2) implementing and developing the project "Nordlige hager / Gårbbis"; 3) implementing and developing a project together with Midt-Troms Children's Museum; 4) developing a collaborative project with Jaana Juutinen, Oulu University; 5) further searching for research funding; 6) strengthening the Sami focus; 7) we expect Jostein Sanderud to defend his dissertation in 2022.

RA 8: Families, generations and belonging

Team leader: Alicja Renata Sadownik (HVL)

In 2022, PhD-candidate Czarecah Oropilla will defend her doctoral thesis, and the RA-leader will apply for professorship. Apart from that we will work on a complex literature review on parental involvement in ECE and publish a textbook on diverse theories being used to theorise parental involvement (the book proposal is under review by SPRINGER).

Regarding publications in 2022, we will show that narrative inquiry can be used as not only a way to follow

parental involvement, but also an arena for parental involvement in itself. We will shed light on ECE experience of families living untraditional lives (polyamorous families) and we will focus on the importance of materiality in parental collaboration with families, which will extend this RA8 theoretical toolkit with posthuman (particularly new materialistic approaches).

The RA8-leader will in 2022 start leading a WP in NFR-financed research project MoveEarly and will participate in more projects in the center. The RA will also be active in developing new projects.

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

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

The main activities in 2022 are the management and research in the new EX-PED-LAB project. We are also involved in research in REKOMP. Furthermore, we are planning together with RA 10 and Filiorum to host the annual kindergarten research conference this year focusing on leadership.

PhD candidate Hege Fimreite will defend her dissertation in February 2022. In addition, based on the three doctoral theses in RA 9, a book on leadership is in progress. Both scientific and popular scientific articles will be published. In addition, another important task for our RA is writing the report for the finished project “Kindergarten teacher as researcher”, a collaborative project funded by RCN (Regional Fund). Furthermore, a field book with examples from work done in kindergartens is in progress. This book, written in collaboration with the managers and pedagogical leaders involved in the project, contributes to understanding kindergarten as a learning organisation. Dissemination to reach out to kindergartens and kindergarten teacher education is a priority for our group next year.

RA 10: Leadership and diversity in kindergartens

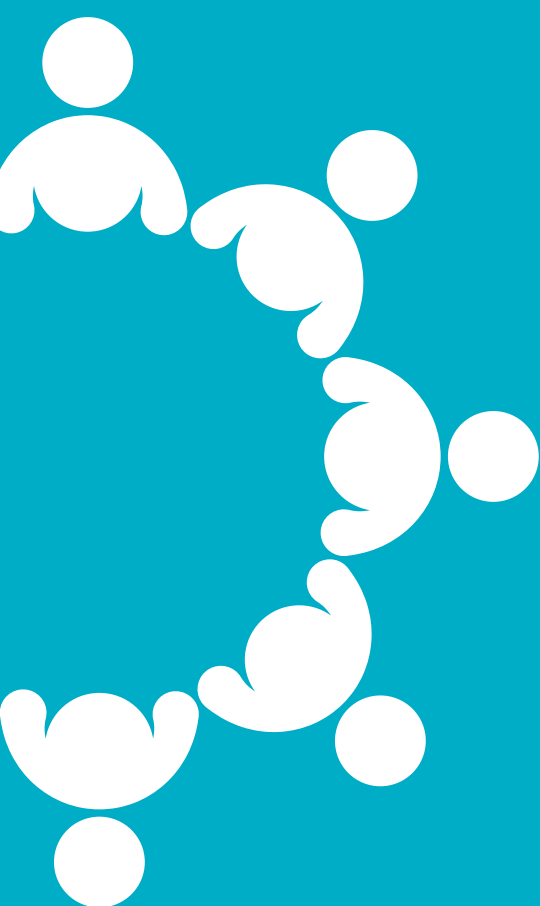
Team leaders: Kari Ludvigsen (HVL) and Dag-Øyvind Lotsberg (HVL)

In 2022, we will continue with publications. Two PhDs will complete their work and defend their theses this year. Another important task for our RA this year is to collaborate with RA 9 to host the annual kindergarten research conference focusing on leadership.

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

Team leader: Siri Sollied Madsen (UiT)

We will start 2022 with a research group meeting and are planning a joint international seminar with partners in DigiCross during the semester and a local writing seminar in May. The results of different applications will determine what the year will entail, but there are several ongoing projects, and the group is busy exploring the field of technology and early childhood education.



Summary of the financial situation 2021

Summary of the financial situation 2021

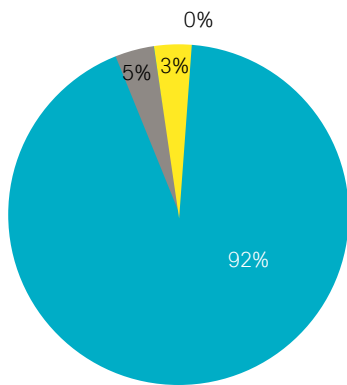
The year 2021 was heavily impacted by COVID-19, and this is evident in KINDknow's financial situation as well. Funds for travel and related activities went largely unused and will be moved to 2022. The centre hopes to repurpose unused operational funds for additional months of research time.

In late 2021, the centre was notified that an evaluation of KINDknow and its success criteria will take place in Autumn 2022. Depending on the outcome of the evaluation, the centre may be considered for further funding after April 2023.

	Budget 2020	Result 2020	Diff.
HVL Payroll			
Sum Payroll NFR	4 370 000	3 945 000	425 000
Sum Payroll own financing	9 785 000	9 848 000	-63 000
Payroll and indirect expenses HVL	14 155 000	13 793 000	362 000
Procurement of R & D			
Monash University NFR funds	231 000	231 000	0
UiT NFR funds	173 000	0	173 000
UiT own financing	4 651 000	3 363 000	1 288 000
UiS NFR funds	150 000	150 000	0
UiS own financing	1 156 000	1 156 000	0
Bergen kommune own financing	500 000	500 000	0
Sum procurement R & D	6 861 000	5 400 000	1 461 000
Other operating expenses:			
Sum other operating expenses	1 088 000	511 000	577 000
Sum project costs 2021	22 104 000	19 704 000	2 400 000
Sum costs funded from NFR	6 012 000	4 837 000	1 175 000
Sum own financing	16 092 000	14 867 000	1 225 000
Sum	22 104 000	19 704 000	2 400 000

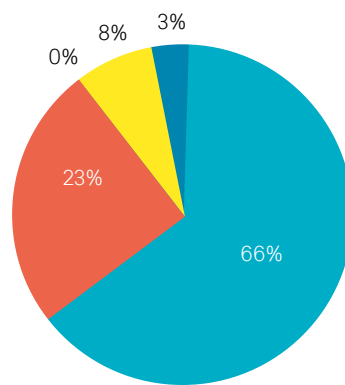
Recived funds 2020 from NFR:	9 772 000
Remaining transfers for 2021:	-
Sum from NFR 2021:	9 772 000

NFR-financing per partner



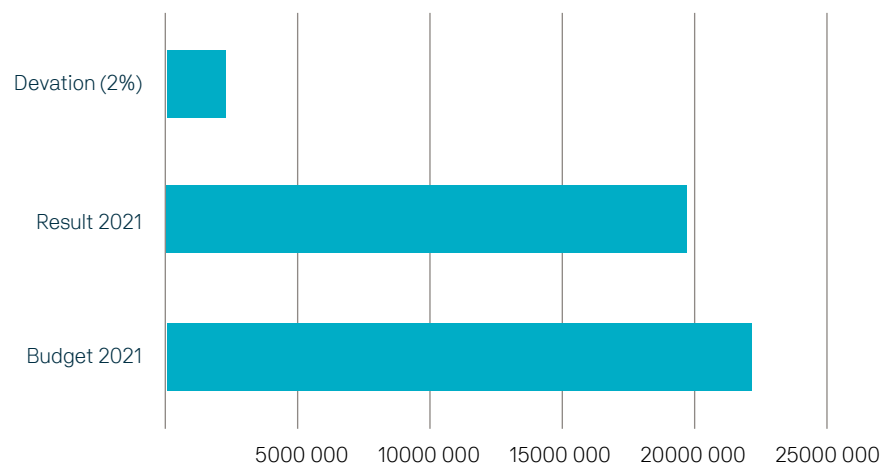
■ HVL ■ UiT ■ Monash ■ UiS ■ Bergen kommune

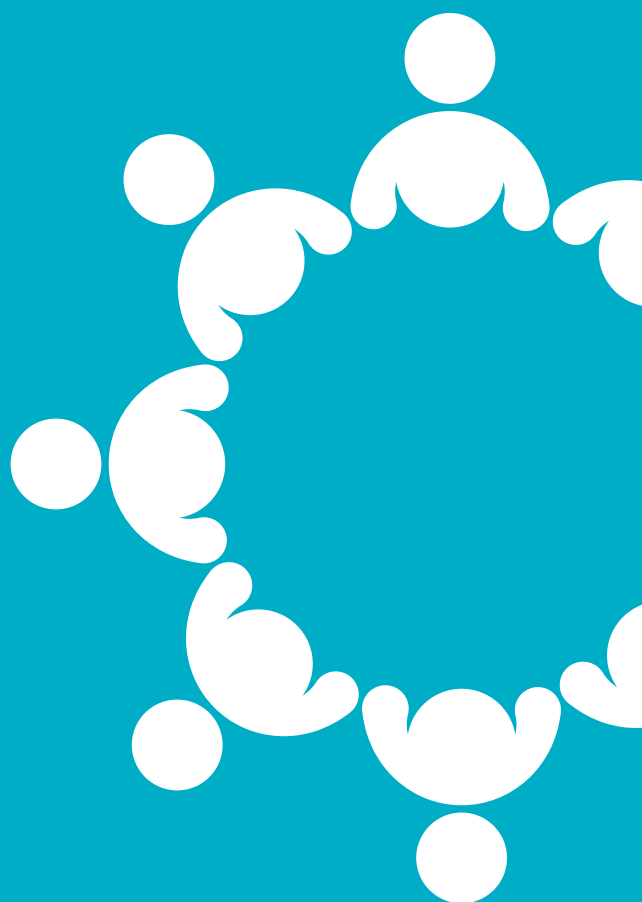
Own financing per partner



■ HVL ■ UiT ■ Monash ■ UiS ■ Bergen kommune

Result vs budget







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