

# Curriculum vitae with track record

## Personal information

First name, Surname:	Vegard Moen		
Date of birth:	28.01.1965	Sex:	Male
Nationality:	Norwegian		
Researcher unique identifier(s) (ORCID, ResearcherID, etc.):	ORCID: <a href="https://orcid.org/0000-0002-7264-3457">https://orcid.org/0000-0002-7264-3457</a>		

## Education

Year	Faculty/department - University/institution - Country
2009	Ph.D. The Danish School of Education, Aarhus University, Denmark
1992	Master (Education) – University of Oslo – Norway

## Positions - current and previous

*(Academic sector/research institutes/industrial sector/public sector/other)*

Year	Job title – Employer - Country
2019 -2021	Associate Professor Education Ph.d– University of Stavanger – Norway
01.08.2021- 31.01.2022	Project Manager, 20% position, Department for higher education pedagogy at the University of Stavanger
2016-2019	Head of department, Department for higher education pedagogy at the University of Stavanger
2009-2016	Associate Professor Ph.d – University of Stavanger – Norway
1997-2009	Assistant Professor - University of Stavanger
1995-1997	Doctoral Research Fellow - University of Oslo– Norway
1993-1995	Researcher - Møreforsking AS (Research Institute) - Norway
1992-1995	Assistant Professor – Volda University College – Norway
1988-1989	Teacher in upper secondary school, Stavanger Municipality - Norway

## Project management experience

(Academic sector/research institutes/industrial sector/public sector/other. Please list the most relevant.)

Year	Project owner - Project - Role - Funder
1993 - 1996	Volda University College – Evaluation of the Project “Restructuring special education in Norwegian Municipalities” – Co-Research Leader – Norwegian Research Council
2014 - 2016	University of Stavanger / NLA - Reorganisation of the Norwegian National Service for special education (Statped). Forprosjekt for FINNUT - Researcher - Norwegian Research Council / FINNUT
2018 - 2023	Randaberg Municipality, Norway - Competence for inclusive practice in kindergarten and school - Researcher – FINNUT / Norwegian Research Council
2020 - 2023	University of Stavanger. NOTELEB No teacher educator left behind, Researcher, EU - ERASMUS+ research project
2021 - 2023	Vytautas Magnus University, Litauen, Vocational education and workplace training enhancing social inclusion of at-risk young people, Researcher, EU research project.

## Supervision of students

(Total number of students)

Master's students	Ph.D. students	University/institution - Country
35	1	University of Stavanger, Dep. of Teacher Education - Norway

## Other relevant professional experiences

(E.g. institutional responsibilities, organisation of scientific meetings, membership in academic societies, review boards, advisory boards, committees, major research or innovation collaborations, other commissions of trust in public or private sector)

Year	Description - Role
2016-19	Editorial Board: Uniped, Journal (Medlem av redaksjonskomiteen for tidsskriftet Uniped) Oslo, Norway
2018-20	Member of expert group: “Digital Assessment” (Medlem av ekspertgruppe for digital vurdering i DIKU) – Ministry of Education and Research - Norway
2016-19	Member of Board - The Norwegian Board for Teaching and Learning in Higher Education (Styret i Norsk nettverk for universitets og høgskolepedagogikk)
2017	1 PhD. Commission: (coordinator) – University of Stavanger Norway

# Track record

**A list of up to ten publications in major national or international peer-reviewed journals, peer reviewed book chapters and/or monographs**

- Selvik, Jon Tømmerås; Bjorheim, Eirik Abrahamsen; Moen, Vegard (2022). Conceptualization and application of a healthcare systems thinking model for an educational system. *Studies in Higher Education*, 1-18.
- Abrahamsen, Eirik Bjorheim; Selvik, Jon Tømmerås; Moen, Vegard; Kvaløy, Jan Terje (2020). Om sammenhengen mellom motivasjon, studentaktiv undervisning og konstruktive tilbakemeldinger. En studie fra Universitetet i Stavanger.. *UNIPED 2020* ;Volum 37.(04) s. 298-311
- Bjaalid, Gunhild; Husebø, Dag; Moen, Vegard (2020). Studieprogramledelse i høyere utdanning : aksjonsforskning som grunnlag for involvering læring og organisatoriske grenseoppganger. I: *Aksjonsforskning i Norge : Grunnlagstenkning forskerroller og bidrag til endring i ulike kontekster : volum 2*. Cappelen Damm Akademisk 2020 ISBN 9788202652296. s. 361-389
- Raaheim, Arild; Mathiassen, Ketil; Moen, Vegard; Lona, Irene; Gynnild, Vidar; Bunæs, Bente Ringlund; Hasle, Emil Trygve (2018). *Digital assessment – how does it challenge local practices and national law? A Norwegian case study*. *European Journal of Higher Education*. ISSN 2156-8235. DOI: 10.1080/21568235.2018.1541420.
- Mjøs, Marit; Moen, Vegard (2018). Statped og PPT. Det gode didaktiske møtet i spennet mellom individ- og systemarbeid.. *Spesialpedagogikk*. ISSN 0332-8457. Volum 83. Hefte 3. s. 57-70.
- Hanssen, Brit; Husebø, Dag; Moen, Vegard (2017). Universitetslærerarbeidet - utfordring av den naturlige innstilling? *UNIPED*. ISSN 1893-8981. Volum 40. Hefte 1. s. 7-17. DOI: 10.18261/issn.1893-8981-2017-01-02.
- Hanssen, Brit; Husebø, Dag; Moen, Vegard (2017). Utvikling av nytilsatte universitetslæreres profesjonskompetanse. I: *Aksjonsforskning i Norge: teoretisk og empirisk mangfold*. Cappelen Damm Akademisk. ISBN 9788202529819. s. 209-229.
- Helgevold, Nina; Moen, Vegard (2015). The use of flipped classrooms to stimulate students' participation in an academic course in initial teacher education. *Nordic Journal of Digital Literacy*. ISSN 1891-943X. Volum 2015. Hefte 1. s. 29-42.
- Hanssen, Brit; Husebø, Dag; Moen, Vegard (2012). "Å forelese er en ensom affære. Jeg er sikker på at de fleste går inn i klasserommet med en sommerfugl eller tusen i magen [...]" .... I: *Utdanningskvalitet og undervisningskvalitet under press? Tapir Akademisk Forlag*. ISBN 9788251928953. s. 185-204.
- Moen, Vegard. Omstrukturering av spesialundervisning gjennom lokalt utviklingsarbeid. *Danmarks Pædagogiske Universitets Forlag* 2009, PhD avhandling (ISBN 9788776842802) 237 s.
- Ohna, Stein Erik; Moen, Vegard; Nevøy, Anne (2007). Kollektiv inkluderende og individuelt tilpasset opplæring, en gyldig mulighet eller en foreldet drøm? *Norsk pedagogisk tidsskrift*. ISSN 0029-2052. Volum 91. Hefte 4. s. 329-343.