



Learning, Motivation, Well-Being, and Interdisciplinary Topics in the Norwegian Curriculum Renewal: A Technical Report

Summary of Report no. 3

Christian Brandmo, Gunnar Bjørnebekk,
Riikka-Maija Mononen, Rolf Vegar
Olsen & Kristin Slungård



UNIVERSITY
OF OSLO

EVA2020

Summary of report no. 3 (in Norwegian): *Læring, motivasjon, trivsel og tverrfaglige tema i fagfornyelsen: Teknisk rapport fra utviklingen av spørreskjema til elever og lærere (2021)*

The report is part of the project EVA2020 - Evaluation of the Norwegian Curriculum Renewal: Intentions, Processes and Practices published by the Faculty of Educational Sciences, University of Oslo. The evaluation takes place from 2020 to 2025 and is funded by the Norwegian Directorate for Education and Training.

Website: <https://www.uv.uio.no/forskning/prosjekter/fagfornyelsen-evaluering/>

Layout: Jon H. Øistad

Photo: Shane David Colvin

Summary of Report no. 3

This report from EVA2020 describes and presents results from the development of questionnaire-based measurements for students and teachers. The aim of this quantitative subproject is to develop indicators that can be used to measure the core concepts of the Knowledge Promotion Reform and, over time, to provide information that can be generalized to the system level. The subproject's basic assumption is that if the intentions of the Knowledge Promotion Reform are implemented, students' self-assessment and beliefs will be affected. Four survey rounds will be conducted over four years, and the collected data will be connected with register information relating to social background, school performance and educational plans. The final report from this subproject is scheduled for 2025.

The survey work processes can be roughly divided into four parts: 1) selection and development of measurements; 2) recruitment of participants; 3) data collection; and 4) analysis and interpretation. Work on the project began in January 2020, but the COVID-19 pandemic had significant consequences for our potential participants, that is students and teachers in Grade 9, and so our original schedule had to be changed. The summer and autumn of 2020 were therefore used for the development and piloting of measures and the recruitment of participants. The first full questionnaire was conducted from January to May 2021 with a total of 2012 ninth-grade students throughout Norway as well as their 298 teachers. The student questionnaire is based on concepts highlighted in the Knowledge Promotion Reform, namely *in-depth learning* and *learning to learn* and the interdisciplinary themes of *public health and life skills*, *democracy and citizenship* and *sustainable development*. To capture aspects of and possible consequences of these concepts in the curriculum, 30 measurements and 10 individual questions were developed, and the student questionnaire consists of 140 items in addition to collecting demographic information.

The teacher questionnaire comprises questions about their a) teaching practice; b) experience of the class' social environment; c) perceptions of the new curriculum; d) opinions about how interdisciplinary topics can be organized and integrated into single and across multiple subjects; e) ideas of the factors that might contribute to increased quality in interdisciplinary-topic teaching;

and f) perceived need for continuing education about the in-depth learning approach and teaching interdisciplinary topics.

This report concludes that the subproject has developed measurements with good psychometric properties. However, we will only know whether we have succeeded in capturing the possible effects of the new curriculum when the entire time series has been completed. There have been significant challenges in terms of participant recruitment and dropouts which have resulted in a much smaller first-round sample than originally planned. These issues have caused some uncertainty in terms of the representativeness of the sample and whether or not the data of the first survey can be used as a valid measurement point in the series going forward.