## A digital assessment of practice: constructing a third space in teacher education?

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The use of digital technologies to assess teaching practice in Teacher Education (TE) is becoming increasingly widespread. Usually, this type of assessment involves using digital tools and platforms to gather information and give feedback on Pre-Service Teachers' performance during practice. As such, assessing PSTs is crucial in forming future teachers and an essential source of information to improve TE programs and teaching at schools. Achieving effective digital assessment requires close collaboration between all parties involved, fostering collaboration among schools and university faculties where there is continuous communication, clarity, and mutual understanding. In doing so, School-University Partnerships (SUPs) can potentially construct a third space of collaboration (Zeichner, 2010) that allows for more equal relationships and the merging of academic and practitioner knowledge in TE.

The current study builds on previous research that has examined the third space in TE. This includes both conceptualization efforts (Beck, 2020; Daza et al., 2021; Forgasz et al., 2018) and empirical research that has utilized the concept as an analytical, conceptual, or guiding tool within TE, SUPs, and communities (Daza, 2023; Diamond et al., 2021; Hart et al., 2023; Lejonberg & Hatlevik, 2022), among others. These research trends demonstrate a growing interest in rethinking TE and the potential role that the concept of the third space can play in achieving equal collaboration among stakeholders in TE.

Therefore, this study examines a Digital Assessment of Practice (DAP) used in a five-year Master of Education program in Norway by analyzing the perspectives of PSTs, School-based Teacher Educators (SBTEs), and University-based Teacher Educators (UBTEs). The main objective is to gain a deeper understanding of how the DAP operates from the participants' viewpoints and how these views, dynamics, and interactions contribute (or not) to creating a digital third space in TE.