

ROVING SCHOLAR REPORT

SCHOOL YEAR 2023/24



FULBRIGHT
Norway

FULBRIGHT ROVING SCHOLAR REPORT

This was the 36th year of the Roving Scholar Program. Unique in the Fulbright world, this program brings experienced American educators to Norway for a year to lead workshops at schools all over the country. These educators may be practicing teachers, or professors engaged in training future educators and/or contributing to the development of curriculum in their field. Each Roving Scholar (Rover) brings their particular expertise to bear on the task of offering sessions for students, teachers, and teachers-to-be that support the national competence aims in the English curriculum and the basic values and principles of the core curriculum.

We welcomed five Roving Scholars to Norway this year. To complement the three traditional Oslo-based Rovers who visit lower and upper secondary schools all over the country, a fourth Rover was based in Østfold and tasked with visiting lower and upper secondary schools in that county and with supporting the work of the Norwegian National Center for English and Other Foreign Languages in Education (the Center). This “Østfold Rover” was established through an agreement with the Center in 2021-22, and thanks to its co-sponsorship and enthusiastic and engaged support, will continue in 2024-25. Finally, a windfall of diverted funds following the Covid epidemic allowed us to realize a long-standing ambition of introducing the Roving Scholar concept at the primary school level; we are indebted to the Norwegian Directorate for Education and Training for enabling us to bring Dr. Alison Billman to Norway this year to pilot an Elementary School Rover position, and to assess the viability of making this a permanent part of the Rover portfolio.

Each of these Rovers submitted applications for the grant in September of 2022. After review by a US selection committee which included one Roving Scholar program alumnus, nine applications were recommended to the Foundation for further consideration. Four of these came “highly recommended.”

In addition to being passionate about education and deeply knowledgeable in their subject matter, Roving Scholars must be prepared to solicit and administer their own school visits and have the requisite ruggedness and flexibility to handle the

unexpected. Despite advanced planning, Rovers will inevitably have to contend with things like travel delays, host teachers out sick, and the behavior of the students at the time of their visit. Finally, Rovers should come to Norway looking to learn both about and from their host country. Two Fulbright staff members along with a colleague from the Center kept this in mind when interviewing each of the candidates online.

All five of the selected candidates accepted our grant offers and arrived in Norway in August. After a nuts-and-bolts orientation in Oslo, an in-depth session on the Norwegian educational system at the Center, and observational visits at Edvard Munch and Blindern upper secondary schools, the Rovers started roving. Over the course of the year they visited 167 schools in 15 counties from north to south.

The most frequently requested workshops suggested that contemporary political and social issues in the US were of greatest interest to secondary school students. At the upper secondary level, sessions on cancel culture, the media, and who can become president were popular. Lower secondary school students continue to be especially interested in what life looks like for their American peers, but also show a budding interest in larger societal issues; the second most popular workshop at this level was about slavery and racism.

As expected, roving at the elementary school level presented different challenges, but also different rewards, than at the upper levels. With dedication and persistence, the pilot Elementary Rover was able to visit a mix of schools and grade levels. She learned valuable lessons and ended the year by holding two presentations to share her experiences and suggestions for how to move forward with developing and implementing an elementary-level program for Fulbright Norway, and left us with a useful report that included a detailed blueprint for how to proceed should we be able to procure funding. You can read more about the elementary Rover pilot year on Page 7.

During each year of this program's 36 year-long history, more Norwegian teachers and schools have gradually become aware of the opportunity to bring a Roving Scholar into the classroom to provide guest lectures and workshops by a native speaker



on topics that will interest and engage students, and hopefully also energize teachers. The Rovers themselves begin by marketing the program actively to past “customers” as soon as they arrive in Norway, and the program’s success over these years has relied heavily on word of mouth among teachers. Establishing the roving scholar as a resource in every VGS English teacher’s toolkit takes time, however, and a formal reminder of this opportunity, disseminated broadly by the Directorate, would be an invaluable supplement to the promotion that takes place through more informal channels. This would be especially important for the inauguration of an elementary school rover program, which lacks the “customer base” of the VGS and ungdomsskole Rovers.

As always, our partners at the Norwegian National Center for English and Other Foreign Languages in Education provided invaluable support for the Roving Scholar program this year; in addition to

sharing their expertise with Rovers and serving as a sounding board when Rovers had questions or encountered challenges, they assumed a proactive and hands-on role in helping the Elementary Rover forge a path. Likewise, they played a key role in organizing the teacher seminar in Bergen (see page 8). Their continued dedication to this program is essential and helps make it strong.

We are deeply grateful to the Norwegian Directorate of Education and Training for any assistance in promoting the program, and for its long-standing financial support.

2023-24 Roving Scholars

Alison Billman has been the Early Elementary Curriculum Director and an Academic Researcher at the University of California, Berkeley’s Lawrence Hall of Science since 2008. She has a PhD in Educational Psychology from Michigan State University, an MEd in elementary education from Edinboro University, and a BS in Costume Design for Theater from Syracuse University. Billman has extensive experience teaching primary grade students and working with teachers to design motivating, project-based instruction for primary classrooms. Her research focuses on literacy-rich science instruction and the design of science texts that support *reading to learn* for beginning readers. She serves as program and research advisor to US federally funded projects and several non-profit organizations whose missions focus on early childhood literacy, science, and engineering.



Larry Dorenkamp has over 25 years of experience as a teacher of American History, primarily at North Hills Middle School in Pittsburgh, Pennsylvania. He holds a BS of Secondary Education in Social Studies from Pennsylvania State University and an MAT in American History and Government from Ashland University. He has been awarded a number of scholarships for studies, teaching research, and professional development in American history. With passion for his subject matter, Dorenkamp is also active in sharing effective teaching strategies, presenting at various conferences nationwide, including the 2017 National Council for the Social Studies and the John L. Nau Center for Civil War History at the University of Virginia.



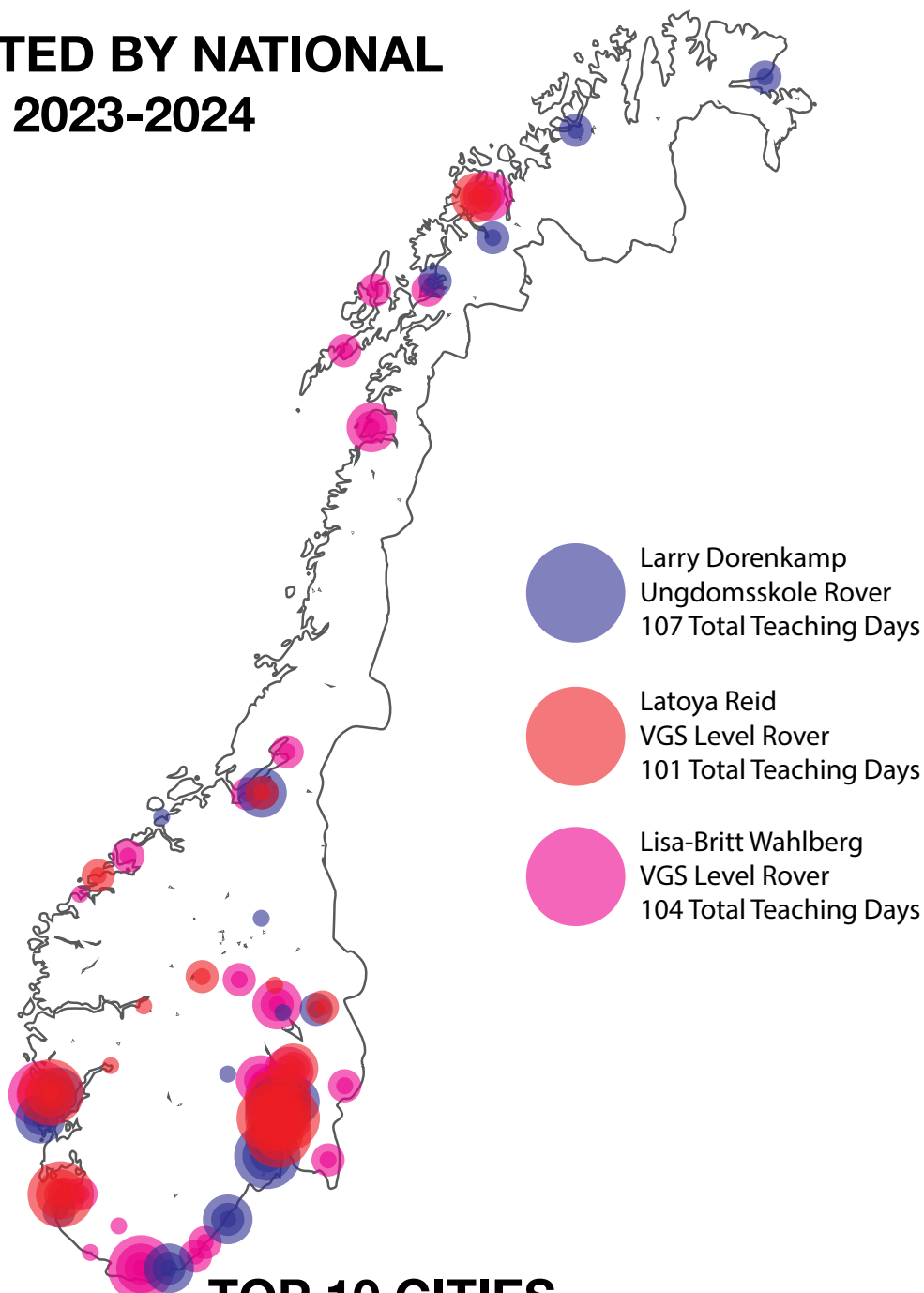
Elizabeth Grassi is a Professor of Education at Regis University in Denver, Colorado, a position she has held since 2004. She has an MA in Teaching of Languages from the University of Southern Mississippi and a BA in Spanish and English from Pitzer College. She is also an International Certified Mindfulness Teacher. Grassi specializes in multilingual/multicultural education, language learning, equity-based educational assessment, and meditation/contemplative practices. Her textbook, *Culturally and Linguistically Diverse Exceptional Children*, addresses the differences between the language acquisition process and learning disabilities. She was named Teacher of the Year for her work as a middle school teacher in English Language Development, and Faculty Lecturer of the Year for her work as a professor.

Latoya Reid is a second-generation college professor who teaches courses in composition, literature, and film studies at Tacoma Community College in Tacoma, Washington. She has more than a decade of teaching experience within the two-year American college system and has received several faculty member awards in recognition of her excellent service. She has an MFA in Creative Writing from Farleigh Dickinson University and a BA in Print Journalism from Hampton University. Influenced by the focus of her studies, Reid's instruction features recurrent themes on identity, language, race, and popular culture and highlights the spectrum of writing genres, publication mediums, and language registers in order to help students develop skills making connections between texts in disparate discourses.



Lisa-Brit Wahlberg has a MAT in Secondary Education from the University of St. Joseph, an MS in Marriage and Family Therapy from Central Connecticut State University, and a BA in International Relations from the University of Connecticut. She came to Norway after five years of teaching history and serving as chair of the department at Miss Porter's School in Farmington, Connecticut. Her teaching style and pedagogy blends active learning and competency based assessment in a way that centers students and fosters a growth mindset. Wahlberg is also a licensed mental health therapist specializing in adolescents and families. Her recent research has focused on fusing brain science with curricular objectives to empower all learners to get the most out of their educational experience.

CITIES VISITED BY NATIONAL ROVERS IN 2023-2024



TOP 10 CITIES

LATOYA REID

● Oslo	20
● Stavanger	9
● Bergen	8
● Ålesund	5
● Lillestrøm	4
● Tromsø	4
● Elverum	3*
● Hønefoss	3*
● Kongsberg	3*
● Kopervik	3*

LISA-BRITT WAHLBERG

● Bergen	10
● Oslo	9
● Hamar	6
● Kristiansand	6
● Bodø	5
● Bardufoss	3*
● Gran	3*
● Grimstad	3*
● Levanger	3*
● Lillehammer	3*

LARRY DORENKAMP

● Oslo	10
● Tolvsrød	9
● Lørenskog	5
● Bergen	4
● Jakobsli	4
● Risør	4
● Steinsland	4
● Flisa	3*
● Harstad	3*
● His	3*

*Multiple cities tied at this number of teaching days

TOP 5 COUNTIES*

LATOYA REID

Oslo	20
Rogaland	18
Vestland	13
Akershus	9
Buskerud	9

LISA-BRITT WAHLBERG

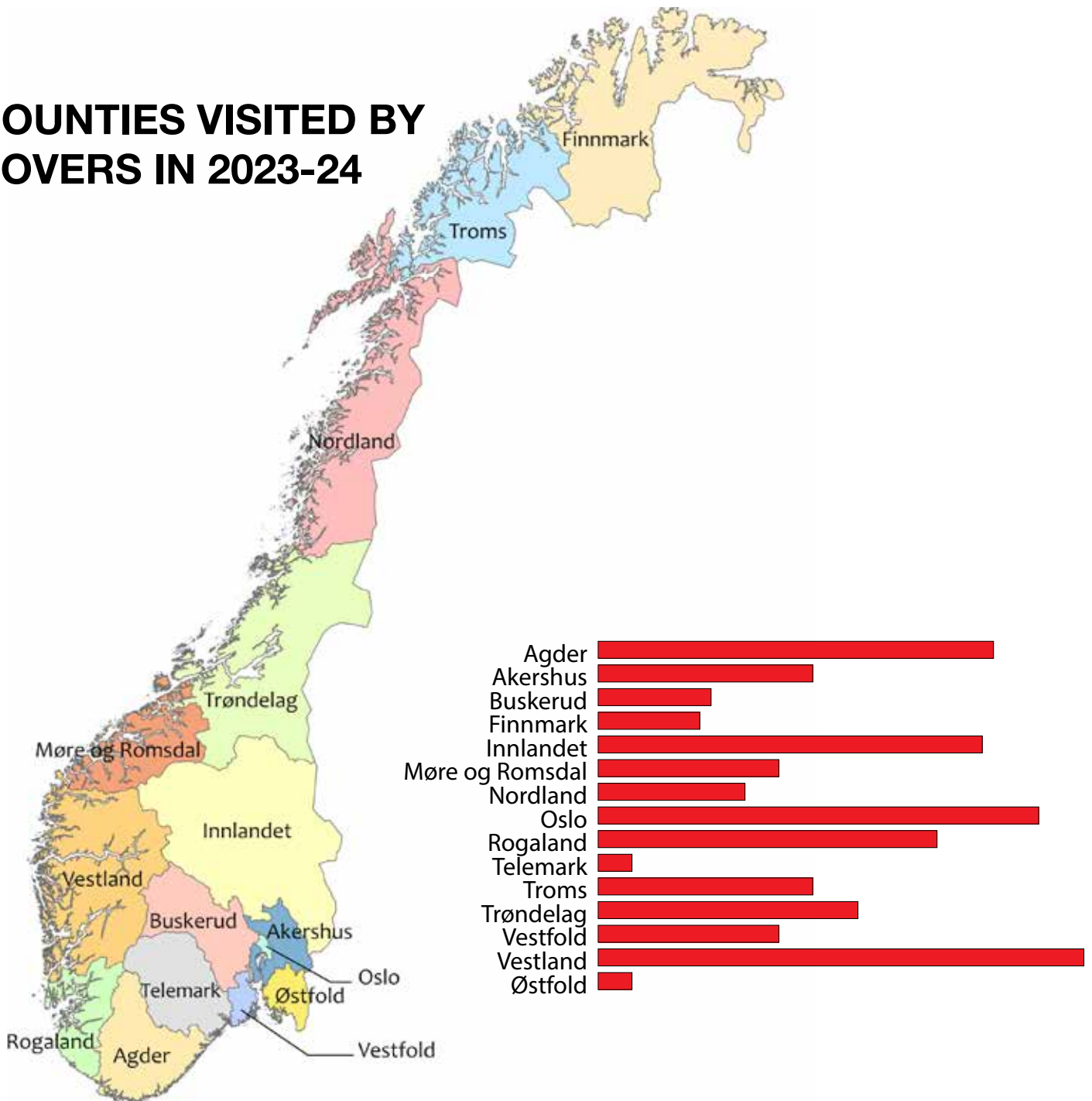
Agder	17
Vestland	15
Innlandet	12
Nordland	10
Trøndelag	9

LARRY DORENKAMP

Agder	15
Vestland	15
Innlandet	14
Vestfold	12
Oslo	10

*Excluding visits by the Østfold Rover

COUNTIES VISITED BY ROVERS IN 2023-24





2023-24 HIGHLIGHTS AND NOTES

Elementary Rover Pilot Program

Residual unused funds from the pandemic provided an opportunity to give the long standing ambition of establishing a Roving Scholar for elementary schools a trial run. To fully explore what this could look like, the grant description noted that this Rover would serve all students from ages 6-13, in addition to offering pedagogical workshops for teachers and teachers-in-training the way that other Rovers do.

Recruiting applicants for this new position was expected to be a challenge; in addition to the usual challenge of how to reach practicing teachers who might not be hooked into the HigherEd , channels where news of Fulbright travels, we were unfamiliar with educator networks that focus on this particular level of students. We were extremely fortunate to find Alison Billman; she brought with her a valuable combination of many years of classroom experience alongside academic research on pedagogy and instruction.

Billman's workshops focused largely on what children Norway have in common with children

in the US and on ways in which things are different. All of her workshops were designed to help students develop skills in observation, asking questions, and gaining understanding. They were also designed to be adaptable to all grade levels and to motivate students through activities which would result in a product that they had created and could be proud of.

The workshops were very well received. What took time and persistence was getting into classrooms. In addition to elementary schools not being accustomed to having outside presenters, and some shyness among teachers concerned that their English skills were inadequate, Billman found that she often had to meet with administrators and teachers at a school 3-5 times before being able to hold workshops with the students. Fortunately, despite the time it took, she was able to hold sessions in rural, suburban, and urban schools in various parts of the country.

This Elementary Roving Scholar pilot program has yielded valuable insights about lesson content, ideal grade levels, how best to make contact with schools, and what a timeline for this kind of roving might look like. Billman put her



findings into a report that will serve as the blueprint for a future elementary Roving Scholar program. The establishment of a grant for this will be contingent upon finding sponsorship for it.

Teacher Seminar in Bergen

Based on a suggestion from the 2022-23 Rovers, Fulbright Norway and the Norwegian Center for Foreign Languages in Education organized a seminar aimed at teachers-to-be and early career teachers. The purpose of the seminar was for Rovers to share practical teaching tools and insights in hopes that these would help newer teachers stay motivated and be better able to meet the needs of students.

“Teachers Building Bridges: Insights, Methods, and Content from US Fulbright Educators” took place on March 15. The venue was Bergen Cathedral School, an upper secondary school that has hosted a Fulbright English Teaching Assistant since 2011. Similar to seminars held in Oslo prior to the pandemic, all of the workshops at the seminar were led by Rovers. The day started with a roundtable discussion in which the Rovers shared key insights from their experiences in schools in Norway. Attendees asked questions and shared observations of their own; conversations started during this session carried on throughout the seminar.

Attendance was lower than hoped for as many teacher-training students had mandatory praxis teaching that week, but interest was strong and attendees enthusiastic. Fulbright Norway and the Center plan to organize another seminar in Bergen next year, and the Cathedral School has again offered to host it. The 2025 seminar will be scheduled for a date when more students will be able to attend.

21st Century Pen Pals

Having experienced Norwegian lower secondary students’ nearly insatiable curiosity about what life is like for their peers in the U.S., Larry Dorenkamp teamed up with teachers at Ringshaug ungdomsskole in Tønsberg and colleagues back home at North Hills Middle school in Pittsburgh to create a session of video interaction between students at the two schools. Dubbed “21st Century Pen Pals,” ca. 30 students from each school video chatted with their counterparts in groups of two or three using questions they had come up with in advance as starting point. Dorenkamp said the event exceeded his expectations. The students had learned about life in another country through direct connection with peers and reflected on the similarities and differences in their experiences. Some also felt they had made new friends.



ROVING SCHOLAR ALUMNI ACTIVITY

Shortly after completing her year as a Roving Scholar, **Jennifer Atkins (2022-23)** could celebrate the publication of a book she edited. *Dance in US Popular Culture* is an interdisciplinary textbook for high school and undergraduate students.

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/web-cast-10563>

In September **James Deutsch (2002-03)** was interviewed on stage for an event entitled, ‘From Monorails to Montezuma: Journeys of a Roving Scholar—In Conversation with Smithsonian Curator James Deutsch.’

Renee Brekke-Ebbott (2021-22) has transitioned from classroom teaching into administration where she now serves as the Vice Principal at Gunnison Middle School. In her new role she is responsible for overseeing academics as well as the culture and climate of the school.

On October 15th, **Colin Irvine (2010-11)** was inaugurated as the 12th president of Concordia College.

Laura Turchi (2004-05) published *Teaching with Interactive Shakespeare Editions*. The book consists of three case studies examining how interactive digital editions of Shakespeare can engage students and connect their experi-

ences with the texts.

Dan Peters (2021-22) was re-elected to the school board in Selah, Washington. His current term will expire in 2027.

“Story Grow” is a storytelling game that **Torran Anderson (2015-16)** started during his year as a Rover. He is now piloting this creative story pass game in the US: <https://www.thegame-crafter.com/games/story-grow> This effort is in addition to his work as the Outreach Manager at the University of Arizona Indigenous Resilience Center.

Ann Mulhearn (2012-13) published *Social Justice from Outside the Walls: Catholic Women in Memphis, 1950–1970*. Based on personal interviews and published writings, the book takes an intersectional look at the role of faith, race, and gender in the civil rights movement.

In April **Kathleen Ralls (2013-14)** published *Voices of Title IX: Chelmsford High Girl Athletes and the Women They Became*. In the book she explores how participation in sports affected the lives of 150 students and the faculty and teachers who contributed to the athletics program for girls and Chelmsford High School.

David Tow (2022-23) published an article based on his observations as a Rover entitled “The View from Norge: Rights-Based Discourse and Human Rights Education in Norway” in the *International Journal of Human Rights Education*.



ALISON'S WORKSHOPS FOR BARNESKOLE STUDENTS

We Are All the Same; We Are All Different*

Children around the world attend school to learn, but not all school systems are the same. In this workshop children will explore daily school life in classrooms of similar-aged students in America through brochures, media and letters created by groups of children in the United States. Students will discuss what they have learned about going to school in America and think about how going to school is the same or different in Norway.

- Early Primary classes will complete pages for a book comparing American and Norwegian classrooms. Pages will be shared with a classroom in America.
- Upper Primary classes will design a brochure about going to school in Norway to share with a classroom in America.

This workshop can be delivered in a two-session format scheduled on different days in order to allow enough time for designing and writing.

All Over the World People Live Under the Same Sky

There are many Native American groups in the United States, each with its own language, customs, and rituals. This workshop will use Native American stories and sto-

rytelling to introduce students to the culture and lifestyle of some of the First Nations of the Americas. Like many cultures around the world, Native American groups have used allegories and storytelling to explain the rules and cycles of the natural world and Earth's place in space. Students will create a story box and learn a Native American story to share with a younger class of students, or their family.

Traveling Across America Workshops*

Workshop Topic Choices:

What is it Like to Live in Rural America?

How Do Families Celebrate in America?

Where in the World is the United States?

The hands-on workshops in this series support children in understanding the size of the United States and the variety of lifestyles, culture, and natural resources across different regions of the country. Students "travel" to a particular region by engaging with a suite of artifacts that represent particular the communities in that place (e.g., family bio cards; community calendars; maps; descriptions of weather; images and descriptions of local industries, shops, parks; restaurant menus; US currency; time of sunrise and sunset; etc.) to learn about the chosen topic. Workshops incorporate discussion and thinking routines designed to build curiosity about the world and capacity to understand differing perspectives. Each workshop invites the class to collect and create artifacts that represent their community to share with American



students.

**"We Are All the Same; We Are All Different" was initially named, "Going to School in America" In addition to changing the title of that workshop, Billman sometimes folded aspects of the "Traveling Across America" workshop into it in order to meet teacher requests.*

ALISON'S WORKSHOPS FOR BARNESKOLE TEACHERS AND TEACHERS-IN-TRAINING

Authentic Projects Authentic Reasons to Learn

Student motivation to learn is enhanced when students can see the relevance between school-based curricula and real-life. Project-based inquiries, especially those that emerge from students' own curiosities about the world, offer authentic contexts for solving real-life problems while simultaneously developing proficiency with language and thinking skills. This workshop will introduce participants to processes for identifying curricular connections to students' interests and designing authentic project-based inquiries that connect to life outside of school and also accomplish goals of the curriculum. Participants will leave the workshop prepared to design and implement motivating project-based inquiries in their classroom and with a list of potential projects generated during the workshop.

Pedagogy to Build Children's Global Competency

The world is facing unprecedented social, economic, and environmental challenges. At the same, time digital interconnectedness puts vast stores of knowledge at our fingertips. How can we begin to prepare our youngest children for this complex and interdependent world? This workshop will introduce participants to routines that foster ways of thinking that build students' curiosity about the world beyond the classroom, their ability to envision different cultural perspectives, their capacity to communicate across cultural divides and take responsible action. Participants will leave with strategies for incorporating the routines in meaningful hands-on experiences that support children in gaining deeper understanding of themselves and of the world.

Talking, Thinking & Listening Like a Scientist: Foster-

ing Scientific Discourse

Students develop language and an awareness of the social roles of speaking, listening, reading, and writing when participating in real-life situations that allow them to practice and adjust language to suit particular purposes and audiences. This workshop will focus on how to create contexts that provide opportunities for primary students to develop facilities with scientific ways of talking as they make sense of the natural world. Participants will experience components of a model of oral language pedagogy as they participate in hands-on science activities and language routines designed to support students in communicating ideas clearly. Participants will leave with a deeper understanding of oral language pedagogy and a suite of routines ready to apply in their own classrooms.

Literacy for a Global Society: Beyond Basic Skills

When given the opportunity, young children can successfully listen to, read and write informational texts, but why should they? One important reason is that focusing on basic skills without a focus on knowledge development can constrain students' opportunities to learn about the world and participate fully in a global society. In this workshop, participants will identify challenges and benefits associated with using informational text in primary classrooms, analyze several examples of informational text to identify characteristics of texts that might require explicit instruction for their students, and engage in activities that illustrate instructional strategies that increase the use of informational texts in primary grades. Participants will leave with strategies for increasing the use of informational texts in content area subjects.

LARRY'S WORKSHOPS FOR UNGDOMSSKOLE STUDENTS

The Times They Are a-Changin': The History of Modern America Through Social Protest Music

Post-World War II in America accelerated change at an unprecedented rate. Politically, socially, and culturally, Americans turned to the power of music to express their feelings and interpretations of the times. From the late 1940s and early 1950s through the modern day, artists have crafted songs to support a nation conceived in freedom and liberty and, more significantly, used their



Sticky notes on the blueboard, likely containing notes or questions related to the presentation.

Answer ONE of these on the job
What is something you are not sure
United States that you want to know
Ask me anything



lyrics to draw attention to our shortcomings in fulfilling those founding principles for all Americans. In this session, students will explore the lyrics to a song from this era, analyze the author's intent, and discuss its impact on American society to this day.

A Change is Going to Come: The History of Slavery and Racism in America

Slavery and racism in America have deeply impacted the nation. Originating in 1619 when enslaved Africans were brought to the British colonies, the institution of slavery endured for centuries. The lives of slaves were marked by unimaginable suffering, laboring under inhumane conditions and enduring constant dehumanization. After the Civil War, Reconstruction offered hope for change and emancipation, yet racial equality remained elusive. The Civil Rights movement of the 20th century fought against segregation and discrimination, shaping significant social and legislative advancements. Acknowledging this painful past is vital as the United States strives for a more inclusive and equitable society in the 21st century and beyond. In this session, students will explore the lyrics to a song about slavery and/or racism, analyze the author's intent, and discuss how it fits into the continued struggle for equality.

We're the Kids in America: The Lives of Young Adolescents in the United States

Being a middle school student in America in the 21st century is a unique experience in a young person's physical, social, and emotional development. Educationally, they navigate a diverse and dynamic educational environment. Students engage with technology, collaborate on projects, and access vast resources. Outside the classroom, extracurricular activities and sports play a vital role in their development, fostering teamwork and lifelong skills. Students also face challenges such as academic and social pressures. This presentation will provide Norwegian students a view into the school year at an American middle school, from the first day of school to the very last.

Immigration: Contributors to Conflict

The United States is a nation of immigrants. Since 1607

and the first permanent English establishment at Jamestown, America's growth and success have been fueled by immigrants. Push and pull factors brought people from around the globe to the United States. Today, however, immigration (legal and illegal) creates a cultural divide for Americans. This presentation will look at the history of immigration to America, how immigrants have positively impacted American cultural and economic growth, and how the United States government has produced discriminatory legislation against people whose origins stem from foreign lands.

What Are My Rights in Public Schools?

Students will explore students' rights in public schools in America and Norway. Furthermore, we will analyze each case and how it would apply to life in the Norwegian school system. The lesson will start with a study of the First Amendment of the US Constitution, focusing on the freedoms of speech, expression, and religion. Moving on to the Fourth Amendment, students will explore students' rights regarding search and seizure in schools. Then, we will delve into the Eighth Amendment and its relevance to disciplinary actions and punishment in educational settings. Finally, using videos of student actors/role players from the United States, we will examine landmark Supreme Court cases that have shaped the interpretation of these rights within the school context.

There Goes My Hero

Discover the hero within you! In this presentation, we will examine the concept that being a hero doesn't require superpowers. Instead, we will explore the traits of superheroes and identify how these qualities manifest in our everyday lives. Through engaging activities and discussions, participants will unlock their hidden heroic potential and gain a deeper understanding of the impact they can have on others. Unleash your inner hero and join us as we celebrate the extraordinary qualities that make ordinary people true heroes.

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

Throw the Book at 'Em: Creating Your Own Textbook in the 21st Century



With so many resources now available for educators, it can be a challenge to organize the content teachers want their students to read and rely on. In this session, teachers will view two separate teacher-created digital textbooks that take the place of the traditional, publisher-driven ones. Attendees will be presented with resources that can be used to self-publish, suggestions for how to approach the endeavor, enhancements available for self-created publishing, and the pros and cons of the process.

Ready? And...ACTION!

Pictures can be worth a thousand words. Make photographs and images come to life. Stage your students in poses of the image at hand and have them act out the scene in a one-act play that brings the moment to life, allows the learners to be the historical event, and provides students the opportunity to apply their learning in a fun, creative way.

Empowering Student Voice: 21st-Century Technology Techniques

Learning about history and world events means little without cultivating a personal connection for students because the personal connection is where true meaning lies. This session will provide educators with proven methods that utilize 21st-century technologies to provide evidence of learning. Attendees will be acquainted with readily available tools like stop-motion, GarageBand, graphic novels, augmented reality, and more!

Who Tells Your Story

The study of history can often be a subject that instills little excitement in students. In this session, you will learn how to personalize the learning of students by having them conduct an interview with someone and produce a historical narrative about their life. Students will develop life skills for conducting interviews, utilizing primary and secondary sources, and how to craft an effective narrative.

LATOYA'S WORKSHOPS FOR VIDEREGÅENDE STUDENTS

Appreciating African American English

African American Language, also known as African American Vernacular English (AAVE), is a variety of English that has gained notoriety on a global scale via its pervasiveness in rap and hip-hop music. Despite being ubiquitous in American popular culture, and increasingly prevalent in the popular culture of the English-speaking world, African American Language continues to be broadly undervalued and misunderstood. The goal of this highly interactive workshop is not to teach participants how to communicate in the language—instead it is designed to help others appreciate how the language is an extension of an ethnic group with a rich cultural history and is more than “Gen Z slang” or “TikTok speak.” We will broadly discuss the evolution of this language, its linguistic hallmarks, and the ways African American Language it has been systemically addressed within the American educational system.

Beloved Blackness

In lessons about the United States and its legacy with systemic racism, the racial identity of Black Americans can often be unwittingly framed as solely a “burden.” This workshop seeks to reframe Blackness in the United States context as “beloved” by highlighting the ways in which Black Americans have cultivated a rich ethnic identity in vitally creative and joyful ways. Students will be led in a celebration of the gifts in music, fashion, food, language, and civic traditions that Black Americans have given to the world, even as they have resisted oppression and fought for the recognition of their human rights throughout history.

Codes, Registers, and Messages: How We Negotiate Language Differences in Communication

The most effective communicators carefully consider the needs and knowledge of their target audience. Chief

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among these considerations are choices about *codes* (the languages we use), *register* (the manner of speech we select based on the formality of the situation), and *rhetorical appeals* (the techniques we use to call attention to the message we are communicating). This session will help students unpack what the negotiation of language differences looks like in their own lives as they decide how to communicate (or not!) with their social peers, their elders, people from different cultural backgrounds, and even other Norwegians who do not share their dialect. Additionally, special attention will be given to the topic of “code meshing.” As a means of allowing historically marginalized students to express themselves more authentically in academic writing, the practice of code meshing connects to the Norwegian curriculum renewal language about “plurilingualism.”

Examining Colorism in Visual Media

The social construction of racism, perhaps inevitably, gave birth to the construction of ‘colorism,’ which refers to the systemic privileged treatment of individuals with lighter skin tones and the prejudiced or discriminatory treatment of individuals with darker skin tones. The colorism phenomenon is evinced within *and* without black and brown communities all over the world, and it ultimately serves the function of further stratifying and marginalizing people who are already victims of racial oppression. Using propaganda, advertisements, product designs, and pop culture references as illustrative tools, students will analyze American media’s explicit and implicit arguments about light- and dark-skinned Black people. Students will also reflect on how issues related to colorism are present in Norway.

Exploring Biases in U.S. Media

The thesis of this workshop is that all media messages reflect the sensibilities of the people or organizations that create them, and as a result, students must improve their ability to critically question and analyze media messages. Using the context of United States news coverage and social media content, this highly-interactive session will get students reflecting upon different types of biases that can be present in the media they consume and how these biases can lead to harmful or limiting narratives.

ing Major U.S. Stereotypes*

Some teachers are excited to invite a Roving Scholar to their classes because that Scholar has a workshop that significantly builds upon a specific lesson or curriculum theme. Other teachers are more invested in simply offering their students an opportunity to practice their English skills while asking an American teacher questions on a variety of topics. This workshop is for teachers in the latter category. The first half of the session allows for a non-structured exchange of questions and answers, while the second half focuses on a few major stereotypes that often come up in questions and helps students to thoughtfully explore them.

**Workshop added in December.*

LATOYA’S WORKSHOPS FOR VIDEREGÅENDE TEACHERS AND TEACHERS-IN-TRAINING

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treatment of individuals with darker skin tones. The colorism phenomenon is evinced within and without black and brown communities all over the world, and it ultimately serves the function of further stratifying and marginalizing people who are already victims of racial oppression. Using propaganda, advertisements, product designs, and pop culture references as illustrative tools, participants will analyze American media's explicit and implicit arguments about light- and dark-skinned Black people. Participants will also reflect on how issues related to colorism are present in Norway.

Expanding Student Understandings of Race & Racism

Racism is a pandemic, and as a result, educators who wish to establish compassionate classrooms are obligated to learn how to identify and eventually discuss the myriad ways racism manifests itself. Participants will discuss fallacies about racism and practice how to identify them in both American and Norwegian educational spaces and texts. Participants will also co-construct strategies for discussing racist ideology with students. Finally, participants will be provided with a seminal reading that can further enrich their understanding and perhaps be used in their own lessons with students.

The Power of Storytelling: Incorporating Students' Critical Narratives into Your Curriculum

In instruction at the secondary and post-secondary level, stories and the act of storytelling has generally been relegated to the realm of "facile" and "non-academic." However, this is a mischaracterization, and when we neglect the fact that stories provide vital qualitative data and that storytelling is actually a complex, rigorous process, we limit our students' ability to use both as powerful tools for learning. Participants will discuss some research that advocates for students doing critical personal writing in the classroom. They will also learn how

to guide students in transforming their personal writing to academic writing. Additionally, this session will highlight sensitive issues teachers should be mindful of when using personal storytelling projects in the classroom, as well as strategies to address these issues. Finally, participants will be provided with resources on the implementation of storytelling projects.

Creating Dynamic Projects for 21st Century Learners

Teachers across the grade levels share a mounting pressure to design entertaining and relevant projects and assignments for 21st century learners whose attention seems divided between relentless media messaging and easily-consumed social media posts. However, there is a solution. By combining project-based learning with multimodal learning, we can design novel assessments that feel authentic and relatable to Gen Z students while obligating them to demonstrate an impressive mix of high- and low- level academic skills. Participants will be introduced to key scholarship on creating transcendent multimodal projects and presented with at least three examples of potential projects and how they are scaffolded for students.

Strategies for Robust Reading Instruction

In the United States, reading skills have traditionally been considered the domain of English composition and literature teachers. However, when one considers that reading is a complex metacognitive process that includes the dimension of knowledge-building, it becomes clear that educators in every discipline benefit from improving their ability to teach reading skills. This workshop will explain how teachers can improve their reading instruction by applying the Reading Apprenticeship framework and an embodied antiracist reading strategy. Participants will observe real-time demonstrations of these practices and have the opportunity to engage with them in student roles.



LISA-BRITS'S WORKSHOPS FOR VIDEREGÅENDE STUDENTS

Cancel Culture

Modern teenagers around the globe are familiar with the harsh realities of “cancel culture.” It has the capacity to fracture community and inflict relational harm on single individuals or groups. It has even been used as a weapon under the banner of social justice or moral obligation. Wahlberg will lead a discussion with students using group activities and reflection exercises to emphasize the ways cancel culture thwarts critical thinking and free speech in learning communities. Students will discuss and examine the difference between healthy boundaries and cancel culture while finding better ways to engage in civil discourse on controversial and sensitive issues that matter to students.

From Red Hook to Bay Ridge: Norwegian Emigration to New York City in the early 20th Century

This workshop will examine the push and pull factors that impacted Norwegian emigration during the late 19th and early 20th century. From the shanty town Red Hook (also known as Ørkenen Sur) to the tree-lined avenues of Bay Ridge, Brooklyn, the Norwegian community survived and thrived in unexpected ways. Using primary source documents and testimonials, participants will encounter various historical identities to discover the context and contributions of Norwegian immigrants in New York City.

Historical Myths in American History

This workshop will examine several myths in American history that perpetuate in American society and beyond: the first Thanksgiving, Christopher Columbus' Discovery of America, the legend of Pocahontas and the addition of the 50th state, Hawaii. Students will examine primary source documents (letters, pictures, personal accounts, maps, etc) to uncover the true facts. Students will process the origins and motivations behind these myths as well as the reasons why these myths continue to circulate.

Media Literacy and Bias Detection

As the volume and frequency of news has exponentially increased over the last decade, it is more important than ever to develop skills to detect bias and critically sift fact from fiction. In this lesson, students will define polarization, identify its causes and consequences, and analyze its relationship to society. Students will then define bias and identify its relationship to polarization. Students will then brainstorm ways to bridge the divide and understand people with differing opinions.

America's Culture of Niceness

The stereotype of the friendly American might not always apply – but what are the cultural roots that contribute to and sustain this characterization? This workshop will unpack “smile diplomacy” and allow students to investigate the cultural meaning behind American “niceness” and discover why the white-teethed smile is so important in American culture.

The History of Native American Boarding Schools in the United States

In this lesson, students will unpack the hard history behind the United States' forced acculturation of Native American children using government funded boarding schools in the late 1800s and early 1900s. Students will examine the devastating impact that racism has had on Native American individuals, families, communities, and Tribal Nations. Students will then examine the recent advocacy efforts and U.S. legislation enacted to protect Native American children (Indian Child Welfare Act) and promote healing and reconciliation for the victims.

LISA-BRIT'S WORKSHOPS FOR VIDEREGÅENDE TEACHERS AND TEACHERS-IN-TRAINING

Trauma Informed Pedagogy

In this workshop, teachers will learn the definitions and background of trauma-informed pedagogy as well as ways to recognize ways trauma can manifest in the classroom. Using six core principles adapted from research at Barnard College, Wahlberg will outline ways to confidently apply a trauma informed response in the classroom. General guidelines and techniques will be presented to equip teachers with knowledge, compas-



sion and an action plan to enhance mental health and wellness in the classroom for all.

Brain Science and Learning

New discoveries in neuroscience are starting to inform teaching practices, lesson plans, and even school schedules! Learn how understanding the teenage brain can make a significant impact on learning, student performance, and confidence. Wahlberg will discuss three key areas: sleep, memory, and learning that can be enhanced using applied brain science. In addition, ways to teach executive functioning skills will be discussed to meet the growing needs of neurodivergent learners.

Going Gradeless

As the philosophy of competency-based learning grows in popularity, many teachers struggle with the practical implementation of a skills-based pedagogy. Wahlberg will discuss some of the tips, trials, and turbulence learned from her own experience “going gradeless”. Teachers will walk away with practical techniques to empower their students to become “architects” of their own learning and develop a growth mindset toward their education and beyond.

Coaching Your Classroom

One of the best ways to maximize student self-efficacy and growth in the classroom is to provide high-quality feedback that is actionable and personalized. This workshop will discuss ways to deliver learner-centered feedback using formative assessments, detailed communication, and an intentional classroom culture that fosters student engagement, intrinsic motivation with a gradual release of responsibility. Using specific learning targets, mastery standards, and athletic coaching parallels, students at all proficiency levels will benefit from learner-centered feedback. This workshop can be presented alone OR in addition to “Going Gradeless” and Meta-Cognitive Strategies.

Empowering Students with Meta-Cognitive Strategies

Using research-based strategies and neurodevelopment evidence, Wahlberg will discuss ways to apply reflective

metacognition practices in the classroom to positively impact student learning and help identify deficit areas. In addition, Wahlberg will highlight the ways metacognitive skills can be applied across academic disciplines and in life situations beyond high school.

ELIZABETH’S WORKSHOPS FOR VIDEREGÅENDE AND UNGDOMSSKOLE STUDENTS IN ØSTFOLD

School Choice: Is it really a “choice” for everyone?

U.S. public schools have an interesting history. Not only is the United States a country that does not agree on one standard curriculum, but different schools are founded on different educational philosophies. The U.S. presently has options such as homeschooling, non-schooling, neighborhood schools, charter schools, and private schools. But, these schools are not funded equally and often times this funding depends on the demographics of the neighborhoods. Unfortunately, unequal funding leads to unequal opportunities and impacted academic progress. In this interactive workshop, students will explore the different kinds of school students can choose in the U.S. and discuss the way each type of school is funded. In multiple different group activities students will examine the equity issues in each type of school to determine whether school choice provides access to ALL students.

The Power is in the Pause: Contemplative Practices and Stress

Today many students are practicing contemplative techniques in U.S. schools. But why? What is all the hype? Research on contemplative practices has shown that regular practice is one way to decrease anxiety, help with focus in the classroom, and help students better deal with hard emotions. In this experiential workshop, students will practice different contemplative techniques that can quickly settle the nervous system and help students better concentrate on academics. Students will discuss what they noticed after each practice and connect their experiences to brain research. We will explore the question, “What benefits do contemplative practices have on my brain and my well-being?” This workshop will include whole class discussion, mini-lecture with visuals

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100% of
learning going!



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on brain science, whole group practices, small group discussions, movement, writing, and drawing.

Let's Get Real: The History of Unequal Education in U.S. Public Schools

The goal of U.S. public schools is to offer a free public education to “level the playing field” and offer every child the same opportunities for advancement. But teacher-student demographics, teacher biases, school funding, differing curriculum, and institutional discrimination means that opportunities differ across schools. In this interactive workshop, we will analyze the history of inequities and discrimination in schools (including racism, linguicism, classism, sexism, ableism, transphobia, etc.), laws and policies that attempt to lessen these inequities and laws and policies that have contributed to these inequities. We will analyze what these inequities look like in schools and how they impact students. We will explore the question, “How can we change the inequity inherent in U.S. school systems?” This is an interactive workshop involving many different group activities.

Can anyone really be president?

The U.S. has an interesting history of choosing presidents. The U.S. has had politicians, actors, and business people as presidents. This interactive workshop will examine the requirements for becoming president and the requirements for voting for president – and the issues of justice within these regulations. Students will examine the electoral college and how a person actually wins the presidency. This workshop will investigate the candidates for the 2024 presidential election. Students will examine different facts about each candidate and examine each candidate’s stance on important issues such as gun control, women’s rights, and health care. This workshop is interactive and requires many small group activities.

Wait! How come I don’t get that? Unequal School Funding in the US

High Schools in the U.S.A.

Many students are curious about high schools in the U.S.A.. How many classes do students take? What are

grades like? How are sports integrated into the schools? Do schools have a sports line and vocational line? Can students study art or music or theater? What do students eat? What do students do for fun? Many students also have a lot of stereotypes about American students. This workshop is designed to talk to students about schools. We look at stereotypes and talk about what is true and what is not. We look at daily life in high school and then examine the inequity in American public schools and how this impacts students.

Under Pressure: College Sports in the U.S.

College athletes in the U.S. face tremendous pressure. Not only do they follow a rigorous athletic schedule, but must maintain a certain G.P.A. to retain their scholarships, must be respectful to professors, peers, teammates, and coaches, regardless of the situation, and must face the pressure of performing, not only for themselves, but for the team. This interactive workshop will walk students through the typical day of a college athlete from waking at 5 am to practice, attending classes all day, jumping on a bus to travel, completing homework on the bus – all while stoically dealing with coach and peer pressure. We will examine how many athletes cope with this stress, and how some athletes have turned to mindfulness meditation practices to deal with overwhelming pressure.

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

Formative Assessment and Understanding by Design (UbD)

The use of formative assessments has become a powerful tool in showing students’ growth across subject areas – especially for students who are working in more than one language and culture. In this workshop, we will analyze backward design lesson planning (UbD), which incorporates formative assessment measures as an important factor of lesson planning. We will discuss why formative assessment is important and analyze the type of data gleaned from formative assessments. We will explore different types of formative assessment measures and teachers will have the opportunity to apply these



assessments into their own lesson planning.

Teachers' Well-Being: Self-Care Practices for Teachers

Teachers are under pressure to increase test scores while concurrently caring for students – many who have come from traumatic backgrounds. But who is caring for the teachers? Self-care is a growing field and one that has shown beneficial impact on teacher's well-being and retention. Short daily practices are gaining popularity as a way to help teachers de-stress and build resilience in challenging environments.

This workshop can either be a one-time session or a four-part series just for teachers. In each session, we will learn 3-4 different self-care techniques so teachers can find a technique that works for them. We will discuss how to incorporate these practices into the classroom routine to check-in and de-stress in the moment. These practices can be done lying down, standing, or sitting in a chair. Please bring a yoga mat or blanket if you prefer to lie down.

Making the Content Comprehensible to Varied Language Making the content accessible to varied levels of language: The SIOP model

Regardless of where teachers instruct today, there are increasing numbers of immigrant and refugee students enrolled in schools, requiring teachers to develop strat-

egies to work with multilingual/multicultural learners. Yet, teachers are often constrained by a set curriculum and must continue on pace with the academic content. How can teachers present the academic content at a pace that keeps all students engaged and challenged, but also makes the content accessible, relevant, and comprehensible to multilingual learners? In this experiential workshop, teachers will learn about the 8 components of the Sheltered Instruction Observation Protocol (SIOP model), and use these strategies to make their own content accessible to multi-level language learners.

The Power is in the Pause: Building Student Resilience and Academic Achievement through Contemplative Strategies

Today many students are under tremendous pressure and often face emotions of anxiety, loneliness, and depression. Research on contemplative practices has shown that regular practice is one way to decrease anxiety, help with focus in the classroom, and increase resilience to deal with uncomfortable emotions. As a result of this research, many U.S. schools are implementing daily contemplative activities into the school day. In this interactive workshop, participants will experience 3-4 different contemplative techniques that are effective with students in the classroom, connect these to the brain research, and discuss how these strategies can be incorporated into the classroom setting to help students with the pressures of a typical teenager.





ROVERS IN THEIR OWN WORDS

Larry Dorenkamp posted regularly on Instagram throughout his stay. Here, with permission, is one of his last posts. On June 13 he returned to a school he visited several times in order to help the students prepare for their exams in English. This rewarding day was also a fitting way to end the year.

Wednesday marked the official end of my experience with the Fulbright program. Today, my friend Kristen invited me back to my home-away-from-home school, Ringshaug. The 10th-grade students were preparing for their final exams before moving on to upper secondary school, and she felt I could be an asset to them. These students are part of the same group that participated in our cultural exchange with North Hills Middle School students back in April. These exams are part of the Norwegian curriculum and are taken by all students as they leave Ungdomsskole.

As I traveled by train to Tønsberg, reflecting on the past 10 months, I wasn't sure what role I would play in the review. I figured I was in store for some brief interactions and a bit of a "farewell tour" at a special place with special people.

Instead, I had the most memorable day in the classroom since I arrived here on August 2nd. I was paired with my friend Irene to help 9-10 students prepare their presentations, which will examine their verbal proficiency in English and their understanding of slavery and racism in America, the topic I presented to them during my first visit in October. I was shocked that my day so long ago resonated with students and teachers alike, so much so that the teachers made it a focus for the exam.

My day was like no other because, instead of talking to a classroom full of Norwegian students in a teacher-centered environment, I found myself in a student-driven

environment, hopping around the room, interacting one-on-one with them, helping craft their messages, coaching their presentation skills, and filling in some historical gaps along the way.

What a rush and an eventful end to my time in Norway. Mete, the school principal, who was so welcoming on all my visits, presented me with some nice gifts, the most noteworthy of which was a very serious job offer to join her staff at Ringshaug. Sadly, I have to decline and leave for home on Sunday.

The excitement of the day was somewhat diluted by the sadness I felt leaving this wonderful school. I shed a tear as I left my friends and said, "until we see each other again" (not goodbye).

SORRISNIVA





ALL SCHOOLS VISITED BY ROVERS IN 2023-24

Alta ungdomsskole	Foss VGS	Kuben VGS
Amalie Skram VGS	Framnes Kristne VGS	KVS Lyngdal VGS
Arendal VGS	Frederik II VGS	Lambertseter VGS
Asker International School	Fremmedspråksenteret	Langhaugen VGS
Asker VGS	Fyrstikkalleen VGS	Levanger VGS
Atlanten ungdomsskole	Gjøvik VGS	Lillehammer VGS
Aust-Lofoten VGS	Gol VGS	Lillestrøm VGS
Averøy ungdomsskole	Hadeland VGS	Lister VGS
Bardufoss Høgtun VGS	Halden Montessori School	Lister VGS Eilert Sundt
Bergen katedralskole VGS	Halden VGS	Lynngmyr skole
Blindern VGS	Hamar katedralskole VGS	Løkenåsen skole
Bodin VGS	Hammerfest VGS	Løten ungdomsskole
Bodø VGS	Harstad voksenopplaering	Malakoff VGS
Borgund VGS	Hartvig Nissan VGS	Mandal VGS
Brandsfjord barne- og ungdomsskole	Haugeasen ungdomsskole	Mausund Oppvekstsenter
Breivang VGS	Heggen VGS	Melhus VGS
Buskerud VGS	Heidal skule	Metis VGS
Byskogen skole	Helland skule	Midtstuen ungdomsskole
Charlottenlund ungdomsskole	Hetland VGS	Moelv ungdomsskole
Christi Krybbe Skole	Hisøy skole	Molde VGS
Cissi Klein VGS	Hyen skule og barnehage	Møhlenpris skole
Dahlske VGS	Inland Norway University of applied Sciences	Nadderud VGS
Dalane VGS	Innbygda Skole	Naturfagsenteret Universitet i Oslo
Danielsen VGS	Jåttå VGS	Newton-rom Lillestrøm
Dovre ungdomsskole	Kannik skole	Nordborg VGS
Drammen VGS	Kirkeparken VGS	Nordkjosbotn skole
Drottningborg VGS	Kleppestø ungdomsskole	Nordlandet ungdomsskole
Edvard Munch VGS	Knarvik VGS	Nordnes skole
Eid ungdomsskule	Kongsbakken VGS	Nordstrand ungdomsskole
Eikeli VGS	Kongsberg VGS	Norwegian University of Science and Technology
Elverum VGS	Kongshaug Musikkgymnas	Nøtterøy VGS
Fagerlia VGS	Kongshavn	Orkdal VGS
Fernanda Nissen skole	Kopervik VGS	Oslo katedralskole VGS
Fjordtun skole	Kristen VGS Trøndelag	Oslo Metropolitan University
Flora VGS	Kristiansand katedralskole VGS	



Porsgrunn VGS
Presterød ungdomsskole
Rakkestad ungdomsskole
Rindal skole
Ringerike VGS
Ringsaker VGS
Ringshaug ungdomsskole
Risør ungdomsskole
Rødsmyra Skole
Rå skole
Sandefjord VGS
Sandnes VGS
Sandvika VGS
Sauda VGS
Seljestad ungdomsskole
Sentrum VGS
Skagerak International School
Skjåk ungdomsskule
Skøyenåsen skole
Skåredalen skole
Snåsa Montessori
Snåsa skole
Sogndal VGS
Sola VGS
Sortland VGS
St Hallvard VGS
St Olav VGS
St Svithun VGS
St. Franciskus skole
St. Paul Gymnas
Stabekk VGS
Stavanger katedralskole VGS
Steinerskolen Moss
Stend VGS
Sten-Tærud skole
Storhamar VGS
Strand barne- og ungdomsskole
Sund ungdomsskule
Sørburøy skole

Sørreisa Sentralskole
Sør-Roan skole
Tangen VGS
Thora Storm VGS
Tiller VGS
Tomrefjord skule
Torsnes Skole
Torsnes Skole
Trondheim katedralskole VGS
Vadsø ungdomsskole
Vardafjell VGS
Vennesla VGS
Vest-Lofoten VGS
Vigvoll skole
Vika VGS
Vinderen Skole
Vågå ungdomsskule
Østfold University College
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