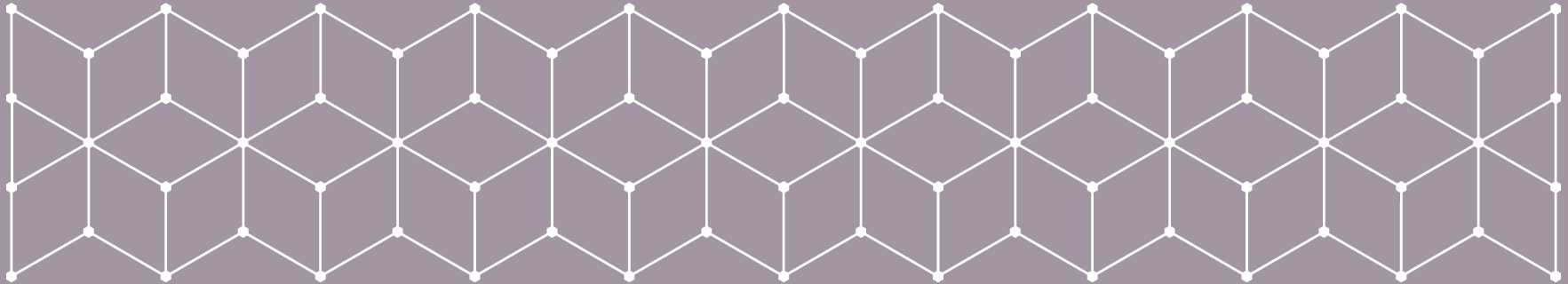


# Facilitating Labs for Innovating Cross-sectorial Collaborations in Teacher Education





- External partners increasingly gain access to Norwegian schools to provide learning activities
- To ensure value for the external partner and the school, both parties need to take *active* roles in organizing teaching activities
- The skills needed to actively participate in such collaborations need to be considered in teacher education



Research question

*What are the merits of the design choices made when implementing labs to understand and innovate cross-sectorial collaboration within teacher education?*

# The Cultural Schoolbag



Pictures from TCS/ Norway

# Tensions that may arise in connection with TCS school visits

- Teachers often perceive themselves as having limited **influence** on TCS activities
- Teachers lack a clear understanding of their **role**
- and that there is an **asymmetric power relationship** between schools and cultural institutions in TCS

## Lab performing art (Lab Art)



Photo: Kristine Høeg Karlsen

# Cultural heritage (Lab Museum)



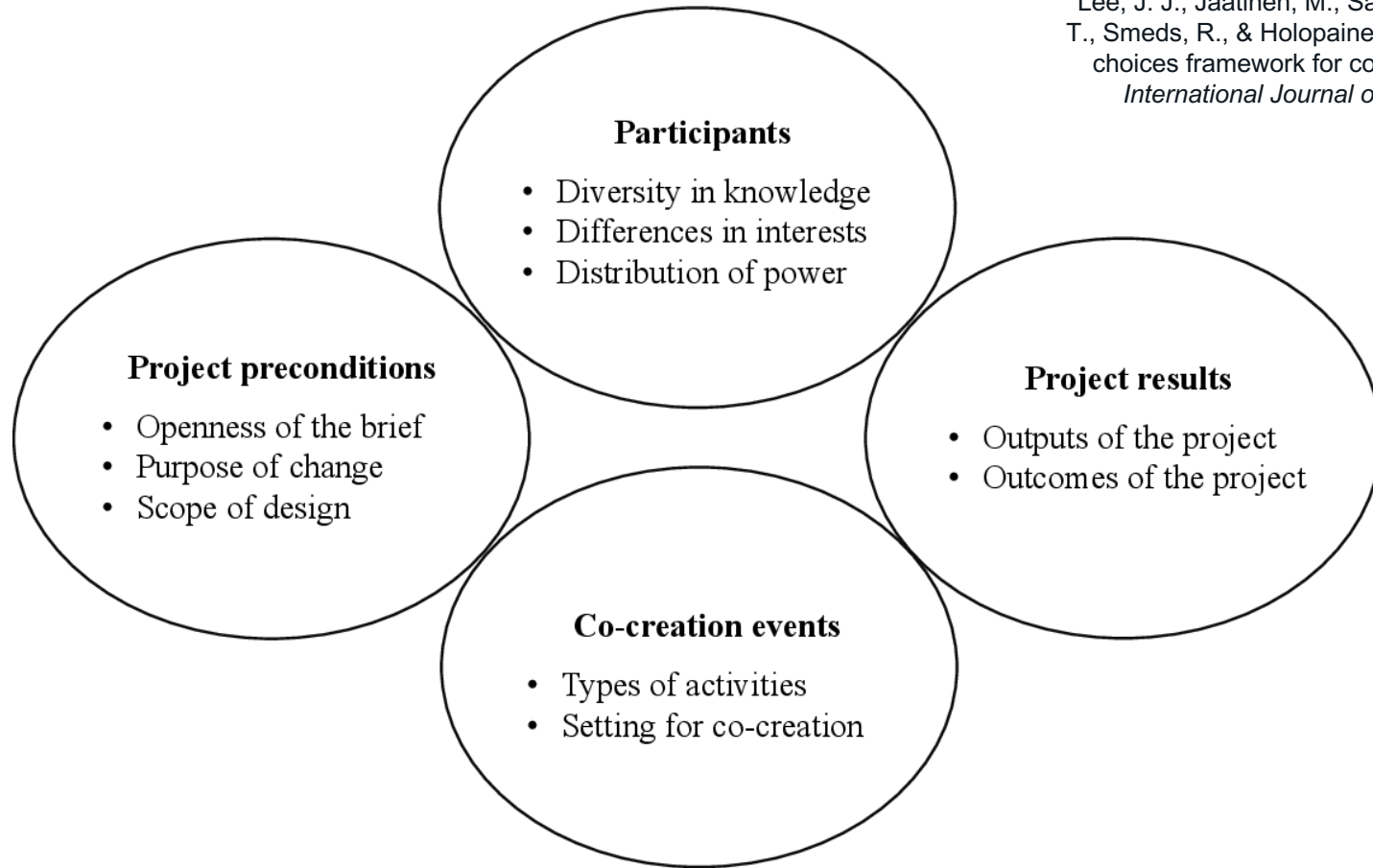
Photo: From Moss Industri Museum

# Visual art (Lab Dissensus)



Photo: Lisbet Skregelid

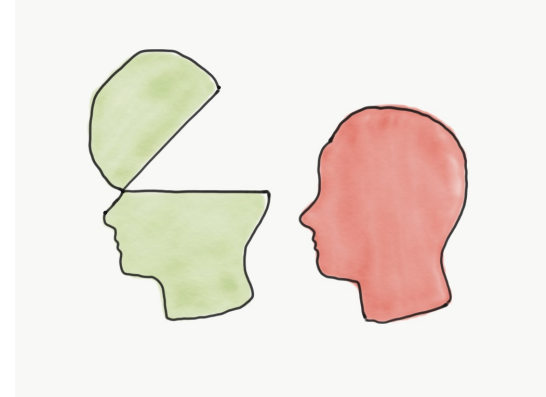
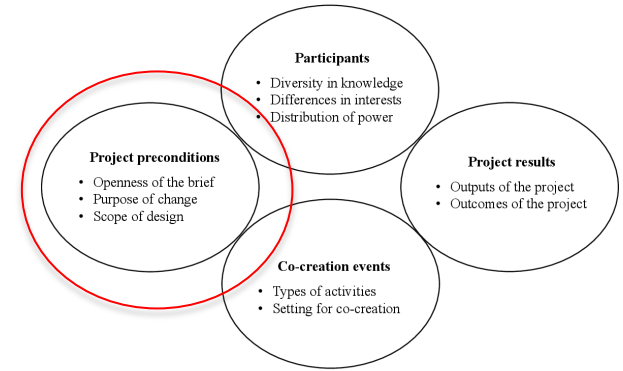




# Navigating design choices for project preconditions

Across the three labs,

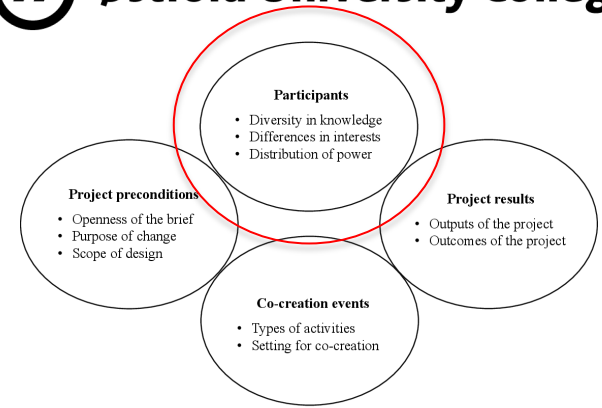
- The mode of inquiry and the level of flexibility afforded were limited
- The main purpose of change was to strengthen student teachers' ability to take new roles in TCS
- materials, structure, and content for TCS learning activities were provided



# Design decisions shaping how participants were engaged

Across the three labs,

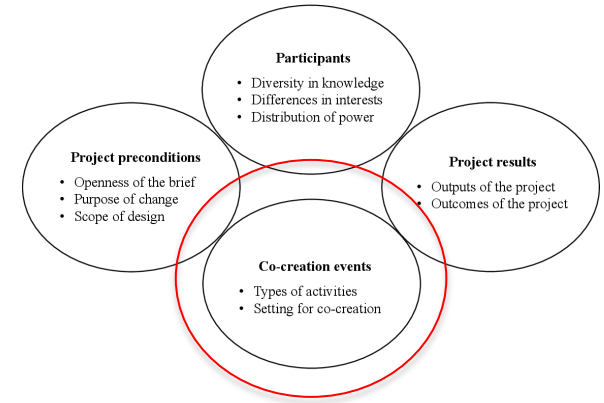
- essential stakeholders with expertise in their respective fields and domains actively participated
- Challenges rose, cf. as the design team lacked the necessary tools to resolve disagreements.



# Facilitating effective co-creation events

Across the three labs,

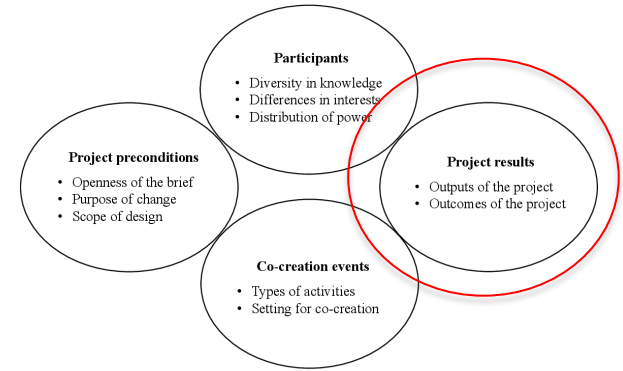
- PD workshops were arranged
- Excursion to art and cultural institutions
- Placement practices in schools



# Design choices related to project outputs

Across the three labs,

- TE courses design were created (Lab Art & Lab Museum)
- TCS project were developed and implemented by student teachers together with artists and cultural workers (Lab Art & Lab Museum)



## Contribution to practice

- identify new ways of working together in teacher education based on PD
- establish TCS courses in teacher education programs



Foto: Lisbet Skregelid

# Contribution to research

Our labs,

- provides a clear contribution to understanding how CSC can be understood in the context of teacher education
- contribute to how we perceive interprofessional practice in teacher education
- contribute to understanding the role of art in schools



Foto: Lisbet Skregelid

# To avenues for future research

- First, future research can contribute by providing concrete tools and techniques that project leaders can employ in the case of conflicts
- Second, research can enhance our understanding of laboratories as a research methodology



Foto: Lisbet Skregelid