

PROFESSOR ATLE SKAFTUN, UNIVERSITY OF STAVANGER

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Research profile: <https://www.uis.no/article.php?articleID=73893&categoryID=11198>

Key research

Literature education // Literacy and learning // Disciplinary literacy // Technology and learning // Dialogism

Education

1999–2002 PhD (*dr.art.*) in Nordic Language and Literature, University of Tromsø.

Employment history

2012–present Professor II (20 %) at Sør-Trøndelag University College
2011–present Professor in literacy studies, National Centre for Reading Education and Research (The reading Centre), University of Stavanger (UiS).
2010–2011 Associate Professor in literacy studies, The Reading Centre, UiS.
2003–2010 Associate Professor in Scandinavian Literature, Stavanger University College/UiS
1999–2002 PhD student, University of Tromsø
1996–1999 Lecturer, Stavanger University College
1992-1995 Teacher, Stavanger Private Upper Secondary School

Research leadership and project participation (selected)

- 2016-: Researcher: Two Teachers in the Class: Increasing the Opportunities to Differentiate Literacy Instruction (funded by the Norwegian Research Council).
- 2014-2017: Project leader: Response – Responsive literacy Practices in Digitalized Classrooms (funded by the Norwegian Research Council, FINNUT)
- 2011-2013: Leader of reference group for research at the Reading Centre
- 2010-2011: Research Leader, Reading Centre, University of Stavanger
- 2006-2011: Project leader for the national tests in reading, year 5

Peer-reviewed academic publications (selected 2007-2017)

- Skraftun, A. & Michelsen, P.A. (2017). *Litteraturdidaktikk* (Literature didactics). Oslo : Cappelen Damm Akademisk.
- Nygard, A.O. & Skraftun, A. (2017/in print). The Assignment Transformed: Building a Disciplinary Affinity Space in Student Blogs. *L1 : Educational studies of Language and Literature*.
- Skraftun, A., Aasen, A.J. & Wagner, Å.K.H. (2015). Fagovergripende og fagspesifikke kompetanser i Fremtidens skole (Disciplinary literacy in the school of tomorrow). *Norsklæreren* (2).
- Skraftun, A. (2015). Leseopplæring og fagenes literacy (Reading instruction and disciplinary literacy). In *Nordic Journal of Literacy Research*.
- Skraftun, A., Solheim, O. J., & Uppstad, P. H. (Red.). (2014). *Leseboka : leseopplæring i alle fag på ungdomstrinnet* (Teaching disciplinary literacy in secondary school). Oslo: Cappelen Damm akademisk. [4 articles in this book]
- Skraftun, A. (2011). Minding metaphors: Rethinking the ecology of written language. *L1: Educational studies of Language and Literature*, vol. 11, 2011.
- Skraftun, A. (2011). Understanding reading development: A phenomenological perspective. *L1: Educational studies of Language and Literature*, vol. 11, 2011.
- Skraftun, A. (2010). Dialogisk diskursanalyse. Litteraturvitenskapelig metode og skolepraksis [Dialogic discourse analysis – for research and school practice]. In *Tidsskrift för litteraturvetenskap*, nr 3-4/2010.
- Solheim, O. & Skraftun, A. (2009). The problem of semantic openness and constructed response. *Assessment in Education* vol 16, nr 2/2009.
- Skraftun, A. (2009). *Litteraturens nytteverdi* [The utility value of literature]. Bergen: Fagbokforlaget.

Other

- Supervision of MA- and PhD students
- Member of the reference/expert group for *Reading of Subject-Specific Texts as a Basic Subject Skill* (Vestfold University College) funded by the Research Council of Norway (2006–2010)