**professor, Erik Knain. Dep. Of Teacher educatin and school research . University of Oslo**

Date of birth: 02/06/1967. Nationality: Norwegian // Phone: + 47 93403219.

Research profile: <http://www.uv.uio.no/ils/personer/vit/erikk/index.html> e-mail: erik.knain@ils.uio.no

**Key research**

Scientific literacy, representation practices in school science, socio-scientific issues

**Education**

1999 Dr. scient, University of Oslo, Dep. of Teacher Education and School Development (ILS). Thesis title: “Naturfagets tause stemme. Diskursanalyse av læreboker for Natur- og miljøfag i et allmenndannelsesperspektiv» (The silent voice of science education. Discourse analysis of science textbooks in the perspektive of scientific literacy).

1993 Teacher Education Program (PPU), University of Oslo, Dep. of Teacher Education and School Rersearch.

**Employment History**

2007-2015 Professor in Science Education, at the Norwegian University of Life Sciences (NMBU), Dep. of Mathematical Sciences and Technology, Section for Learning and Teacher Education (SLL). Associate professor 2004-2007 at NMBU.

2002-2005 Postdoc at University of Oslo, Dep. of Teacher Education and School Development.

**Research leadership and project participation (selected)**

* 2016 - : Completed Research leadership programme - Consolidating Level, University of Oslo
* 2016 - 2019: Project leader for the research project Representation and participation in school science (REDE)
* 2015 - present : Research Leader at Department of Teacher Education and School Research (ILS)
* 2013 - 2016: Participant in the research project Ark&app
* 2010 - 2013: Track leader in National Graduate School in Education (Nated), 2010-2013.
* 2009 - 2013: Research leader at Section for Learning and Teacher Education (SLL), Norwegian University of Life Science
* 2007- 2012: Project leader for the research project Elever som forskere i naturfag (ElevForsk) (Students as researchers in school science)
* 1998 - 2005: Norwegian Participant in OECD’s project Definition and Selection of Competences (DeSeCo), 1998 – 2005

**Selected peer-reviewed academic publications (2007-2017)**

* Bjønness, B., & Knain, E. (In press). A science teacher’s complex beliefs about nature of scientific inquiry. Nordic Studies in Science Education.
* Knain, E., & Ødegaard, M. (In press). The implementation of scientific literacy as basic skills in Norway after the school reform of 2006. In K.-S. Tang & K. Danielsson (Eds.), Global Developments in Literacy Research for Science Education: Springer.
* Nordby, M., Knain, E., & Jónsdóttir, G. (2017). Vocational students’ meaning-making in school science – negotiating authenticity through multimodal mobile learning. Nordic Studies in Science Education, 13(1).
* Byhring, A. K., & Knain, E. (2016). Intertextuality for handling complex environmental issues. Research in Science Education, 46(1), 1-19.
* Knain, E. (2015). Scientific Literacy for Participation. A Systemic Functional Approach to Analysis of School Science Discourses. Rotherdam: Sense Publishers.
* Albe, V., Barrué, C., Bencze, L., Byhring, A. K., Carter, L., Grace, M., Knain, E., Kolstø, S. D., Reis, P., Sperling, E. (2014). Teachers’ Beliefs, Classroom Practices and Professional Development Towards Socio- scientific Issues. In C. Bruguière, A. Tiberghien & P. Clément (Eds.), Topics and Trends in Current Science Education. 9th ESERA Selected Conference Contributions, 55-69. Dortrecht: Springer Verlag.
* Byhring, A. K., & Knain, E. (2014). Framing student dialogue and argumentation: Content knowledge development and procedural knowing in SSI group work. Nordic Studies in Science Education, 10(2), 146-161.

**Other**

* Supervised 11 master students to the completion of their degrees, 2008-2013
* Main supervisor for three successfully defended PhD theses
* Board member, Norwegian Research Council’s Program for Practice-based Educational Research (PRAKUT), 2011-2013
* Board member, National Graduate School in Education (Nated), 2011
* H. M. King’s Gold medal to outstanding young researchers, 2001