

CATE PUBLICATIONS

Published peer reviewed articles

2018

Canrinus, E. T., Klette, K., & Hammerness, K. (in press). Diversity in coherence: Strengths and opportunities of three programs. *Journal of Teacher Education*.  
<https://doi.org/10.1177/0022487117737305>

Jenset, I. S., Hammerness, K., & Klette, K. (in press). Talk about field placement within campus coursework: Connecting theory and practice in teacher education. *Scandinavian Journal of Educational Research*, 1-19.  
<https://doi.org/10.1080/00313831.2017.1415968>

Jenset, I. S., Klette, K., & Hammerness, K. (2018). Grounding teacher education in practice around the world: An examination of teacher education coursework in teacher education programs in Finland, Norway, and the United States. *Journal of Teacher Education*, 69(2), 184-197. <https://doi.org/10.1177/0022487117728248>.

Jenset, I. S., Canrinus, E. T., Klette, K., & Hammerness, K. (in press). Opportunities to analyse pupils' learning within coursework on campus: A remaining challenge in teacher education. *European Journal of Teacher Education*.  
<https://doi.org/10.1080/02619768.2018.1448783>

2017

Canrinus, E. T., Bergem, O. K., Klette, K., & Hammerness, K. (2017). Coherent teacher education programmes: taking a student perspective. *Journal of Curriculum Studies*, 49, 313-333. <https://doi.org/10.1080/00220272.2015.1124145>

Goh, P. S. C., & Yusuf, Q. (2017). Validation of the Malaysian version of the teacher education program coherence questionnaire. *Australian Journal of Teacher Education*, 42(12), 42-59.

Klette K., Hammerness, K. Jenset I. (2017). Established and evolving ways of linking to practice in teacher education: Findings from an international study of the enactment of practice in teacher education. *Acta Didactica*, 11(3).  
<http://dx.doi.org/10.5617/adno.4730>

2016

Klette, K., & Hammerness, K. (2016). Conceptual framework for analyzing qualities in teacher education: Looking at features of teacher education from an international perspective. *Acta Didactica Norge*, 2, 26-52.  
<https://www.journals.uio.no/index.php/adno/article/view/2646>

2015

Hammerness, K., & Klette, K. (2015). Indicators of quality in teacher education: Looking at features of teacher education from an international perspective. In G. K. LeTendre & A. W. Wiseman (Eds.), *Promoting and sustaining a quality teacher workforce* (pp. 239-277). Bingley, UK, Emerald Group Publishing Limited.

Articles under review/revision

Canrinus, E. T., Bergem, O. K., Hammerness, K., & Klette, K. (under review). Opportunities to enact practice in campus courses: Taking a student perspective (Teachers and Teaching: Theory and Practice)

Goh, P. S. C., & Canrinus, E. T. (under review) Preservice teachers' perception of program coherence and its relationship to their teaching efficacy. (*Journal of Social Sciences & Humanities*).

Articles in progress (working titles)

Hammerness, K., Laasonen, I., & Klette, K. (in progress). *Coherence in program vision and opportunities to learn.*

Hammerness, K., Klette, K., Jensen, I. S., & Canrinus, E. T. (in progress). *Opportunities to study and practice teaching during coursework? Successes and challenges in linking to practice in teacher education in programs in seven countries. (American Educational Research Journal)*

Jensen, I. S., Canrinus, E. T., Klette, K., & Hammerness, K (in progress). What is the role of theory and practice in a research-based teacher education?

Klette, K., Jensen, I. S., & Hammerness, K. (in progress). *Convergence and divergence in teacher education? (possible outlet: Journal of Educational Change)*

Presentations

2018

Klette, K., Hammerness, K., Canrinus, E. T., Jensen, I. S., & Go Swee Choo, P. (2018) *An international comparative study of vision, coherence and opportunities to learn in practice* Paper to be presented at the 2018 Annual meeting of the American Educational Research Association (AERA), April 13-17, New York, NY, USA.

2017

Canrinus, E. T., Klette, K., Bergem, O. K., & Hammerness, K. (2017). *A student perspective: Opportunities to enact practice in campus courses*. Paper presented at the 17<sup>th</sup> Biennial Conference of the European Association for Research on Learning and Instruction (EARLI), August 29-September 2, Tampere, Finland.

Canrinus, E. T., Bergem, O. K., Klette, K., Hammerness, K., Ballester Pedroso S., & Gonzalez Dosil, C. (2017). *Opportunities to enact practice: Taking a student perspective*. Paper presented at the 2017 Annual meeting of the American Educational Research Association (AERA), April 27- May 1, Washington, DC, USA.

Jenset, I. S., Klette, K., & Hammerness, K. (2017). *Exploring the 'problem of enactment' in teacher education coursework*. Paper presented at the 17<sup>th</sup> Biennial Conference of the European Association for Research on Learning and Instruction (EARLI), August 29-September 2, Tampere, Finland.

Jenset, I. S., Canrinus, E. T., Klette, K., & Hammerness, K. (2017). *Teacher candidates' opportunities to analyze students' learning – A key challenge in teacher education?* Paper presented at the 2017 Annual meeting of the American Educational Research Association (AERA), April 27- May 1, Washington, DC, USA.

Jenset, I. S., Canrinus, E. T., Klette, K., & Hammerness, K. (2017). *Opportunities to analyze pupils' learning at campus: A key challenge in teacher education?* Paper presented at the 17<sup>th</sup> Biennial Conference of the European Association for Research on Learning and Instruction (EARLI), August 29-September 2, Tampere, Finland.

2016

Canrinus, E. T., Klette, K., & Hammerness, K. (2016). *Diversity in coherence: A comparison of coherence across three teacher education programs*. Presented at the 44th congress of the Nordic Educational Research Association (NERA), 9-11 March, Helsinki, Finland.

Canrinus, E. T., Jenset, I. S., Klette, K., & Hammerness, K. (2016). *Coherence*. Paper presented at the Bringing Teacher Education Forward conference, June 6-8, Oslo, Norway.

Canrinus, E. T., Klette, K., Hammerness, K., & Bergem, O. K. (2016). *Diversity in coherence: A comparison of coherence across three teacher education programs*. Presented at the 2016 Annual meeting of the American Educational Research Association (AERA), April 8-12, Washington, DC, USA.

Hammerness, K., Laasonen, I., & Klette, K. (2016). *Coherence in program vision and opportunities to learn*. Presented at the 2016 Annual meeting of the American Educational Research Association (AERA), April 8-12, Washington, DC, USA.

- Hammerness, K., Laasonen, I., & Klette, K. (2016). *Visions and practices in teacher education: Portraits of linking theory and practice in four countries*. Presented at the Bringing Teacher Education Forward conference, June 6-8, Oslo, Norway.
- Jenset, I. S., Hammerness, K., & Klette, K. (2016). *Linking practice to theory in teacher education—an examination of talk about field placement within coursework at campus*. Presented at the 44th congress of the Nordic Educational Research Association (NERA), 9-11 March, Helsinki, Finland.
- Jenset, I. S., Klette, K., & Hammerness, K. (2016). *Linking practice to theory in teacher education: Teacher candidates' opportunities to talk about field experiences*. Presented at the 2016 Annual meeting of the American Educational Research Association (AERA), April 8-12, Washington, DC, USA.
- Jenset, I. S., Canrinus, E. T., Hammerness, K., & Klette, K. (2016). *Enactment of practice*. Paper presented at the Bringing Teacher Education Forward conference, June 6-8, Oslo, Norway.
- Klette, K., Jenset, I. S., & Hammerness, K. (2016). *Towards convergence in teacher education? Program coherence in Finland, Norway, Chile, Cuba and the US*. Presented at the 2016 Annual meeting of the American Educational Research Association (AERA), April 8-12, Washington, DC, USA.
- Laasonen, I., Hammerness, K., Klette, K. (2016). *Coherence in program vision and opportunities to learn*. Presented at the 44th congress of the Nordic Educational Research Association (NERA), 9-11 March, Helsinki, Finland.
- 2015
- Bergem, O. K., Canrinus, E. T., Klette, K., & Hammerness, K. (2015). *Opportunities to enact practice, taking a student perspective*. Paper presented at the European Conference on Educational Research (ECER), September 8-11, Budapest, Hungary.
- Canrinus, E. T., Bergem, O. K., Klette, K., & Hammerness, K. (2015). *Coherentie binnen de lerarenopleiding, de perceptie van de student [Coherence within teacher education, students' perceptions]*. Paper presented at the Onderwijs Research Dagen 2015, June 17-19, Leiden, the Netherlands.
- Jenset, I. S. (2015). *Linking theory and practice in teacher education: how extensive are the teacher candidates' opportunities to enact practice?* Paper presented at the Nordic Educational Research Association conference (NERA), March 4-6, Gothenburg, Sweden.
- Jenset, I. S. (2015). *Opportunities to enact practice in campus methods courses*. Paper presented at the European Conference on Educational Research (ECER), September 8-11, Budapest, Hungary.

2014

- Hammerness, K., & Klette, K. (2014). *Indicators of quality in teacher education: Examining opportunities to enact practice*. Paper presented at the 2014 Annual Meeting of the American Educational Research Association (AERA), April 3-7, Philadelphia, PE, USA.
- Jenset, I. S., & Klette, K. (2014, May). *CATE comparative results*. Paper presented for faculty and staff. Stanford Teacher Education Program (STEP), Stanford University, Stanford, CA, USA.
- Jenset, I. S., & Klette, K. (2014, June). *CATE comparative results*. Paper presented for faculty and staff. Santa Barbara Teacher Education Program, University of California, Santa Barbara, CA, USA.
- Klette, K., & Jenset, I. S. (2014). *Koherens og sammenheng i lærerutdanningen: Komparative perspektiver på hvordan man kobler teori - praksis*. Paper presented at Utdanningskonferansen November 17th 2014, Oslo, Norway.
- Jenset, I. S. (2014). Linking theory and practice in teacher education. Examining teacher candidates' opportunities to link to practice from their coursework at campus. Poster presented at the research symposium for the department of Teacher Education and School Research, University of Oslo, Oslo, Norway.

2013

- Bergem, O. K. (2013). *Survey findings from CATE: Initial analysis*. Paper presented at the European Conference for Educational Research (ECER), September 1-5, Istanbul, Turkey.
- Jenset, I. S. (2013). *Measuring "structural" coherence throughout program Features. Program data from CATE*. Paper presented at the European Conference for Educational Research (ECER), September 1-5, Istanbul, Turkey
- Klette, K. & Hammerness, K. (2013). *Measuring coherence in teacher education: The CATE project*. Paper presented at the European Conference for Educational Research (ECER), September 1-5, Istanbul, Turkey.