YOU BRING OUT THE NORWEGIAN IN ME
FULBRIGHT ROVING SCHOLAR REPORT

2015-16 marked the 28th year of the Fulbright Roving Scholar Program. Unique to Norway and funded by the Directorate for Education and Training, the program brings three seasoned American educators to visit to secondary schools all over the country. These “Rovers” lead sessions for students in English on a range of topics related to U.S. history, culture, and society. They also offer professional development workshops for teachers and teachers-in-training that provide in-depth subject matter content and/or explore different pedagogical approaches and tools.

With our partners at the Norwegian Centre for Foreign Languages in Education, the U.S.-Norway Fulbright Foundation seeks to make the Roving Scholar program as valuable a resource as possible for Norwegian teachers and students alike. Selected applicants are to be highly-qualified, dedicated to teaching, readily adaptable to teaching students they have never met before (and will probably not meet again), and able to meet the demands of an extensive travel schedule. Finally, befitting people with a passion for education, top candidates will demonstrate a keen interest in observing and learning from their Norwegian counterparts.

13 people submitted applications to the Council for International Exchange of Scholars by the August 1, 2014 deadline. All of them were screened by a panel of U.S. scholars and eight were recommended for further consideration. One applicant withdrew; the remaining seven each submitted sample teaching videos that were viewed by a panel of Fulbright and Norwegian Centre for Foreign Languages in Education staff prior to a Skype interview. After much thought and deliberation, the panel suggested selection of three principal candidates and two alternates. The U.S.-Norway Fulbright Foundation board concurred with the panel’s recommendations. All three principle candidates accepted the grant offer and arrived in August, 2015 to begin their year as Roving Scholars.
**Torran Anderson** is an experienced educator from Tucson, Arizona. Over the past 20+ years he has served in a variety of capacities including: teacher, researcher, classroom presenter, curriculum developer, and educational publishing editor. Anderson received his MA in International Education from Goddard College and became certified to teach English as a foreign language from the University of Arizona. An author of dozens of books for young people, Anderson uses writing and storytelling as a tool for self-exploration and learning with students.

**John Hanson** is a social studies teacher at Linn-Mar High School in Marion, Iowa. He has more than 13 years of experience in the classroom teaching courses on American government, US history, and sociology. He holds a Masters in Secondary Education from the University of Iowa and a Doctorate in Education from the University of Northern Iowa. Hanson is committed to infusing environmental issues and stories into all of his classes, and in 2014 earned the Governor's Award for Environmental Excellence in Teaching.

**Andy Meyer** is an upper school humanities teacher at The Northwest School, an independent school in Seattle, Washington. He earned a BA in English at Luther College in 2004, followed by a MA and a PhD in American Literature at the University of Washington. During and after his graduate studies, Meyer taught a range of writing and literature courses in the English department, as well as the core interdisciplinary writing course for students majoring in environmental studies. He aims to help high school students reach their full potential by exposing them to new ways of thinking in a collaborative environment.
REACHING EDUCATORS OUTSIDE OF THE CLASSROOM

The Roving Scholar Program is designed primarily to benefit the schools that host the Rovers, but this year two Rovers also had an opportunity to reach educators outside of the usual venues.

Andy Meyer was able to augment the content offerings of two Norwegian publishing houses; he wrote a short text on Civil Rights for Aschehoug, and recorded a personalized video sharing his thoughts on the topic. In addition he recorded a reading of his text and the introduction to a companion activity.

In May Meyer gave a presentation entitled “Hopeful green stuff: Myth-making in America from Walt Whitman to ‘income equality’” at the publisher Cappelen Damm’s English seminar, with dozens of upper secondary school teachers from around Norway in attendance.

Torran Anderson gave a workshop on “fun with creative writing: engaging students in the classroom,” at the Språk så in i Norden conference held in Stockholm in April. The conference is an annual gathering for language teachers in Sweden. In 2016 it was co-organized by the Norwegian Centre for Languages in Education, and the Rovers were encouraged to submit workshop proposals. Anderson’s proposal was accepted and proved popular with 104 teachers registering for his workshop in advance of the conference.

ROVING SCHOLAR ALUMNI ACTIVITY

Sarah Anderson ’11-12 returned to Norway in October to join two of the 2015-16 Roving Scholars in leading a session for educators at the American Studies of Norway Conference. Their presentations on “Technology and Education” focused on digital resources and pedagogy. During her visit, Anderson also spent time at Kruselekkke Lower Secondary School where she led English language sessions for students and professional development workshops for teachers.
Ten upper secondary school English teachers from Akershus county spent part of February learning about the American South through a program organized by David Virtue ’10-’11 at the University of South Carolina (USC). Designed to give teachers greater knowledge about a part of the US that is not-well covered by textbooks, the program had a particular focus on integration issues. The visit was part of an ongoing collaboration in which teachers from Akershus visit South Carolina one year followed by a visit of USC education students to Akershus the next.

Lee Ann Potter ’09-’10 presented on “Norwegian Secondary Schools and Finding Norway at the Library of Congress” at the February meeting of Lakselaget DC, a club of professional women who are Norwegian, of Norwegian descent, or interested in Norway. In her position as Director of Educational Outreach at the Library of Congress, Potter continues to serve as a resource for Norwegian teachers interested in teaching history.

Over 1 million American students participated in the 2016 Letters About Literature (LAL) contest organized by the Library of Congress. This contest aims to promote reading and writing by encouraging students to read a book, poem, or speech and then write a letter to the author (living or dead) about how they were affected personally by the work. The Neag School of Education in Connecticut was selected to be a sponsor of the contest, and Neag professor Wendy Glenn ’09-’10 served as the faculty representative for the contest in Connecticut. Glenn’s involvement was in part an outgrowth of her collaboration with fellow Rover alumna Lee Ann Potter.

Isaac Larison ’11-’12 was promoted to Associate Professor of Education at Marshall University. He was also appointed to be the State Ambassador for the United States Board on Books for Young People, an organization “…devoted to building bridges of international understanding through children’s and young adult books; it serves as the U.S. national section of the International Board on Books for Young People.”
English teachers who attended the Gyldendal Publishing Agency’s professional development day in April got a historical perspective on the US election when Randall Stephens ’11-’12 presented “What’s so Different about the 2016 Election?” Gyldendal publishes some of the English textbooks used in Norwegian classrooms, and their event gave teachers a chance to explore highlighted subject matter in greater depth. Among the other presenters was Fulbright research scholar Ann Jones ’11-’12.

Heather Bandeen ’14-’15 presented on and published articles about her Rover experiences:


CITIES VISITED BY ROVERS IN 2015-16

**TOP 10 CITIES**

<table>
<thead>
<tr>
<th>JOHN HANSON</th>
<th>ANDY MEYER</th>
<th>TORRAN ANDERSON</th>
</tr>
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<tbody>
<tr>
<td>Stavanger 16</td>
<td>Oslo 15</td>
<td>Harstad 10</td>
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<tr>
<td>Bergen 9</td>
<td>Bodø 9</td>
<td>Bergen 7</td>
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<td>Oslo 9</td>
<td>Bergen 7</td>
<td>Hamar 6</td>
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<td>Trondheim 7</td>
<td>Stavanger 7</td>
<td>Hammerfest 5</td>
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<td>Gran 4</td>
<td>Elverum 5</td>
<td>Arendal 4</td>
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<td>Jakobsli 4</td>
<td>Sortland 5</td>
<td>Trondheim 4</td>
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<tr>
<td>Kristiansand 4</td>
<td>Gran 4*</td>
<td>Flisa 3*</td>
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<td>Lørenskog 4</td>
<td>Kristiansand 4*</td>
<td>His 3*</td>
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<tr>
<td>Elverum 3*</td>
<td>Lillehammer 4*</td>
<td>Oslo 3*</td>
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<tr>
<td>Honefoss 3*</td>
<td>Svolvær 4*</td>
<td>Rissa 3*</td>
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*Multiple cities tied at this number of teaching days*
TOP 5 COUNTIES

<table>
<thead>
<tr>
<th>County</th>
<th>John Hanson</th>
<th>Andy Meyer</th>
<th>Torran Anderson</th>
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<tbody>
<tr>
<td>Rogaland</td>
<td>17</td>
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<td>12</td>
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<td>Hordaland</td>
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<td>Sør-Trondelag</td>
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<td>Akershus</td>
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<tr>
<td>Oslo</td>
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COUNTIES VISITED BY ROVERS IN 2015-16
1. Native Americans and Repatriation

In 1990, the United States passed the controversial Native American Graves Protection and Repatriation Act (NAGPRA). This act required museums to return to Native American tribes “cultural items” such as sacred objects and human remains. These cultural items quickly became a political battleground between tribes and museums. As archeologist Chip Colwell explains, “Repatriation has become a global controversy as communities and nations struggle to reclaim their stolen heritage from museums and private collections.” With a history of broken treaties with native peoples, the return of these cultural items tells the story of contested history and preserving cultures. We’ll explore the question: can the wrongs of the past ever be righted in the present?

2. Teen Life in America

Movies, TV shows, and Young Adult novels create a picture of what teen life is like in America. Popular media, advertisers, and educational organizations often reinforce this concept of the American teenager. But do these depictions reflect what it’s really like in a U.S. High School? Comparing stereotypes with underrepresented multicultural voices in film, music, and print, we will explore how being a teenager in America is similar or different from being a teenager in Norway.

3. Poetry of Protest: The Civil Rights Movement and the Arts

From Martin Luther King’s Letter from the Birmingham Jail to Pete Seeger singing, “We Shall Overcome,” arts and storytelling played a crucial role in the Civil Rights movement. Painting, photography, poetry, and music gave voice to the cultural and political upheaval of the Civil Rights movement. We will examine the speeches and storytelling of political leaders such as John F. Kennedy, Martin Luther King, and Lyndon B. Johnson and investigate the role they played in the passage of the Civil Rights Act of 1964. With 245 years of slavery in the United States, we’ll discuss the balance between supporting equality and recognizing unique cultures. We’ll look at how social change takes place and explore what role artists and political leaders have played in American culture.

4. The Battle Over American Lands: Environmentalism in America

The rapid growth of America in a short period of time has brought many environmental challenges to its diverse landscape. America has 59 national parks and 12% of the country is now deemed a protected area. At the same time, America, with 5% of the world’s population, generates around 30% percent of the world’s trash. How to best preserve the landscape has been a topic of debate from presidents to environmentalists. We’ll look at the historical development of environmentalism in America: Henry David Thoreau and Walden, Theodore Roosevelt -- conservation President, John Muir and the Sierra
Club and Rachel Carson’s Silent Spring. We will explore whether America can reconcile its need to consume with its desire to protect the land.

5. American Folklore and Tall Tales

American identity has been reflected in the stories that we tell about ourselves. Stories passed on by word of mouth are sometimes based on true historical events. Even fictionalized stories reflect the challenges, dreams, and issues of early America. Real events such as Paul Revere’s famous ride and real people such as Daniel Boone, Davy Crocket, and Johnny Appleseed become larger than life through continued storytelling. We’ll look at how fictional characters from tall tales like John Henry, Calamity Jane, and Paul Bunyan reflect an early American sense of identity. While many American stories focus on the larger than life individuality of people (think Paul Bunyan), some Norwegian folktales emphasize the larger than life aspect of nature (think Trolls). We’ll use folktales and tall tales to compare American and Norwegian perspectives on life, individuality, and wilderness.

6. Guns and Surveillance: What will Keep Us Safe in America?

There are estimated to be anywhere between 270 million to 310 million guns in the United States (almost one firearm for every person living in the country). Protection is one of the top cited reasons for owning a gun. Another call for safety in America has been the use of surveillance cameras...there are now over 30 million surveillance cameras in the United States. In this workshop we’ll look at the largely debated issue of guns and if they make America safer. We’ll also explore surveillance and the debate over privacy vs. security. Students will grapple with the challenging issue of “Safety, at what cost.”

7. The Rise of Young Adult Literature: Writer’s Workshop

In 1967, S.E. Hinton published The Outsiders, sparking the modern classification of a separate category of books for teenagers called Young Adult. From the Divergent series to John Green’s Looking for Alaska, Young Adult literature is a major force depicting teen culture and reflecting the diverse voices of the teen experience. Pulling from popular Young Adult literature from 1967 to today and Teaching English as a Foreign Language workshops, we will use this dynamic genre to work on writing in English. Hands on writing exercises will explore: pre-writing, creating plot and character arcs, keeping readers engaged, and tightening our writing and “digging deeper” through revision.

TORRAN’S WORKSHOPS FOR UNGDOMSSKOLEN TEACHERS & TEACHERS-IN-TRAINING

1. Using Writing Exercises for Students

Whether it’s creative writing or essay writing, writing is an essential part of communicating in the world today. Despite its importance, students often dread working on writing. In this workshop, we’ll look at writing exercises and resources that can be used with students to help them enjoy the process of writing and have fun with language. We will also look at interactive lesson planning to...
build exercises into English lessons.

2. Doing an Environmental Project with Students

There are plenty of environmental issues that affect our lives more and more: climate change, waste, endangered species, etc. In this workshop, we’ll look out how to take students’ interest in environmental issues to create an environmental project. Getting students actively involved in a project where they can incorporate their basic skills into creating something that will have a positive impact.

3. Real World Reading and Writing

In this workshop, we’ll look at the benefits and challenges of using realia (objects and material from everyday life used as teaching aids) in the classroom. We’ll take an interactive look at using realia in teaching English. We will also explore connecting student interest with reading and writing in English: an investigation of what students are interested in and developing that into reading and writing for a specific purpose.

4. Writer’s Emergency Toolbox

In this workshop, we’ll look at some of the common challenges we face when writing, such as not knowing where to start and writer’s block. We will look at some of the resources that are available to work through these problems and tackle writing with renewed energy.

JOHN’S WORKSHOPS FOR VIDEREGÅENDE STUDENTS

1. A 21st Century Bill of Rights

In this workshop students will learn about contemporary issues and challenges in American society. Then, using the American Constitution, the Norwegian Constitution, the U.N. Charter and other legal sources, students will develop a new set of Amendments for the American Constitutions based on the Norwegian perspective.

2. A Rich Country with Poor Kids

Students will explore the gap between the wealthy and poor in the world’s richest country. Activities will include hypothesis creation and making charts.

3. Wildlife Conservation in America

Learn about the collapse of wild animal populations in America and their subsequent rebound because of activists and laws. The magnificent Whooping Crane is the featured case study.

4. Interpreting History with Poetry, Art, and Text: Minority Groups on the Move

In this workshop students will explore two different narratives of American history. One is the experience of Chinese immigrants in the 19th century. The other is the Great Migration of black Americans from the South to the North in the 20th century. Additionally, students will
practice using primary-sourced documents to create a specific narrative.

5. High Crimes and Misdemeanors

Students will learn about key scandals involving American Presidents in this workshop. Using decision making tools, students will analyze the severity of each scandal. Finally, students will vote to file criminal charges against a president based on case law and the Constitution.


Learn about the unique American system for selecting a new president. This workshop traces the election process from the earliest stages of the nomination process, through the general election and the Electoral College decision.

7. Work/Life USA

This workshop is designed for yrkesfag pupils, and for pupils who may have limited English proficiency. Pupils will learn about the working and living conditions for Americans, economic opportunities and limitations, and be encouraged to reflect on their own lives in Norway.

JOHN’S WORKSHOPS FOR VIDERGÅENDE TEACHERS & TEACHERS-IN-TRAINING

1. Student Diversity: The American Experience

This lecture will inform teachers about the history of diverse learners in American schools. The talk is intended to be punctuated with audience questions.

2. Making the Grade: Assessment Trends in America

In this workshop teachers will practice using a variety of assessment tools that are popular in classroom. In particular, Standards-based Grading will be addressed.

3. Virtual Teaching in America: Geography as Determinant

This talk will explain the remarkable diversity in the lived experience of teachers based on where in America a person lives. Also covered will be the variety of teaching organizations in America besides the state-run free public schools.

4. Translating Text: Fostering Student Creativity for Learning

Practice using poetry and graphic organizers to promote deep and authentic learning for your students. This workshop will help teachers learn how to put the hard work of learning in the hands of students, yet in ways that the students can accomplish. “Whoever does the work, does the Learning” - Professor Ellen Hermann.

5. Explicit Knowledge and Collecting Data for Happiness

Learn about the Dr. W. Edwards Deming inspired method of using explicit knowledge and data collection to promote happiness and success in your classroom. Participants will practice creating an explicit knowledge col-
lection, assessing that collection, and using the collected data to inform future instruction and promote student happiness.

**ANDY’S WORKSHOPS FOR VIDEREÅGÅENDE STUDENTS**

1. **Red, White, and Green?: American Environmentalism**

   With the rise of climate change, we might take environmentalism for granted. Yet, until the Industrial Revolution revealed humans’ power to destroy “nature” in the 1800s, few people were thinking about “the environment” as something to protect. Today, the United States has a rich and complex tradition of environmentalism (perhaps because of its tradition of environmental degradation!), ranging from radical protests to policies like wilderness preservation to “green” technology. This workshop offers a critical history of American environmentalism, which students will engage with in the context of contemporary global issues and their own experience.

2. **Beyond “Cowboys and Indians”: The Complex American West**

   One of the most recognized phases of American history is the “Wild West”—a lawless and dangerous era. When Thomas Jefferson bought the “Louisiana Purchase” from Napoleon in 1803 and sent Lewis and Clark into this vast new territory, the United States entered its “westward expansion” phase, giving rise to numerous powerful images—and troubling questions—of American identity, possibility, and responsibility. In this workshop, students will learn about the complexities of the American West and how images, stereotypes, and problems of that time—notably Americans’ encounter with indigenous peoples—endure today in film, TV, literature, arts, and politics.

3. **Myths and Multitudes: The Many States of America**

   It’s easy to forget how vast the United States is. Stretching over 4800 km from coast to coast (plus Alaska!), there’s a whole lot of land to think about! With all that land comes a host of diverse environments, people, and cultures. This workshop will examine stereotypes of the “everyday American” and help students see beyond the images propagated by global media. We will use my home, Seattle, as a case study, exploring its history (it’s named for an American Indian chief), industry (think Boeing, Microsoft, and Starbucks), culture (think “grunge” music and coffee), and demographics (Scandinavians, Asians, and African-Americans).

4. **Backbone of the World: Indigenous America**

   The United States is often called “a nation of immigrants.” But this nickname overlooks a fundamental dimension of America: the history, legacy, and continuing presence of millions of indigenous peoples who’ve inhabited the continent for over 10,000 years. Today, the Federal Government recognizes 566 unique tribes—a vital part of the nation—despite the tendency of many non-Indians to speak of them in the “past tense,” and in damaging stereotypes. This workshop will explore the rights, representations, and realities of being indigenous. Students will also compare the history of American indig-
5. An Imperfect Union: The US Constitution

At 226 years old, the United States Constitution is the oldest in the world. It remains the blueprint for the majority of democratic constitutions worldwide. How has it endured so long? This workshop will offer a critical look into how (and why) the Constitution was developed, and how it functions today. Students will learn what kind of government it created (hint: not a democracy!) and try to figure out how it can possibly govern over 320,000,000 people! Students will see how its very language creates possibilities, and how its political ideas are translated into the realities of American life.

6. #BlackLivesMatter: Civil Rights in America

Despite the 2008 election of the first African-American president in US history, the American news during the past two years has been dominated by stories from across the country about unarmed African-American men unjustly killed by (often) white police officers. In response, the US has seen a resurgence of the ongoing Civil Rights movement. Indeed, the question of civil rights in America is as old as the nation itself, with its history of imperialism and the legacies of American slavery. This workshop will help students explore the complicated history of race-relations in the US and the possibilities of social justice.

7. The Pure Products of America: American Language and Literature

American writers always searched for an “American” style that differs from its European roots. Ralph Waldo Emerson wrote in 1837 that Americans should “enjoy an original relation to the universe,” not one based on European traditions. When Walt Whitman published Leaves of Grass in 1855, Emerson saw the American style he’d imagined. This workshop offers background and practice analyzing uniquely “American” language and poetry, using poems by Whitman, Emily Dickinson, Robert Frost, and a few contemporary poets. Students will learn about American style, usage, and language history and practice analyzing some poems, and should see some surprising things! This is a workshop especially geared toward VG3 literature students, but can be adapted to any level.

ANDY’S WORKSHOPS FOR VIDERGÅENDE TEACHERS & TEACHERS-IN-TRAINING

1. Creating Inclusive Classroom Spaces

As western culture becomes increasingly aware of the different kinds of diversity among humans, from race and ethnicity to gender and sexuality, educators of young people in the twenty-first century face new challenges. How can we, as teachers, shape a classroom environment in which all students feel acknowledged, supported, and valued? This workshop will offer a chance to discuss ways to create inclusive and safe (even “brave”) spaces in the classroom for students who identify with
marginalized categories of race, gender, and/or sexuality.

2. Public and Private Schools in America

Unlike Norway, the US has two kinds of schools: public schools (where the vast majority of American students are educated) and private—or “independent”—schools. The former are managed at the state level, with some oversight from the Federal Government, while the latter are managed at the local level, with very little government influence. In most independent schools, the curriculum is developed “in-house.” This workshop will give Norwegian teachers a glimpse into the possibilities, limitations, and challenges of either model, and provide for a discussion and exchange of practices and curricula in American and Norwegian educational structures.

3. The “Extended” Classroom: Possibilities and Limitations of Online Education

The continuous development of classroom technologies provides possibilities that teachers in previous eras couldn’t have imagined. With the proliferation of online “spaces” alongside the physical classroom, as well as increased access to digital technologies like ebooks, digital archives, sound, image, and video recording technologies, teachers face questions of how best to employ classroom technologies in a thoughtful and balanced way. This workshop will explore some of the possibilities and limitations of various technologies, with tutorials and success/failure stories about technologies I and others have found particularly useful in teaching.

4. “Student-centered” Learning and the Seminar Discussion Format (for upper-level courses)

As a teacher of literature to advanced upper-level students, I find the “seminar discussion” format the most rewarding for upper-level students. This workshop will provide a forum to discuss techniques and practices, structures, assignments, and values of a “student-centered” learning environment like a seminar course. We will confront questions about class size, student accountability, writing, grading, and feedback. Ultimately, the workshop will explore ways to transform students into discussion leaders.
You Bring Out the Norwegian in Me
The warmth of wool underwear in me.
The tingle in my stomach before I go down the ski slope in me.
The brunost cheese slicer and Grandiosa pizza in me.
The one more cup of black coffee in me.
The first bite of reindeer heart in me.
The last bite of lutefisk in me.
The not opening my umbrella in drizzly rain in me.
The don’t talk to strangers on the bus in me.
The leaving early on Friday for my cabin in me.
The fjord boat horn in me.
The scraggly Viking beard in me.
The won’t wear socks in the summer if I can help it in me.
The seagulls coasting on the salty air in me.
The rotten seaweed and the piney forest smell in me.
The squeaky snow on a freezing day in me.
The trolls hiding in the forest in me.
The fresh cod from the sea in me.
The grandma’s warm lefse in me.
You bring out the 17th of May in me.
The King not surrendering to the Nazis in me.
The holding out through the long cold winter in me.
The never giving up in me.
You bring out the Norwegian in me.

Torran Anderson

The You Bring Out the Norwegian in Me poem grew out of working with students and teachers at lower secondary schools (ungdomsskolen) across Norway. With many of these classes, we read some of Sandra Cisneros’ poem, “You Bring Out the Mexican in Me,” and discussed how some of the lines began with “the” and ended in “me.” Students were challenged to write their own “You Bring Out the …………. in Me” poem and to have one sentence relate to each of the five senses.

Being in Scandinavia, most people wrote about Norway and I combined the reoccurring images and themes to create this poem. It was interesting for me to see what people across the country thought about Norway. Almost unanimously, it was the stunning landscape and the food that people wrote about. A sincere thank you to everyone who took part in this project and shared their poetry, experiences and thoughts.
ALL SCHOOLS VISITED BY ROVERS IN 2015-16

Ajer ungdomsskole, Hamar, Hedmark.
Akademiet Sandnes VGS, Sandnes, Rogaland.
Akademiet VGS Drammen-Ypsilon, Drammen, Buskerud.
Akademiet VGS Molde, Molde, Møre og Romsdal.
Aust-Lofoten VGS, Svolvær, Nordland.
Bardufoss Høgtun VGS, Bardufoss, Troms.
Bergeland VGS, Stavanger, Rogaland.
Bergen katedralskole VGS, Bergen, Hordaland.
Bergseng skole, Harstad, Harstad.
Bjerke VGS, Oslo, Oslo.
Bjørknes Privatskole, Oslo, Oslo.
Bjørnsveen ungdomsskole, Gjøvik, Oppland.
Blindern VGS, Oslo, Oslo.
Bodin VGS, Bodø, Nordland.
Bodø VGS, Bodø, Nordland.
Brandsfjord barne- og ungdomsskole, Brandsfjord, Sør-Trøndelag.
Breilia skole, Hammerfest, Finnmark.
Byåsen VGS, Trondheim, Sør-Trøndelag.
Bønnlo VGS, Bremnes, Hordaland.
Charlottenlund VGS, Jakobsli, Sør-Trøndelag.
Dahlske VGS, Grimstad, Aust-Agder.
Drammen VGS, Drammen, Buskerud.
Elverum VGS, Elverum, Hedmark.
Ener ungdomsskole, Ridabu, Hedmark.
Engelskærrere Fagforum, Oslo, Oslo.
Fagerlia VGS, Ålesund, Møre og Romsdal.
Fjordtun skole, Rypefjord, Finnmark.
Flora VGS, Florø, Sogn og Fjordane.
Foss VGS, Oslo, Oslo.
Framnes Kristne VGS, Norheimsund, Hordaland.
Frederik li VGS, Fredrikstad, Østfold.
Fræna ungdomsskole, Elnesvågen, Møre og Romsdal.
Fyrstikalleen VGS, Oslo, Oslo.
Hadeland VGS, Gran, Oppland.
Hagebyen skole, Harstad, Troms.
Hammerfest VGS, Hammerfest, Finnmark.
Harstad Barneskole, Harstad, Troms.
Harstad voksenopplæring, Harstad, Troms.
Hedmark University College, Hamar, Hedmark.
Heggen VGS, Harstad, Troms.
Hetland VGS, Stavanger, Rogaland.
Hisøy skole, His, Aust-Agder.
Holmilia Skole, Oslo, Oslo.
Horten VGS, Horten, Vestfold.
Humanistskolen AS, Oslo, Oslo.
Høgskolen i Bergen, Bergen, Hordaland.
Høgskolen i Lillehammer, Lillehammer, Oppland.
Høgskolen i Sørøst-Norge, Drammen, Buskerud.
Jåttå VGS, Stavanger, Rogaland.
Kila skole, Harstad, Troms.
Kirkenes VGS, Hesseng, Finnmark.
Kjeller skole, Kjeller, Akershus.
Kongsbakken VGS, Tromsø, Troms.
Kopervik VGS, Kopervik, Rogaland.
Kristiansand katedralskole VGS, Kristiansand, Vest-Agder.
Kuben VGS, Oslo, Oslo.
Langhaugen VGS, Bergen, Hordaland.
Lillehammer VGS, Lillehammer, Oppland.
Lillestrøm VGS, Lillestrøm, Akershus.
Lister VGS Eilert Sundt, Kristiansand, Vest-Agder.
Longyearbyen skole, Longyearbyen, Svalbard.
Lynghaug skole, Fyllingsdalen, Hordaland.
Lyngmyr skole, Tvedestrand, Aust-Agder.
Lysejordet Skole, Oslo, Oslo.
Mailand VGS, Lørenskog, Akershus.
Malakoff VGS, Moss, Østfold.
Melhus VGS, Melhus, Sør-Trøndelag.
Molde VGS, Molde, Møre og Romsdal.
Mosjøen VGS, Mosjøen, Nordland.
Nadderud VGS, Bekkestua, Akershus.
Nannestad VGS, Nannestad, Akershus.
Narvik VGS, Narvik, Nordland.
Nordkapp Maritime Fagskole og VGS, Honningsvåg, Finnmark.
Nordkjosbotn VGS, Nordkjosbotn, Troms.
Nordlandet ungdomsskole, Kristiansund, Møre og Romsdal.
Nydalen VGS, Oslo, Oslo.
Nærøy ungdomsskole, Kolvereid, Nord-Trøndelag.
Netterøy VGS, Netterøy, Vestfold.
Olderdalen Skole, Olderdalen, Troms.
Ole Vig VGS, Stjørdal, Nord-Trøndelag.
Orkdal VGS, Orkanger, Sør-Trøndelag.
Oslo katedralskole VGS, Oslo, Oslo.
Persbråten VGS, Oslo, Oslo.
Polarsirkelen VGS, Mo i Rana, Nordland.
Porsgrunn VGS, Porsgrunn, Telemark.
Presterød ungdomsskole, Tolvsrød, Vestfold.
Ringerike VGS, Hønefoss, Buskerud.
Ringsaker VGS, Brumunddal, Hedmark.
Rønvilde VGS, Kolsås, Akershus.
Rosthaug VGS, Åmot, Hedmark.
Rothaugen skole, Bergen, Hordaland.
Røøken VGS, Røøken, Buskerud.
Råå ungdomsskole, Råde, Østfold.
Samisk VGS, Kautokeino, Finnmark.
Sande VGS, Sande, Vestfold.
Sandefjord VGS, Sandefjord, Vestfold.
Sandøya VGS, Sandsøya, Hordaland.
Sauda VGS, Sauda, Rogaland.
Seljestad ungdomsskole, Harstad, Troms.
Ski VGS, Ski, Akershus.
Sola VGS, Sola, Rogaland.
Sonans Privatgymnas, Porsgrunn, Telemark.
Sortland VGS, Sortland, Nordland.
St Franciskus skole, Arendal, Aust-Agder.
St Olav VGS, Stavanger, Rogaland.
Stangnes skole 8-13, Harstad, Troms.
Stavanger katedralskole VGS, Stavanger, Rogaland.
Stavanger Offshore Tekniske skole VGS, Stavanger, Rogaland.
Sverresborg skole, Trondheim, Sør-Trøndelag.
Tangen VGS, Kristiansand, Vest-Agder.
Tromsø VGS, Tromsø.
Trøsili VGS, Trøsili, Hordaland.
Universitetet i Stavanger, Stavanger, Rogaland.
Vardø VGS, Vardø, Finnmark.
Vennesla VGS, Vennesla, Vest-Agder.
Vest-Lofoten VGS, Leknes, Nordland.
Volda University College, Volda, Møre og Romsdal.
Vågsbygd VGS, Kristiansand, Vest-Agder.
Ytre Namdal VGS, Ytre Namdal, Nord-Trøndelag.
Ytrebygda skole, Blomsterdal, Hordaland.
Ælvdals ungdomsskole, Flisa, Hordaland.
Ås ungdomsskole, Ås, Akershus.
Åsane VGS, Nyborg, Hordaland.
Åsly skole, Rissa, Sør-Trøndelag.
Æsnes ungdomsskole, Flisa, Hedmark.