

Students involved in research collaboration with University of Oslo, University of California, Berkeley (UCB), and the Peder Sather Center for Advanced Study, UCB

Project 1: A Comparative Study of Disruptive Behavior between Schools in Norway and the United States

Head of project: Professor Liv Duesund, Department of Special Needs Education, University of Oslo / Project Scientist, Department of Sociology, University of California, Berkeley

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Project 2: Teachers' Skillful Coping with Disruptive Behavior in Norwegian and American Classrooms

Head(s) of project: Professor Liv Duesund, Department of Special Needs Education, University of Oslo / Project Scientist, Department of Sociology, University of California, Berkeley and Associate Professor Magnar Ødegård, Department of Education, ICT and Learning, Østfold University College

Project 1: A Comparative Study of Disruptive Behavior between Schools in Norway and the United States

Head of project: Professor Liv Duesund, University of Oslo, Department of Special Needs Education / Department of Sociology, University of California, Berkeley

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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 Department of Special Needs Education, 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 most students in both countries had been disturbed by disruptive behavior and that this occurred on a nearly 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

- Befring, E. & Duesund, L. (2012). Relasjonsvansker. Psykososial problematferd. In E. Befring & R. Tangen (Eds.), *Spesialpedagogikk* (448-470). Oslo: Cappelen Damm Akademisk
- 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
- Duesund, L. (2014). Uro i skolen. In J.H. Stray & L. Wittek (Eds.), *Pedagogikk – en grunnbok* (568-584). Oslo: Cappelen Damm Akademisk
- Duesund, L., Stray, J.H., & Bjørnstad, E. (2014). Uro i skolen. Guest editor. *Norsk pedagogisk tidsskrift*, 98(3), 149-217.
- Duesund, L. (2017). Fellesskap og klasser med uro. In S. Nilsen (Ed.), *Inkludering og mangfold – sett i et spesialpedagogisk perspektiv* (155-180). Oslo: Universitetsforlaget
- Skårderud, F., & Duesund, L. (2014). Mentalisering og uro. *Norsk pedagogisk tidsskrift*, 98(3), 152-164
- Duesund, L., & Ødegård, M. (2018a). Students’ perceived experience of disruptive behavior in schools. *Nordic Studies in Education*, 38(2), 138-154

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

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

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.

Presentations

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.

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. (2014). A comparative study 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 between schools in Norway and the United States. Presentation held at the Graduate School of Education. University of California, Berkeley

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

Student involvement

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

Exchange students from the University of Oslo to the 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):

- 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.
- 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.
- Ødegård, M. (2011). *Disorder in schools: Dasein and absorbed coping* (Master's thesis). University of Oslo, Oslo.
- 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.
- 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.
- Lenvik, A.K. (2013). *Disruptive behavior in school: The skill model and giftedness* (Master's thesis). University of Oslo, Oslo.
- Solberg, S. (2014). *Disruptive behavior in school. Wired up – the relationship between disruptive behavior and new technology* (Master's thesis). University of Oslo, Oslo.
- 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):

- Egeland, C. (2011). *Uro i skolen: en kvalitativ undersøkelse av urolig atferd i barnehagen* (Master's thesis). University of Oslo, Oslo.
- 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.
- Vold, S. (2012). *Uro i skolen: Interaksjon mellom en urolig elev og medelevene i skolen* (Master's thesis). University of Oslo, Oslo.
- Valseth, M. (2014). *Uro i skolen og symbolsk interaksjonisme* (Master's thesis). University of Oslo, Oslo.
- 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 project: 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

After positions as Ph.D. or Postdoctoral Fellow, the following moved on to tenured academic positions:

1. Magnar Ødegård, Associate Professor, Department of Special Needs Education, University of Oslo
2. Janicke Heldal, Associate Professor, MF Norwegian School of Theology, Religion and Society
3. Stine Solberg, Associate Professor, Department of Vocational Teacher Education, Oslo Metropolitan University
4. Astrid Knutsdatter Lenvik, Associate Professor, Department of Education, University of Bergen

External funding

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

Research groups

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

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. Candidate 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-klasserommet?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-klasserommet/artikkel/733873/>

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

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

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-klasserommet/>

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-klasserommet>

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

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:

NRK, Norwegian National Broadcasting (phone)

Ministry of Education and Research (e-mail)

Lærerbloggen / The Teacher Blog (e-mail)

Project 2: Teachers' Skillful Coping with Disruptive Behavior in Norwegian and American Classrooms: Student Involvement and Podcasts

Head(s) of project: Professor Liv Duesund, Department of Special Needs Education, University of Oslo / Project Scientist, Department of Sociology, University of California, Berkeley & Associate Professor Magnar Ødegård, Department of Education, ICT and Learning, Østfold University College

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Summary

The research project “Teachers’ Skillful Coping with Disruptive Behavior in Norwegian and American Classrooms” is led by Professor Liv Duesund, Department of Special Needs Education (DSNE) / Department of Sociology, University of California, Berkeley (UCB) and Associate Professor Magnar Ødegård, Department of Education, ICT and Learning, Østfold University College. The project is comparative and aims to examine how teachers experience, and cope with, disruptive behavior in their classrooms. The project is approved by the Committee for Protection of Human Subjects (CPHS), Office for Protection of Human Subjects (OPHS) at UCB. The approval is in effect from 2020-2030.

External funding

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

Student involvement

The student involvement has led to breadth in the topics addressed in the project. Amongst the topics related to the project, we find (1) Phenomenological perspectives (the Skill Model: From Novice to Expertise; Phenomenology of the Body and Being-in-the-world), (2) Mentalization, (3) Classroom Management, (4) Teacher-student relationships, (5) Teachers’ professional competence, (6) Disruptive behavior and gender, and (7) Information conversations between teachers. The following students have been involved in the project: Jeanette Erlandsen (UCB) Therese Wirén, Sondre Stranden Fagerli, Lina Sletholt (UCB), Heidi Ophus Østvang (UCB), Olja Vukovic (UCB), Hanna Amalie Hveem, Kine Solberg, Hedda Caroline Lunke, Lisa Ellinor Haugen, Thea Helen Mentzen, Synneva Opheim Dale, Karina Leonhardsen, Maiken Hensrud, Bente Hagen, Andrea Sagen, Malene Folkvord.

A total of 17 students have participated in the project so far. One student is participating in spring 2021.

Master's theses

Spring, 2019:

- Erlandsen, J. (2019). *Teachers' Skillful Coping with Disruptive Behavior in Norwegian and American Classrooms: The phenomenology of teaching* (Master's thesis). University of Oslo, Oslo
- Fagerli, S.S. (2019). *Mentalisering og uro i skolen: «Uroen er ikke ny»* (Master's thesis). University of Oslo, Oslo
- Wirén, T. (2019). *Læreres håndtering av uro i klasserommet: Betydningen av mentaliseringsevne* (Master's thesis). University of Oslo, Oslo

Spring 2020

- Dale, S.O. (2020). *Teachers' Skillful Coping with Disruptive Behavior in Norwegian and American Classrooms: Læreres perspektiv på etablering av gode relasjoner med elever i urolige klasserom* (Master's thesis). University of Oslo, Oslo
- Folkvord, M. (2020). *Uro i skolen og demokratisk dannelse: Danning i urolige klasserom* (Master's thesis). University of Oslo, Oslo
- Hagen, B. & Hensrud, M. (2020). *Teachers' Skillful Coping with Disruptive Behavior in Norwegian and American Classrooms: Lærerenes handlingskompetanse i møte med uro i klasserommet* (Master's thesis). University of Oslo, Oslo
- Hveem, H.A. (2020). *Teachers' Skillful Coping with Disruptive Behavior in Norwegian and American Classrooms: I møte med uro – lærerens opplevelse og håndtering av uro i klasserommet (master's thesis)*. University of Oslo, Oslo.
- Leonhardsen, K. (2020). *Teachers' Skillful Coping with Disruptive Behavior in Norwegian and American Classrooms: Betydningen av relasjonell klasseledelse* (Master's thesis). University of Oslo, Oslo
- Lunke, H.C. & Haugen, L.E. (2020). *Teachers' Skillful Coping with Disruptive Behavior in Norwegian and American Classrooms: Betydningen av positive lærer-elev relasjoner* (Master's thesis). University of Oslo, Oslo
- Mentzen, T.H. (2020). *Læreres håndtering av uro i skolen: Mentalisering og uro* (Master's thesis). University of Oslo, Oslo
- Ophus, H.Ø. (2020). *Teachers' skillful coping with disruptive behavior in Norwegian and American classrooms: In the face of adversity and the importance of resilience* (Master's thesis). University of Oslo, Oslo
- Sagen, A. (2020). *Teachers' Skillful Coping with Disruptive Behavior in Norwegian and American Classrooms: Erfaringens betydning for læreres håndtering av uro i klasserommet* (Master's thesis). University of Oslo, Oslo
- Solberg, K. (2020). *Teachers' Skillful Coping with Disruptive Behavior in Norwegian and American Classrooms: Du må ikke le – om skolen som en emosjonell arena og lærere som mennesker* (Master's thesis). University of Oslo, Oslo

Sletholt, L. (2020). *Teachers' skillful coping with disruptive Behavior in Norwegian and American classrooms: Informal conversations and school climate* (Master's thesis). University of Oslo, Oslo

Vukovic, O. (2020). *Disruptive behavior displayed by female students: Teachers' skillful coping of disruptive behavior as it appears among female students in the classroom* (Master's thesis). University of Oslo, Oslo

Spring 2021

Nilsen, M. (2021). *Teachers' skillful coping with disruptive behavior in Norwegian and American classrooms. Betydningen av mentaliseringsevne i møte med uro i klasserommet* (Master's thesis). University of Oslo, Oslo

Spring 2022

Gjestad, N.C.N. (2022). *Teachers' skillful coping with disruptive behavior in Norwegian and American classrooms: "Never-ending learning stories"* (Master's thesis). University of Oslo, Oslo

Gundersen, M. (2022). *Disruptive behavior and gender differences* (Master's thesis). University of Oslo, Oslo

Kvalvåg, G.A. (2022). *Uro i skolen – en teoristudie av to modeller for å utvikle læreres ferdigheter i håndtering av uro* (Master's thesis). Østfold University College

Spring 2023

Fjeldberg, C. E. A. (2023). *Teachers' Skillful Coping with Disruptive Behavior in Norwegian and American Classrooms. Uro i klasserommet. Undersøkelse av forebygging av uro sett i et relasjonsperspektiv. En kvalitativ intervjustudie med tilhørende kvalitativ spørreundersøkelse* (Master's thesis). University of Oslo, Oslo

Henriksen, S. (2023). *Teachers' skillful coping with stressful student behavior in the classroom context* (Master's thesis). University of Oslo, Oslo

Podcast

In relation to the project, we developed a podcast. Associate Professor Magnar Ødegård is behind this initiative and hosts and produces the podcast. The podcast includes discussions between researchers and practitioners. The podcast has been applied in teaching at DSNE but has also received attention from a wider audience. The podcast has the following episodes:

Ødegård, M. & Øzerk, G. (2023). En guide til masteroppgaven [Audio podcast]

Ødegård, M. & Øzerk, G. (2023). Inkludering [Audio podcast]

Ødegård, M. & Øzerk, G. (2023). Psykososiale vansker [Audio podcast]

Duesund, L. & Ødegård, M. (2020, April 6). Ulikhet – del 1. [Audio podcast]. Retrieved from <https://www.uio.no/studier/emner/uv/isp/SPED4300/v20/forelesningsvideoer/ulikhet1.mp3>

Duesund, L. & Ødegård, M. (2020, April 6). Ulikhet – del 2. [Audio podcast]. Retrieved from <https://www.uio.no/studier/emner/uv/isp/SPED4300/v20/forelesningsvideoer/ulikhet2.mp3>

Duesund, L. & Ødegård, M. (2021, January 28). Ulikhet – del 3. [Audio podcast] Retrieved from https://www.uio.no/studier/emner/uv/isp/SPED4300/v21/forelesningsvideoer/ulikhet-2021_duesundodegard.mp3

Duesund, L., Turiel, E., & Ødegård, M. (2020, September 9). Moral reasoning and social distance. [Audio podcast]. Retrieved from https://www.uio.no/studier/emner/uv/isp/SPED4300/h20/forelesningsvideoer/duesundturielfinalmp32_upload.mp3

Ødegård, M. (2020, April 14). Psykisk helse i skolen – del 1. [Audio podcast]. Retrieved from <https://www.uio.no/studier/emner/uv/isp/SPED4300/v20/forelesningsvideoer/psykisk-helse-i-skolen---del-1.mp3>

Ødegård, M. (2020, April 14). Psykisk helse i skolen – del 2. [Audio podcast]. Retrieved from <https://www.uio.no/studier/emner/uv/isp/SPED4300/v20/forelesningsvideoer/psykisk-helse-i-skolen---del-2.mp3>

Ødegård, M. (2020, May 5). Psykisk helse i skolen – del 3. [Audio podcast]. Retrieved from <https://www.uio.no/studier/emner/uv/isp/SPED4300/v20/forelesningsvideoer/psykisk-helse-i-skolen--del-3.mp3>

Ødegård, M. (2020, September 30). Uro i skolen [Audio podcast]. Retrieved from <https://www.uio.no/studier/emner/uv/isp/SPED1100/h20/forelesningsvideoer/uro-i-skolen.mp3>

Ødegård, M. (2020, October 1). Innagerende atferd [Audio podcast]. Retrieved from <https://www.uio.no/studier/emner/uv/isp/SPED1100/h20/forelesningsvideoer/innagerende-atferd.mp3>

Associate Professor Magnar Ødegård has also participated in external podcasts. They are amongst the school-related podcasts that have the biggest audience in Norway.

Lærerrømmet (URL: <https://utdanningsforskning.no/artikler/2019/larerrommets-episode-17-uro-i-klasserommet/>)

Lektor Lomsdalen (URL: <https://lektorlomsdalen.no/2020/07/11-237-magnar-odegard-om-uro-i-klasserommet/>)

Rekk opp hånda! (Raise your hand!) (URL: <https://podtail.com/en/podcast/rekk-opp-handa/fra-nybegynner-til-ekspert-med-magnar-odegard/>)

Publications

Solberg, K., & Ødegård, M. (2021). Skolen som emosjonell arena – hvordan uro i skolen kan påvirke lærere emosjonelt. *Spesialpedagogikk*, 5.

Solberg, K., & Ødegård, M. (2021). Skolen som emosjonell arena – læreres åpenhet om emosjonelle reaksjoner på uro i skolen. *Spesialpedagogikk*, 5.

Ødegård, M. (2019). Being-Disrupted and being-disruptive: Coping students in uncertain times. SAGE Open. <https://doi.org/10.1177/2158244018822378>.

Ødegård, M. (2020). Mood, being-with-others and disruptive behavior in the classroom: A psychological perspective encounters phenomenology. *Encyclopaideia – Journal of Phenomenology and Education*, 24(58).

doi: <https://doi.org/10.6092/issn.1825-8670/10815>

Media

In 2021, Department of Special Needs Education, University of Oslo did portrait interviews with Professor Liv Duesund and Associate Professor Magnar Ødegård, who held a position as a Postdoctoral Fellow at the time.

Professor Liv Duesund: <https://www.uv.uio.no/isp/forskning/aktuelt/profiler/ildsjel-for-internasjonalt-samarbeid.html>

Postdoctoral Fellow Magnar Ødegård:

<https://www.uv.uio.no/isp/forskning/aktuelt/profiler/forskerprofilen-vil-forsta-den-menneskelige-verematen.html>

Conferences

Ødegård, M. (2023, January 23). *Håndtering av uro i klasserommet* [Conference session].
Spesialundervisning som virker, Oslo

Ødegård, M. (2023, September 14). Ferdighetslæring, uro og etisk ekspertise [Conference session]. PALSkonferansen, Oslo