

ROVING SCHOLAR REPORT

SCHOOL YEAR 2022/23



FULBRIGHT
Norway



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FULBRIGHT ROVING SCHOLAR REPORT

After two years of pandemic disruption, four Roving Scholars arrived in August to embark on an academic year of visits to secondary schools and teacher training programs around the country. Roving Scholars (Rovers) offer workshops that both utilize their individual expertise and speak to the national competence aims in the English curriculum and the values and principles of the core curriculum. Whether coming from jobs as practicing school teachers or professors in higher education, Rovers are all seasoned educators with a passion for pedagogy and their subject matter.

To become a Roving Scholar, educators first submit an application to stateside administrators of the Fulbright scholar program. Their applications are checked to confirm eligibility and then reviewed by a subject area panel of American scholars. Given the unique nature of the Roving Scholar program, at least one Rover alum serves on the panel. Applications from candidates the panel recommends for consideration are then forwarded to the Fulbright office.

Nine candidates for 2022-23 Roving Scholar grants were recommended and subsequently interviewed online. The interviews were conducted by staff from the Norwegian National Center for English and Other Foreign Languages in Education and the Fulbright office. The interviews provided insights about each applicant's pedagogical approaches and motivations for applying, and gave staff an opportunity to communicate the ruggedness and administrative, communication, and planning skills Roving Scholars need to have.

Selected candidates were notified in late February. After arriving and attending a number of orientations in August, they hit the ground running. By the end of the year the Rovers had held 792 workshops at 142 different schools and colleges and racked up thousands of miles of travel by plane, train, bus and boat. They had presented to hundreds of students and dozens of educators on a variety of topics in U.S. popular culture, political issues, and pedagogical methods.

2022-23 was the 35th year of the Roving

Scholar program. While there are now four Rovers instead of one, the internet has replaced the fax machine for making travel arrangements, and the national curriculum and pedagogical methods have evolved, the essence of the program remains the same. It provides a unique, irreplaceable opportunity for Norwegian students to practice English and learn about the U.S. through in-person contact. Survey results show that this is first and foremost what educators are looking for when they invite Rovers to their schools. Indeed, survey results show that the two most popular reasons teachers gave when answering a question about why they invited a Rover were, "Expose students to a native English speaker," and "Give students current information about the United States." More than 80% of respondents checked the boxes for each of these. The exposure to a native English speaker and knowledge about the U.S. the Roving Scholar program can provide is made possible through financial support from the Norwegian Directorate of Education and Training. The Directorate's long-standing commitment has allowed the program to grow and flourish.

We are also grateful for invaluable programmatic support from our partners at the Norwegian National Center for English and Other Foreign Languages in Education. Throughout the year they kindly share their expertise with Rovers on everything from how to identify potential new hosts to what content would be most interesting for students and for teachers. They also host and compile results from the online survey that teachers are requested to complete after Rover visits.

Thanks to the support of the Directorate and the Center, the dedication of the Roving Scholars, and the interest of educators who organized visits, this was another successful Rover year. In addition to the accounting of workshops and school visits that constitute the bulk of this report, it is important to note that Roving Scholars gain skills and insights from their experiences in Norway. To that end, on page 22 you can read one Rover's narrative about the inspiration she will take with her. On page 24 you can read another Rover's reflections on lessons learned over the course of the year.

Jen Atkins is an Associate Professor at Florida State University where she teaches dance history. She has a PhD in history and an MA in American dance studies from Florida State, and a BA in dance and English from Huntingdon College. Her teaching and research fuses dance, pop culture, and history. Her first book, *New Orleans Carnival Balls: The Secret Side of Mardi Gras, 1870-1920* (2017) won an award for the best study on American southern history and focused on elite social dance rituals in her hometown of New Orleans. Jen has been passionately engaged in work to strengthen dance studies pedagogy. Prior to coming to Norway she was contracted by Routledge to edit a textbook, *Dance in U.S. Popular Culture*, based on a course that she teaches. The book was published in July, 2023.



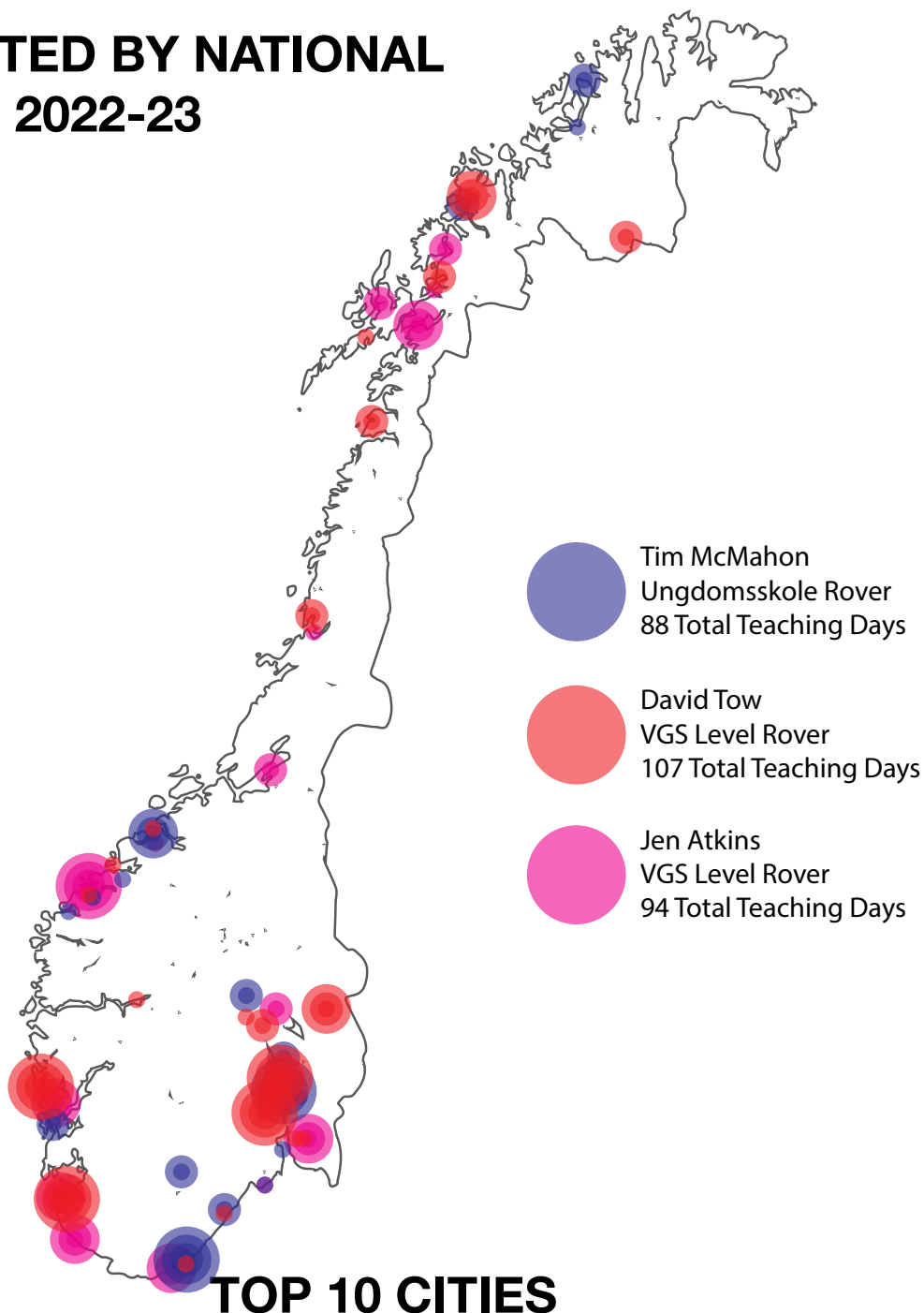
Betsy Burrows is a professor of teacher education and the director of the teacher licensure program at Brevard College. She has an EdD in Educational Leadership from Western Carolina University, an MA in English from the University of North Carolina-Chapel Hill, and a BA in English from Wake Forest University. She began her career as a high school English teacher, has taught college English, and English methods for preservice teachers. Betsy's research interests include equity and inclusion in education, project-based learning, and literacy. She came to Norway with a wealth of professional and community service related to these topics including as a founding member of the Democracy Project of Transylvania County, a school system and community partnership in civics education.

Tim McMahon has three decades of teaching experience including 11 in creative International Baccalaureate instruction in the U.S. and abroad. He holds a Master's degree in Education from the University of Virginia, a Master's degree in Management from Purdue University, and Bachelor's degrees in business administration and liberal studies from the University of Central Florida. He came to Norway from the Atlanta International School where he taught economics, theory of knowledge, and history. In addition to classroom instruction, McMahon is an active proponent of educational partnerships with outside organizations. In Atlanta, his efforts have included partnerships with the Center for Puppetry Arts, the U.S. Institute of Peace, the Sandglass Summer Puppetry Institute, and the U.S. Federal Reserve Bank.



David Tow is a teacher of English, social science, and environmental leadership at Terra Linda High School. Currently working on an EdD in international and multicultural education at the University of San Francisco, he holds Master's degrees in English from the University of California – Irvine, and education from National University, and a BA in philosophy from San Diego State University. David came to Norway with 14 years of experience teaching English, social science and environmental leadership to public school students in grades 8-12. He has been named Teacher of the Year seven times by students at Terra Linda. In his dissertation, David is theorizing a new method of school evaluation focused on student voice, targeted universalism, and community engagement.

CITIES VISITED BY NATIONAL ROVERS IN 2022-23



TOP 10 CITIES

DAVID TOW

● Oslo	10
● Stavanger	8
● Bergen	7
● Drammen	7
● Tromsø	6
● Hamar	5
● Bardufoss	4
● Mosjøen	4
● Bodø	3*
● Gran	3*

JEN ATKINS

● Ålesund	8
● Bryne	5
● Narvik	5
● Bergen	4
● Kongsvinger	4
● Kristiansand	4
● Nyborg	4
● Sortland	4
● Stavanger	4
● Verdal	3*

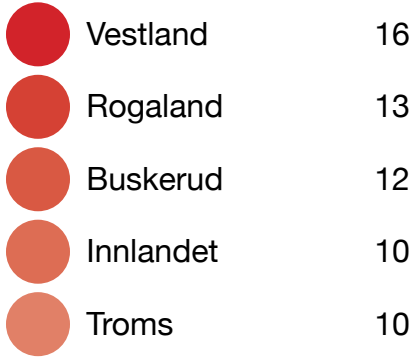
TIM MCMAHON

● Oslo	8
● Kristiansand	6
● Vestnes	5
● Evje	4
● Fyllingsdalen	4
● Rådal	4
● Tromsø	4
● Arendal	3*
● Hakadal	3*
● Hammerfest	3*

*Multiple cities tied at this number of teaching days

TOP 5 COUNTIES*

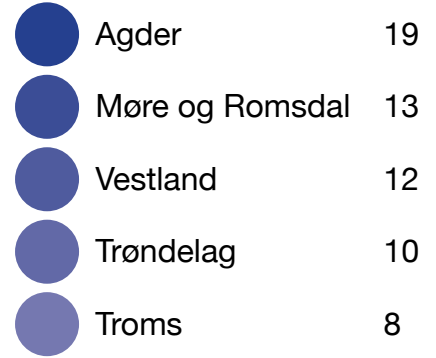
DAVID TOW



JEN ATKINS

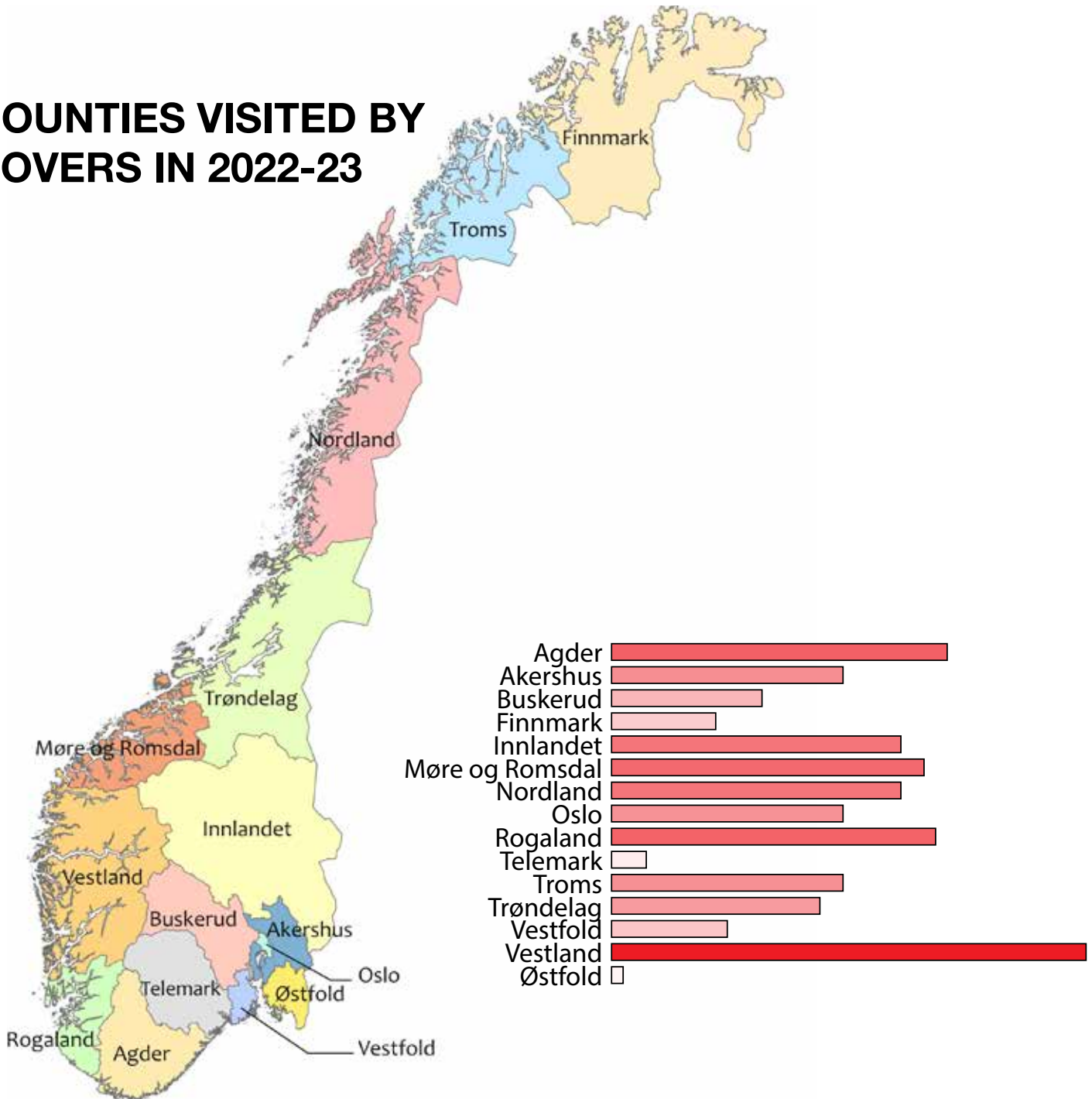


TIM MCMAHON



*Excluding visits by the Østfold Rover

COUNTIES VISITED BY ROVERS IN 2022-23





2022-23 HIGHLIGHTS AND NOTES

Rover Visits Well-Received

After completing school visits, Rovers send their hosts follow-up materials and a request for feedback via a short online survey hosted by the Norwegian National Center for English and Other Foreign Languages in Education. The survey consists of a mix of 21 quantitative and qualitative questions designed to provide useful information to keep the program strong.

Rovers, Center staff, and Fulbright staff review qualitative feedback in December as this is most helpful for making workshop adjustments for the second half of the year. The same group reviews all of the survey results at an end of year meeting. Rovers also present on their experiences at this meeting. Discussion of Rover insights and survey results are used to make tweaks to the program and to provide incoming Rovers with up-to-date information about what to consider when putting their workshops together.

While our focus is always on fine-tuning and improving the program, survey results show a high level of host satisfaction. 145 people com-

pleted the 2022-23 survey. 93.8% reported that their students had benefitted from the Rover's visit. Given that 4.8% of respondents had only hosted a Rover for teacher workshops, it can be said that the vast majority felt that Rover visits were valuable for their students. In addition, 76.6% of respondents said the visit benefitted their students "greatly."

Learning about the U.S. Through Popular Culture

Norwegian teenagers consume large amounts of American popular culture during their free time. At the upper secondary school level teachers were keen to make use of this when selecting workshops. Based on frequency, the three most popular upper secondary workshops this year were, "Studying American Nationalism through the Marvel Cinematic Universe," "Get in 'Formation': African American Histories through the Lens of Beyoncé's Choreography," and "A History of America in 10 Songs." Each of these workshops were held more than 50 times.



Resumption of Steady Increase in Number of Visits to Northern Norway

2022-23 was the first academic year in three years to be unaffected by pandemic closures and restrictions. The three Oslo-based Rovers had a grand total of 88 teaching days at schools in Finnmark, Nordland, and Troms. This was four more than in 2018-19 and continued an overall trend of increasing numbers of visits to northern Norway.

ROVING SCHOLAR ALUMNI ACTIVITY

On September 3, 2022 **Lee Ann Potter** (2009-10) gave a talk at the National Book Festival entitled “Inspire Learning with the Library of Congress.” In it she provided an overview of ways that the Library of Congress supports teachers. Her talk can be viewed online at: <https://www.loc.gov/item/webcast-10563>

David Virtue (2010-11) published “Exploring experiential learning processes in the context of an international school–university partnership” in *New Directions for Teaching and Learning*. In the article he notes, “The partnership has resulted in six study tours for network teachers in Alabama, South Carolina, and Georgia (2010, 2013, 2014, 2016, 2018, 2019) and two study tours of Norway by faculty and students from the University of South Carolina (2013, 2015).”

On February 2, 2023 **Renee Brekke-Ebbott** (2021-22) gave a talk about her experiences as a Roving Scholar at the Gunnison, Colorado public library.

Judith Franzak (2012-13) is in the midst of a four-year term as senior editor of the *Journal of Adolescent and Adult Literacy*.

After wrapping up her time as a Rover, **Tracy Davis** (2021-22) stayed in Norway for an addi-



tional year to work at TV2 as an English Content team member. Her job there entailed delivering news in English for students and creating digital learning resources for teachers.

Michelle Jewett (2021-22) published “How do I read this?: Reflections from a teacher reading circle,” in *ELLA - utdanning litteratur språk* about the reading circle she facilitated as a Roving Scholar. The reading circle focused on American graphic novels. Accordingly, Jewett’s piece is in graphic novel style.

During his time as Provost and Executive Vice President at Augustana University, **Colin Irvine** (2010-10) facilitated partnerships with five Norwegian universities and one Norwegian upper secondary school. Among the Norwegians who studied abroad at Augustana in 2022-23 were 21 students from St. Pauls gymnast and one student in teacher education from Nord University. In addition, a group of students in the field of special education spent their 2023 January

term in Norway.

Donna Pasternak (2005-06) was one of the authors of “There’s a Lot of Stumbling Forward’: The Impact of Whiteness on Teacher Educators’ Reconceptualization of Culturally Based English Education Curriculum” which was published in the *Journal of Teacher Education*.

Dan Peters (2021-22) has been serving on the school board in Selah, Washington.



TIM'S WORKSHOPS FOR UNGDOMSSKOLE STUDENTS

Noted at the end of these descriptions is what parts of the Norwegian national “Core curriculum – values and principles for primary and secondary education” each workshop speaks to.

A Superabundance of Media Velocity

Alexis de Tocqueville once noted that Americans only tend to divert their attention from individual pursuits when presented with some “amazing object.” New understanding about human behavior in the age of targeted algorithms and media-driven polarization helps students to think critically about building sustainable democracies. Students will explore the power of modern media to shape the behavior of individuals and the culture of a nation, conduct a simulation of election manipulation, engage in critical thinking discussions and play an online game. This workshop can be structured to your needs to last from 60 minutes to 2 hours. 2.5.2 Democracy and citizenship and 2.5.1 Health and life skills.

Crime and Punishment in America

Why does the United States have seven to ten times as many prisoners per capita as other advanced nations? What is driving such an extreme approach to shaping a civil society? What role do cultural values and history play? Students in this workshop will respond to short videos and quotes, try an Implicit bias test, weigh in on their own personal values, examine notions of punishment in an American indigenous society, and discuss the tension between individual and social driving forces in decision-making. This 60-90 minute workshop works best with groups of 30 or fewer. 2.5.2 Democracy and

citizenship and 2.5.1 Health and life skills.

A Puppetry Exploration of Democratic Change Leaders in America

How did Dr. Martin Luther King Jr. get people to see who they really are? What can we learn from indigenous people? What was it like to be white in the segregated South? What is a Women’s Bible? Students will learn the art of creating puppet gestures, explore short stories about interesting Americans, then write short scripts and perform their own 4-5 minute puppet shows. The time frame for this workshop can be structured to your needs – at least 90 minutes is recommended. 20 or fewer students are recommended. Puppets are provided for the students, and optional puppet-making instructions can be sent in advance. 2.4 Learning to Learn

Films that help us to “think outside the box” about America

From Star Trek to Inside Out, film-makers often have used their craft to shape new ideas about humanity and society. The short films in this workshop offer inspiring stories about unique individuals, new ways of thinking, and how to re-imagine ourselves. In this 60-minute exploration, students work in small groups, present, and discuss insights gained from the films. The workshop works best with groups of 30 or fewer. 2.5.2 Democracy and citizenship and 2.5.1 Health and life skills.

“The Land of Opportunity?”

The United States has historically been seen as the “land of opportunity,” where anyone can rise “from rags to riches,” but growing income inequality and a lack of public will to address shortcomings threatens this reputation.



Have you ever wondered what determines whether your income will be higher than that of your parents? In this 60-minute workshop, students will use an online mapping tool, along with videos, charts, short readings, and discussion to explore the factors that determine income mobility in America. Groups of 40 or fewer are preferable for this activity. 2.5.2 Democracy and citizenship and 2.5.1 Health and life skills.

Who is America?

How might we characterize what is unique about a nation? In this 45-60 minute interactive workshop, students will be introduced to the idea of a national identity through creative images, film and song. Can Americans put blacks and whites together? Have Americans made a religion out of business? What's at the core of thinking about the death penalty, health care, poverty, immigrants, and guns? Critical thinking discussions accompany the examination of foreigners' notions about the U.S. and students will compare the identity of America to their own Norwegian national identity. This workshop works best with groups of 30 or fewer. 2.5.2 Democracy and citizenship

How imagination and reality are connected.

Have you ever wondered how a creative film-maker opens viewers' minds to new ways of thinking or what kind of experiment could reveal whether our brains can unlearn something? In this 90-minute critical thinking-focused workshop, students will watch and discuss examples of American ingenuity, then use their own imaginations to explore "what if" questions. Curiosity and creative capacities are on tap as students consider questions like: What if half the human population could read minds? What if animals could talk to humans? What would you think of a world in which couples do not procreate; they shop for their offspring? This workshop works best with groups of 30 or fewer. 2.1 Learning to Learn

"School is Life" in America

When school starts at 8:00 and ends at 6:30, with homework to follow, you have to wonder whether life for an American teenager happens primarily at school. In this workshop, students will explore a typical day in the life of an American high school student, from cafeteria lunches and after-school sports to student-led organizations, the college admissions contest, 1:1 teacher meetings, an always "on" competitive environment, coaching about

life choices, the constant call of one's phone, structured lives, and adapting to pandemic restrictions. Students also will consider the role of equity in education and the implications for society. This 45 minute workshop uses images and videos to drive discussion. 2.5.3 Sustainable Development

Natural Resources: A Golden Goose or a Curse

It is a wonderful thing for a nation to own valuable natural resources... or is it? In this 60 minute lesson focused on questions of ethics, students will explore how natural resources offer wealth, but can also serve as a barrier to well-being. Students will consider the management of natural resources by both Norway and the U.S., in the face of imminent global warming. Interesting concepts from Indigenous societies are also explored. A short video and podcast, writing and group discussion are included. 2.5.3 Sustainable Development

TIM'S WORKSHOPS FOR UNGDOMSSKOLE TEACHERS AND TEACHERS-IN-TRAINING

Building Sustainable Democracy

With divisive media and language driving democratic weakness from the U.S. and Sweden to Hungary and Italy, teachers need to build toolkits of interdisciplinary resources for teaching Democracy, Human Rights, and Citizenship. This teacher workshop combines poetry, short stories, and peacebuilding skills with new understanding about media manipulation and human behavior to help your students critically think about building sustainable democracies. If the two-hour version of the seminar is requested, teachers can also combine it with the workshop on building a democratic classroom with student-led seminars.

Building a Democratic Classroom with Student-Led Seminar

In this 60-90 minute workshop, teachers will engage in a seminar that is structured to explore and practice techniques that lead to student discussions that are rich in depth and breadth. By conducting a simulated session, teachers will curate their own thought-provoking questions and shared readings to experience how students can enjoy building on each other's ideas with robust supporting evidence. This model can be used in any course. 2.4 Learning to Learn





Narrative Writing Workshop

Have you ever wondered why the Harry Potter books are so engaging to read? In this workshop, teachers will practice a process and use tools that will help students to produce outstanding examples of narrative writing, from writing entertaining beginnings and inventing interesting characters to creating suspense and developing a main event that comes to life through a well-balanced recipe of components. 2.2 Competence in the Subjects and 2.4 Learning to Learn

Get into Character! Puppetry as a Tool for Inquiry

In this workshop, teachers in small groups will learn how to teach students about the art of creating puppet gestures, then explore short stories about interesting Americans, write short scripts and perform their own 4-5 minute puppet shows. The workshop uses puppetry as a tool for driving inquiry and bringing out the animated individuals hiding behind the quiet personalities of many students. 2.4 Learning to Learn

Peacebuilding is Real Work! Teaching Peacebuilding Techniques

Have you ever wondered what it would take to stop human beings from making war against each other? In this workshop, teachers will practice exercises that they can use with students. Participants will play the roles of combatants and mediators who try to bring peace to a conflict. Next, they will practice active listening techniques, and finally, they will conduct exercises to explore the essence of peace and discuss the role of women in peacebuilding. A take-away set of additional peacebuilding lessons is included. 2.4 Learning to Learn, 2.5.1 Health and life skills, and 2.5.2 Democracy and citizenship

Anatomy of an Engaging Case Study

In this workshop, teachers will learn techniques for driving inquiry and critical thinking in all classes by building their own toolkits of resources and creating their own engaging and meaningful case studies. The case study model combines video clips, news article excerpts, thinking routines, choice architecture, and visual communication. The particular case study themes to be explored also include connections that help students to challenge traditional subject theory. 2.4 Learning to Learn

JEN'S WORKSHOPS FOR VIDEREGÅENDE STUDENTS

American Leaders and Body Politics

Myths about historical figures persist, for example that George Washington had wooden teeth. Washington's dentures weren't made of wood, but was in fact an outstanding minuet dancer, something critical to his leadership abilities. Leaders' physicality and presence has impacted American politics from the start and accordingly, this workshop examines how political bodies and political thought converge in campaigning, in speeches, and at political events. By participating in a simulation campaign trail game based on America's most renowned politicians, we'll peruse primary documents, asking: What makes an American leader? How do politicians perform national values, desires, and tensions?

Get in "Formation": African American Histories through the Lens of Beyoncé's Choreography

Drawing on Beyoncé's pivotal music video, "Formation," (Rolling Stone ranked it the #1 music video of all time), this workshop explores African American culture and history within West African diasporas. We will examine the social dances, food, and histories that comprise Creole and Southern Black culture while also thinking through Black performances as political acts, especially why Black Lives Matter. Engaging in an interactive activity, students will utilize their personal technological devices (smartphones, tablets, etc.) to unlock special contexts associated with Beyoncé's music video and the controversy surrounding it.

Indigenous Cultures: Land, Mobility, Citizenship

American history is often told through Westward expansion and Manifest Destiny, of rugged, pioneering individualists spreading across the country while pursuing a supposed God-given right to claim the land. What if we considered an eastward trajectory and Indigenous American perspectives instead? What does American land, migration, and citizenship look like from that perspective, and importantly, what does it then mean to be American? This workshop explores such questions interactively, asking us to ponder how we fundamentally learn about and conceptualize national history, culture, and identity.



Leisure, Materialism, and the American Dream

Norwegian-American Thorstein Veblen's 1899 term "conspicuous consumption" is still relevant, demonstrating how Americans express status through material goods and leisure. This workshop, steeped in interactive gaming and discussion, explores how American leisure, like shopping and social media, are rooted in broader American values and debates, especially the American Dream. We ask: What is the American Dream; how do people achieve it (do they?)? Drawing on students' own experiences, we question how fashion, music, etc., shapes Norwegian culture and potentially reflects a national ideal.

New Orleans Mardi Gras—Teenage Rituals in Motion

1.5 million visitors annually attend New Orleans Mardi Gras for "The Greatest Free Show on Earth." In this workshop we dig into Mardi Gras' rich culture by examining teenagers' roles in elite pageantry and various street rituals. By participating in a virtual Mardi Gras scavenger hunt, students explore race, gender, and class while investigating the seriousness of play, asking how their own "playful" rituals (like the Russ) generate and solidify important cultural symbols and information.

Studying American Nationalism through the Marvel Cinematic Universe

Marvel's Cinematic Universe (MCU)—the highest grossing film franchise of all time—spectacularly confronts sociopolitical issues, enabling us to investigate American nationalism, especially through their most popular characters. Take for instance Falcon, who asks if the country is ready for a Black Captain America—or if a Black man wants the job. Alternately, Thor: Ragnarok addresses colonialism, privilege, and refugees. MCU examples become a springboard to engage with issues in America, such as cultural imperialism and civil rights, highlighting issues' ongoing, complex histories.

JEN'S WORKSHOPS FOR VIDEREGÅENDE TEACHERS AND TEACHERS-IN-TRAINING

Engaging with Popular Culture in the Classroom

Popular culture permeates students' everyday lives. When incorporated into the classroom, it enables students to contribute their own expertise, bridge personal experiences to theoretical models, and generate reflection while thinking through real world problems. For instance: Can we move like Marvel superheroes and how does this impact our understanding of physics? Contemporary diet and fitness? How are Billie Eilish's lyrics poetic examples of 4th wave feminist thought? How does the conversation around 4th wave feminist poetry shift if we include Harry Styles' lyrics? These and other links between real world questions and pop culture examples can ground assignments that motivate, especially important considering pop culture's applicability to all disciplines. This workshop explores ways to incorporate pop culture into the classroom, including planning lessons, assignments, and designing individualized pedagogical strategies.

The Pedagogy of Play

Students are often attracted to utilizing pop culture in the classroom because for them, it feels more playful and much less like "work." Play is a key ingredient in sparking learning, shaping focus, and building confidence. This workshop discusses the "work of play" in a classroom environment and strategizes how to effectively incorporate playful approaches into assignments and activities to increase student innovation, motivation, and learning.

Movement Analysis for Every Classroom

Various contexts, such as cultural, historical, geographic, and sociopolitical contexts shape how our bodies move. Meaning is infused into our every movement, and learning how to read body language and dance practices enables us to analyze how such meanings materialize as ongoing conversations about identity and ideology. This workshop explores strategies for reading bodies in motion, from everyday gestures to still images, films, and performance, then proposes ways to incorporate movement analysis activities for any level into lesson plans in





order to engage students in thinking through questions and solutions connected to historical and contemporary issues.

The Physical Classroom

From an outdoor classroom to an indoor one, how can utilizing movement activities enhance learning? This workshop brainstorms simple strategies of physical movement—whether implementing interactive games or simply shifting desk locations—to increase focus, engender excitement about learning, and shift students’ perspectives in learning environments, all making space for instrumental leaps forward in content mastery.

DAVID’S WORKSHOPS FOR VIDEREGRÅENDE STUDENTS

No One ‘America’ – Understanding America Through Geographical and Cultural Difference

Do Californians have the same values as those in Maine? What is the difference between Delaware, the first state, and Hawaii, the most recent? This workshop explores the histories of different parts of the United States and explores how regional histories produced different, sometimes wildly divergent identities. Despite these different experiences, is there still unity? Furthermore, America has always been a diverse nation, composed of many different cultures, populations, and experiences. Students will understand the unique political and social structure of the United States, as well as how these regional differences are influencing the U.S. today.

A History of America in 10 Songs

What is music? Is it just art or can it be historical as well? This interactive, collaboration-based workshop uses a mixtape of American music from early colonial hymns to contemporary rock and roll and rap to explore how music serves a documentary function. By focusing on the music and lyrical content, students will understand themes and trends of American consciousness, recognize tensions within American history, and connect these observations to their own history.

This workshop can be interactive or lecture style, can be adapted to different levels of English proficiency, and works for larger or smaller groups.

venture)

This workshop takes students and their teachers through the many different experiences that students around the San Francisco Bay Area experience. From the rural regions of the far North Bay to the tech-driven Silicon Valley, from the patchwork of towns and growing cities that make up the East Bay to the combination of all of these (and more) that make up the city of San Francisco, this workshop has students racing to navigate public transportation, microclimates, inequality, and even natural disasters as they journey to and from school in this role-playing adventure. While this workshop is best conducted with small groups, it can be adapted into a lecture for larger groups on request.

American Politics – Contest or Conflict?

Nowadays, American society seems beset by a whole range of social and political disagreements: control over one’s body, guns in society, healthcare and social welfare, the legacies of racism, voting rights, and more. Even the nature of democracy seems open for debate. This workshop aims to illustrate and explain one or more of these social and political flashpoints, connecting them to ongoing American history and suggesting connections between America and Norway.

The Long Road to Social Justice

Why is a seemingly benign declaration of rights like “Black Lives Matter” so politically contentious? Is the experience of bigotry in 21st century America unique? In this workshop, students will learn how the recent movements for social justice exist both as a reaction to the problems of the current era and are deeply connected to the struggle for justice that defines much of American history. By looking at excerpts from some of the central thinkers, photographs and videos, first-hand accounts, and other artifacts, student participants will learn how activism for justice is a central part of the American experience.

Migration, Immigration, and Displacement

Oftentimes, immigration is an overly simplified issue, distilled to the movement of people from one place to another. In the American context, especially, where legacies of slavery, forced displacement of Indigenous peoples, and waves of migration throughout its history, this oversimplification helps hide the truth – that much of the current



American environment can be illustrated or explained through the lens of human movement. Through this workshop, students will learn how push and pull migration and displacement defined America.

The American Experience Through Three Texts: Poems, Short Stories, Novels, Nonfiction

Sometimes, there is a single work of art that defines a generation. This workshop intends to share either three poems, short stories, articles, or longer books that capture a key aspect of American life and how, when linked together, they offer insight into the development of American identity and experience. Throughout this workshop, students will read excerpts, discuss their themes and contexts, and develop observations about American history and culture. Ultimately, students will leave with knowledge about American literary history and with the skills to connect that history to the present day.

Introduction to Dungeons and Dragons – What Games Can Teach Us About Community-Building

This session uses the much-loved tabletop game Dungeons and Dragons to explore consensus decision-making and collaboration. Teachers, students, or a combination experience the process of character-making, adventuring, and questing, through an original quest aimed to highlight these topics and values. Ultimately, our heroes – I mean our participants - will face certain peril and will, if they work together, come out triumphant. From there, the workshop will connect to games and gaming more broadly, showing the power and educational opportunity latent in these activities.

DAVID'S WORKSHOPS FOR VIDEREGÅENDE TEACHERS AND TEACHERS-IN-TRAINING

Teaching Argumentative Writing in a Divisive Age

In an era defined by polemic arguments and an unwillingness to concede, a reasoned argument seems quaint. However, thoughtful argumentation is the best way to re-

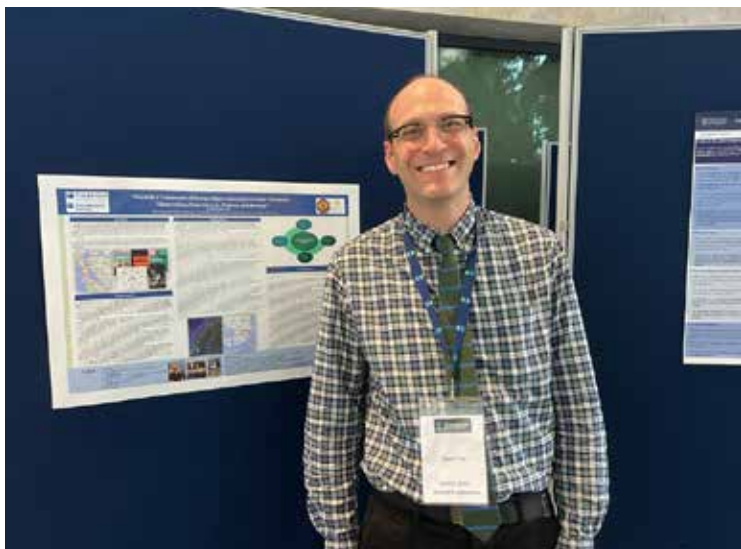
spond to disagreement and is integral to understanding your own values. This workshop aims to use the current divisive climate to advocate for classical models of argumentation that rely on shared values, structure, and understanding. Throughout this workshop, teachers should learn teaching methods and strategies used throughout American classrooms, discuss ways that can relate to the classroom, and discuss charged topics this material can be used to defuse.

21st Century American Literature – Writers, Styles, and Topics of Today

In the beginning, there was Anne Bradstreet, followed shortly thereafter by Mark Twain, and it is all a mess from there. This workshop untangles the knot of American literature, organizing its convoluted history into tidy historical trends. The workshop will focus on the innovation and storytelling of a wide range of writers depending on the grade and ability level of the students or the interests of the teacher, connecting their works to American identity and culture. Teachers will leave with a set of texts based on their content area, level, and historical period, along with ways to include those texts in their teaching the next day.

Diversify, Disrupt, and Decolonize

English and literature courses are, in many ways history courses as well – history from the perspective of the dominant groups. Thankfully, communities, scholars, and students have continued to call for a more representative literary canon that calls for windows, doors, and mirrors into the experiences of groups who are underrepresented or marginalized in literary study today. This workshop will review methods by which teachers can adapt, adjust, and change their reading lists. It will also provide starter kits to diversify course readings, disrupt incomplete understanding of literary history, and decolonize classrooms by paying particular attention to the experience and narratives of indigenous communities.



Human Rights Education – Schooling About, Through, and For Human Rights

Ever since the Universal Declaration of Human Rights was adopted in 1948, it has remained the best tool for international peace. In the years following, the United Nations enacted protections for minority populations, women, children, and indigenous groups. Even more recently, teachers have recognized the value of using human rights as a framework for learning. In this workshop, teachers will learn or review the history of human rights, as well as ways that they can inform classroom practice. This workshop is designed to give teachers practical pedagogical changes and systemic reforms to their classrooms.

Teaching English in Diverse American Classrooms

American classrooms are defined by their wide range of racial, ethnic, socioeconomic, and cultural diversity. Students from all over the world, with a wide range of experiences, come together to learn a shared set of practices and values. This shared experience is best manifested in language acquisition. In this workshop, teachers will learn about how linguistic and cultural diversity has been the strength of American education, driving much of the social and economic success the country has experienced. The workshop will also draw parallels between American and Norwegian contexts, looking to identify best practices.

Multicultural, Multilingual, and Culturally Sustaining Education

Schools are the great unifying space. Throughout the life of a citizen, school represents the place where different communities and cultures come together. In this practical workshop, teachers will learn about different frameworks for embracing the power and opportunity of diverse classrooms, exploring multicultural education for diverse public life, multilingual education to support connection to global society, and culturally sustaining education to emphasize the wisdom and value that diverse communities bring to the nation. Ultimately, teachers will leave with a set of practices and approaches to integrate into their classrooms.

Centering Critical Thinking in Teaching and Learning

There is no more challenging skill to teach students at

any grade level than critical thinking. Moreover, there has rarely been a time where emphasis on it has been more vital. This workshop looks at the current need to center critical thinking in education in the American context and connects it to three related objectives – communication, collaboration, and creativity – suggesting that these four ideals can serve as the baseline for courses, class environments, and grading. Together, these objectives hope to produce American students who engage in society in ways that strive for community, progress, and connection. Teachers will leave with examples from American schools incorporating critical thinking standards and having brainstormed additional activities, projects, and modules to apply to their classes, as well as resources for further reading and methods to adjust their classroom teaching going forward.

BETSY’S WORKSHOPS FOR VIDEREGÅENDE AND UNGDOMSSKOLE STUDENTS IN ØSTFOLD

Noted at the end of these descriptions is what parts of the Norwegian national “Core curriculum – values and principles for primary and secondary education” each workshop speaks to.

“I Am From” Project (Presentation and Writing Workshop)

In 2018, George Ella Lyon, the former poet laureate of Kentucky, developed a national writing project based on her poem “Where I’m From” in response to the rhetoric of xenophobia and isolationism that was increasing in the United States. This workshop will begin by introducing the original poem and exploring the Southern/Appalachian subculture of the United States, dispelling some of the most common stereotypes of this region in hopes of evoking a more honest sense of place. These myths and stereotypes include the belief that all Appalachia natives are white, poor, uneducated, and racist who only eat fried food and listen to country music. Hopefully, we can replace these misconceptions with an understanding of the growing diversity of the region and its people. Then we will explore some of the national responses on the project website to learn about the multiculturalism of this region in the United States. The workshop will end with students writing their own “I am From” poem, based on the structure of the original poem. CC: 1.2. Identity and



Cultural Diversity.

Folktales and Myths Across America (Presentation)

From the Cherokee Creation Myth to the tall tales of Daniel Boone and John Henry to the stories of La Llorona, the weeping woman, this workshop will introduce some of the folktales of different subcultures in our American culture. Students will listen to some of the tales and record the cultural “values” or storytelling “lessons” they hear from the stories. Then the students will share some of the folktales they grew up with or know about as we discover together the power of stories to define who we are. CC: 1.2. Identify and Cultural Diversity.

Voices of Native Americans: The Cherokee Indigenous People of the Southeast (Can also be a Teacher Workshop)

In many of the educational workshops I have attended during the past year, the presenters begin by offering an acknowledgment and thank you to the ancestral people who inhabited the land before us. My home is located on the land of the Tsalaguwetiyi (Cherokee, East) people. This workshop will present an overview of the Cherokee Indians, the story of the Cherokee’s Trail of Tears in 1883 to the creation of the language immersion schools that are preserving the Cherokee Native Languages. I would like to end the presentation with the students and teacher(s) teaching me about the indigenous people in Norway or in the cultures of their family’s backgrounds. CC: 1.2 Identify and Cultural Diversity.

The Spoken Word Poetry of Amanda Gorman and Jamila Lyiscott (Possible 2–3-day workshop: presentation and then writing workshop for students and then presentation day)

Spoken Word has its roots in a long history of oral tradition in American literature. It often encompasses elements of rap, hip-hop, storytelling, theater, and jazz, rock, blues, and folk music. Spoken Word poems often contain themes of politics, social justice and equity, and community. In this workshop, we will listen to some of the spoken word poetry of Amanda Gorman, America’s first youth poet laureate and Dr. Jamila Lyiscott, a nationally renowned scholar and spoken word artist as we begin to explore language and power dynamics in American education and society. At the end of the workshop, students

will have an opportunity to create and perform their own spoken word poems about current issues in their own society. (Possible 2–3-day workshop: presentation and then writing workshop for students and then presentation day) CC 1.4: The joy of creating, engagement, and the urge to explore.

From MILCK’s “Quiet” of the “Me Too Movement” to Janelle Monae’s “Americans”, and Joe Troop’s “A Plea to the U.S. Government to Fully Fund the Postal Service”: A Presentation of Contemporary American Protest Music (Presentation)

American novelist John Steinbeck wrote of folk musician Woody Guthrie that his music represents the “will of a people to endure and fight against oppression. I think we call this the American spirit.” The United States has a long tradition of protest music, never more alive than now. In this workshop, I will introduce some of the diverse musicians and musical backgrounds from the Dixie Chicks (now just called the Chicks) to Childish Gambino’s “This is America” who are embracing social change themes in their music. After the presentation of some of the themes and issues represented in the music, students will have a chance to share issues that they hear in their own contemporary Norwegian music. CC2.3: The Basic Skills.

BETSY’S WORKSHOPS FOR TEACHERS AND TEACHERS IN TRAINING IN ØSTFOLD

The Democracy Project (presentation)

In this workshop, I would describe the Democracy Project of Transylvania, Inc., a civics educational partnership with the middle schools in our rural county and a local non-profit. The goal is to engage people of all ages and political views to learn more about how our government works. Representatives of the community visit each school to share their stories of civic engagement, after which students develop projects that illustrate the year’s theme. The 2022 theme was “Speak young Americans: How can you serve your community as a participating citizen in a Democracy? I will provide a detailed guide and handouts for any school or community to create their own unique “Democracy Project” CC: 1.6 Democracy and Participation, CC: 2.5.2 Democracy and Citizenship.





Inquiry- Based Learning: Pedagogy for the 21st Century (Interactive Longer Pedagogy Workshop)

This workshop models inquiry-based learning by having the participants take part in an inquiry-based, interdisciplinary content learning experience. Topics could include the concept of Democracy, bees, the 1918 Flu Epidemic, teacher wellness, any topic that would be interesting and fit within the teacher's curriculum. In the process of learning, participants will constantly be stepping out of the student role to debrief the planning process and instructional strategies used in the content study. At the end of the sessions, participants will have a list of 10 or more instructional strategies and a planning process which they can use to create units and lessons and evaluation/ assessment processes for their own students with their own topics. (This workshop is best taught in a longer format of a one-day (8 hour) workshop with breaks but can be adapted to a shorter workshop if needed.) CC 2.4: Learning to learn, 2.5: Interdisciplinary Topics.

Tackling Tough Classroom Conversations About Race and Violence in our Society (Presentation)

Reading about Brown vs. Board of Education, teaching about implicit bias, planning lessons on social justice issues, discussing current issues like the removal of Confederate Monuments and Black Lives Matter protests, sponsoring LGBTQ clubs, teaching, or not teaching "Critical Race Theory" and the "1619 Project": How do classroom teachers navigate controversial and political issues in a divided society and prepare their students for civic engagement without losing their jobs? This workshop offers practical strategies that American teachers are using for accomplishing academic and social-emotional goals side by side by bringing anti-bias values to life for their students. The workshop can end with a sharing of the topics teachers in Norway are grappling with or avoiding in their classrooms. CC 3.5: Professional environment and school development

Literacy Today: The Reading Brain in a Digital World (Possible Semester-Long Discussion of Book and Strategies for Improving Literacy Skills)

What is technology's effect on our cognitive social processes and our reading brain? Neuroscientist Dr. Maryann Wolf's book *Reader Come Home: The Reading*

Brain in a Digital World, offers important research on this question. This workshop will discuss the research and its implication for literacy teaching and learning and offer best practices for keeping print and fiction reading alive and well in our students' lives as well as helping students develop strong literacy strategies for various digital and visual mediums and media. CC 2.3: The basic skills.

Formative Assessment (Presentation and Demonstration of Strategies)

Formative assessment is assessment for learning rather than assessment of learning. Formative assessment is discovering what students know while they are still learning, answering such teaching questions as, Are we ready to move on? Do my students need a different path into learning these concepts? What students need more help? Who needs differentiation? This workshop will offer specific, concrete strategies for helping teachers quickly assess what their students know before and during instruction so they can differentiate instruction to help all students be successful. Special attention can be given to using rubrics and peer and self-assessment when teaching 21st Century Skills like creativity, collaboration, and critical thinking. CC 3.2: Teaching and differentiated instruction.

Voices of Native Americans: The Cherokee Indigenous People of the Southeast (Can also be a Student Workshop)

In many of the educational workshops I have attended during the past year, the presenters begin by offering an acknowledgment and thank you to the ancestral people who inhabited the land before us. My home is located on the land of the Tsalaguwetiysi (Cherokee, East) people. This workshop will present an overview of the Cherokee Indians, the story of the Cherokee's Trail of Tears in 1883 to the creation of the language immersion schools that are preserving the Cherokee Native Languages. I would like to end the presentation with the students and teacher(s) teaching me about the indigenous people in Norway or in the cultures of their family's backgrounds. CC: 1.2 Identity and Cultural Diversity.



ROVERS IN THEIR OWN WORDS

What Rovers take away from Norway will of course be colored by the personal convictions, political views, and experiences they bring with them from the United States, as well as by any preconceptions they might have had about this country.

This year we are sharing texts from two Roving Scholars. Both pieces speak to insights they got from roving that they will bring with them as they return to their work as educators in the United States.

Here are some thoughts from Betsy Burrows. Inspired by what she learned through working with students in Norway, she shares their words to illustrate why, despite numerous issues of the present time, she has hope for the future.

“Change is Truth”

At the end of one of my high school workshops, a high school student stayed after class to ask me about American books and writers I liked. When I told her that I was a science fiction fan and particularly enjoyed Octavia Butler, she smiled and pulled out a homemade string bracelet with the words, “Truth is Change.” This phrase comes from Butler’s novel *Parable of the Sower*. The complete quote is “All that you touch, you Change. All that you Change, Changes you. The only lasting truth is Change.” That quote reflects in many ways my Fulbright experience. The over 1500 college, high school, and middle school students I met during the year, and the many teachers and educators I worked with, helped transform my concern and worry about the future into a belief that the world’s strength and saving is in diversity.

My favorite student workshop to teach in Norway was entitled “Where I am From,” and was inspired by the poem of the same name from Kentucky writer and teacher George Ella Lyon and from her *I am From Project* (2018) which she developed with Julie Landsman in response to the rising rhetoric of xenophobia and isolationism they saw developing in the United States.

In my workshop, I introduce the students to the Appalachian culture, trying to dispel the typical stereotypes that can unfairly represent my home. I share poems from Appalachian teenagers and then ask the Norwegian students to write their own “Where I’m From” poem to share with my American students when I return.

The poems from the Norwegian students represent a country rich with a growing diversity of nationalities and traditions and defies the stereotype of Norway as a small homogeneous country of blond-haired blue-eyed people. Although Norway is a small country, it is a country rich in immigrants. In one of the English classes I taught, out of 17 students, seven countries were represented: Somalia, Spain, Philippines, Jordan, Ukraine, Lithuania, and Syria, all young people immigrating to Norway in search of a better life with their families.

Below is a “found” poem I created from a compilation of lines taken from original student poems written in the “Where I am From” workshop. The growing diversity of race, culture, religions, opinions, talents, experiences, I see in my Appalachian students back home as well as in the Norwegian students here is the strength that may be what ultimately saves us and our collective, interconnected futures. Read the lines taken from their poems and try to imagine their voices and enjoy the diversity you find. Yes, the world is changing in ways that are quite new and scary, but I am less scared of this change after this year of teaching and learning with Norwegian students and teachers.

Where I am From (A compilation of lines taken from original poems from students in Norwegian classes this semester)

I am from the smallest Balkan nation, Kosovo, and from Halden, a small town in Norway.

I am from arguing with love and talking for hours, from “patience is a virtue” to “walk with good posture.”

I am from the sound of my dad’s guitar, from wet boat ropes and crab fishing on the port.



I am from the place where the goat climbs up on the trees.

I am from the father that had to share his shoes with his own brother because his family could only afford one pair.

I'm from eid and Mama and Baba saying insallah when I ask for something.

I'm from the northern lights of Tromsø and the gray rainclouds of Bergen, to the sidewalks and streets of Oslo and Moss.

I am from a non-Christian household with images of Jesus on the walls.

I am from farmers and animal caretakers, from forests with birds singing and saddles smelling like leather.

I am from Grandpa who smuggled a radio onto the Ferry during WW II.

I am from Somalia, the horn of Africa.

I am from a strict mother and a "can't say no father."

I am from my grandma's mushroom statue. (I love that statue, It's like a mushroom house and there are small people living in it.)

I am from "Do you wanna workout with me" to "let's knit together."

I am from a cup of qahwa, from al durra and attar.

I am from darkness at four in the afternoon, and sitting by the fire, reading Harry Potter.

I am from wood anemones, small, white stars in the forest.

I'm from long cooked lamb, halibut, sodd, and kleppsuppe.

I am from the Albanian culture, people who are known to be strong and beatific, but aggressive and protective.

I am from Casablanca.....and Tromsø.

I am from computers, from video games and virtual reality.

I am from the accordion that my grandfather played in a band when he met my grandmother, and the cane my great-grandfather walked with.

I am from the place with more pyramids than Egypt, where the people are poor but always happy, Sudan.

I am from seagulls and the old fishing boat on a dirty river.

I am from the papers my grandfather wrote in a dark cellar.

I'm from "Satan will pee in your mouth if you yawn without covering your mouth."

I'm from Buddha statues, Christian crosses, and never going to Church.

I'm from Halden and Finland, sushi and taco Friday.

I am from Norway, my home.

I am, despite the cold, warm.

---Norwegians middle and high school students (2022-2023)



Here are some thoughtful personal reflections on the Rover experience by David Tow. It is an excerpt from his end of year presentation. When giving us permission to use this text, David asked that it be noted that these are just a few of his observations and discoveries, and that he means nothing of what he shares to be categorical or universally applied.

WHAT DID I (AS AN EDUCATOR) LEARN FROM ROVING?

Systems are slow to change: Reforms that aim to improve student outcomes, emphasize efficiency, or raise scores may (or may not) have an effect. However, these programs are very slow to produce outcomes, positive or negative. Previously, I thought this was the result of decentralization and local control in the United States, but I have seen it across Norway too. While decentralization and local control characterize education here, there are other factors that make change a generation-long process. It is important for policymakers, administrators, communities, and the public to have a little bit of patience and realize that education - educating a citizenry - remains a long game.

Changing grading can change behavior, but only so far: I have appreciated the emphasis on formative assessment, mostly devoid of grades for much of a student's academic experience. As a result, I have found upper-level Norwegian students to have a pretty clear idea of their skills and strengths and can articulate ways they are improving on their opportunities. However, as long as there is a tension between work-life and the creep of additional work, students will approach school-work as a task to be completed rather than a chance to work on themselves. This is true across Norwegian (and American) education systems, but markedly less true in most vocational programs, where I found students much less likely to rush through work that they felt was directly tied to their future.

o **Windows and doors are important, but so are mirrors:** I have been impressed with how quickly Norwegian students and teachers connect the experience here

in Norway to events in the larger world. I also admire the rudimentary albeit clever approach to understanding geopolitical conflict and international relations. I think Norwegians are good at looking at the world as a whole and trying to understand, based on what they already know (or think they know). Oftentimes, that results in underinformed or ill-considered critiques of the world. But mostly, I think, that while windows and doors into other worlds are important, mirrors for Norwegian students and teachers to look back at their local communities and national environment are more important. Norwegian public discourse does not permit students and teachers the same opportunity to engage in self-criticism as much or as regularly as the United States, and that is one thing I think is a strength of the latter.

Don't privatize public goods: While Norwegian schools remain public and education is still considered a public good, I think there is a trend towards either active privatization in which schools are run separately from the government or towards considering schools akin to private bodies. I have seen it in conversations where students are described as clients, where worker productivity is emphasized over democratic capacity, and where communities are finding increasingly flimsy ways to offer competing privately run schools, especially in suburban and wealthy municipalities.

Critical thinking is more than devil's advocacy: In my many conversations around critical thinking with teachers and students, it remains grounded in a sort of skepticism, confrontation, and conflict, and a sometimes-harmful dedication to hearing all sides. However, I think that Norwegian schools, which do still talk about educating for civic participation, do not need to indulge in the explicit inclusion of toxic, corrosive, and hostile perspectives that isolate, alienate, and exclude portions of society. Polarization and toxic ideology are not unique to the United States. Instead, I have learned that critical thinking must tend towards understanding, conversation, social cohesion, and positive social action.





ALL SCHOOLS VISITED BY ROVERS IN 2022-23

Amalie Skram VGS, Bergen
 Asker International School, Asker
 Atlanten ungdomsskole, Kristiansund
 Aust-Lofoten VGS, Svolve
 Bardufoss, Kristiansand
 Bardufoss Høgtun VGS, Bardufoss
 Bergen katedralskole VGS, Bergen
 Bjerke VGS, Oslo
 Bleiker VGS, Asker
 Blindern VGS, Oslo
 Bodin VGS, Bodø
 Borgund VGS, Ålesund
 Brandsfjord barne- og ungdomsskole, Brandsfjord
 Breilia skole, Hammerfest
 Breivang VGS, Tromsø
 Bryne VGS, Bryne
 Buskerud VGS, Åmot
 Charlottenlund ungdomsskole, Jakobsli
 Charlottenlund VGS, Jakobsli
 Dovre ungdomsskole, Dombås
 Drammen VGS, Drammen
 Edvard Munch VGS, Oslo
 Evje ungdomsskule, Evje
 Framnes Kristne VGS, Norheimsund
 Frederik Ii VGS, Fredrikstad
 Fremmedspråksenteret, Halden
 Gjermundnes VGS, Vikebukta
 Gjøvik VGS, Gjøvik
 Hadeland VGS, Gran
 Hadsel VGS, Melbu
 Hakadal ungdomsskole, Hakadal
 Halden Montessoriskole, Halden
 Halden VGS, Halden
 Hamar katedralskole, Hamar
 Hammerfest VGS, Hammerfest
 Heggen VGS, Harstad
 Heidal skule, Heidal
 Helland skule, Vestnes
 Hetland VGS, Stavanger
 Hisøy skole, His
 Horten VGS, Horten
 Humanistskolen AS, Oslo
 Hyen skule og barnehage, Hyen
 Inland Norway University of Applied Sciences, Hamar
 International School Telemark, Porsgrunn
 Jessheim VGS, Jessheim
 Julsundet skole, Molde
 Jåttå VGS, Stavanger
 Kirkeparken VGS, Moss
 Kongsbakken VGS, Tromsø
 Kongsberg VGS, Kongsberg
 Kongshaug Musikkgymnas, Lepsøy
 Kongshavn, Oslo
 Kopervik VGS, Kopervik
 Kristiansand katedralskole, Kristiansand
 Kristiansund VGS, Kristiansund
 Kruseløkka ungdomsskole, Sarpsborg
 Kuben VGS, Oslo
 KVS Lyngdal VGS, Lyngdal
 Levanger VGS, Levanger
 Lillehammer VGS, Lillehammer
 Lillestrøm VGS, Lillestrøm
 LOM Kompetansesenter, Alta
 Lyngmyr skole, Tvedestrand
 Mailand VGS, Lørenskog
 Malakoff VGS, Moss
 Molde VGS, Molde
 Mosjøen VGS, Mosjøen
 Munch, Gran
 Måløy VGS, Deknepollen
 Nadderud VGS, Bekkestua
 Nannestad VGS, Nannestad



Narvik VGS, Narvik
 Nord-Gudbrandsdal VGS, Otta
 Nordkjosbotn skole, Nordkjosbotn
 Nordlandet ungdomsskole, Kristiansund
 Nøtterøy VGS, Nøtterøy
 Odda VGS, Odda
 Orkdal VGS, Orkanger
 Ortun skole, Fyllingsdalen
 Os Skole, Rakkestad
 Oslo katedralskole VGS, Oslo
 Østfold University College, Halden
 Polarsirkelen VGS, Mo i Rana
 Presterød ungdomsskole, Tolvsrød
 Rakkestad ungdomsskole, Rakkestad
 Ringerike VGS, Hønefoss
 Roald Amundsen VGS, Sofiemyr
 Rå skole, Rådalen
 Råde ungdomsskole, Råde
 Samisk VGS - Kautokeino, Kautokeino
 Sandefjord VGS, Sandefjord
 Sandnes VGS, Sandnes
 Sandnessjøen VGS, Sandnessjøen
 Sauda, Oslo
 Sauda VGS, Sauda
 Sentrum VGS, Kongsvinger
 Skeisvang VGS, Haugesund
 Ski VGS, Ski
 Skåredalen skole, Haugesund
 Sogndal VGS, Sogndal
 Sortland VGS, Sortland
 St. Hallvard VGS, Lier
 St. Svithun VGS, Stavanger
 St. Franciskus, Arendal
 St. Olav Vidergående Skole, Stavanger
 St. Paul Gymnas, Bergen
 Stavanger katedralskole, Stavanger
 Stavanger Offshore Tekniske skole, Stavanger
 Steinerskolen Moss, Moss
 Storhamar VGS, Hamar

Strand barne- og ungdomsskole, Steinsdalen
 Sund ungdomsskule, Steinsland
 Sørreisa Sentralskole, Sørreisa
 Sør-Roan skole, Roan
 Tangen VGS, Kristiansand
 Thor Heyerdahl VGS, Larvik
 Tomrefjord skule, Tomrefjord
 Torsnes School, Fredrikstad
 Universitetet i Sørøst-Norge, Drammen
 Universitetet i Tromsø, Tromsø
 USN-Porsgrunn, Porsgrunn
 Vennesla VGS, Vennesla
 Verdal VGS, Verdal
 Vest-Lofoten VGS, Leknes
 Vigvoll skole, Kristiansand
 Vågen VGS, Sandnes
 Vågå ungdomsskule, Vågå
 Ålesund VGS, Ålesund
 Åndalsnes ungdomsskole, Åndalsnes
 Åsane VGS, Nyborg
 Åset skole, Åfjord
 Åsly skole, Rissa

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