

“Teachers’ Skillful Coping with Disruptive Behavior in Norwegian and American Classrooms”
Heads of project: Professor Liv Duesund and Postdoctoral Fellow Magnar Ødegård

Student Involvement and Podcast

Teachers’ Skillful Coping with Disruptive Behavior in Norwegian and American Classrooms

Heads 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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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), University of Oslo (UiO) / Department of Sociology, University of California, Berkeley (UCB) and Postdoctoral Fellow Magnar Ødegård, DSNE, UiO. The project is comparative and aims to examine how teachers experience, and cope with, disruptive behavior in their classrooms.

Student involvement

The student involvement has led to a breath in the topics addressed within 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) Informal 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 research project so far. One student will participate 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). Universitetet i Oslo, Oslo

Fagerli, S.S. (2019). *Mentalisering og uro i skolen: «Uroen er ikke ny»* (master’s thesis). Universitetet i Oslo, Oslo

Wirén, T. (2019). *Læreres håndtering av uro i klasserommet: Betydningen av mentaliseringsevne* (master’s thesis). Universitetet i 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*. Universitetet i Oslo, Oslo

Folkvord, M. (2020). *Uro i skolen og demokratisk dannelse: Danning i urolige klasserom* (master’s thesis). Universitetet i 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). Universitetet i Oslo, Oslo

Hveem, H.A. (2020). *Teachers’ Skillful Coping with Disruptive Behavior in Norwegian and American Classrooms: I møte med uro – lærerenes opplevelse og håndtering av uro i klasserommet* (master’s thesis). Universitetet i Oslo, Oslo

- Leonhardsen, K. (2020). *Teachers’ Skillful Coping with Disruptive Behavior in Norwegian and American Classrooms: Betydningen av relasjonell klasseledelse* (master’s thesis). Universitetet i 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). Universitetet i Oslo, Oslo
- Mentzen, T.H. (2020). *Læreres håndtering av uro i skolen: Mentalisering og uro* (master’s thesis). Universitetet i 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). Universitetet i 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). Universitetet i 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). Universitetet i Oslo, Oslo
- Sletholt, L. (2020). *Teachers’ skillful coping with disruptive Behavior in Norwegian and American classrooms: Informal conversations and school climate* (master’s thesis). Universitetet i 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). Universitetet i Oslo, Oslo

Podcast

In relation to the project, we developed a podcast. Postdoctoral Fellow 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 broader audience. The podcast has the following episodes:

Duesund, L. & Ødegård, M. (2020, 6. april). Ulikhet – del 1. [Audio podcast]. Retrieved from <https://www.uio.no/studier/emner/uv/isp/SPED4300/v20/forelesningsvideoer/ulikhet1.m4a>

Duesund, L. & Ødegård, M. (2020, 6. april). Ulikhet – del 2. [Audio podcast]. Retrieved from <https://www.uio.no/studier/emner/uv/isp/SPED4300/v20/forelesningsvideoer/ulikhet2.m4a>

Duesund, L., Turiel, E., & Ødegård, M. (2020, 9. September). *Moral Reasoning and Social Distance*. [Audio podkast]. Hentet fra https://www.uio.no/studier/emner/uv/isp/SPED4300/h20/forelesningsvideoer/duesundturielfinalmp32_upload.mp3

Ødegård, M. (2020, 14. april). 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, 14. april). 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, 5. mai). 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, 30. september). 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, 1. Oktober). Innagerende atferd [Audio podcast]. Retrieved from <https://www.uio.no/studier/emner/uv/isp/SPED1100/h20/forelesningsvideoer/innagere-nde-atferd.mp3>

Postdoctoral Fellow Magnar Ødegård has also participated in external podcasts. Both of which are amongst the school-related podcasts that have the biggest audience in Norway.

- 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

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

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