**Associate professor, Henning Fjørtoft. Dep. of Teacher Education (ILU). NTNU Norwegian University of Science and technology, Trondheim**

Date of birth: 06/12/1976 Nationality: Norwegian // Phone: + 47 48044018 (cell).twitter: @hennif

Research profile:: <http://www.ntnu.edu/employees/henning.fjortoft> henning.fjortoft@ntnu.no.

**Key research**

Norwegian didactics // Assessment // Sociocultural perspectives; literacy, learning and identity // Policy evaluation // School development // Classroom studies and educational ethnography

**Education**

2011 PhD, Department of Scandinavian Studies, NTNU

**Employment history**

2017 Visiting scholar at Woolf Fisher Research Center, University of Auckland, New Zealand (3 months)

2015 - 2017 Senior research fellow, School development, ILU, NTNU (100%)

2011 – 2015 Associate Professor in Norwegian Didactics, ILU, NTNU (100%)

2010 – 2011 University Lecturer in Norwegian Didactics, ILU, NTNU (100%)

2006 – 2010 PhD student in Scandinavian Literature, Dep. of Scandinavian Studies, NTNU (100%)

2004 – 2006 Teacher at Trondheim International School

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

* Researcher Skolebasert kompetanseutvikling (School-based competency development) 2013-2017
* Participant in NTNU’s Excellence in Education program 2015-2016
* Researcher FIVIS-project (Research on student assessment in schools) 2011-2014

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

* Fjørtoft, Henning. (2016) Effektiv planlegging og vurdering. Læring med mål og kriterier i skolen. 2. utgave. Fagbokforlaget. 2016. ISBN 978-82-450-1836-3. [Effective planning and assessment. Learning with goals and criteria in school. 2nd ed.]
* Fjørtoft, H. (2016). Vurdering av muntlighet i klasserommet. I K. Kverndokken (Red.), *101 måter å fremme muntlige ferdigheter*. Bergen.[Assessing oral participation in the classroom]
* Fjørtoft, H., & Sandvik, L. V. (Eds.). (2016). *Vurderingskompetanse i skolen. Praksis, læring og utvikling*. Oslo: Universitetsforlaget. [*Assessment literacy in school. Practice, learning, and development*]
* Fjørtoft, H. (2016). Leseveiledere i grunnskolen. Vurderingens rolle i tverrfaglig samarbeid. In H. Fjørtoft & L. V. Sandvik (Eds.), *Vurderingskompetanse i skolen. Praksis, læring og utvikling*. Oslo: Universitetsforlaget. [Literacy coaching in primary education. The role of assessment in cross-disciplinary collaboration]
* Fjørtoft, H. (2016). Vurdering i matematikk: samtalens betydning i klasserommet. In H. Fjørtoft & L. V. Sandvik (Eds.), *Vurderingskompetanse i skolen. Praksis, læring og utvikling*. Oslo: Universitetsforlaget. [Assessment in mathematics: the significance of classroom conversations]
* Fjørtoft, H. (2016). Vurdering som integrerende element i norskfaget. In H. Fjørtoft & L. V. Sandvik (Eds.), *Vurderingskompetanse i skolen. Praksis, læring og utvikling*. Oslo: Universitetsforlaget. [Assessment as an integrating element in Norwegian]
* Fjørtoft, Henning og Sandvik, Lise Vikan: Å utvikle tolkningsfellesskap i skolen: et verktøy og et kart for vurdering.. I: *Vurderingskompetanse i skolen. Praksis, læring og utvikling.*. Universitetsforlaget 2016. s. 42-58 [Developing interpretive communities in schools: a tool and a map for assessment]
* Fjørtoft, H. (2014). Hele skolen skriver. Skolebasert kompetanseutvikling i skriving som grunnleggende ferdighet. In K. Kverndokken (Ed.), *101 skrivegrep: konkret og praktisk skrivemetodikk*. Bergen: LNU/Fagbokforlaget. [The entire school is writing. School-based competency development in writing literacy]
* Fjørtoft, H. (2014). Leserammeverk i norsk grunnopplæring. Om validitet i LUS, SOL og Leselos. In A. Skaftun, P. H. Uppstad, & A. J. Aasen (Eds.), *Skriv! Les! 2*. Bergen: Fagbokforlaget. [Reading frameworks in Norwegian education]