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


**Presentations**


**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):


In Norwegian (sorted by year):


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

   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:
(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:


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


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)

Lærerboggen / 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 Strand 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:


Spring 2020


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


**Spring 2021**


**Spring 2022**


**Spring 2023**


**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:


khet1.mp3

khet2.mp3

2021_duesundodegard.mp3

sundturielfinalmp32_upload.mp3

kisk-helse-i-skolen---del-1.mp3

kisk-helse-i-skolen---del-2.mp3

kisk-helse-i-skolen--del-3.mp3

-i-skolen.mp3

agerende-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.

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

Lektor Lomsdalen (URL: https://lektorlomsdalen.no/2020/07/ll-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


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](https://www.uv.uio.no/isp/forskning/aktuelt/profiler/ildsjel-for-internasjonalt-samarbeid.html)

Postdoctoral Fellow Magnar Ødegård:

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