

A Comparative Study of Disruptive Behavior between Schools in Norway and the United States

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Contents:

Summary

Publications and presentations

Student contributions

External funding

Research group

Media coverage

Summary

This document contains an overview of the research project “A Comparative Study of Disruptive Behavior between Schools in Norway and the United States.” The project was a collaboration between Norwegian and American researchers. The project aimed to enhance our understanding of problems and challenges related to disruptive behavior in schools. The project included a qualitative and quantitative component. The qualitative component consisted of observational studies conducted by master’s students from the University of Oslo, aiming to identify categories of disruptive behavior in schools. The quantitative component consisted of a student-survey including the identified categories. The survey aimed to examine the prevalence of disruptive behaviors as well as how students and teachers react towards these kinds of behavior.

The results from the study indicate that the majority of students in both countries had been disturbed by disruptive behavior and that this occurred on nearly a daily basis. This could help to underline that the issue of disruptive behavior is one of the greatest challenges in schools today. In both countries, reactions from teachers only partially reduced disruptive behavior. There is a need for further research on how teachers cope with disruptive behavior.

Publications and presentations

Publications

Duesund, L., & Ødegård, M. (2018). Students' perceived experience of disruptive behavior in schools. *Nordic Studies in Education*, 38(2), 138-154

Duesund, L., & Ødegård, M. (2018). Students' perception of reactions towards disruptive behavior in Norwegian and American schools. *Emotional and Behavioral Difficulties*.
doi: 10.1080/13632752.2018.1469847

Duesund, L. (2017). Fellesskap og klasser med uro. In S. Nilsen (Ed.) *Inkludering og mangfold – sett i et spesialpedagogisk perspektiv* (155-180). Oslo: Universitetsforlaget

Ødegård, M. (2017). A comparative study of disruptive behavior between schools in Norway and the United States. A conceptual and empirical exploration of disruptive behavior in schools (Doctoral dissertation). University of Oslo, Oslo.

Duesund, L. (2014). Uro i skolen. In J.H Stray & L. Wittek (Eds.) *Pedagogikk – en grunnbok* (568-584). Oslo: Cappelen Akademisk

Duesund, L., Stray, J.H., & Bjørnstad, E. (2014). Uro i skolen. Guest editor. *Norsk pedagogisk tidsskrift*, 98(3), 149-217.

Skårderud, F., & Duesund, L. (2014). Mentalisering og uro. *Norsk pedagogisk tidsskrift*, 98(3), 152-164

Ødegård, M. (2014). Uro i skolen og den menneskelige væremåte. *Norsk pedagogisk tidsskrift*, 98(3), 203-212

Befring, E., Duesund, L., & Popovici, S. (2013). *Familier og barn i krise. Rapport fra forskningsprosjektet: Økningen i tilmeldte til barnevernet – en analyse av utviklingstrekk*. Oslo, University of Oslo.

Befring, E., & Duesund, L. (2012). Relasjonsvansker. Psykososial problematferd. In E. Befring & R. Tangen (2012). *Spesialpedagogikk* (448-470). Oslo: Cappelen

Presentations

Duesund, L., & Ødegård, M. (2016). A comparative study of disruptive behavior between schools in Norway and the United States. Presentation held at the Graduate School of Education. University of California, Berkeley.

Duesund, L., & Ødegård, M. (2015). A comparative study of disruptive behavior between schools in Norway and the United States. Presentation held at the Graduate School of Education. University of California, Berkeley.

Duesund, L., & Ødegård, M. (2014). A comparative study of disruptive behavior between schools in Norway and the United States. Presentation held at the Graduate School of Education. University of California, Berkeley

Duesund, L., & Turiel, E. (2012). Disruptive behavior in schools. A comparative study including schools in Berkeley and Oslo. Presentation held at Peder Sather Center for Advanced Study – Inaugural. University of California, Berkeley.

Duesund, L., & Ødegård, M. (2011). A comparative study of disruptive behavior between schools in Norway and the United States. Presentation held at Transatlantic Science Week, University of California, Berkeley / Stanford University.

Student contributions

Number of students from the University of Oslo involved in the project (2010-2017):

Exchange students from the University of Oslo to University of California, Berkeley

Bachelor's: 155

Master's: 11

Students at the University of Oslo

Master's: 5

Students pursuing further academic careers

Ph.D.: 3

Postdoctoral Fellow: 1

Master's theses:

In English (sorted by year):

1. Mathiesen, K. & Sæther, S. (2010). *Disquietness in schools: a case study based on the observation of pupils with disruptive behavior during class* (Master's thesis). University of Oslo, Oslo.
2. Fossum, V. M. (2011). *Disorder in schools: a case study based on the observations of one student with disruptive behavior in school* (Master's thesis). University of Oslo, Oslo.
3. Ødegård, M. (2011). *Disorder in schools: Dasein and absorbed coping* (Master's thesis). University of Oslo, Oslo.
4. Hazeland, S.S.N, & Davidsen, K.B. (2011). *Disorder in schools: An observational study of one pupil with disruptive behavior* (Master's thesis). University of Oslo, Oslo.
5. Johnsen, T.I., & Wærnhus, I.M.A. (2011). *Disorder in school: A case study based on observations of a pupil's inappropriate behavior during class* (Master's thesis). University of Oslo, Oslo.
6. Lenvik, A.K. (2013). *Disruptive behavior in school: The skill model and giftedness* (Master's thesis). University of Oslo, Oslo.
7. Solberg, S. (2014). *Disruptive behavior in school. Wired up – the relationship between disruptive behavior and new technology* (Master's thesis). University of Oslo, Oslo.
8. Stavnes, R.L. (2014). *Disruptive behavior in school: Disruptive behavior as physical movements in the classroom* (Master's thesis). University of Oslo, Oslo.

In Norwegian (sorted by year):

9. Egeland, C. (2011). *Uro i skolen: en kvalitativ undersøkelse av urolig atferd i barnehagen* (Master's thesis). University of Oslo, Oslo.
10. Flatøy, K.S. (2012). *Det kribler i kroppen: Hvordan kan man forstå uro hos en gutt på ungdomsskolen?* (Master's thesis). University of Oslo, Oslo.
11. Vold, S. (2012). *Uro i skolen: Interaksjon mellom en urolig elev og medelevene i skolen* (Master's thesis). University of Oslo, Oslo.
12. Valseth, M. (2014). *Uro i skolen og symbolsk interaksjonisme* (Master's thesis). University of Oslo, Oslo.
13. Skagen, I.E.F. (2015). *Uro i skolen* (Master's thesis). University of Oslo, Oslo.

From the master's students, the following moved on to Ph.D. programs:

1. Magnar Ødegård, Department of Special Needs Education, University of Oslo, 2013-2017
Title of doctoral dissertation: A Comparative Study of Disruptive Behavior between Schools in Norway and the United States. A conceptual and empirical exploration of disruptive behavior in schools
2. Stine Solberg, Department of Special Needs Education, University of Oslo, 2016-.
Title of doctoral dissertation: Supporting Shy Students – A National Study of Teaching Practices: Shyness in Norwegian Elementary Schools – School Leaders in Action
3. Astrid Lenvik, Department of Education, University of Bergen, 2016-.
Title of doctoral project: Gifted Education in Norway

From the Ph.D. Students, the following moved on to post.doc:

1. Magnar Ødegård, Department of Special Needs Education, University of Oslo, 2018-2021
Title of project: A Comparative Study of Teachers' Coping Skills when Approaching Disruptive Behavior in Schools in Norway and USA

External funding

- Peder Sather Center for Advanced Study, University of California, Berkeley
- Norwegian Research Council
- Norway House Foundation San Francisco
- The Norway-America Association (NORAM)

Research group

University of California, Berkeley

Members:

- Professor Liv Duesund, Department of Sociology (head of research group)
- Professor Hubert Dreyfus, Department of Philosophy
- Professor Elliot Turiel, Graduate School of Education
- Professor David Kirp, Goldman School of Public Policy
- Ph.D. Student Magnar Ødegård, Visiting Scholar, Department of Sociology

University of Oslo

Members:

- Professor Liv Duesund, Department of Special Needs Education
- Professor Sven Nilsen, Department of Special Needs Education
- Professor Liv Randi Opdal, Department of Special Needs Education
- Adjunct Professor Finn Skårderud, Department of Special Needs Education
- Ph.D. Student Magnar Ødegård, Department of Special Needs Education

Media coverage

Related to the project in its entirety:

University of Oslo (2013): <https://www.uv.uio.no/isp/english/research/projects/disruptive-behavior-in-schools/>

(Aftenposten.no, 2010): Liv Duesund: Interview with Professor Hubert Dreyfus
<https://www.aftenposten.no/kultur/i/Qm25q/Kunsten-a-yte--sitt-beste>

(University of Oslo, 2016): Liv Duesund: Interview with Professor Elliot Turiel:
https://www.youtube.com/watch?v=6p_tJGfavKA

Interview with Professor Liv Duesund (University of Oslo, 2018):
https://www.youtube.com/watch?v=LWcqS1jr_mg

Related to Magnar Ødegård’s doctoral dissertation:

In writing:

Porsgrunns dagblad (2013): <https://www.pd.no/lokale-nyheter/tar-doktorgrad-pa-uro-i-skolen/s/1-89-6421194>

NTB (2018): <https://www.ntbinfo.no/pressemelding/60-av-elevene-blir-forstyrret-av-uro-i-klassemrommet?publisherId=7565948&releaseId=17158120>

Klassekampen (2018): <http://www.klassekampen.no/article/20180508/NTBI/6976>

Forskning.no (2018): <https://forskning.no/samfunn-barn-og-ungdom-pedagogiske-fag-skole-og-utdanning/2018/05/seks-av-ti-elever-forstyrres-av>

P4.no (2018): <https://www.p4.no/nyheter/seks-av-ti-forstyrres-av-uro-i-klassemrommet/artikkel/733873/>

Adressa.no (2018): <https://www.adressa.no/nyheter/innenriks/2018/05/08/Seks-av-ti-elever-forstyrres-av-uro-i-klassemrommet-16654942.ece>

Framtida.no (2018): <https://framtida.no/2018/05/08/seks-av-ti-elevar-blir-forstyrret-av-uro-i-klassemrommet>

klartale.no (2018): <http://www.klartale.no/norge/seks-av-ti-elever-forstyrres-av-uro-1.1141299>

Bodøposten.no (2018): <http://bodøposten.no/60-av-elevene-blir-forstyrret-av-uro-i-klassemrommet/>

Avisenagder.no (2018): http://avisenagder.no/index.php?page=vis_nyhet&NyhetID=53822

Skolemagasinet (2018): <https://skolemagasinet.no/3-pressemeldinger/975-60-av-elevene-blir-forstyrret-av-uro-i-klassemrommet>

Utdanningsforskning.no (2018): <https://utdanningsforskning.no/artikler/60--av-elevene-blir-forstyrret-av-uro-i-klassemrommet/>

Siste.no (2018): <https://www.siste.no/skoler/arbeidsliv/innenriks/6-av-10-elever-forstyrres-av-uro-her/s/5-47-121997>

Siste.no (opinion piece, 2018): <https://www.siste.no/meninger/arbeidsliv/innenriks/farlig-uro-i-skolen/o/5-47-121976>

TV2 Nyhetene (2018): <https://www.tv2.no/nyheter/10104598/>

Utdanningsnytt.no (opinion piece, 2018):
<https://www.utdanningsnytt.no/debatt/2018/oktober/myter-og-ideologi-professor-nordahl/>

Videos:

University of Oslo (interview, 2017): https://www.youtube.com/watch?v=vv_L_GF-7vA

University of Oslo (promo-video, 2018):
<https://www.youtube.com/watch?v=D1sMUXqQdmA>

TV2 Nyhetene (2018): interview aired on October 7th, 2018 on the program “1830-nyhetene”.
Also found on <https://www.tv2.no/nyheter/10104598/>

Unpublished correspondence:

- a. NRK, Norwegian National Broadcasting (phone)
- b. Ministry of Education and Research (e-mail)
- c. Lærerblogger / The Teacher Blog (e-mail)