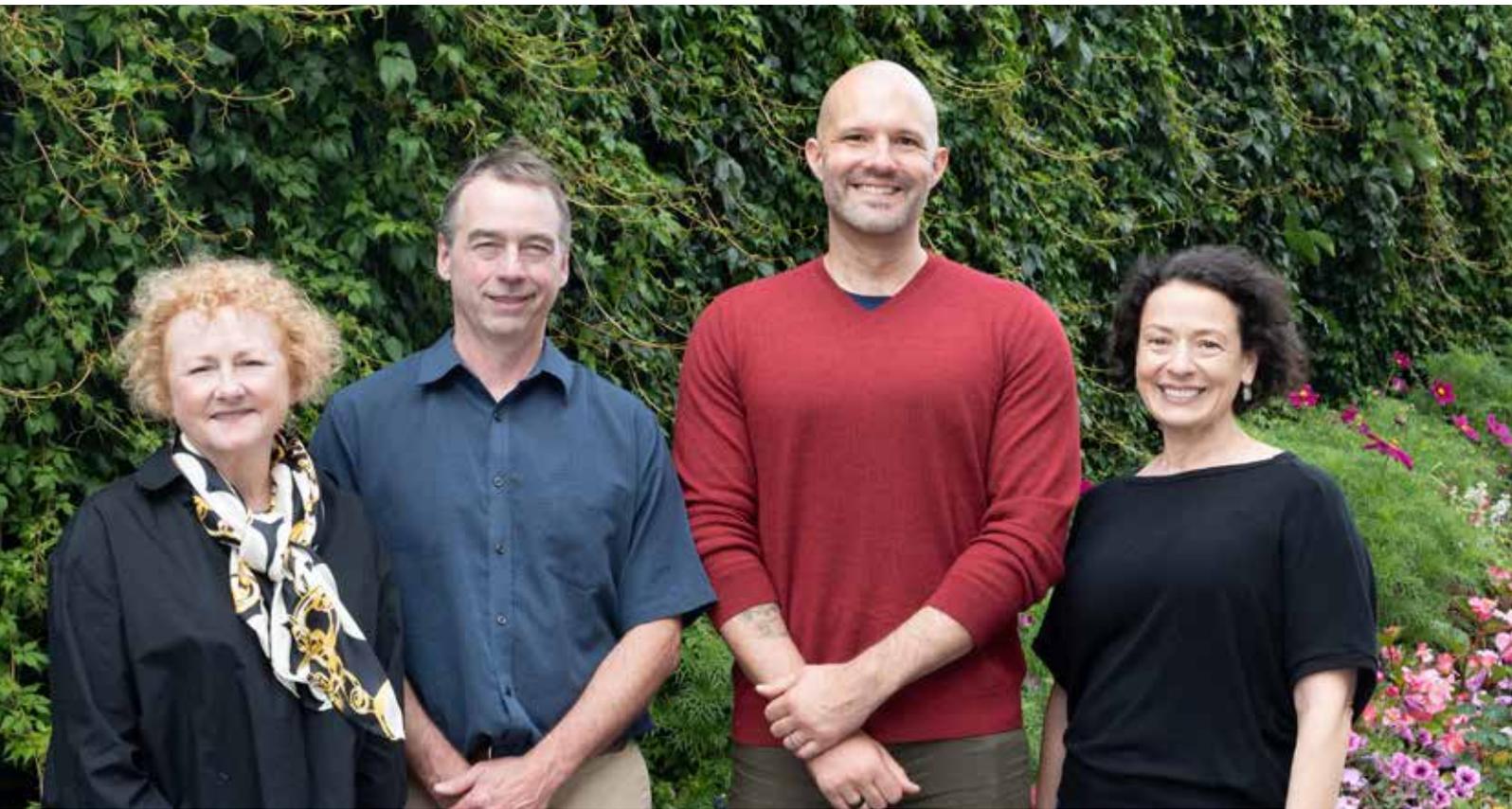


# ROVING SCHOLAR REPORT

## SCHOOL YEAR 2024/25



**FULBRIGHT**  
Norway



## FULBRIGHT ROVING SCHOLAR REPORT

2024-25 marked the 37th year of the Roving Scholar Program. Unique in the Fulbright world, this program brings four seasoned American educators to serve as traveling teachers. These “Rovers” offer workshops for secondary school students, teachers, and teachers-in-training that speak to the Norwegian national English curriculum and the basic values and principles of the core curriculum. Workshop content varies in accordance with each Rover’s experience and expertise.

More broadly, as noted in the Fulbright scholar awards catalog, “The aim of the Roving Scholar program is to give Norwegian teachers an opportunity to interact with an American colleague and to give students a chance to practice their English, discuss their ideas about the U.S. with an American, and experience an American educator’s approach to teaching.” Though sometimes difficult for Rovers to appreciate, there is great value in simply talking with students and answering their impromptu questions. Indeed, as in years past, results of the host feedback survey show that the two most popular reasons teachers invited Rovers are, “Expose students to a native English speaker” and “Give students current information about the United States.”

More US educators have become aware of the unique opportunity afforded by the Roving Scholar program, and this has been reflected in increased application numbers. Having reached a critical mass, stateside program administrators at IIE set up a special peer review committee for Roving Scholar applica-

tions. Furthermore, the committee that reviewed the 14 applications consisted solely of Rover alumni: Heather Dodge ’19-’20, Ruth Fairbanks ’17-’18, and Wendy Glenn ’09-’10. Fulbright Norway welcomes this development as alumni have a deep understanding of the necessary skills, experience, and academic background that make a successful Rover.

The review committee recommended nine of the applications for further consideration and these were passed on to our office. Of these, three came designated as “highly recommended.”

Two staff members from Fulbright Norway and one from the Norwegian National Center for English and Other Foreign Languages in Education (Fremmedspråksenteret) interviewed the candidates online in January. In addition to exploring each candidate’s interest in roving and their pedagogical approach, interviewers asked questions to illuminate other important factors for selection including flexibility, organizational skills, and ruggedness.

Four candidates were selected to serve as Roving Scholars and three were designated as alternates. All four of those initially selected accepted the grant offer and arrived in Norway in August. They came with a variety of backgrounds, skills, and interests which made for a rich offering of workshops. Please see page 4 for more information about the 2024-25 Rovers.

Fulbright Norway remains grateful for our invaluable partnership with Fremmedspråksenteret. The Center provides expert guidance and support to the Roving Scholars throughout



their time in Norway. This year our institutional collaboration expanded as we co-organized two professional development seminars for teachers and teachers-in-training. Space and logistical support for these seminars was graciously provided by the Bergen Cathedral School and Bodin Upper Secondary School in Bodø respectively. You can read about these seminars on page 7..

The Roving Scholar Program aims to reach students and teachers throughout Norway. Rovers must therefore try strike a balance between visiting large schools in urban areas and taking time to travel to rural schools that often have fewer students. The 2024-25 Rovers actively pursued as many visits as possible. By the end of the year they had made it to 142 different schools from Alta to Kristiansand. For a com-

plete listing, please see page 26.

The Roving Scholar program would not exist without the steadfast financial support of the Norwegian Directorate of Education and Training. Fulbright Norway, Roving Scholar alumni, and most of all the teachers and students have benefitted in countless ways from the Directorate's commitment to augmenting English language instruction with classroom visits from American educators.

## 2024-25 Roving Scholars

**Nicole Camastra** has a PhD in English from the University of Georgia, an MA and BA in English from SUNY New Palz, and a BA in music performance from SUNY New Palz. She has more than 20 years of experience teaching English at a variety of levels from middle school to university. Both her teaching and her scholarship have earned her awards. She has published a number of academic articles and book chapters on American literature and, in 2023, her book *Hemingway, Fitzgerald, and the Muse of Romantic Music*. Most recently the Director of Studies at the O'Neal School in Southern Pines, North Carolina, Camastra has developed her pedagogy around the core belief that what we learn grows from what we know.



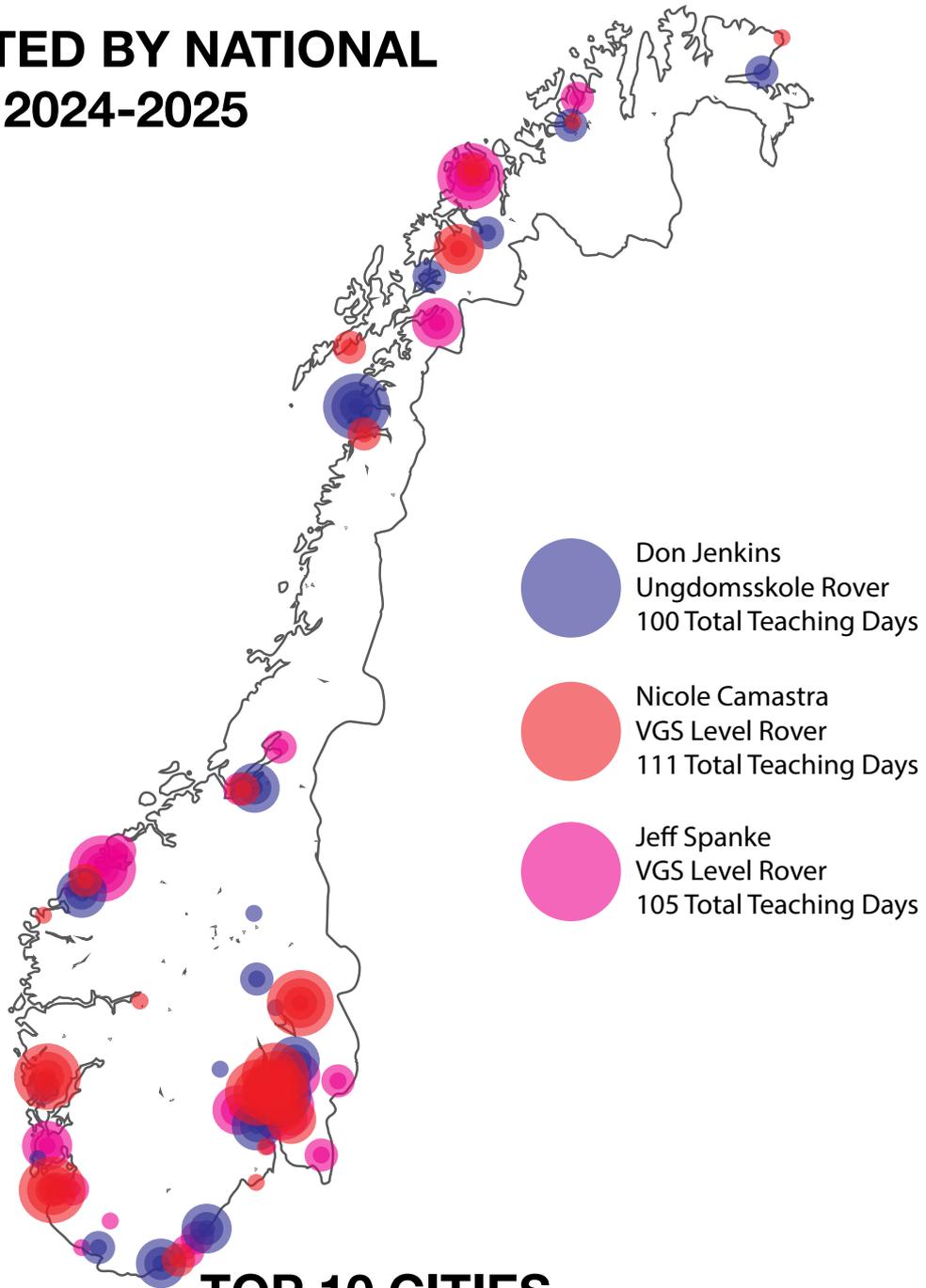
**Donald Jenkins** has primarily taught middle and high school social studies during his thirty year teaching career, but has also taught middle school English language arts, debate, and technology. He has a Masters of Secondary Education from Western Washington University and a BS in Social Studies Education from the University of Southern Illinois. He uses projects like Project Citizen to teach students how to solve community problems and has connected his classes with students in other countries. Jenkins was named the 2021 National Council for the Social Studies Middle Level Teacher of the Year and has presented at several local and national social studies conferences on topics such as civic and global education.

**Lynda LeBlanc** developed Coeur d'Alene Charter Academy's French program in Coeur d'Alene, Idaho and taught French and English there for 15 years. She has a BA in Journalism from Louisiana State University and an MA in Education from Gonzaga University. She developed a Poetry as Therapy program at the Hospice of Spokane in Spokane, Washington, and chronicled it in her dissertation for a PhD in English from Idaho State University. In 2018, LeBlanc received a Yale Educator Award, and she has been selected five times as a NISTAR (North Idaho Student-Teacher Award) Outstanding Teaching Award recipient. LeBlanc enjoys telling stories and has shared her storytelling skills in the U.S., France, and India.



**Jeffrey Spanke** is an Associate Professor of English and Director of English Education at Ball State University in Muncie, Indiana. He has a PhD in English Education, an MA in American Studies, and a BA in Psychology and English all from Purdue University. A former high school English teacher, he served as president of the Indiana Council of Teachers of English for two years. Spanke has published a wide variety of refereed scholarship including book chapters, essays, creative writing, traditional articles, and two books. He has consistently found that through English Language Arts, people may grow to cultivate a sense of agency and consciousness that increases our capacity for empathy and understanding.

# CITIES VISITED BY NATIONAL ROVERS IN 2024-2025



## TOP 10 CITIES

### NICOLE CAMASTRA

Oslo	14
Stavanger	11
Bergen	7
Hamar	5
Bardufoss	4
Ski	4
Bodø	3*
Gran	3*
Kristiansand	3*
Kristiansund	3*

### JEFF SPANKE

Oslo	15
Tromsø	5
Ålesund	5
Bodø	4
Drammen	4
Kongsberg	4
Lillestrøm	4
Bekkestua	3*
Bergen	3*
Hamar	3*

### DON JENKINS

Bodø	6
Oslo	6
Kongsberg	5
Jakobsli	4
Moelv	4
Molde	4
Arendal	3*
Flisa	3*
Fyllingsdalen	3*
His	3*

\*Multiple cities tied at this number of teaching days

# TOP 5 COUNTIES\*

## NICOLE CAMASTRA

<span style="color: red;">●</span> Rogaland	18
<span style="color: red;">●</span> Oslo	14
<span style="color: red;">●</span> Vestland	13
<span style="color: red;">●</span> Nordland	12
<span style="color: red;">●</span> Akershus	12

## JEFF SPANKE

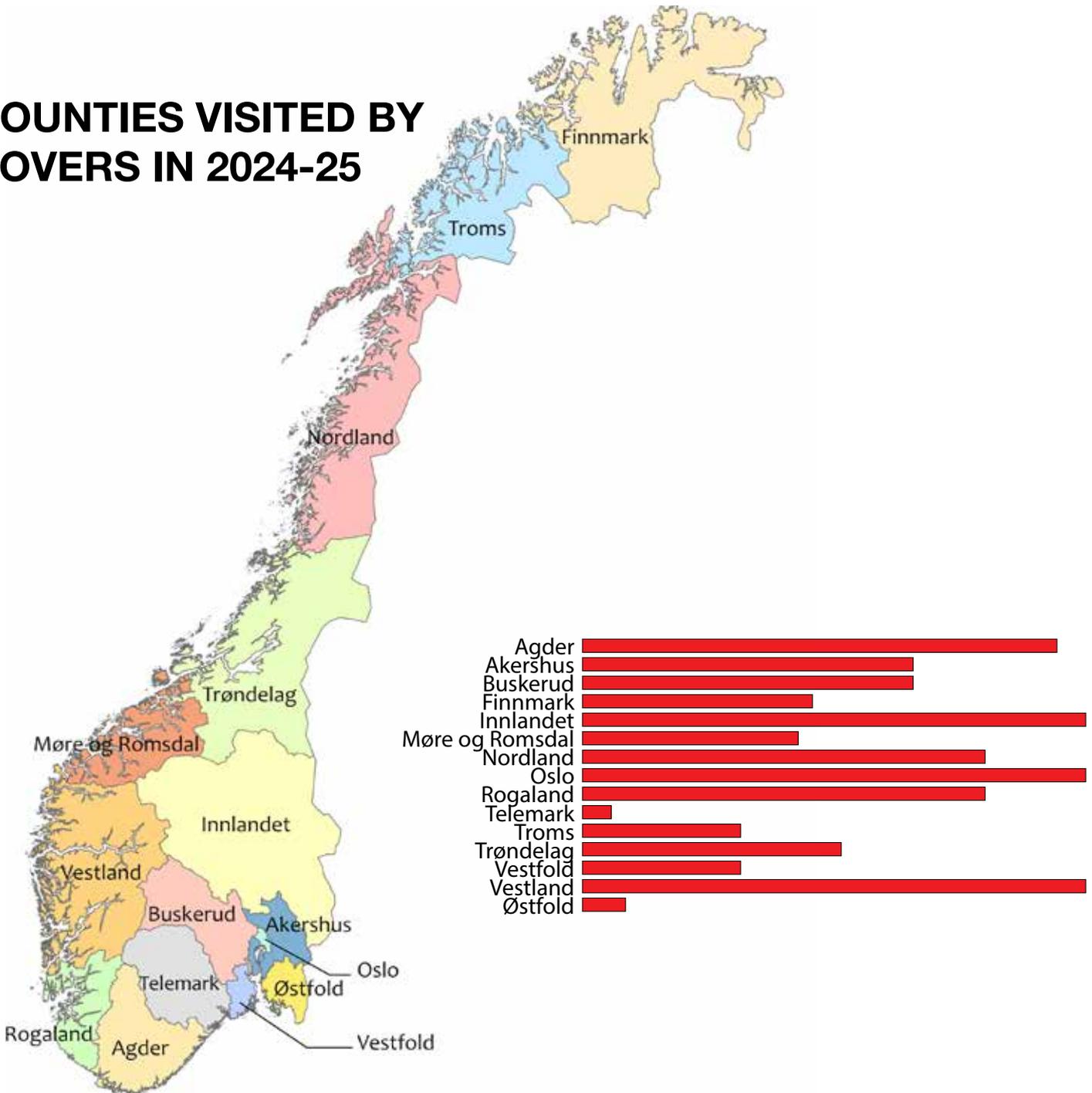
<span style="color: magenta;">●</span> Oslo	15
<span style="color: magenta;">●</span> Buskerud	14
<span style="color: magenta;">●</span> Nordland	10
<span style="color: magenta;">●</span> Akershus	9
<span style="color: magenta;">●</span> Rogaland	8

## DON JENKINS

<span style="color: blue;">●</span> Agder	17
<span style="color: blue;">●</span> Innlandet	16
<span style="color: blue;">●</span> Vestland	14
<span style="color: blue;">●</span> Finnmark	9
<span style="color: blue;">●</span> Møre og Romsdal	9

\*Excluding visits by the Østfold Rover

# COUNTIES VISITED BY ROVERS IN 2024-25





## 2024-25 HIGHLIGHTS AND NOTES

### Teacher Trainings in Bergen and Bodø

Building on last year's "Teachers Building Bridges: Insights, Methods, and Content from US Fulbright Educator" conference in Bergen, a second such conference was held there on March 14th. One week later, the Roving Scholars and staff from the Foreign Language Center held an identical conference for teachers in Bodø made possible thanks to the US embassy.

The conferences were designed to share practical, inquiry-based teaching tools along with insights from the US and Norway. The Rovers held hands-on interactive workshops from their regular offerings for teachers that had been commonly requested during the fall. Topics covered included visual literacy, design thinking, writing in the digital age, and using photos to spark student writing. Center staff offered sessions on using escape room games in the classroom and inquiry in vocational English.

In addition, each conference started with Rovers sharing key observations and reflections from their six months of visiting classrooms in Norway. Likewise, the conferences ended with

wrap-up discussions in which presenters and attendees alike shared ideas and commented on things like what they had learned and how they might adjust their teaching practices.

The conferences were free, and soon-to-be and early-career teachers were especially encouraged to attend. Each conference had just over 30 educators, including some who had traveled a great distance to participate.

Participants commented on the benefits of the conferences and noted that such opportunities are rare for teachers in their fields. The Fulbright office would like to make teacher conferences featuring Rovers a standard part of the Rover year. Given this year's successes in two different parts of Norway along with those in Oslo prior to the pandemic, the location of these conferences will likely rotate from year to year.

### Heightened Interest in the US Presidential Election

Both the upper secondary Rovers and the Østfold Rover spent the evening/night of November 5th at US election night vigils. Nicole Camastra answered student questions at Bardufoss VGS along with a Republican guest who



participated online from Houston. Jeff Spanke gave a talk about “The American Perspective” and answered student questions at Strømmen VGS in Drammen. Finally, Lynda LeBlanc was at Fredrik II VGS in Fredrikstad. While there she shared videos of questions about the election asked by Norwegian colleagues and of response videos made by teachers and former students in the US.

Interest in the election was in no way confined to upper secondary schools. Lower Secondary Rover Don Jenkins offered a workshop entitled “So You Want to Be President?” Focused on the process of choosing a president, this workshop was also offered in a slightly modified form post-election. Constituting 40% of all the student workshops Jenkins held throughout the year, it was his most popular offering. Also noteworthy is that he held this workshop nearly twice as often as his second most popular workshop “What Makes an American Tik?” Normally workshops like this that are focused on what life is like for American peers are the most requested at the lower secondary level.

### ROVING SCHOLAR ALUMNI ACTIVITY

**James Deutsch (2002-03)** is serving as senior content coordinator for the Smithsonian’s America at 250 project which will mark the 250th anniversary of the United States next year.

**Jeremy Jimenez (2009-10)** published “Demodernizing Schooling: Educating for future worlds without colonial empires’ resources,” in the Nordic Journal of Comparative and International Education. He referenced some of his experiences as a Rover in the article.

**Colin Irvine (2010-11)** spoke at a ceremony celebrating the 200-year anniversary of Norwegian emigration to the US. Held in the historic Akershus Fortress in Oslo, Irvine was there in his capacity as president of one of the six US colleges founded by Norwegian immigrants.

**Isaac Larison (2011-12)** was re-elected to serve on the board of the Kentucky chapter of the Fulbright Association.

**Nishani Frazier (2016-17)** served as a peer reviewer for the American Historical Association’s report entitled American Lesson Plan: Teaching US History in Secondary Schools. Also, Lee Ann Potter (2009-10) contributed to the development of the report in her capacity as the Director of Educational Outreach at the Library of Congress.

**Larry Dorenkamp (2023-24)** organized a virtual cultural exchange in March between his students at North Hills High School in Pittsburgh and students at Ringshaug Lower Secondary School in Tønsberg. Like the online event he organized as a Rover last year, participants in this meetup discussed topics of interest to them. Dorenkamp hopes this will become an annual event.

**Liz Grassi (2023-24)** has an ongoing research project with two Østfold University College researchers, the Norwegian National Center for English and Foreign Languages in Education, and upper secondary school teachers to determine if and how US strategies for teaching culturally and linguistically diverse language learners might be utilized in Norway.



## **DON JENKINS' WORKSHOPS FOR UNGDOMSSKOLE STUDENTS**

### **So You Want To Be President? (Pre-Election Version)**

The 2024 Presidential Election will be interesting, exciting, and controversial. In this presentation and interactive session, students will learn facts about The American Presidency, examine and discuss issues important to the American people in the 2024 election, as well as the candidates themselves. We will look at the unique process of choosing a President in America called the Electoral College and will hold a mock vote to see who Norwegian students would vote for President. If time allows, students will be introduced to iCivics games popular with American students called Win the Whitehouse and Executive Command.

75-90 minutes, can be extended to 120 minutes for extra game time, designed for all learners. Can also be shortened depending on your class length.

Core curriculum 2.5.2 – Democracy and citizenship.

### **So You Want To Be President? (Post-Election Version)**

Donald Trump will become President again on January 20, 2025. In this presentation and interactive session, students will learn facts about The American Presidency, discuss reasons Trump won, and examine what a second Trump Presidency might look like with respect to immigration, the economy, women's rights, the environment, and other important issues. We will look at the unique process of choosing a President in America called the Electoral College and discuss differences between Republicans and Democrats. If time allows, students will be introduced to iCivics games popular with American students called Win the White House and Executive Command.

60-90 minutes, designed for all learners. Can also be shortened to 45 minutes.

Core curriculum 2.5.2 – Democracy and citizenship.

### **What Makes an American Kid Tik?**

The beginning of the workshop will be a time for students to ask questions about life in America for kids. We will then look at a typical day and year for American students across the United States. Using surveys from students in several school districts, we will examine what students like to do in their free time and during their summer break. After learning about the life of American teenagers, students will complete an activity to examine how their life is similar and different to an American student's life.

45-60 minutes, designed for all learners.

### **Pass My Bill!**

How are laws passed in The United States? What issues are important in The USA today? The United States Congress is the main part of the legislative branch and integral to the operation of The United States government. In this workshop, students will learn about the legislative branch and role play as a senator or representative of The US Congress to get their own ideas passed into law by their classmates. If time allows, students will play the iCivics games Branches of Power or LawCraft.

60-90 minutes, suitable for all learners.

Core curriculum 2.5.2 – Democracy and citizenship.

### **You Be the Judge. Freedom and The Bill of Rights in the United States and Norwegian Schools**

The Bill of Rights are the first ten amendments to The United States Constitution and the foundation of individual rights in The United States. Students will work in groups to examine and discuss actual Supreme Court cases which involve The Bill of Rights in United States schools. They will make decisions on the court cases as if they were judges and we will examine the actual Supreme Court decisions. We will then have a discussion of rights students have in American schools compared to Norwegian schools in the areas of speech, religion, and privacy.

60-75 minutes, could be extended to 90 minutes with



time allowed to play iCivics games connected to the United States judicial system, suitable for all learners

Core curriculum 2.5.2 – Democracy and citizenship.

**The Wolf By the Ear: Slavery, Discrimination, and the Making of America**

Thomas Jefferson, third President, slave owner, and main author of the Declaration of Independence, referred to slavery as holding a Wolf By the Ear. Approximately 10 million people were enslaved in the English colonies and United States until slavery ended with the passage of the 13th amendment. In this presentation and interactive workshop, students will examine a variety of visuals and music connected to slavery, resistance to slavery, The Civil War, The Civil Rights Movement, and discrimination to the present. We will discuss questions about how a country founded on the idea of freedom could enslave other humans, how the legacy of slavery impacts The United States today, and what Thomas Jefferson’s quote means.

75 – 90 minutes, suitable for all learners

**Road Trippin’ in the USA: Get Your Motor Runnin’\*\***

Why do 80 million people visit the USA each year? What kind of food is eaten in different parts of the United States? We will kick off this workshop with some question and answer time about the United States and then learn about differences between regions of the United States.

Students will then have time to plan their own road trip using paper and digital maps of The United States to decide what places they would want to visit. We will then discuss places they chose for their overseas adventure.

30 students maximum. 60-75 minutes. Access to computers recommended.

\*\* Workshop offered starting in January.

**DON JENKINS’ WORKSHOPS FOR UNGDOMSSKOLE TEACHERS AND TEACHERS-IN-TRAINING**

**Ideas to Infuse Global Education in Your Classroom**

In this workshop, I will introduce teaching ideas I have used in my classroom and learned from other teachers which can be implemented in all subject areas to help your students build their global competence. These ideas will include the use of images, technology, current events, and project-based learning which connects your students with other students around the world. The purpose of this workshop is for teachers to leave with one or more ideas they can use in their classroom the next day and beyond. (This will be a presentation, but questions are always welcome during the presentation with time set aside to brainstorm ideas on how you can use one or more of these ideas in your classroom.)

**Civics in Action: Student Led Solutions to Local Problems**

Students want choice and often learn better when they have control over what they learn. In this cross-curric-



ular civic education design thinking project students choose a local (school, county, national) problem they want to solve, then they research their problem, develop a solution, and create an action plan to present to local policymakers. In my classes, students have presented to the school principal, mayor, and state lawmakers. During the workshop, teachers will learn how to implement this project and will be shown where to find readymade resources. This project can be used in just about any subject. (Presentation style, but could be interactive if teachers want to do a mini-version of the project to see what students would experience.) Core Curriculum 1.6 – Democracy and Participation.

### **Unlock Creativity: Design Thinking for Effective Teaching**

Design thinking is not new, but it can be powerful to help students learn content while helping them create innovative solutions connected to what they are learning in class. Examples include creating a museum exhibit in history class, designing an invention to help a character solve a problem in language arts, or even a school wide design challenge to kick off the school year. In this workshop, teachers will learn what design thinking is, look at some examples of design thinking lessons in all subjects, and have some time to develop a design thinking lesson for their classroom. (This will be a presentation, but questions are always welcome during the presentation with time set aside to brainstorm ideas on how you can use design thinking in your classroom.) Core curriculum 1.4 – The joy of creating, engagement and the urge to explore.

### **AI: Your Partner in Education?**

Artificial Intelligence is not going away and can be used by you and your students to help improve their reading, writing, and creativity. Experts have argued that students who know how to use AI will have an advantage in getting into college and being hired for jobs. Teachers will learn ways they can use AI to help save time in planning and assessment as well as some challenges of using AI. We will discuss the connection between AI and teaching media literacy as well as some of the challenges of teaching in the age of AI. (The workshop will be a presentation with some time for discussion and experimenting with some AI tools to create ideas for practical usage in your classroom.) Core curriculum 1.4 – The joy

of creating, engagement and the urge to explore.

### **NICOLE CAMASTRA'S WORKSHOPS FOR VIDERGÅENDE STUDENTS**

#### **Did He “Prom-pose?": Prom, Taylor Swift, and the Teenage Performance of Gendered Identity and Relationships\***

This workshop considers American high school students through one of their most consistent rituals: going to prom. From deciding on the theme, to coordinating the music and food, to, most importantly, being asked to go, the event itself offers a fascinating view into their feelings about relationships, social image, and social media. This workshop is designed to be multi-modal. Students will be asked to create a play list to accompany a social event (on par with an American prom) that they design. This workshop is best for up to 25 students who are comfortable with each other and is designed to last between 45 – 60 minutes.

#### **The Anthropocene Classroom and Climate Change\***

The term Anthropocene refers to the current geologic age in which we find ourselves, one where human activity has outpaced natural geologic processes. In this workshop, students will be asked to engage in observational and analytical exercises that center on the natural world and their place in it. They will also read short, non-fiction pieces in *The Anthropocene Reviewed*, a 2021 bestseller by Young Adult author John Green. Students will be tasked with composing a brief “review” focused on an element of the natural world, fashioned after Green’s example. This workshop is best for small groups (20 max) and is designed to last 90 minutes.

#### **“Murica!": Election Cycle Special—Studying Sound Bites and Loaded Words in the American Media\***

Designed to coincide with the presidential election cycle that will culminate in late 2024, this workshop looks at rallying cries from across the political spectrum and especially the use of loaded words, a rhetorical strategy designed to take advantage of socio-political contexts and to amplify incendiary responses. The effect of such phrases lies in their distillation of powerful social sentiment, and students’ understanding of them depends upon critical thinking skills that synthesize information





from different contexts. Students will be tasked with creating or finding Norwegian examples of their own single word or phrase that operates along similar rhetorical lines. This workshop can be amended for small or large audiences (20 – 40 max) and lasts about 45 – 60 minutes.

**“Murica!”: Election Aftermath Special—Studying Sound Bites and Loaded Words in the American Media\*\***

Designed to coincide with the aftermath of our last presidential election, this workshop looks at rallying cries from across the political spectrum and especially the use of loaded words, a rhetorical strategy designed to take advantage of socio-political contexts and to amplify incendiary responses. The effect of such phrases lies in their distillation of powerful social sentiment, and students’ understanding of them depends upon critical thinking skills that synthesize information from different contexts. Students will be tasked with creating or finding Norwegian examples of their own single word or phrase that operates along similar rhetorical lines. This workshop can be amended for smaller or larger groups and classes up to 90 minutes.

**Dealer’s Choice: Education, Healthcare, or Literature\*\***

You Have Questions? I (Might) Have Answers! In response to hundreds of questions from students and teachers over the past four months of being a Roving Scholar, I’m offering this “choose your own adventure” workshop. Do you want to focus on literature? With advance notice, I can send an American text for students to prepare that we will discuss. Are your students more interested in the American education or healthcare system? We can tackle one or the other of those issues in turn. This workshop is truly inquiry-based, which means that what you bring to it will be the measure of what you get out of it. It is best suited for groups of up to 40 students and is limited to 60 minutes.

\*Workshop offered through December.

\*\* Workshop offered starting in January.

**NICOLE CAMASTRA’S WORKSHOPS FOR VIDEREGÅENDE TEACHERS AND TEACHERS-IN-TRAINING**

**E Pluribus Unum: Teaching the Short Story Cycle as American Metaphor**

The Latin phrase on American coinage, *e pluribus unum*, means, “out of many, one,” and its use in Colonial America signified the unity that grew from the disparate thirteen colonies. The notion of “one from many” also defines short story collections; the texts contained within them are simultaneously independent and interdependent. This tension between unity and fracture defines the genre and helps explain why many see it as central to the American literary tradition. This workshop is designed to help teachers use the story cycle in two ways: to meet the curricular objective of reading and understanding works of fiction in English as well as to introduce their students to core ideas about American identity and experience. This workshop is designed for either a 45- or 60-minute session.

**Citing, Syntax, and Phrasing, Oh My!: Tackling Three Intimidating Components of Writing**

Teaching writing and research skills can often be daunting for the sheer reason of not knowing where to start. This workshop provides teachers with practical resources and strategies for guiding students in three elements of the compositional process: 1) finding, evaluating, and selecting source material; 2) helping students develop their own sentence-level style; and 3) incorporating grammar instruction into writing and/or reading practice. This workshop can be broken up to focus on only one of the three elements or can cover all three. As such, it can expand or contract, to accommodate 45-, 60-, and 90-minute sessions.

**The Medium and the Message: Teaching Writing and Research in the Digital Age**

Technology gives students the illusion of productivity, but it doesn’t necessarily make their writing better. Students often lack the confidence to realize this. Comprised of two major parts, this workshop will provide 1) a framework and tools for working alongside AI in the



classroom, including inquiry-based approaches to composition that help offset the temptation of AI by feeding curiosity; and 2) practical tips for helping students improve their writing on the sentence level so that, maybe, they will prefer their prose to that of Chat GPT. This workshop does not pretend to have the answers to all the questions about AI or Ed Tech, but it will provide some actionable steps teachers can take to start considering how and why they teach writing. This workshop is designed to last 45 – 60 minutes.

### **Emotional Audits as Empowerment Strategy**

Students are experiencing more anxiety and depression than ever before. We forget that emotions happen at school, and our older students are often at a greater disadvantage than their younger counterparts because they are expected to navigate those emotions on their own so that the academic work gets done. This workshop focuses on my adapted use of emotional audits to help students discover and name the constellation of values that imbues their school lives. Doing so empowers them to process experiences at school and to move through the work in front of them with a sense of agency and autonomy. This workshop takes at least 60 – 90 minutes and is best suited for colleagues who are very comfortable with each other.

### **Student-centered and Inquiry-based Writing Pedagogy: I-Search and Alternate Histories Projects\***

As historian Jackson Lears put it, “all scholarship is, or ought to be, intellectual autobiography.” Students can be scholars, and when they choose a topic, they are typically more invested in discovering it. This workshop will walk teachers through the steps required to facilitate authentic and interdisciplinary student writing that satisfies a research objective and fulfills curricular requirements related to academic writing. This workshop can expand or contract to fit the needs of the audience; it can cover one project or two very different kinds of projects that run the gamut from individual to collaborative efforts. Ses-

sions can run for 45 or 90 minutes.

### **Homesickness, Higher Education, and the Model for Success\***

Homesickness, Higher Education, and the Model for Success. An actual medical diagnosis with a long history in America, homesickness occupies a fascinating place in the American ethos. This workshop surveys both homesickness and nostalgia in America and looks especially at the role (higher) education has played in curating the latter. While some students depart for college just fine, others struggle immensely with the anxiety of leaving home. This workshop explores the complex responses students have to this milestone of maturity, whether their destination is a top research university far away or a nearby community college or trade school. This workshop is discussion based and can be linked to the student workshop on Ambition in America. Designed as a 45 or 60-minute session.

### **JEFF SPANKE'S WORKSHOPS FOR VIDEREGÅENDE STUDENTS**

#### **The Single Effect: American Short Stories in Action\***

This is a brand-new offering for 2025 and comes as a direct response to survey data gathered from dozens of Norwegian teachers around the country. For this multi-modal, interactive, inquiry-based workshop, students will engage in a rigorous exploration of a piece of American literature: specifically, an American short story. Prior to my visit, I will work with the classroom teacher to select and share the story (and possible supplemental materials) with the students so that on the day of the workshop, we will all have a common foundation for study. The specific texts will vary, but possible subjects/ideas covered may include:

- identity
- adolescence
- freedom/equality
- gender

HELL

H.o.h. 3.9 M.





- technology

\*Please note: This workshop is intended only for classes of 30 students or less, though it is suitable for all VG academic levels. Also, given the flexibility and customized nature of this workshop, please allow at least two weeks prior to the scheduled visit to select this offering.

### **You Oughta Know: The Top 10 Questions I've Been Asked About Life in America\***

Since arriving in Norway, I've worked with thousands of students, dozens of teachers, and have presented several different versions of several different workshops about American culture. Yet despite the countless questions I've been asked so far, there are a few questions that seem to get asked more often than others. For this brand-new workshop, I'll do my best to engage with those inquiries. This interactive, multimodal workshop will address the most commonly asked questions that Norwegian students have asked me over the last five months. For each question, we'll discuss the context, the stakeholders, and the varying perspectives involved; we'll engage with each question critically and governed by a spirit of inquiry. We'll seek to maintain humility and perspective while also striving to build bridges between the United States and Norway. Ultimately, we'll spend time unpacking the good, bad, and ugly things that Norwegian students really want to know about life in America.

This multimodal session features a mix of analysis and discussion and can be adapted for different timeslots, learning levels, and class sizes.

### **"Thoughts and Prayers:" Twenty-Five Years of American School Shootings**

It's been a quarter of a century since the events of April 20, 1999, a day that left 15 Americans dead at Columbine High School in Littleton, Colorado. Though it certainly wasn't the first school shooting in American history, at the time it was the largest. But what, if anything, has changed since Columbine? What's with Americans and their obsession with guns? Why do five year-olds need active shooter drills, and are firearms really the #1 cause of death for American kids? Why? This workshop examines the history of gun culture in the United States.

With school shootings as a lens, students will navigate complex topics like masculinity, nationalism, racism, religiosity, and fear. We'll strive to unpack stereotypes and dispel myths while simultaneously confronting hard truths and tough topics. America isn't the only country with guns; but even 25 years after Columbine, it's clear that the safety's still off.

This multimodal session features a mix of analysis and discussion and can be adapted for different timeslots, learning levels, and class sizes.

### **Using Canvases to Canvass: The Language of American Landscapes**

When people think of landscape paintings, they may picture something hanging over a fireplace in a hotel lobby. The fact is, though, that many of America's prominent landscape painters used their canvases to combat the dominant political structures of their day. In this workshop, students will explore the protest paintings of the Hudson River School. With these images as our springboard, we'll dive into wider discussions of how art can provoke activism and cultivate civic consciousness. We'll connect the landscape paintings of the nineteenth century to modern artists who take up visual media that dismantles the systems of oppression and inequality prevalent in their communities. Ultimately, we'll travel back to America's infancy to analyze how the painted warnings of Thomas Cole and his contemporaries still resonate with a country whose landscape remains unfinished.

This multimodal session features a mix of lecture and discussion and can be adapted for different timeslots, learning levels, and class sizes.

### **"The Crossroads of America": Beyond Stranger Things in the American Midwest**

Popular shows like Parks and Recreation and Stranger Things have cast a peculiar light on Midwestern states like Indiana. Not quite primitive but certainly not cosmopolitan, this region continues to occupy a sort of liminal—"crossroads"—space in the United States, despite its diverse contributions to the country as a whole. This workshop explores the rich complexities and constructions of the American Midwest, with Indiana as a central lens. What is a Hoosier, anyway, and what's life really like



for a teenager in Indiana? Students will engage with various representations of the region—from yearbooks and poetry, to school board meetings and campaign ads—and examine commonly held beliefs about the people, the politics, and the place itself.

This multimodal session features a mix of lecture and discussion and can be adapted for different timeslots, learning levels, and class sizes.

### **Stoned, Burned, and Hanged: Witch Hunts, Scapegoats, and Other American Blemishes**

Whether it was teenage girls in the 1690s or Hollywood writers in the 1950s, the United States has a long and messy history with witch hunts and scapegoats. For this workshop, students will navigate the complex roots of American paranoia and the systems of power and privilege that perpetuate it. We'll unpack the lessons America has learned (or not learned) through the course of its various hunts, and we'll analyze how these blemishes have been captured in American media. Ultimately, this workshop will focus on notions of authority, access, and agency in the United States, and how particular markers of difference have been met with challenges and resistance even since before Salem. Indeed, some trials still drag on.

This multimodal session features a mix of lecture and discussion and can be adapted for different timeslots, learning levels, and class sizes.

### **America, Staged: Broadway Shows and the Stories They Share**

Without question, Lin Manuel Miranda's *Hamilton* radically shifted the status of Broadway musicals in American culture. But *Hamilton* is certainly not the first Broadway show to dramatize actual events. For this workshop, students will learn about American history and culture through the lens of Broadway musicals. By studying

these productions, analyzing their lyrics, and examining their broader contexts, students will not only learn about the historical events that anchor the narratives; we'll also examine the cultural climates that produced them. Would *Hamilton* have been as popular if it came out in 1995 instead of 2015? This workshop examines how art often serves to document history while also producing it. But what gets included, and what gets left out? What voices get privileged, and ultimately, as *Hamilton* wonders, who keeps the flame, who tells the story?

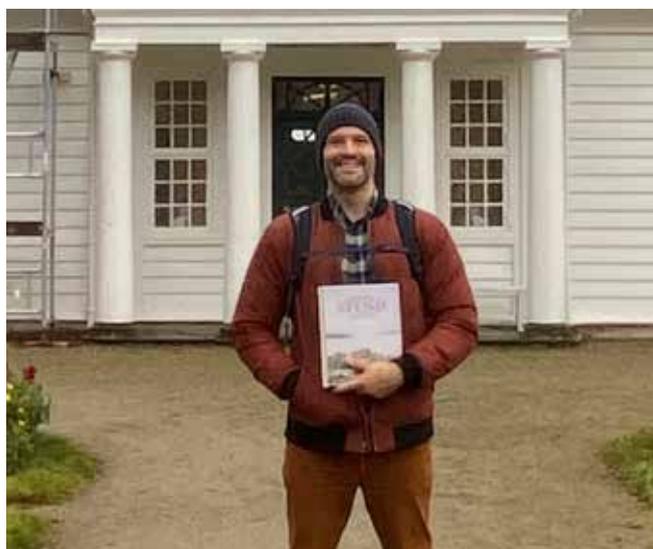
This multimodal session features a mix of lecture and discussion and can be adapted for different timeslots, learning levels, and class sizes.

### **A Pricey Piece of Paper: American Teens and Their Quest for a Diploma**

What knowledge is of most worth? For almost two-hundred years, this question has governed American curriculum theory, teacher preparation, and education policy. This workshop focuses on how the concept of "schools" continues to evolve in the United States. How do schools work? What should they do? What is a diploma actually for, and what does it really take to get one? What happens if you don't...? For this workshop, students will explore American schools through the actual lives and fictional depictions of the students who attend them: their pressures and pitfalls, victories and values, questions and criticisms. Through studying the school-experiences of American teens, this workshop highlights what those experiences might reveal about American culture and the hidden costs of being a student.

This multimodal session features a mix of lecture and discussion and can be adapted for different timeslots, learning levels, and class sizes.

### **Would Whitman Watch *The Walking Dead*?: Poetry, Distopias, and Democracy's Potential\*\***



Is democracy doomed? Has the American experiment failed? From hit series like *The Walking Dead* and *The Last of Us*, to movies like *Civil War*, there's no shortage of stories depicting the fall of the United States. But what if the key to protecting the future lies in preserving the past? Poet Walt Whitman noted that "the United States themselves are essentially the greatest poem." Over 150 years later, Whitman's poetry continues to embody the spirits of democracy and community that defy dystopian depictions of our world. In this workshop, students will analyze how Whitman's deliberate, inclusive democratic pulse still beats in modern America. This workshop invites students to study the work of America's earliest democratic poet in hopes that, through collaboration, we may compose our own collective "song for ourselves."

This multimodal session features a mix of lecture and discussion and can be adapted for different timeslots, learning levels, and class sizes.

**But Would He Call It Soccer or Football? What Benjamin Franklin Might Say About America Today\*\*\***

As arguably the most prolific of America's founders, Benjamin Franklin rarely met a cause he couldn't tackle. But what would Franklin say of America today? How would he process cancel culture, library protests, or book banning? What would he write about toxic masculinity, climate change, school shootings, or the intersection of sports, faith, and patriotism? Would he argue that Black Lives Matter? Would he protest for reproductive rights? For this workshop, students will gain a foundational understanding of Benjamin Franklin and, through his writings, analyze a variety of issues facing the contemporary United States. Franklin probably couldn't imagine TikTok or Netflix. But notions of celebrity, integrity, freedom, and responsibility were just as prevalent for him as they remain for us.

This multimodal session features a mix of lecture and discussion and can be adapted for different timeslots, learning levels, and class sizes.

**From Sleepy Hollows to the Suburbs: Urban Legends, Folklore, and Un-Irving Feelings\*\*\***

It's probably not a coincidence that the first birth control

pill was invented around the same time that scary stories started circulating about teenagers being attacked on dates in the woods. Aside from making for great campfire stories, urban legends have always reflected the tensions and anxieties of the societies that created them. In this workshop, students will examine the complex roles that these stories have played throughout American history. We'll study the various forms of these tales, from songs and stories, to movies and miniseries, and we'll examine how American urban legends have evolved according to shifts in technologies, cultural values, and sociopolitical structures. By examining where Americans place their fear, we'll consider how, as Carl Jung says, they might also find their task.

This multimodal session features a mix of lecture and discussion and can be adapted for different timeslots, learning levels, and class sizes.

\*Workshop offered starting in January.

\*\* Workshop offered through end of January

\*\*\*Workshop offered through end of December.

**JEFF SPANKE'S WORKSHOPS FOR VIDERE GÅENDE TEACHERS AND TEACHERS-IN-TRAINING**

**Eyes on the Prize: Putting the "Fun" Back in Functional Curriculum**

Many teachers would argue that we should never simply "teach to the test." But what if the tests were...fun? What if students actually enjoyed taking them—or better yet, what if teachers found joy in bringing them to life? What if teachers were so creative in the construction of their assessments that the entire curriculum became a source of pride, purpose, and pleasure for themselves and their students? This workshop frames curriculum and assessment as unique arts in themselves. Something we do, not just make. With curiosity, creativity, and courage as our canvas, we'll explore how teachers can design learning experiences that privilege student voice and choice and allow all stakeholders to claim ownership over their development.

**From Sighting to Siting to Citing: Sources of Voice**



### **and Choice in Student Composition**

Generative AI sure has made it easy for kids to cheat, right?! But there have always been ways for kids to sneak by... Maybe the problem isn't AI; maybe it's that students don't feel any connection to their own learning or how they compose themselves for class. If academic writing is the goal, maybe we shouldn't start with annotated bibliographies or in-text citations. This workshop focuses on helping students find personal investment in their writing. Students can't (or won't) learn to write academically until they actually care about what they're writing. And, of course, they need to believe their writing has value. We'll discuss the pivotal roles that critical dialogue and feedback play in student engagement and how, through localized, authentic writing experiences, students may compose artifacts that, maybe for the first time, they feel are worthy of their names.

### **YAL in the USA: Teen Books, Tough Looks, and How to Handle Them**

Young Adult Literature remains both wildly popular and fiercely contested in the United States. It seems that with every anticipated adaptation of a successful YA novel, another teacher gets fired for teaching it, or a library gets protested for shelving it. But what is YAL, and how does it construct adolescents/adolescence? What contributes to its vast marketability or vehement backlash? What role does it serve in the literacy lives of American teenagers, and how can it be used as a tool to enhance student learning and promote agency? This workshop will draw on advertisements, excerpts, news stories, curricular material, and personal testimonies to explore the ubiquity and pedagogical efficacy of YAL in the USA.

### **A Picture's Worth a Thousand More: Media Literacy and Reading Without the Lines**

Since its earliest days, Western culture has privileged words over images, the latter, Nick Sousanis argues, having "long been sequestered to the realm of spectacle and aesthetics, sidelined in serious discussions as mere illustration to support the text—never as equal partner." But what if, in the spirit of "unflattening" our fixed viewpoint, we can teach students to fuse words and images

to produce new forms of knowledge? What happens when we learn how to access modes of perception that exceed the boundaries of what we traditionally apprehend? This workshop focuses on activating students' multimodal/media literacies. Through accommodating and evaluating differing vantage points, students cultivate their critical thinking, empathy, and civic consciousness.

### **The Good Ship Mentor: Helping Struggling Teachers Find Their "Buoys in the Sea"\***

One of the things I've learned through years of working with student teachers is that mentorship really is its own unique skill. The way a teacher might help a struggling colleague is inherently different than the way that same teacher would likely work with a struggling student. Unfortunately, while a tremendous amount of valuable work currently focuses on helping struggling students, there remains a need to help teachers learn how to support themselves and each other. This discussion-based workshop focuses on the essential and unique role that mentorship plays not only in the support of struggling teachers, but also in the broader well-being of the entire school culture/community.

\*Workshop offered through December.

### **LYNDA LEBLANC'S WORKSHOPS FOR VIDEREGRÅENDE AND UNGDOMSSKOLE STUDENTS**

#### **The Race to 270 Electoral College Votes; Winning the Electoral College and the U.S. Presidential Election. Playing an Electoral College Map Game to Better Understand the American Presidential Election Process**

In all U.S. elections except one, candidates are elected directly by popular vote. The president and vice president are not elected directly by citizens; they are chosen through the Electoral College process. The Electoral College is a group of presidential electors that is formed every four years during the presidential election for the sole purpose of voting for the president and vice president. Following a brief lesson on the American Electoral College, students will play an Electoral College Map game. In the process, they will see how many Electoral College votes each state has and strategies on how to





gain the most votes and win the election.

Group size: 12-35 students

Language level: Students have the ability to discuss a fundamental concept in American politics

Amount of time necessary for class: around 1-3 hours

**Two American Parties, their general policies and political values. If you were American, which party would best represent you, the Democratic or Republican Party?**

I Side With is a site that surveys individuals on political issues and picks the presidential candidate that best reflects their beliefs. <https://www.isidewith.com/political-quiz> Following a brief lesson on the general policies and political values of the Republican and Democratic Parties, students will answer a sampling of questions from the I Side With 2024 Political Quiz. Brief explanations of the issues are provided when needed. For example, one question asks whether the government should raise the federal minimum wage, and a sampling of 8 states' minimum wage is provided. In completing this questionnaire, students see key concerns that are driving this election. Students will consider which political issue is the most important to them and, in turn, decide which political party and presidential candidate they most agree with.

Group size: 12-35 students

Language level: Students have the ability to discuss a fundamental concept in American politics

Amount of time necessary for class: around one hour

**A picture is worth a thousand words. Choose from a collection of iconic American photos and write a tale of danger, of joy, of loss, or even of love.**

A young boy practicing his bull riding skills for a rodeo. Buffalos roaming the hills of South Dakota. Girls having fun on skateboards. Which photo interests you and why? Students will select one quintessentially American photo from photos provided and discuss with a partner what

they see. Then, they will imagine what is happening in the photo. In the world of literature, conflict is key. If there is no problem, then there is no story. Is the boy afraid of being on top of his make-believe bronco bull? What happens to the four female skateboarders on that autumn day? Using the photo as a tool, students will focus on conflict and be guided through the writing process.

Group size: 12-35 students

Language level: Students have the ability to write a two to three paragraph story

Amount of time necessary for class: 1-3 hours

**Creatively recreating a famous American painting. Throw away the paintbrush and recreate a masterpiece from common classroom objects.**

"Whistler's Mother" by James MacNeill Whistler. "Night-hawks" by Edward Hopper. "Jimson Weed/White Flower #1" by Georgia O'Keefe. Power point slides of a dozen American paintings are shown, discussed, and even recreated by the students. White paper could be substituted for the white paint in O'Keefe's masterpiece, and a black winter coat could be used for Whistler's mother's dress. This first exercise provides practice in recreating painting. Then, students will work in groups. They will select a painting, one with several people in it, to recreate. How will the students interpret "Washington Crossing the Delaware" by Emanuel Leutze or "Snap the Whip" by Winslow Homer? Discussion and a writing activity about their recreations and the dynamics of working in a group will ensue.

Group size: 12-35 students

Language level: Students have the ability to read and discuss an American painting.

Amount of time necessary for class: 1-2 hours

What words describe your city? Slow down, read "Chicago" by Carl Sandberg and begin writing a poem about your town.



“Hog Butcher for the World, / Tool Maker, Stacker of Wheat, Player with Railroads and the Nation’s Freight Handler; / Stormy, husky, brawling, / City of Big Shoulders:” This is who Carl Sandberg saw as the residents of Chicago in 1914. How do students see residents of their hometown in 2024? Students will be introduced to catalog verse and synecdoche, two literary devices, as they read and discuss the introduction of Carl Sandberg’s poem “Chicago.” A writing activity will follow where students write a short poem using catalog verse and synecdoche about their town.

Group size: 12-35 students

Language level: Students have the ability to read and discuss a simple poem

Amount of time necessary for class: 1-2 hours

### **What does it mean to be American? How has immigration to the United States changed over the past 150 years?**

The United States is a nation of immigrants. This workshop begins with study of the Statue of Liberty and a well-known phrase from the poem “The New Colossus,” which is located on the pedestal of the statue: “Give me your tired, your poor, / Your huddled masses yearning to breathe free.” Students will learn about immigration to the United States in the last decades of the nineteenth century, when this poem was written, and the public’s attitude toward immigration at that time. Then, working in pairs, students will read the short article, “Coming to America” which discusses current immigrant trends in the United States. Students will compare past and present immigration to the United States as well as the differences and similarities between immigration in Norway and the United States.

Group size: 12-35 students

Language level: Students have the ability to read and discuss an intermediate-level article on immigration

Amount of time necessary for class: 1-2 hours

### **Exploring the Cajun Identity of Southwest Louisiana**

Cajun food, Cajun music, and the Cajun *joie de vivre* comprise three key components of the Cajun identity. As a Cajun woman from Lafayette, Louisiana, I will share how to cook a gumbo, how to dance the two-step, and what Mardi Gras and regional festivals look like.

### **Blues Music from the Deep South and Your Opportunity to Write a Blues Song**

This workshop starts with one of the origins of Blues music, a Call and Response song. Then, we’ll listen to songs that are Blues classics and learn about the pattern and rhyme scheme of a traditional Blues song. Small writing exercises accompany each song so that pupils are ready and knowledgeable to write their own Blues verse.

### **Learning the Basics of Writing a Literary Essay**

This is a workshop for multiple visits. If you share with me what text your students are reading and give me a week to read it, then I can show your students how to write an essay on a theme in that text. Teaching will include writing a thesis, body paragraphs with topic sentences, evidence from the text, and analysis of the text, and how to write an introduction and a conclusion.

### **LYNDA LEBLANC’S WORKSHOPS FOR TEACHERS AND TEACHERS IN TRAINING**

#### **The Race to 270 Electoral College Votes; Winning the Electoral College and the U.S. Presidential Election. Using a game with students to better understand the American Presidential Election Process.**

The president and vice president are not elected directly by American citizens; they are chosen through the Electoral College process. The Electoral College is a group of presidential electors that is formed every four years during the presidential election for the sole purpose of voting for the president and vice president. In this lesson, a map is provided of the United States with the number of how many electoral votes each state receives.



Teachers can have students play the map game in pairs or groups. They roll the dice to see who will play the game as a Democrat and who will be Republican. In the process, students reflect on how presidential candidates can gain the most votes and win the election.

Group size: 12-35 teachers

Amount of time necessary for lesson: around one hour

**Teaching the two American Parties, their general policies and political values. If you and your students were American citizens, which party would best represent you, the Democratic or Republican Party?**

I Side With is a site that surveys individuals on political issues and, based on the responses, picks the presidential candidate that best reflects their beliefs. A handout on the general policies and political values of the Republican and Democratic Parties is provided as well as a sampling of questions from the I Side With 2024 Political Quiz. Brief explanations of the issues are included when needed. For example, one question asks whether the government should raise the federal minimum wage and a sampling of 8 states' minimum wage is provided. Students can work on this questionnaire in pairs or together as a class. Students are exposed to key American concerns that drive this election. They can consider which political issue is the most important to them and, in turn, decide which political party and presidential candidate they most agree with.

Group size: 12-35 teachers

Amount of time necessary for lesson: 1-3 hours

**Understanding what you think through writing poetry; an exercise in poetry as therapy**

Poetry is considered the highest form of language. In a few short lines, a poem can often convey an idea or emotion more effectively than pages of prose. "When someone deeply listens to you/ it is like holding out a dented cup/ you've had since childhood/ and watching it fill up with/ cold, fresh water." How do you feel when someone deeply listens to you? This is a lesson on how to walk students through a poetry as therapy experience

using the poem "When Someone Deeply Listens to You" written by poetry therapist John Fox. In therapeutic poem making, the focus is not on the quality of the participant's text. It is an instrument to address particular issues or interests or forgotten memories. It is writer-based not reader-based.

Group size > 12-35 teachers

Amount of time necessary for class: 1-3 hours

**A picture is worth a thousand words, and photos help with teaching creative writing. Using iconic American photos to write a tale of danger, of joy, of loss, or even of love.**

A young boy practicing his bull riding skills for a rodeo. Buffalos roaming the hills of South Dakota. Girls having fun on skateboards. These photographs and photographs in general are powerful learning tools to teach writing. There are many ways to use photographs to prompt creative writing. A teacher can show one photo and have all the students write about it or the teacher can invite students to select their photos. Students can start by answering the questions: who, what, when, where and why of the photo. They can write about what is absent in the photo. Students can write a poem about the photo. For advanced students, they can create a storyline about the photo. In the world of literature, conflict is key. If there is no problem, then there is no story. Students can create a conflict in the photos they are looking at. Is the boy frightened to be on top of his make-believe bronco bull? What happens to the four female skateboarders on that autumn day?

Group size: 12-35 participants

Amount of time necessary for class: 1-3 hours



## ROVERS IN THEIR OWN WORDS

*Jeff Spanke has given us permission to share reflections from his final report. The multifaceted Roving Scholar experience can be hard to convey, and the impact of it on the Rover even more so. In this piece, Spanke shares his gratitude for having had the opportunity and his conviction that the effects of this year on him and his family are both lasting and yet to be discovered.*

If the Fulbright program has historically sought to turn nations into people, then my time as a Roving Fulbright in Norway has convinced me that the program continues to be a success. It's been brought to my attention on countless occasions by Norwegian teachers and students that even since August, I've been fortunate enough to see more of this country than the vast majority of Norwegians. From Nordkapp in Honningsvåg to the Fyr in Lindesnes, I've cruised fjords in the rain, bussed through blizzards in the Arctic, ferried over white caps in Bodø, hiked the mountains of Vestfold, and sipped aquavit under the northern lights in Tromsø. I've troll hunted in Bergen and trekked up the side of the Oslo Opera House more times than most from the States, I imagine. I've flown on empty leaking prop planes and ridden trains packed to the gills with skiers and strollers.

But even as I prepare to wrap up school visits and pack our bags for Indiana, whenever someone from back home asks how's Norway, I hesitate to answer. Because even since August, Norway's never just been one thing. It's a place, yes, I guess, but its placeness consistently evades any singular classification or description. Norway's never been an it to my family and me; it's always been an organic yet mercurial mix of values, cultures, and customs. Norway will never just be another nation to us. Our year here has taught us that Norway, as øst-y as it sounds, really is a People.

In every classroom I've visited, I've hoped to present a humanized perspective of the United States that may or may not align with students' preconceived notions of Americans. In that sense, I've always considered my primary goal as a Fulbright to be, in my capacity as just one person, to highlight the diversity and peopled nature of a country with strengths and weaknesses, badges and blemishes. And so far, I believe I've achieved that goal.

But so too has Norway humanized itself for/to my family and me. The meanings we make from this experience will continue to evolve and emulsify for the rest of our lives. The various accounts we share a month after our return will likely differ dramatically from the stories we'll each tell in years to come, the latter having been naturally altered through constant reflection and application of the lessons we've learned here to our lives back home.

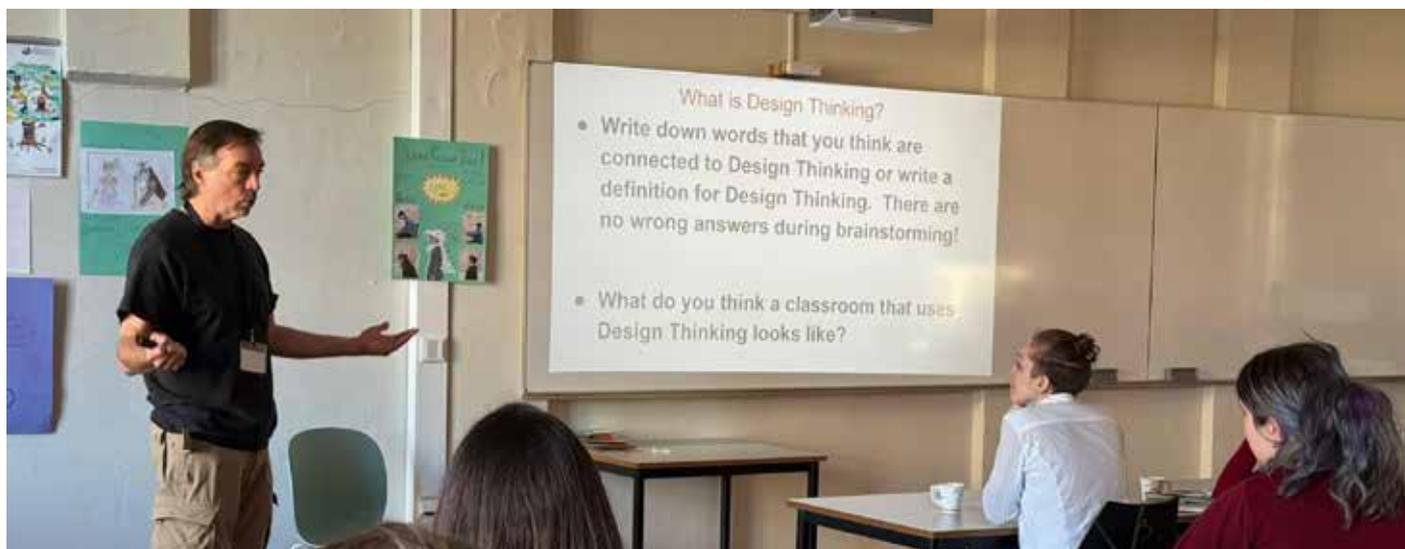
We have changed and are changing still. These places and their people have each in their own precious ways offered a purpose to our lives that perhaps we didn't know we needed. And while we're still not quite sure what that purpose is, we know we want to take what we've learned here and the memories we've each formed to help shape our paths moving forward. We'll never forget our time in Norway as a family, and I'll certainly never forget my time as a Rover, as lonely and exhausting and heavy and dark as it often was. In our own ways and for our own reasons, we're grateful for this experience and look forward to whatever meanings we'll spend our lives making because of it.





## ALL SCHOOLS VISITED BY ROVERS IN 2024-25

Alstad ungdomsskole	Greveskogen VGS	Lyngmyr skole
Alta VGS	Hadeland vgs	Mailand vgs
Amalie Skram	Hadsel VGS	Malakoff VGS
Aust-Lofoten VGS	Halden Montessori School	Malakoff VGS
Bankgata ungdomsskole	Hamar katedralskole VGS	Meløy VGS
Bardufoss Høgtun VGS	Hammerfest VGS	Moelv ungdomsskole
Bekkevoll ungdomsskole	Hartvig Nissan VGS	Mosjøen VGS
Bergen katedralskole VGS	Heidal skule	Nadderud VGS
Bergen katedralskole VGS	Hersleb VGS	Narvik VGS
Bingsfoss ungdomsskole	Hetland VGS	Nordlandet ungdomsskole
Blindern VGS	Hisøy skole	Nordstrand Ungdomsskole
Bodin VGS	Hoeggen skole	NTNU
Bodø VGS	Jessheim vgs	Nøtterøy VGS
Borgund VGS	Julsundet skole	Ole Vig VGS
Borre ungdomsskole	Jåttå VGS	Ortun skole
Breivang VGS	Kirkenes ungdomsskole	Oslo katedralskole VGS
Breivikbotn Ungdomsskole	Kirkenes VGS	Ostfold University College
Bråtejordet skole	Kirkeparken VGS	Porsgrunn VGS
Buskerud VGS	Kleppestø ungdomsskole	Presterød ungdomsskole
Byåsen VGS	Kolvikbakken ungdomsskole	Ringerike VGS
Charlottenlund ungdomsskole	Kongsbakken VGS	Ringsaker VGS
Charlottenlund VGS	Kongsberg VGS	Risør ungdomsskole
Dahlske VGS	Kongshaug Musikkgymnas	Roligheden skole
Dovre ungdomsskole	Kopervik VGS	Rælingen VGS
Drammen VGS	Kristiansand katedralskole	Rå skole
Edvard Munch VGS	VGS	Sandbakken barne- og ungdomsskole
Eid ungdomsskule	Kuben VGS	Sandbekken ungdomsskole
Engebråten skole	KVS Lyngdal VGS	Sandefjord VGS
Fjordtun skole	Lambertseter VGS	Sandnes VGS
Foss VGS	Langhaugen VGS	Sandvika VGS
Framnes Kristne VGS	Lillehammer VGS	Sauda VGS
Frederik Ii VGS	Lillestrøm VGS	Ski VGS
Fremmedspråksenteret	“Lister VGS Eilert Sundt	Skjåk ungdomsskule
Fyrstikkalleen VGS	“	Skrim ungdomsskole
Gimle Skole Halden	LOM Kompetansesenter	Skåredalen skole
Gjøvik VGS	Lorenskog	



Snåsa Montessori  
Snåsa skole  
Sogndal VGS  
Sola VGS  
Sortland VGS  
St Hallvard VGS  
St Olav VGS  
St Svithun VGS  
St. Franciskus  
Stabekk VGS  
Stange VGS  
Stavanger katedralskole VGS  
Steinerskolen Moss  
Stend VGS  
Storhamar VGS  
Strømmen VGS  
Sund ungdomsskule  
Søgne VGS  
Tangen VGS  
Torsnes School  
Trondheim katedralskole VGS  
Universitetet i Sørøst-Norge  
Vadsø ungdomsskole  
Valle Hovin VGS  
Vardafjell VGS  
Vardø VGS  
Vest-Lofoten VGS  
Vest siden Junior High  
Vest siden ungdomsskole  
Vigvoll skole  
Vågen VGS  
Vågå ungdomsskule  
Ålesund VGS  
Årdal VGS  
Åretta ungdomsskole  
Åsane VGS  
Åsnes ungdomsskole

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