

Strengthening Nordic education through research and practice

Key Findings and Impact from the
Nordic Centre of Excellence: Quality
in Nordic Teaching (QUINT)

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Introduction

NordForsk has a long-standing tradition of promoting Nordic research collaboration in the field of education. This commitment has been realised primarily through the [Education for Tomorrow](#) initiative, launched in 2012. Since then, the initiative has served as a central arena for cooperation within the educational sciences, supporting high-quality research with impact reaching well beyond academia.

The initiative set out to generate new knowledge about Nordic educational systems and strengthen their capacity to respond to societal needs. Its key objectives were to reinforce the Nordic position in educational research, contribute to evidence-based policymaking through socially relevant research, and ensure broad dissemination of results to diverse stakeholders.

In 2018, the initiative funded a Nordic Centre of Excellence (NCoE) bringing together research institutions from all five Nordic countries. Through extensive video-based classroom materials, the [NCoE Quality in Nordic Teaching \(QUINT\)](#) created a unique foundation for comparative classroom research. Its work has advanced teacher education across the region, producing both significant scientific contributions and tangible social impact.

NordForsk is highly satisfied with the outcomes of both the initiative as a whole and QUINT in particular. [Education for Tomorrow](#) has strengthened Nordic educational research and provided valuable insights for practice and policy. This report highlights the impressive output from the QUINT centre—both in terms of academic publications and social impact—and the close collaboration it fostered between researchers and practitioners.

Looking ahead, continued support for collaborative research in educational sciences remains crucial. NordForsk provides an indispensable platform for cross-national cooperation in a field where funding opportunities at the European level are limited. Sustained investment will further enhance the quality and impact of Nordic educational research, ensuring its relevance for educational systems facing future societal challenges.

Arne Flåøyen
Director of NordForsk

Summary

The QUINT centre has united a critical mass of scholarly expertise from all the five Nordic countries to investigate teaching and teacher learning practices and providing a unique sphere for systematic and comparative analysis regarding Nordic teaching. The international partners together with the annual QUINT Conferences and PhD institutes have served as a hub of building expertise in this area which is recognized at an international level.

QUINT research has provided new knowledge on Nordic classroom teaching, initiated professional development drawing on video technology, tested models of video-based teacher training and developed infrastructures for sharing video data and contributed to Open Science. The QUINT centre was designed to contribute to a knowledge-based policy for the educational sector by disseminating research results and engaging in activities that foster collaboration between researchers and practitioners. QUINT researchers have engaged policymakers, school leaders and teachers, students, teacher educators, and the public, improving teaching practices and student outcomes. A key aim of QUINT was to develop new forms of collaboration between researchers and practitioners. This was achieved through various professional development and teacher training initiatives, many of which incorporated innovative approaches like video-based teacher learning. By using video technology (and supporting analytical frameworks and observation manuals) to analyse and improve classroom teaching, QUINT researchers have facilitated ongoing professional development for pre- and in- service teachers, school leaders and at the municipality level, and contributed to develop a shared language of teaching.





Photos from the fifth annual QUINT conference in Oslo 2024. The conference gathered education researchers from around the world to discuss the analysis of teaching quality, with a particular focus on the instruments of measurement, and on improving teaching quality. Photos by Misha Jamsek.



Funding

To fund QUINT, NordForsk collaborated with the Research Council of Finland, the Swedish Research Council, the Research Council of Norway, the Ministry of Education and Children of Iceland, and the Danish Ministry of Higher Education and Science, contributing a total budget of NOK 25 million over five years.



Government of Iceland
Ministry of Education
and Children



Nordic Centre of Excellence

Nordic Centres of Excellence (NCoE) bring together people, funding and infrastructure in collaborative entities, enhancing the coordination of research efforts. An NCoE is expected to promote international researcher mobility, interdisciplinary research, and the joint use and establishment of research infrastructure. Through coordination of researcher education, the centres build competence, establish long-term networks and expand the career opportunities of younger researchers. Furthermore, by incorporating a targeted international strategy, an NCoE can increase the region's attractiveness and strengthen Nordic ties to and impact on relevant European research initiatives.

QUINT's aims

Strengthening Nordic education through research and practice

- **Teaching quality:** Comparative classroom studies across Nordic countries, capturing interaction, engagement, and teaching–learning processes in different subjects and contexts.
- **e-Infrastructure:** Building a shared video data platform to enable joint analysis, comparative research, theory development, and dissemination.
- **Professional learning:** Developing video-based arenas for teacher professional development and collaborative research with tailored practitioner involvement.
- **Teacher education:** Innovating video-based models for pre-service teacher training, bridging research and classroom practice.

Together, these themes have strengthened both the scientific foundation and the practical relevance of educational research in the Nordic region, with lasting benefits for teachers, students, and policymakers.

Project leader: Kirsti Klette, Professor, University of Oslo

Project period: 2018-2025

Project website: [QUINT](https://quint.no)



Kirsti Klette at Arendalsuka 2023. Photo: Nils Arne Haagenen/Nordic Innovation

Key Figures



25

Million NOK
Funding Value



29

Influences on Policy,
Practice & the Public



606

Dissemination
Activities



20

Collaborations
and Partnerships



73

Awards and
Recognitions



337

Publications



35

Nordic researchers

Key Findings

- QUINT has advanced understanding of teaching quality in Nordic classrooms through large-scale video-based studies. By adapting and validating the US-based PLATO observation framework, the centre explored how PLATO could capture instructional quality across Nordic classrooms and subjects.
- Findings reveal strong classroom management and engagement, but weaker use of scaffolding techniques and explicit instruction—patterns possibly reflecting broader Nordic educational values and traditions.
- Subject and country differences also emerged: mathematics classrooms more often used scaffolding techniques than language, arts and social science, while Danish language arts classrooms demonstrated stronger discourse and deeper text engagement.
- Analyses of multilingual classrooms revealed a gap between inclusive policy ambitions and observed classroom practices. Studies in literature education introduced new reading strategies and comparative frameworks, while research on technology-rich classrooms highlighted how digital tools create more dynamic and student-empowered learning environments, though at the same time reducing traditional teacher control.

■ ■ Findings reveal strong classroom management and engagement, but weaker use of scaffolding techniques and explicit instruction—patterns possibly reflecting broader Nordic educational values and traditions.

- Methodological studies alongside these findings strengthened the reliability and validity of classroom observation. QUINT's analyses emphasized the importance of measuring teaching practices consistently at both the lesson and classroom levels, addressing rater errors, aligning theory with measurement, and continually monitoring potential biases in conceptualization, operationalization, and lesson sequencing.
- The centre achieved a shared data corpus based on Nordic classroom data, developed a controlled vocabulary for tagging classroom teaching and learning data and developed a videolibrary (i.ex. Praxis Gallery) to be used in teachers' pre- and in-service learning.

- QUINT has pioneered innovative approaches to researcher–teacher collaboration using classroom videos and 'The Protocol for Language Arts Teaching Observation (PLATO)'. Projects across Norway, Sweden, Denmark, Iceland, and Finland—including 'Video to support excellence in teaching (VIST)', 'Linking Instruction and Student Achievement – Professional Learning Observations of Teaching (LISA PLOT)', 'Connected Classrooms PD', and 'Quality Literature Education (QUALE)'—demonstrated how shared frameworks, video-based coaching, and targeted practice interventions (such as Feedback, Modelling, and Strategy Instruction) support professional development and foster strong teaching communities. The Connected Classrooms project further highlighted the balance between teacher autonomy and structured guidance in technology-enhanced learning environments.
- In teacher education, classroom videos bridged theory and practice. Across three Nordic programs, video-based learning expanded teacher candidates' instructional repertoire, enhanced field supervision discussions, and facilitated the transfer of targeted teaching practices. In Norway, these efforts are being scaled through the national Praxis Gallery video library, providing a sustainable resource for practice-based teacher education.

Impact story



Understanding what happens in classrooms is essential for improving teaching, but technical and ethical barriers often prevent cross-border collaboration and data sharing.

The centres new methods of data sharing such as the Teaching Learning Video Lab allows researchers from all Nordic countries to exchange classroom video data while maintaining privacy protection. This open data approach has already enabled new studies in education. The Norwegian dataset alone has supported 50 master's theses and numerous international collaborations.

"We've seen huge demand for our classroom data and we've had major impact at policy level in the Nordic countries, particularly in Norway, Denmark and Iceland. QUINT researchers have been used as experts in national initiatives and have participated in the design of national curricula and new measures for ensuring teacher quality", says Kirsti Klette.

By pioneering Findable, Accessible, Interoperable and Reusable (FAIR) data practices in education, QUINT enhanced Nordic research capacity, fostered transparency, and strengthens evidence-based policymaking in schools.

More about QUINT's findings on NordForsk's website

News article: [Impactful research on teaching quality](#)

News article: [Nordic research benefits from the sharing of video data](#)

News article: [The pandemic challenges the Nordic school model](#)

[Videos from QUINT](#)

Academic achievement and impact

QUINT has established a shared Nordic classroom data corpus (the [QUINT LISA Nordic data set](#)), developed a controlled vocabulary for tagging teaching and learning practices in classrooms, and created a video library (i.e. Praxis Gallery) for pre- and in-service teacher education. Monthly webinars and targeted observation sessions attracted international experts, fostering discussion on observation systems and teaching quality, with QUINT researchers frequently invited as panelists, discussants, and experts in the field.

The centre has pioneered innovative researcher–teacher collaboration using classroom videos and observation manuals. Engagement activities with over 600 practitioners and school leaders helped develop a shared language for discussing teaching, break teaching into observable facets for professional development, and establish a foundation for continuous researcher–teacher learning. Ongoing projects with Reykjavik and Oslo municipalities (2024–2027) demonstrate the promise of these approaches at the local level.

QUINT also explored bridging theory and practice in teacher education. Using authentic classroom videos across programs in Akureyri (Iceland), Odense (Denmark), and Oslo (Norway), the centre enhanced the connection between campus training and field placements. Two new national teacher education projects (Iceland and Denmark, 2024–2028) will scale these approaches, while the Norwegian Praxis Gallery video library provides teacher candidates and educators with systematic, high-quality classroom examples to support professional learning.

Publications

159

Journal Articles

125

Book Chapters

25

**Conference
Proceeding
Abstracts**

23

Other

Eg. policy briefing,
consultancy or
technical report,
manual/guide,
preprint, book edited,
working paper,
monograph.

11

Books

Most significant outputs from the centre

Quint LISA Nordic DataSet, <https://doi.org/10.5281/zenodo.6381818>

Emilsson Peskova, R., Lindholm, A., Ahlholm, M., Vold, E. T., Gunnþórsdóttir, H., Slotte, A., & Esmann Busch, S. (2023). Second Language and Mother Tongue Education for Immigrant Children in Nordic Educational Policies: Search for a Common Nordic Dimension. *Nordic Studies in Education*, 43(2), 128–144. <https://doi.org/10.23865/nse.v43.3982>

Klette, K. (2023). Classroom observation as a means of understanding teaching quality: towards a shared language of teaching. *Journal of Curriculum studies* 55(1), pp 1-14. 10.1080/00220272.2023.2172360

Klette, K., Luoto, J., M., & Jentsch, A. (Eds.) (2024/Accepted). Breaking out of silos: Using classroom videos for cross-disciplinary and cross-methodological examinations of teaching qualities.

School Effectiveness and School Improvement Journal; Special Issue (Accepted). (Six articles plus Introduction and Discussion Chapter) Klette, K., Magnusson, C. and Sigurjónsson, J.O. (Eds.) (2025/ Accepted). Investigating teaching quality through video capture: quality and equity in Nordic classrooms. Springer (nine chapters plus an Afterword)

Mathé, N. E. H. & Christensen, A. S. (2024). "Show and tell: scaffolding practices in lower secondary social science classrooms". *Journal of Curriculum Studies*. <https://doi.org/10.1080/00220272.2024.2378315>

Nilsberth, M., Høegh, T & Slot, M. (2024). Spatializing literacy-as-events. Literacy in new techno-scholastic environments of lower secondary classrooms. *Language & Education*. <https://doi.org/10.1080/09500782.2024.2425719>

Tengberg, M., Blikstad-Balas, M., Roe, A (2022), "Missed opportunities of text-based instruction: What characterizes learning of interpretation if strategies are not taught and students not challenged?" in *Teaching and Teacher Education*, Volume 115. <https://doi.org/10.1016/j.tate.2022.103698>.

White, M., Luoto, J. M., Klette, K., & Blikstad-Balas, M. (2022). Bringing the Conceptualization and Measurement of Teaching into Alignment. *Studies in Educational Evaluation*. 75. <https://doi.org/10.1016/j.stueduc.2022.101204>

Blikstad-Balas, M. & Jensen, I.S. (2024). Using Video to Foster Teacher Development. Improving Professional Practice through Adaptation and Reflection. Routledge (10 chapters plus an afterword)

Magnusson, C.G., Luoto, J.M., Blikstad-Balas, (2023). Developing teachers' literacy scaffolding practices—successes and challenges in a video-based longitudinal professional development intervention. *Teacher and Teacher Education* 133, 104274. <https://doi.org/10.1016/j.tate.2023.104274>

Societal impact

QUINT's Nordic collaboration on teaching quality has had significant impact across all Nordic countries, achieving its original goals. The centre engaged policymakers, school leaders, teachers, students, teacher educators, and the public, improving teaching practices and student outcomes well beyond initial plans. QUINT provided new insights into classroom teaching, initiated video-based professional development, tested out video-based models of teacher training, and developed infrastructures for sharing video data and supporting Open Science. Its activities contributed to knowledge-based educational policy and strengthened collaboration between researchers and practitioners.

Practitioner Engagement and Collaboration

A core objective of QUINT was to develop innovative researcher–teacher collaboration. Through professional development initiatives such as VIST, LISA PLOT, Connected Classrooms PD, and QUALE, teachers worked collaboratively with classroom videos and observation frameworks to analyze teaching practices, develop a shared vocabulary, and established continuous professional learning communities. Ongoing projects in Oslo and Reykjavik (2024–2027) exemplify promising local-scale applications of these approaches.

Video-based teacher training bridged theory and practice in teacher education. In Denmark, Iceland, and Norway, classroom videos and supporting observation manuals expanded teacher candidates' instructional repertoires, enhanced supervision discussions, and facilitated the transfer of targeted practices such as teachers use of Feedback, Modelling, and Strategy Instruction. The Norwegian Praxis Gallery video library provides pre- and in-service teachers with systematic classroom examples, supporting high-quality teacher training across the country.

Collaboration with school leaders and municipalities has also fostered systemic changes. Workshops in Copenhagen and Aalborg helped embed teaching quality frameworks at the school level, influencing institutional approaches to teacher development.

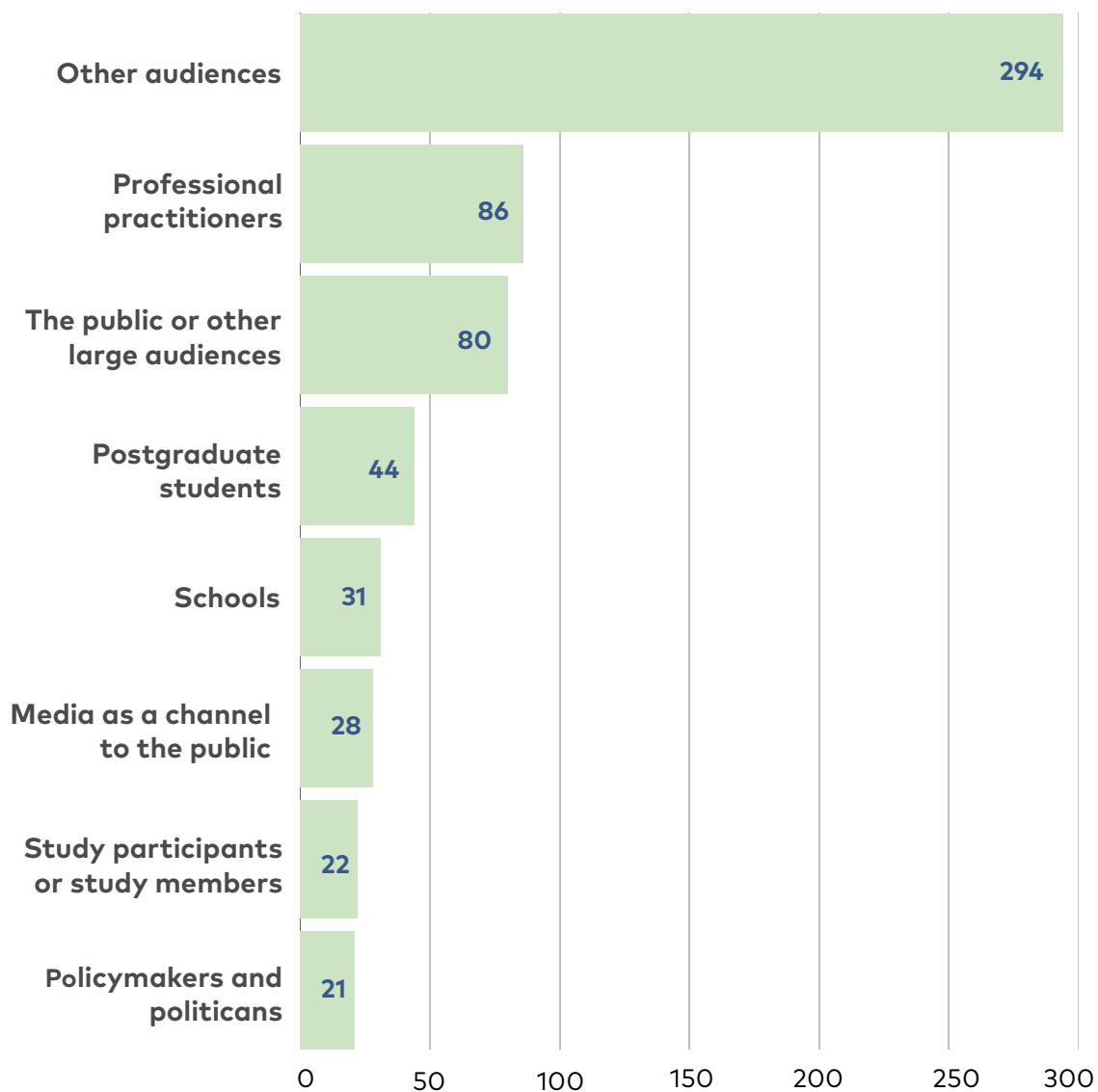
Public Debate and Dissemination

QUINT researchers actively contributed to public discussion on teaching quality. They participated in political events across the Nordics, engaged with teacher unions, contributed to national forums with policymakers, teachers, parents, and the public, and disseminated findings through podcasts (65,000 downloads), media appearances, and short educational videos.

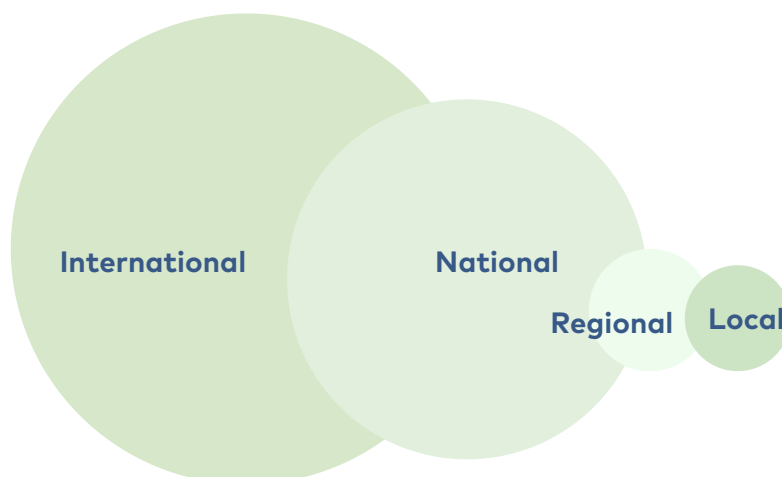
Dissemination activities by type



Dissemination activities by primary audience



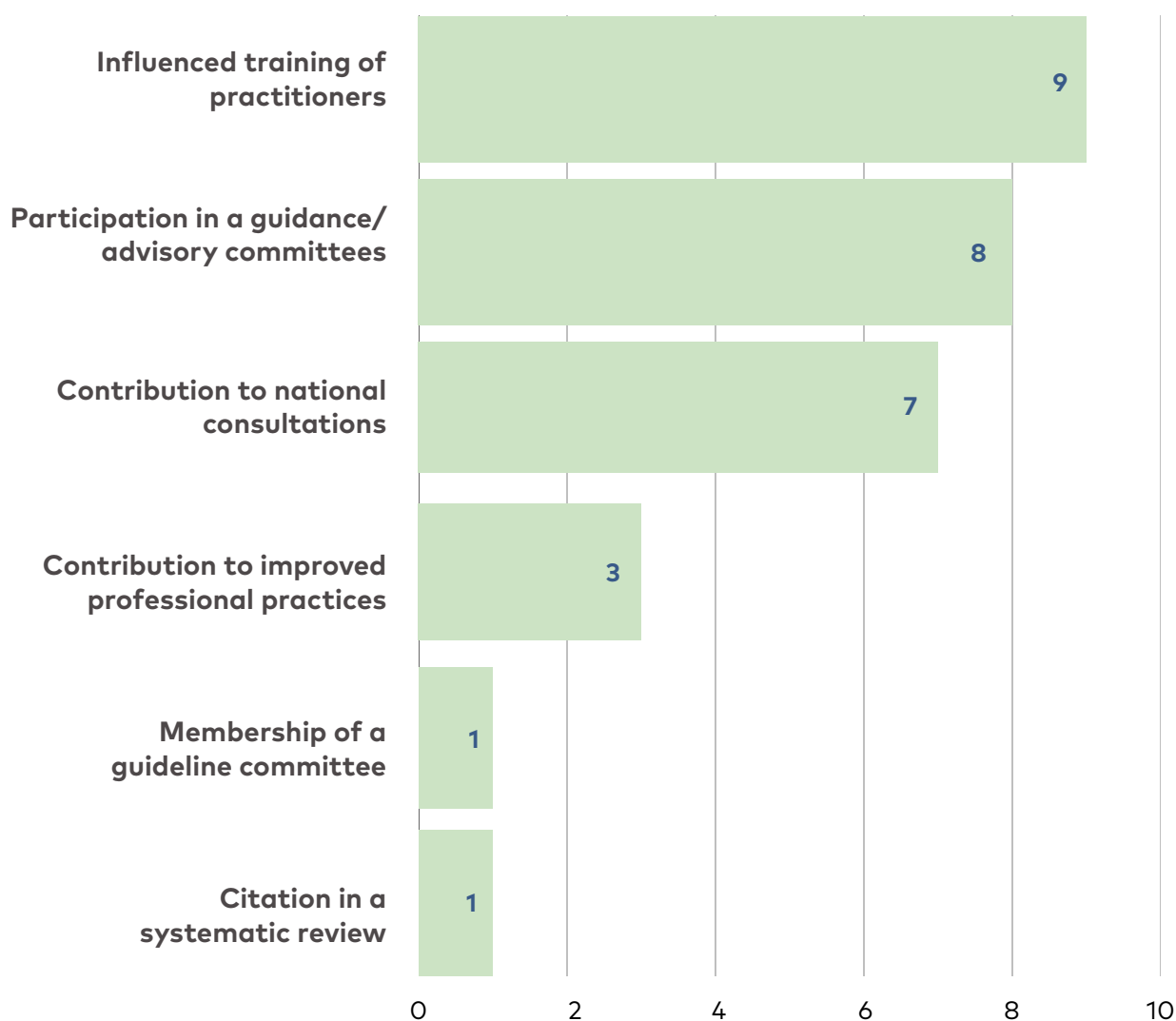
Dissemination activities by geographical reach



Policy influence

QUINT played a key role in shaping Nordic education policy, participating in over 600 presentations and serving as experts in national discussions and committees on topics including reading, teaching quality, gender equality, curriculum renewal, multilingual education, and teacher education. Notable examples include the National Conference on Teaching Quality in Iceland (2023), appointments to the Swedish Expert Panel for Reading, and contributions to Danish curriculum renewal. QUINT's COVID-19 research further informed Nordic policy through webinars and expert consultations with ministries and teacher unions.

Policy influence by type



Policy recommendations

Based on QUINT's research, key recommendations include:

- Promote evidence-based professional development programs, particularly video-based approaches like VIST and LISA PLOT.
- Support researcher–teacher collaboration models through joint seminars, workshops, and resources.
- Encourage video-based teacher education via digital libraries and observation frameworks to bridge theory and practice.
- Increase focus on teaching quality frameworks to ensure evidence-based, observable, and transferable practices.
- Strengthen multilingual classroom practices to align policy ambitions with actual teaching.

Nordic added value and Researcher Development

Nordic Comparative Advantage

QUINT's focus on Nordic teaching practices leverages the region's shared educational context while systematically examining variations in classroom practices, curricular approaches, and technology use. This comparative perspective, combined with shared data and collaborative expertise, has strengthened both scientific quality and policy relevance, providing a unique Nordic contribution to the international study of teaching quality.

The QUINT Centre has leveraged the strengths of 70 Nordic researchers, combining subject-specific expertise in Language, Arts, Mathematics, and Social Science with advanced skills in teaching quality measurement, video-based research, and professional development.

The centre has built critical mass and expertise across all five Nordic countries, providing a platform for systematic and comparative research on teaching practices. Annual QUINT conferences, PhD institutes, webinars, and international collaborations have strengthened the network, resulting in 335 publications, special issues in high-impact journals, and international recognition for researchers as keynote speakers and panelists.

Researcher Mobility and Training

QUINT has promoted researcher mobility through over 30 individual and group grants, facilitating collaboration across Nordic institutions and international partners. This mobility strengthened knowledge exchange, joint projects, and interdisciplinary learning. The centre's researcher training programme emphasizes cross-disciplinary engagement, comparative analysis, and professional development, including participation in conferences, summer institutes, and webinars. All supported PhD candidates have successfully defended their theses and progressed to postdoctoral positions, while several principal investigators advanced to professorships or leadership roles, and early career researchers secured EU funding. Postdoctoral training includes mentorship, career planning, and access to leadership and academic skills development.

This report is based on the final reporting by QUINT to NordForsk. The data is based on reports to the online database Researchfish 2021-2025. Activities by QUINT not registered in the reporting system are not shown in the data in this report. Visit [QUINT's website](#) for all outputs and activities.

[Visit NordForsk's online resources for more information on impact reporting.](#)



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