

Teacher Education: a relay of recontextualising contexts and agents

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The research question starting this thesis journey aims to investigate teacher education in a Norwegian context, focusing on the field of practice and how knowledge is given legitimacy and recontextualised through the mentoring dialogue. The formulated question is: *Situated in the five-year-integrated teacher education, what characterizes the recontextualization of knowledge in the field of practice?* Exerting this thesis and striving to answer this question, three subquestions are formulated to break down into smaller pieces and more distinct questions. This thesis intended to capture perspectives from macro to micro level through responding on these three subordinated questions: 1) What knowledge is given legitimacy in the Norwegian five-year-integrated teacher education and OECD visualized through Bernstein's pedagogical identities? 2) Situated in the five-year-integrated teacher education in Norway, what characterizes the mentors' use of superior skills through the recontextualising process of knowledge in the mentoring dialogue? Situated in the five-year-integrated teacher education in Norway, what pedagogic content knowledge is recontextualised through the mentoring dialogue? Firstly, question one relates to the macro level, aiming to investigate what knowledge is given legitimacy at the field of production and recontextualization. Secondly, question two and three regards the micro level, aiming to investigate *how* and *what* the discourse of knowledge is recontextualised and legitimated. *How* relates to the second question and gaze at the discourse through looking into how the mentor utilizes superior skills to recontextualize the knowledge. *What* relates to the third question and investigate what pedagogic content knowledge that is recontextualised through the mentoring dialogue.