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Key research

Writing instruction and writing assessment, mother tongue education, early literacy, literacy and learning, language didactics, sociolinguistics, teacher education.

Education

2006 Dr. art., Department of Scandinavian Studies, Faculty of arts, NTNU, Trondheim

Employment history

2016– Associate Professor, Department of Teacher Education, NTNU
2006–2015 Associate Professor, Faculty of Teacher and Interpreter Education, Sør-Trøndelag University College
2005–2006 Lecturer in Nordic languages, NTNU
2001–2005 Doctoral student, Department of Department of Scandinavian Studies, NTNU
1999–2000 Teacher, Upper secondary school
1996–1998 Research fellow, Allforsk, University of Trondheim

Research leadership and project participation (selected)

- Project leader: *Literacy and disciplinary in school and working life* (2016–). Department of Teacher Education, NTNU
- Project co-leader: *Developing national standards for writing. A tool for teaching and learning* (2012–2016). Sør-Trøndelag University College, Universities of Trondheim/NTNU, Oslo, Agder
- Researcher: Writing as key competence and basic skill (*SKRIV*), Sør-Trøndelag University College
- Researcher: Early reading and writing (*FiGO – Forsking i grunnleggende opplæring*), Sør-Trøndelag University College
- Doctoral student: Language variation and change in Norway (*Talemålsendring i Noreg*), Universities of Trondheim, Oslo, Bergen, Tromsø and Agder

Selected peer-reviewed academic publications (2007-2017)

- Matre, S. & Solheim, R. (2016). Opening dialogic spaces: Teachers' metatalk on writing assessment. *International Journal of Educational Research*, 80, 188-203.
- Evensen, L. S., Berge, K. L., Thygesen, R., Matre, S., Solheim, R. (2016). Standards as a tool for teaching and assessing cross-curricular writing. *Curriculum Journal*, 27(2), 229-245.
- Nilssen, V. & Solheim, R. (2015). "I see what I see from the theory I have read" Student teachers' learning through theory in practice. *Journal of Education for Teaching*, 41(4), 404-416.
- Matre, S. & Solheim, R. (2015). Writing education and assessment in Norway: Towards shared understanding, shared language and shared responsibility. *L1 – educational Studies in Language and Literature. Special Issue, guest edited by S. Penne and E. Krogh, Paradoxes and negotiations in Scandinavian L1 research in languages, literatures and literacies*, 15, 1-34.
- Smidt, J. & Solheim, R. (2013). Skrivning som vei til kunnskap, identitet og kultur. I: D. Skjelbred og A. Veum (red.), *Literacy i læringskontekster*. Oslo: Cappelen Damm Akademisk, p. 188–200.
- Matre, S., Sjøhelle, D. K. & Solheim, R. (2012). Ekspressive tekstar av unge skrivarar. Om kjensleutløp, identitetsarbeid og skriveutvikling. In Matre, S, Sjøhelle, D. K. & Solheim, R. (eds.). *Teorier om tekst i møte med skolens lese- og skrivepraksiser*. Oslo: Universitetsforlaget, p. 101-113.
- Nilssen, V. & Solheim, R. (2012). Å forstå kva elevane forstår. Om skrivning som bru mellom teori og praksis i lærarutdanninga. In Matre, S. & Melby, G. (eds.) *Å skrive seg inn i læreryrket*. Trondheim: Akademika, p. 69-87.
- Solheim, R. & Aasen, A. J. (2011). Rettleidd lesing – ei ramme for den første leseopplæringa. *Norsklæraren*, 4, 64-73
- Solheim, R. (2009) Dialect development in a melting pot: The formation of a new culture and a new dialect in the industrial town of Høyanger. *Nordic Journal of Linguistics*, 32 (2), 191-206.

Other

- Supervising and evaluation at master and PhD levels, NTNU, UiO, UiB, UiT
- The Norwegian Language Council: Leader of Advisory board for language in school and public services
- The National Centre for Education in Norwegian Nynorsk: Member of reference group