



Western Norway
University of
Applied Sciences

MASTER'S THESIS

Teachers' perceptions on fostering deep learning in the English subject

- A qualitative study with special focus on democracy and citizenship

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Master's in Education with English Didactics

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Submission Date: May 18th 2021

I confirm that the work is self-prepared and that references/source references to all sources used in the work are provided, cf. Regulation relating to academic studies and examinations at the Western Norway University of Applied Sciences (HVL), § 12-1.

**“Any fool can know.
The point is to understand.”**

-Albert Einstein

Abstract

This Master's thesis is written in the field of English didactics and aims to investigate teachers' perceptions on deep learning, and how the use of deep learning can foster the democratic competence in the English subject. The thesis is written shortly after the implementation of a new curriculum (LK20) started.

This thesis is based on a qualitative study, where the data collection consists of two focus group interviews with six teachers. The teachers work at two different schools, one primary and one secondary school. A thematic analysis has been used to identify patterns and withdraw data relevant to answer the research questions.

The findings in this study show that the teachers perceive deep learning as a complex term which can be interpreted in many ways. Deep learning is about learning something thoroughly and therefore being able to see connections to other subjects and situations. However, the aspect of deep learning is not new in itself, and several of the teachers state that they have been working with topics thoroughly for a long period of time. The new focus on deep learning in the new curriculum LK20 is perceived as an opportunity to spend more time on specific topics, being able to explore them from different perspectives. In addition, the findings show that the teachers implement deep learning in their teaching by focusing on working methods like *exploring*, *the question method*, *station work*, *dialogue play*, *varied teaching* and *collaboration* with other students. There is also an enhanced focus on *interdisciplinary projects* to get in-depth knowledge about the same topic from different perspectives. Additionally, the findings reveal that deep learning may foster democracy and citizenship in the English subject, as the students are to thoroughly learn about other cultures and the thoughts behind democratic processes. This is emphasized through the focus on gaining cultural knowledge, taking on others' perspectives and the focus on becoming accountable citizens. Deep learning can therefore foster democracy and citizenship, as this knowledge gives the students the ability to impact their environment on a local level, like their classroom, but over time also make an impact to the world on a regional, national or even a global level, for instance through active participation in politics.

Sammendrag

Denne masteroppgaven er skrevet under fagfeltet engelsk didaktikk, hvor målsetningen har vært å undersøke læreres oppfatning av dybdelæring, og hvordan bruken av dybdelæring kan fremme demokratisk kompetanse i engelskfaget. Oppgaven er skrevet kort tid etter at implementeringen av en ny læreplan (LK20) startet.

Denne oppgaven er basert på en kvalitativ studie, der datainnsamlingen består av to fokusgruppeintervjuer med seks lærere. Lærerne jobber ved to ulike skoler, en barneskole og en ungdomsskole. En tematisk analyse er brukt for å identifisere mønstre, og trekke ut data som er relevant for å besvare forskningsspørsmålene.

Funnene i denne studien viser at lærerne oppfatter dybdelæring som et komplekst begrep som kan tolkes på mange måter. Dybdelæring handler om å lære noe grundig, og derfor kunne se forbindelser til andre fag og situasjoner. Dybdelæringsaspektet er imidlertid ikke nytt i seg selv, og flere av lærerne hevder å ha jobbet grundig med emner i lang tid. Det nye fokuset på dybdelæring i den nye læreplanen LK20 blir oppfattet som en mulighet til å bruke mer tid på spesifikke emner, og kunne utforske dem fra ulike perspektiver. I tillegg viser funnene at lærerne implementerer dybdelæring i undervisningen ved å fokusere på arbeidsmetoder som *å utforske, spørsmålsmetoden, stasjonsarbeid, dialogspill, variert undervisning og samarbeid* med andre elever. Det er også et økt fokus på *tverrfaglige prosjekter* for å få inngående kunnskap om det samme emnet fra forskjellige perspektiver. I tillegg avslører funnene at dybdelæring kan fremme demokrati og medborgerskap i engelskfaget, ettersom elevene skal lære grundig om andre kulturer og tankene bak demokratiske prosesser. Dette understrekes gjennom et fokus på å skaffe seg kulturell kunnskap, ta andres perspektiver og fokuset på å bli ansvarlige medborgere. Dybdelæring kan derfor fremme demokrati og medborgerskap, da denne kunnskapen gir elevene muligheten til å påvirke eget miljø på et lokalt nivå, eksempelvis i klasserommet, men over tid også påvirke verden på et regionalt, nasjonalt eller til og med globalt nivå, for eksempel gjennom aktiv deltakelse i politikk.

Acknowledgements

As a teacher student I have used the last four years studying and using the Knowledge Promotion, LK06, as a guideline for my teaching. My time as a student is now coming to an end, and a brand-new curriculum (LK20) is being implemented in Norwegian schools. Working with this thesis has helped me understand the basis and practices of working with the new curriculum, which I believe will be very useful for me in the following time. After five years at Western Norway University, I am grateful to finish, and excited to start my teaching career.

In the process of writing this Master's thesis, many people deserve to be recognised for their contribution. First of all, I would like to thank the teachers who participated in this study. Without your time, honest answers and reflections this thesis could not have been written.

Secondly, I would like to extend my gratitude to my supervisor Dania Jovanna Bonness. You have provided valuable support, structure, insight and suggestions through the entire process. Thank you for guiding me through the process of writing a Master's thesis and giving excellent feedback and constructive criticism along the way.

Furthermore, I would like to thank my boyfriend Martin Johannessen, my family, friends and fellow MA students (2019-2021) for continuous support and motivating words during this process. I am also forever grateful for my technical assistant Lise Thorsvik, who always helps me out when Word does not cooperate. Last but not least, I would like to thank my dog, Leo, for being a great moral support. By taking me out for walks and helping me clear my head in frustrating times, I managed to keep sane and finish this thesis.

Viel Marte Deisz Kunnikoff

Bergen, 2021

List of abbreviations, tables and figures

Abbreviations:

- LK06- National Curriculum for Knowledge Promotion 2006
- LK20- Fagfornyelsen 2020
- 6 C's – Six competencies for deep learning
- SDT- Self-determination theory
- UNESCO- United Nations Educational, Scientific and Cultural Organization
- UDIR – The Directorate of Education and Training
- DL – Deep learning

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1. Introduction

From August 2020, the National Curriculum (LK06) for primary, lower secondary and upper secondary education and training is being gradually replaced by a new curriculum, Læreplanverket for Kunnskapsløftet (LK20). The new plan emphasizes the term *dybdelæring*. In English, the concept is often referred to as deep learning, (Fullan, Quinn, & McEachen, 2018a) deeper learning (Martinez & McGrath, 2014), deep approach (Biggs, Kember & Leung, 2001) or in-depth learning (Munden & Myhre, 2020, p. 171-172). This thesis will use the term deep learning when referring to *dybdelæring*. The topic deep learning has been researched earlier especially outside Norway, but to my knowledge, little research has been done in Norway as it has not been a focus area in the earlier curricula. As the teachers play an important role in choosing and practising how and what should be taught in school, I found it crucial to get their perspective. Bearing in mind this, the present thesis investigates Norwegian teachers' perceptions of the deep learning concept, and if there is a connection between deep learning and democracy and citizenship. Research like this thesis can offer insight to teachers' thoughts about this concept and where they might see benefits or challenges. This can be helpful to other teachers in Norway, as well as myself when starting my full-time teaching career.

1.1 Background and relevance

The increased focus on deep learning comes as a result of the implementation of the new curriculum, LK20. Since this implementation has newly started, it is therefore a current topic for teachers in primary and secondary schools all over Norway. Deep learning is presented in Stortingsmelding 28 as a new concept (Meld. St. 28 2015– 16). Furthermore, it is stated that “deep learning means that students gradually and over time develop their understanding of terms and contexts within a subject” (My translation: Meld. St. 28 2015– 16, p. 14). Several researchers question the presentation of deep learning as a new concept. Among these is Engelsen (2019, p. 54), who states that the descriptions of deep learning in Stortingsmelding 28 in many ways resemble the discipline-centered curriculum dominating in the USA in 1950

and 1960's. She states that it seems like "old ideas are reoccurring in new disguises" (Engelsen, 2019, p. 54). Raaen & Østerud (2017, p. 180) also question the presentation of deep learning as a new mantra. The presentation is done without mentioning how the relationship between deep learning and surface learning have been thematized and viewed from different perspectives by educators for several generations. According to Raaen & Østerud (2017, p. 180) articles from Norsk Pedagogisk Tidsskrift between 1980 and 1990 discussed the aspects of what is now referred to as deep learning. However, Stortingsmelding 28 (2015-2016) does not mention that these thoughts have been presented before.

The revision and implementation of new curricula worldwide is a result of comprehensive societal changes (Dypedahl & Myklevold, 2018, p. 40; see also Fullan, Quinn, & McEachen, 2018b). As our society changes, schools have to adapt in order to facilitate learning that prepares pupils to meet future skills. Up until today, the Norwegian school system today has not been through a change in the curriculum since the revision in 2013. Fullan et al. (2018a, p. 19) argue that school systems are outdated, and further state that tuition can be boring and alienating which will not be tolerated by students. Previous research conducted outside Norway reveals that the percentage of students being actively engaged in the classroom has dropped. From kindergarten and during the early school years around 95% of the students were engaged, but when the students reached 10th grade the percentage had dropped to 39% (Jenkins, 2013, p. 105). Equivalent studies (see also Wolk, 2017) therefore conclude that the educational system we have had until now does no longer work in its best purpose. The dynamics in a global and connected world force radical changes. There is a possibility that the changes done in LK20 are inspired by discoveries from research and practices outside Norway, where concepts like deep learning and different focus areas than the traditional school system have been implemented. The core curriculum connected to LK20 has an overall focus on three interdisciplinary topics. These topics are to be the basis of all subjects in Norwegian schools. They are called *health and life skills, sustainable development and democracy and citizenship*. The interdisciplinary topics are based on societal challenges which demand engagement and effort from individuals and communities. A common goal for the interdisciplinary topics is to help the pupils achieve understanding and see connections across subjects (Utdanningsdirektoratet, 2017). What the interdisciplinary topics entail in each subject, is elaborated on in the subject curricula. As mentioned, this thesis will focus on democracy and citizenship in the English subject which entails developing the students' comprehension by understanding that their perception of the world is dependent on the culture

they belong to. By learning the English language, the students are better equipped to meet different societies and cultures, and the language opens up for an ability to communicate with people all over the world. This can contribute to several ways of perceiving the world, creating curiosity and engagement, as well as preventing prejudices against other cultures (Utdanningsdirektoratet, 2019). The deep learning concept might be able to help the students to master the expectations of becoming functioning citizens.

1.2 Research questions and limitations

This thesis will investigate six teachers' perceptions of deep learning. It will also seek answers to how deep learning is implemented in their teaching, and how the use of deep learning can foster democratic competence in the English subject. A limitation to the study is that this thesis will investigate perceptions, which means that one cannot know if the teachers' perceptions differ from their practice. The aspect of evaluating if the student has attained deep learning, will not be investigated in the present study.

The new curriculum LK20 emphasizes three interdisciplinary topics, called "health and well-being", "democracy and citizenship" and "sustainable development" (Meld. St. 28, 2015–16, p. 7). To limit the scope of this study, the present thesis focuses on connecting deep learning to the aspect of democracy and citizenship. By attaining a deep learning approach, the students are to gain skills and knowledge they can use, in present and in adult life. Deep learning also encompasses the focus on communication and citizenship (Fullan, Quinn & McEachen, 2018a, p. 16) which is prominent for democracy and citizenship. The focus area of democracy and citizenship is chosen in light of increased globalisation and the importance of gaining social competencies to communicate and interact with people from other cultures. Gaining insight into other peoples' situations, and being able to compare this to own situations, may contribute to a deeper understanding of others. This understanding, in addition to communicative skills, might aid in finding peaceful solutions to problems, despite different interests. The understanding of democratic values may also be important for students to participate in democratic processes in their adult life and learn how to peacefully live together as citizens of the same community.

Bearing in mind what is being investigated, the following research questions have been formulated:

- **What are teachers' perceptions on deep learning?**
- **How do teachers implement deep learning in their teaching?**
- **How can deep learning foster democracy and citizenship in the English subject?**

1.3 Structure of the thesis

Following this introduction, chapter two is dedicated to the theoretical framework used to gain an understanding of this study. Relevant concepts, framework and theoretical perspectives are limited to answer the research questions. Moreover, chapter three is dedicated to the method and materials employed in this qualitative study, and the choices for using qualitative method and limitations in relation to the study are being justified. Furthermore, the results from the thematic analysis are presented in chapter four, while chapter five discusses the results in light of the relevant theory. The final chapter, chapter six, includes a summary presentation of the main findings in this thesis, and discusses aspects for further research.

1.4 Chapter summary

This study focuses on how six teachers in Norway perceive the concept of deep learning, and how deep learning can foster democracy and citizenship in the English subject. Chapter 1 gives an introduction to the field and topic of deep learning. In Stortingsmelding 28, deep learning is presented as a new term, which means for students to “gradually and over time develop their understanding of terms and contexts within a subject” (my translation: Meld. St. 28 2015-16, p. 14). However, it has been debated whether or not the concept of deep learning is new, or if it is a new way of representing old ideas. The focus on deep learning comes as a result of implementation of a new curriculum, LK 20, and is therefore a current topic for teachers in primary and secondary schools all over Norway. LK20 focuses on three interdisciplinary topics, where one of them is called democracy and citizenship. This study looks at how deep learning can contribute to foster democracy and citizenship, in terms of students gaining competence and understanding to become functioning citizens of the world they live in. Towards the end of this chapter, the research questions and limitations for the study are presented, as well as an outline of the thesis' structure.

2. Theoretical background

The aims for this research are to explore teachers' perceptions of the deep learning concept and how this may be connected to the interdisciplinary concept of democracy and citizenship. This involves understanding what deep learning is and how it is connected to democracy and citizenship. This chapter will discuss the theoretical underpinnings of my thesis. Firstly, the aspect of deep learning is presented in 2.1, to give an understanding of the concept. Secondly, 2.2 provides insight to the advantages of deep learning. Prominent for deep learning, is Vygotsky's (1978) sociocultural perspective on learning presented in 2.3, which entails the *Zone of Proximal development and scaffolding* (2.3.1). These aspects are subsequently discussed in relation to the *Model of Mastery* (Meichenbaum & Biemiller, 1998) in 2.3.2. As a result of all students having different needs, *differentiation and varied teaching* is elaborated on in 2.4. In relation to the final research question, *democracy and citizenship* is presented in 2.5, with a differentiation between a global and a local level. Section 2.6 introduces *teacher cognition* in order to understand what influences the teachers' thoughts and choices. The theoretical background presented in chapter two will serve as a basis for the discussion in chapter five.

2.1 Defining deep learning

To get a better understanding of what deep learning is, it is necessary to take a look at the term itself. According to The Norwegian Directorate for Education and Training deep learning means "to gradually develop knowledge and lasting understanding of terms, methods and contexts in and between subjects. This involves reflecting upon own learning and using what has been learnt in different ways in familiar and unfamiliar situations, alone or together with others" (Utdanningsdirektoratet, 2018). Munden & Myhre (2020, p. 66), who use the term in-depth learning instead of deep learning, refer to the Norwegian Directorate of Education and Training's definition and state that it is both helpful and unhelpful that in-depth learning is a term that teachers must fill with meaning themselves. It is helpful that teachers are to choose how they want to teach deep learning, which entails for instance making decisions about what working methods are suitable for their students. On the other hand, this can be unhelpful as it may result in diverse perceptions and diverse practise of the concept. Moreover, Munden & Myhre (2020, p. 66) state that in-depth learning should be a

reminder that education needs to be concerned with what makes good learning and good teaching. The focus should be on how pupils learn and how teachers should organise English sessions so that in-depth learning can happen (Munden & Myhre, 2020, p. 66).

Biggs et al. (2001, p. 135) identify two levels of processing information while learning. These levels are referred to as surface approach and deep approach. Students who adopt a surface approach will focus on the task or text in itself and not the meaning behind the task (Biggs, et al., 2001, p. 135), whereas students with a deep approach of learning are the ones who show interest in the meaning behind a given topic and attempt to deepen their own understanding by linking it to previous knowledge.

According to Fullan et al. (2018a, p. 16) deep learning is the process of acquiring six global competencies that describe the skills needed to flourish as citizens of the world. The competencies referred to as the 6 C's are *character, citizenship, collaboration, communication, creativity and critical thinking*. They encompass compassion, empathy, socio- emotional learning and related skills required to function in a complex universe. They established a set of definitions for each competency to bring clarity to the concepts.

Developing **Character** means taking responsibility and gaining skills of self-regulation and integrity, as well as grit, tenacity perseverance and resilience.

Citizenship refers to thinking like global citizens and taking global issues into considerations, based on a deep understanding of diverse values and worldviews. This also involves showing genuine interest and ability to solve complex world problems that impact human and environmental sustainability.

Collaboration refers to being able to work independently but synergistically in teams, gaining interpersonal and team- related skills. This involves managing team dynamics and challenges that may occur. Social, emotional and intercultural skills are also part of collaboration. In addition, learning from and contributing to the learning of others is essential.

Communication means communicating effectively with a variety of styles, modes and tools, which also includes digital tools. The concept of communication also involves adapting communication for different audiences. The student should also be able to reflect upon and use the process of learning to improve communication.

Creativity means having an “entrepreneurial eye” for economic and social opportunities and being able to ask relevant and exploring questions. A creative person takes leadership and turns ideas into actions, which implies considering and pursuing novel ideas and solutions.

A person who engages in **Critical thinking** is able to solve problems, evaluate information and arguments. Constructing meaningful knowledge by making connections and identifying patterns is also essential for critical thinking. The concept further focuses on experimenting, reflecting and taking action on ideas in the real world.

Deep learning occurs when a student uses acquired knowledge, understanding, competence and thinking skills to solve problems. Students work independently or in collaboration with others, often using digital, creative and innovative solutions. They are able to reflect and pose critical questions. Through development of self-reflection, inquiry and perseverance the students successfully face new challenges with confidence and tenacity (Fullan et al., 2018a, p. 128).

2.2 Why deep learning?

The deep learning concept is implemented to engage students. In Stortingsmelding 28 (2015-2016, p. 14) states that when tuition stimulates for student reflection upon own learning, seeing the value of and learning to use relevant learning strategies, it can contribute to motivation and learning. Fullan et al. (2018a, p. 19) state that while deep learning is beneficial for all, it is especially beneficial for students from a disadvantaged background and those underserved by conventional schooling. Furthermore, they claim that deep learning is inclusive and provides opportunities for all students to succeed, despite learning challenges. “When students pursue deep learning in areas of relevance to their own lives and interest, they improve in academic areas as well as finding their place and voice” (Fullan et al., 2018a, p. 50). This deeper engagement and accelerated progress result from an increased specificity of the learning outcomes, the focus of the six competencies and the deep learning experiences that are fostered. By reflecting upon own learning, the students develop tools and strategies for learning which may be put to use in school settings as well as other settings later in life (Meld. St. 28, 2015– 16, p. 14). Fullan et al. state that deep learning can be a life changing experience for students from poorer backgrounds, because they may begin to sense a power to direct their own lives and improve the lives of others. For instance, a student who is interested in cars and enjoys practical work, may develop knowledge and skills through experimenting, reading and expanding their knowledge about cars. This student may begin to sense the power to direct their own life, if the knowledge and skills attained, helps them to get a desired job,

for instance as a car mechanic. The student may thereby become motivated as they see a connection between the deep learning in school and the impact this knowledge and skills may have on in their future life. These deep learning thoughts may also have a profound impact on the schooling system because the mindset shifts from fixing broken students to growth and unleashing potential (Fullan et al., 2018a, p. 50-53). The aspect of learning can also be seen in light of sociocultural theory, as elaborated on next.

2.3 Sociocultural perspective on learning

The foundation for sociocultural theories were laid by the Russian psychologist Lev Vygotsky (1896-1934) and has been further discussed by succeeding scholars. Sociocultural theories value interactions with others as a significant part of enabling learning processes. According to Jensen (2007, p. 30), learning is the acquisition of knowledge, skills, attitudes and understanding of when and how these are to be used. Through this, the individual is able to contribute in a positive manner in social contexts and thus gains accept and belonging to a community. In this context language and participation to the community are basic factors. From a sociocultural perspective learning is something that occurs in an interaction between an individual and the social environment (Solerød, 2012, p. 224). This implies that we are born into a social context and develop as humans through social interactions. Human beings are dependent on a social environment to develop and learn. The experiences we gain through these interactions can then be conveyed through our own language. Language is the key to express and share opinions, experiences and thoughts with others, and learning happens through our own and other's experiences. In a learning society every human has different knowledge, and by contributing with their competences people can construct new knowledge together. This builds a foundation for new understanding, development and learning (Solerød, 2012, p. 227). From a sociocultural perspective, learning and development cannot happen through knowledge transfer or individual construction processes (Dysthe, 1996, p. 107-108). In practise, this means that learning cannot happen through passive instruction from a teacher. The students need to be actively engaged and connected to others in order to attain new knowledge. In connection to this Vygotsky mentions that competent peers, in addition to adults, can contribute to child development (1978, p. 86). A good learning environment is important to promote good learning processes. Learning environment is the cultural, relational and physical environment at school, which may impact the student's learning, health and well-being. If a student arrives with the expectation of mastering a task, feels safe when

making mistakes and asking if something is unclear, this contributes to promote good learning. The social relations in the learning environment, for instance classmates in a school context, are important, as a lot of learning happens through social interactions with others (Vygotsky,1978, p. 86; see also Meld. St. 28, 2015– 16, p. 14). A good learning environment is important to promote good learning processes. Learning environment refers to the cultural, relational and physical environment at school, which may impact the student's learning, health and well-being. If a student arrives with the expectation of mastering a task, feels comfortable with making mistakes and asking if something is unclear, this contributes to promote good learning. The social relations in the learning environment, for instance classmates in a school context, are important, as a lot of learning happens through social interactions with others (Meld. St. 28, 2015– 16, p. 14).

Sociocultural learning can be connected to deep learning because Vygotsky and Fullan et al. (2018a, p.16) both present similar thoughts. In Fullan et al.'s presentation of the 6 C's two of the c's, Collaboration and Communication, have the same ideas for learning as Sociocultural theory. For instance, Collaboration means working in teams and gaining interpersonal and team- related skills, and sociocultural theory values interactions with others as a significant part of a human's learning processes. In addition to this, Collaboration essentialises learning from and contributing to the learning of others, which is corresponding to the sociocultural thought that every human has different knowledge, and by sharing it, people can construct new knowledge together. This also relates to Communication because it has to do with communicating effectively with different audiences, which is something that according to sociocultural perspective, happens through language. As language is the key to express and share opinions, experiences and thoughts with others, this is prominent to be able to reflect upon communication in the learning process.

2.3.1 Zone of proximal development and scaffolding

Vygotsky developed a method to understand children's' development. He distinguishes between the child's actual development level that refers to growth that has already taken place, and the child's potential development level that refers to growth that may be accomplished. Vygotsky defined the distance between these two levels as the *Zone of proximal development*.

“The distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peers” (Vygotsky, 1978, p. 86).

According to Chaiklin (2003, p.41) it is a common perception that the zone of proximal development presupposes an interaction on a task between a more competent person and a less competent person. The less competent person becomes independently proficient at what was initially a jointly accomplished task, or as Vygotsky states “What the child is able to do in collaboration today he will be able to do independently tomorrow” (Vygotsky, 1987, p. 211).

The zone of proximal development can be illustrated by drawing a circle of the knowledge and skills the child master. The inner circle (yellow) illustrates the student’s existing knowledge and skills. This is to be considered a scaffold which can be supplied with additional knowledge and learning can be built upon. The red circle represents what the student is able to master alone, while the circle outside (blue) represents the zone of proximal development. This zone illustrates the child’s opportunities for learning with guidance and instruction from for instance a teacher.

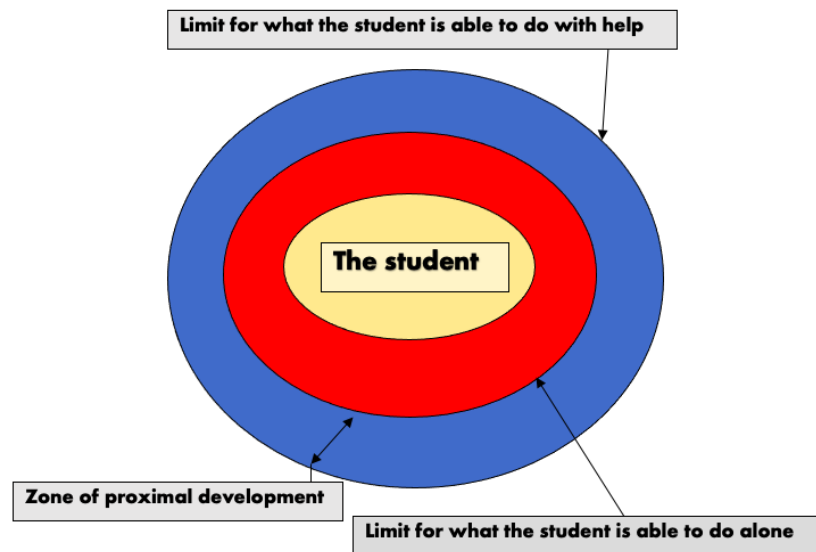


Figure 1: Vygotsky’s Zone of Proximal Development (Based on Imsen, 1998, p. 159)

Imsen (1998, p. 159-162) states that the child's learning objectives need to be within this zone for the child to benefit from schooling. If the learning objectives are placed outside the zone of proximal development it will not be possible for the child to learn, because the distance between existing knowledge and what is to be learnt is too broad (Jensen, 2007, p. 16-17).

This concept is also mentioned by Meichenbaum & Biemiller (1988, p. 88 - 89) who state that students that do not succeed are rarely asked to perform tasks that are just beyond their levels of competence. Instead, they are often presented with tasks that are too difficult or tasks that are not challenging enough. In other words, this can be connected to Vygotsky's theory, where tasks given to the child are outside the zone of proximal development, and therefore the students fail to succeed. Jensen (2007, p. 17) expresses that a functional learning community is essential for students to achieve learning at school. Furthermore, he states that it is hard for teachers to follow up every student individually over time. Therefore, he suggests that the students should function as learning resources for each other through cooperation, help and reflection around learning processes. This way students can achieve individual learning with support from peers and gain social competence through contribution to the class community (Overland, 2015). The teacher's role should be to follow up with support and guidance, as well as organizing for different learning activities. This is also central in The Directorate of Education and Training's core curriculum

"To share, help others and be mutual dependent on each other is central in collaboration. When the teacher leads reflection over collaboration through process and self-evaluation, this can contribute to deep learning and increased awareness of own skills and the value of solving challenges together with others"
(Utdanningsdirektoratet, 2020, p. 3)

In order for students to learn something at a deep level, they need to be motivated. According to Ryan & Deci (2000, p. 54), being motivated means to be moved to do something. The self-determination theory (SDT) is a framework that conceptualizes the motivation that underlies the choices people make. The SDT differs between intrinsic and extrinsic motivation. Ryan & Deci (2020, p. 2) portray intrinsic motivation as "activities done for their own sake". This means performing an activity for the inherent satisfaction of the activity itself (Ryan & Deci, 2000, p. 56). When an individual is intrinsically motivated, he or she is passionate about the task, and after it is done, gets a feeling of satisfaction or fulfilment. The term extrinsic motivation refers to the performance of an activity in order to attain a specific outcome like a reward, or to avoid punishment (Ryan & Deci, 2000, p. 60). Intrinsic motivation creates a

different environment for learning. This makes students learn because they “want to”, instead of learning because they “have to”.

Ryan & Deci (2000, p. 65) identify three basic needs that fuel intrinsic motivation, namely *competence, relatedness and autonomy*. Competence means having the ability to master the task and control the outcome of an activity. In the school context, this may entail that a student is competent enough to find information about a topic, or successfully is able to complete a task given by the teacher. Relatedness refers to the need to feel connected to others, which implies having relations with others and caring for others. In the school context this means that students need to feel respected by other students and by the teacher (Ryan & Deci, 2000, p.64). The learning environment and relation to other students and the teacher is especially important for relatedness. In contrast to that, the need for autonomy is a psychological desire to be independent. This involves starting and regulating activities on your own. According to Ryan & Deci (2000, p. 65) there is a distinction between behaviours that emanate from the student’s sense of self, which is volitional and accompanied by the experience of freedom and autonomy, and those that are accompanied by the experience of pressure and control and are not representative of oneself. If students are to feel free from pressure and control in school, they should have the opportunity to influence the teaching situation. For instance, the students may influence what topics could be interesting to learn more about, and which approaches could be useful to investigate it further.

2.3.2 Model of Mastery and learning situations

There is a complex relation between the students’ learning approaches and their motivation to learn. Meichenbaum & Biemiller (1998, p. 66) who have based their understanding of learning on Vygotsky’s theory, introduce an active model of education which mentions three different learning situations where student and teachers have different roles. This model called *Model of Mastery* aims to enable individuals to assume responsibility for accomplishing real tasks in increasingly complex and authentic contexts. This is similar to the deep learning concept as it aims for students to use acquired knowledge, understanding and competence to face new challenges with confidence and tenacity (cf. Fullan et al., 2018a, p. 128). Meichenbaum & Biemiller state that in order to reach this goal students must:

- Learn new skills and concepts
- Apply acquired skills effectively by planning and accomplishing a variety of complex, authentic tasks in which the skills are needed
- Accomplish these authentic tasks independently without help

In most learning settings students and teachers have complimentary roles. These give implications on how students and teachers relate to each other. Meichenbaum & Biemiller (1998, p.75) explain three different roles that occur with increasing student self-direction and corresponding teacher roles. The student's roles are acquiring, consolidating and consulting, while the teacher's roles are instructing, scaffolding and mentoring.

When a student is first introduced to a new task or skill, the learner's role is to figure out how to use the concept or perform the skill. This is called the **acquiring role**, where the learner observes, imitates and acts under the guidance of the instructing teacher. In this situation the teacher usually models, explains, demonstrates and guides the students through strategies to master novel tasks. As the student's competence at a given task improves, they assume a **consolidating role**. At this stage the student is able to perform the taught task or skills as demonstrated. The teacher takes a scaffolding role and is less prominent, because the student in the consolidating role requires reduced guidance and support. If a student practices a skill in the consolidating role, the skill often becomes automatic due to repeated practise. As the skills become more automatic, this frees up mental capacity, so the student is able to execute more than one skill at the time. Repeated practises within the domain, may also help the student to be more efficient when planning new tasks or applying familiar tasks and procedures in new contexts (Meichenbaum & Biemiller, 1998, p. 91). This role may be compared to what Biggs et al. (2001, p. 135) call surface approach, because the student focuses on performing the task itself, but does not yet reflect upon why it is to be done. When a student has consolidated a skill or strategy, they assume a **consulting role**, which involves consulting with self or others regarding that skill or strategy. A consulting student can perform requisite skills and plan for application, as well as providing assistance to others. A consulting role further requires taking a leadership role and becoming mindfully reflective. These roles can be compared to what Fullan et al. (2018a, p. 16) refers to as gaining skills within Creativity, as a creative person is one that takes leadership. In relation to deep learning the consulting role can further be connected to Communication and Critical thinking as it involves reflecting upon the process of learning. As a consulting role also entails

communicating with others, gaining competence in regards of social, emotional and intercultural skills, which is prominent for collaboration with others. In a consulting role the student “must be able to teach others as she reflects on her own process of learning” (Meichenbaum & Biemiller, 1998, p. 77). Students who can successfully provide consultation to others regarding tasks, are usually able to construct and accomplish tasks of similar complexity without assistance. The teacher therefore enters the role of a mentor, who in some cases provides relevant tasks. Repstad & Tallaksen (2006, p. 40) state that among the most useful things in school is the ability to understand how one learns, so that one is able to use it in new situations where no one is available to instruct. This is also the essence in Zone of Proximal development as students become prepared to solve tasks on their own and are able to expand their knowledge horizon (Vygotsky, 1987, p. 211). Additionally, the consulting role may be compared to what Biggs et al. (2001, p. 135) call deep approach of learning because the students show interest in reflecting on a given topic and attempt to deepen their own understanding by linking it to previous knowledge.

In order to enable students to assume responsibility for accomplishing real tasks in increasingly complex and authentic contexts they need to be able to take on the acquiring, consolidating and consulting roles during the learning process. Meichenbaum & Biemiller (1988, p. 89) explain that low achieving students continually struggle to keep up with the more demanding tasks that are offered. They state that it is common for low- achieving students who become proficient at a given skill to aim for acquiring new skills instead of reflecting, teaching others and applying what they have learnt to new material. As a result, they stay in the acquisition and consolidation roles instead of experiencing the consulting role. This way they rarely have the opportunity to perform their skills on authentic tasks, and seldom see the relevance of what they learn to real life constructions.

Summing up, we can state that a student needs to be actively participating in order to learn. When a student is able to understand own learning processes and strategies it will have an impact on their results and motivation. This may again contribute to deep learning, as the student reflects upon own understanding (Meld. St. 28, 2015– 16, p. 39). In order to nurture independent learners, the teacher must give students tasks that accommodate the opportunity to acquire, consolidate and consult. “Putting students in a consulting mode is a critical step in developing their mastery” (Meichenbaum & Biemiller, 1998, p. 184). For students to take on a consulting mode, Meichenbaum & Biemiller suggest that teachers should facilitate for

language-based activities and other forms of mental representation. In relation to this they suggest using methods like peer tutoring and writing to nurture self-reflective and self-directed behaviour (1998, p. 184-185). Peer tutoring has been found to increase academic gains for both tutor and student, especially for those with learning disabilities (Meichenbaum & Biemiller, 1998, p. 167). Meichenbaum & Biemiller (1998, p. 167) also claim that those who serve as tutors and provide detailed elaborations to others learn the most, although the passive learners who are exposed to high-level reasoning also benefit from peer-based instruction. They mention different forms of peer teaching that can be effective for students to assume a consulting mode. An example is cross age tutoring, where older students are assigned to work with younger pupils. The tutoring student should work at a performance level where his or her skills have been consolidated, so that the student is ready to develop consultative skills. Another way of doing peer tutoring is what Meichenbaum & Biemiller (1998, p. 173) call collaborative learning, which occurs when pairs or groups of students have approximately equal knowledge and skills. The thought behind collaborative learning is an informal setting to share ideas, exchange answer sheets, check each other's homework, journals, texts etc. An example of collaborative learning is the *Think- Pair- Share* method, which is a strategy designed to provide students to think about a given topic and formulate individual ideas before sharing thoughts with another student in a pair. After discussing in pairs or small groups, the students can be asked to share their answers with the rest of the class. This learning strategy encourages classroom participation and helps students to work in groups (Usman, 2015, p. 39).

In addition to peer tutoring, using writing can also contribute as a means to consulting competence (Meichenbaum & Biemiller, 1998, p.177-179). This can happen, for instance through having students reflect upon their performance, either orally or in print. The students can gain consulting competence through writing diaries, logs or journals of their learning activities. The teacher can guide students by asking leading questions that make them reflect upon their work. An example of this can be to use the KWL- strategy, which is a strategy to comprehend, summarize and reflect on knowledge about a topic (Carr & Ogle, 1987, p. 626). The students need to answer the three questions; What do I know (K), what do I want to know (W) and what have I learned (L) (Carr & Ogle, 1987, p. 628).

The teachers must facilitate for materials and tasks adjusted to student achievement levels, in order for the students to assume a consulting mode. This is stressed by Meichenbaum &

Biemiller who mention that while all students have the ability to learn, they cannot all learn the same things at the same time. They further state “for any teacher whose goal is student success and student progress, some differentiation is necessary” (Meichenbaum & Biemiller, 1998, p. 135).

2.4 Differentiation and varied teaching

As established above, classrooms include children with different needs and abilities. In order to accommodate these needs and abilities, the teachers can use an instruction technique called differentiated instruction (or multilevel instruction) (Hardman, Drew, & Egan, 2011, p. 74). The word differentiation is translated from Latin and means “to separate” or “make a difference” (Håstein & Werner, 2017, p. 22). In the school context, differentiated instruction is a systematic approach to plan instruction for academically diverse learners (Tomlinson & Strickland, 2005, p.6). Differentiated instruction provides students with different ways to access and learn the content within the educational curriculum. It is a teaching technique which gives a variety of instructional approaches within the same curriculum, which contributes to adapt the instruction to individual needs (Hardman et al., 2011, p. 74). Differentiated instruction therefore aims to honour each student’s learning needs and maximize each student’s learning capacity (Tomlinson & Strickland, 2005, p. 6).

Pedagogical differentiation deals with how the teaching in a subject is happening. It can happen through differentiating content, learning environment, responsibility, different tasks and their degree of difficulty (Repstad & Tallaksen, 2006, p. 39). Tomlinson & Strickland (2005, p. 7) explains that differentiating is useful to increase the possibility of each student learning as much as possible in an efficient way. For instance, the teachers can differentiate the content, which is what the students should know and understand. The content of what is to be learnt is further defined by the curriculum. However, the teacher’s knowledge about the topic, as well as the teacher’s autonomy to choose which areas to focus on is one of the most critical factors when it comes to choosing content. The students can access content in many ways, for instance through the teacher talking, through textbooks, supplementary materials, technology, demonstrations, field trips etc. Tomlinson & Strickland (2005, p. 7) states that a wise teacher asks, “what are all the ways I might help my students gain access to new knowledge, understanding and skills as we move through this topic?”

Another way to differentiate the teaching is to give the students the opportunity to work with material through different working methods. Repstad & Tallaksen (2006, p. 40) calls it learning strategies that raise awareness towards the types of working methods that are useful for the student to attain knowledge. Examples of learning strategies can, for instance, be repetition for instance through reading and rereading a text several times. It can also be collaboration with others or talking to someone else about a chosen topic. It can be challenging to choose one working method that is suitable for all students to attain new knowledge. Therefore Repstad & Tallaksen (2006, p. 42) explain that by varying methods the teacher is able to facilitate learning for as many students as possible.

A teacher can also differentiate products which deals with how the students are to demonstrate what he or she has come to know, understand and is able to do. It refers to the student's outcome after a period of learning. Product assignments can take many forms, for instance tests, oral conversations, group presentations, museum exhibits, written essays or video tapes. It is the teacher's responsibility to vary how students demonstrate their learning outcome. Tomlinson & Strickland (2005, p. 11) emphasizes that if for instance a standard test is the only option, many students may feel that their ability to show what they have learnt is restricted.

Differentiating the learning environment entails examining how space, time and materials can be used flexibly. Tomlinson & Strickland (2005, p. 14) explains that a wise teacher involves students in the decision about how to make the classroom environment work. This can give students a sense of ownership in their classroom, and they are often more efficient and creative than a teacher who also has other responsibilities. For instance, the furniture can be rearranged to allow for individual, small group or whole group work. Another way is to arrange one space for conversation and one space for quiet concentration.

Differentiating time is about discussing what will make the use of time most efficiently in the classroom, for instance, deciding when it will be best to work as a whole class, or when it will be beneficial to work in smaller groups or independently. Some students will need additional instruction from the teacher in order to move ahead with the task or topic. Some students will finish tasks more rapidly than others, and some need more time.

2.5 Democracy and citizenship

According to United Nations Educational, Scientific and Cultural Organization (UNESCO) there has been a shift in education discourse and practise that recognises the relevance of resolving global issues in social, political, cultural, economic and environmental areas (2014, p. 11). UNESCO state that education and learning is moving beyond the development of knowledge and cognitive skills, and moving towards the building of values, soft skills and attitudes among learners. Global citizen education therefore aims to be transformative, to build knowledge, cognitive, socio-emotional and behavioural skills, values and attitudes that learners need to be able to contribute to a more inclusive, just, peaceful and sustainable world (UNESCO, 2014, p. 15).

2.5.1 On a global level

With an increased globalization of the world, there has also been an increased focus on equipping individuals from an early age and throughout life with knowledge, skills, attitudes and behaviours they need to be informed, engaged and empathetic citizens (UNESCO, 2014, p. 11). On a global level citizenship refers to a sense of belonging to a broader community and common humanity. This implies a focus on political, economic, social and cultural interdependency and interconnectedness between the local, the national and the global (UNESCO, 2014, p. 14). The education community is also paying increasing attention to the relevance of education in terms of understanding and resolving these issues. Three core conceptual dimensions have been formed to serve as a basis for defining global citizenship education goals, learning objectives and competencies, as well as priorities for assessing and evaluating learning (UNESCO, 2015, p. 14). The dimensions include aspects from domains of *cognitive*, *socio emotional* and *behavioural* learning. The cognitive aspect aims for students to acquire knowledge, understand critical thinking about global, regional, national and local issues and the interconnectedness and interdependency of different countries and populations. The socio- emotional aspect means to have a sense of a common humanity, sharing values and responsibilities, empathy, solidarity and respect for differences and diversity. Lastly, the behavioural aspect aims for students to act effectively and responsibly at local, national and global levels for a more peaceful and sustainable world (UNESCO, 2015, p. 15).

“Education gives us a profound understanding that we are tied together as citizens of the global community, and that our challenges are interconnected” (UNESCO, 2015, p. 14). Therefore, over 1600 participants from 160 countries all over the world signed The Incheon Declaration for Education 2030 in 2015. This declaration aims to set out a new vision for education from 2015-2030 (UNESCO, 2016, p. 5). The aim is to “[e]nsure inclusive and equitable quality education and promote lifelong learning opportunities for all “(UNESCO, 2016, p. 5). Citizenship on a global and local level aims to engage and assume an active role in order to face and resolve global challenges, and to become proactive contributors to a more just, peaceful, tolerant, inclusive, secure and sustainable world (UNESCO, 2013, p. 3). Global citizenship education is built on a lifelong learning perspective. It is for both children, youth and adults. Citizenship education can be delivered in formal, non-formal and informal education, which means that it is not only learnt in the school context, but a process learnt from life experiences (UNESCO, 2013, p. 3).

Global citizenship education includes 4 main core competencies which may be compared to Fullan et al.’s (2018a, p. 16) competencies for deep learning. The first is knowledge and understanding of global issues and trends and key universal values like peace, diversity, justice, democracy, caring and tolerance, which can be compared to Character and Citizenship (Fullan et al., 2018a, p. 16). Secondly it includes competencies in terms of cognitive skills for critical, creative and innovative thinking, problem solving and decision making. These skills are similar to Fullan et al.’s (2018a, p. 16) Creativity and Critical thinking. Furthermore, the third core competency is non cognitive skills such as empathy, openness to experiences, other perspectives and communicative skills for interacting with people from different backgrounds and origins. These non- cognitive skills may be compared to what is described as Collaboration and Communication (Fullan et al., 2018a, p. 16). The fourth and final competency includes behavioural capacities to launch and engage in proactive actions (UNESCO, 2013, p. 4).

In order to reach these competencies, there is a need for transformative education which encourages learners to critically analyse real life issues and identify possible solutions in a creative and innovative way. Education should also support learners to respect differences and diversity and focus on student engagement in order to make desired changes. People outside the learning environment, from other communities or societies should also be included. In order for the teachers to deliver such pedagogy, it may be necessary with additional training

and guidance (UNESCO, 2013, p. 5). A pedagogical approach that may be useful to accommodate these aims, is the focus on deep learning. Several of the aims from Incheon Declaration of Education 2030 (UNESCO, 2016, p. 5). are in line with competencies for deep learning (cf. Fullan et al., 2018a, p. 128), for instance, both focus on creative and innovative solutions to problem solving. In addition, both sources emphasize critical thinking and communicative skills as important competencies.

2.5.2 On a national and local level

On a national level, Norway has committed itself to the goals of The Incheon Declaration by signing it in 2015. Stortingsmelding 28 creates the basis for the new curriculum LK20, which promotes a desire to renew the content of the curriculum to accommodate a changing society. In relation to this it was decided that the new curriculum (LK20) is to have three interdisciplinary topics, which serve as a basis for education. These are called “health and well-being”, “democracy and citizenship” and “sustainable development” (Meld. St. 28, 2015– 16, p. 7). The topic of democracy and citizenship aims to give pupils knowledge about the basic tenets of democracy and its values and rules which is to prepare them for participation in democratic processes. The pupils shall train their ability to think critically, learn to deal with conflicts of opinion and respect disagreement.

“By working with the democracy and citizenship topic the pupils shall develop an understanding of the relation between individual rights and obligations. Individuals have the right to participate in political activities, while society is dependent on citizens exercising their rights to participate in politics and influence development in the civil society. The school shall stimulate the pupils to become active citizens and give them competence to participate in developing democracy in Norway” (Utdanningsdirektoratet, 2017, p. 14).

By focusing on democracy and citizenship from different angles and applying knowledge and skills in different subjects, the student should get a greater understanding and competence for the specific subject. In addition to this, it will provide insight to how a subject illuminates a topic in different ways. This can give the student motivation and a better understanding of the profession (cf. Meld. St. 28, 2015– 16, p. 38).

Democracy and citizenship also includes learning to interact in a diverse society with different cultures. Education should promote democratic principles and give the students the

right to co-determination. This should enhance the students understanding of democracy as a concept and their ability to participate in democratic processes within a society. This can be in a small society like a classroom, in the school context or in larger contexts like voting for elections in Norway. Democratic citizenship deals with how citizens live together in a community and how they contribute in different areas. The content of democracy and citizenship in school context may therefore include *learning about democracy*, *learning for democratic participation* and *learning through democratic participation*. (Meld. St. 28, 2015–16, p. 38).

On a local level and in a school context, it has also been defined what democracy and citizenship means in the English subject. The topic deals with developing the students' comprehension by understanding that their perception of the world is dependent on the culture they belong to. By learning the English language, the students are better equipped to meet different societies and cultures, and the language opens up for communication with people all over the world. This can be seen as *learning for democratic participation*, as the students are gaining understanding and communicative skills. Learning English can also contribute to several ways of perceiving the world, creating curiosity and engagement, as well as preventing prejudice against other cultures (Utdanningsdirektoratet, 2019). This may have derived from the Incheon Declaration for Education 2030 which emphasizes the promoting of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity (UNESCO, 2016, p. 48).

2.6 Teacher cognition

Chapters 2.1 - 2.5 have dealt with aspects underlying the concepts of deep learning and democracy and citizenship. The results in chapter 4 will show what the teachers know and how they reflect on these issues. However, in order to interpret the results from the focus group interviews, it is important to bear in mind the teachers' beliefs and what may impact their answers. Teacher cognition is used to refer to the unobservable cognitive dimension of teaching. This involves what teachers know, believe and think (Borg, 2003). Borg (2006, p .1) explains that teachers are “active, thinking decision- makers, who play a central role in shaping classroom events”. This means that understanding how cognition influence teachers' actions, can be helpful to understand the processes and mechanics behind their teaching.

Borg's (2003, p. 86) review of previous research on teacher cognition expresses that beliefs, thoughts and knowledge are intertwined, and may therefore not be separated from another. Figure 2 below is a model that includes the different factors that impact and contribute to teacher cognition.

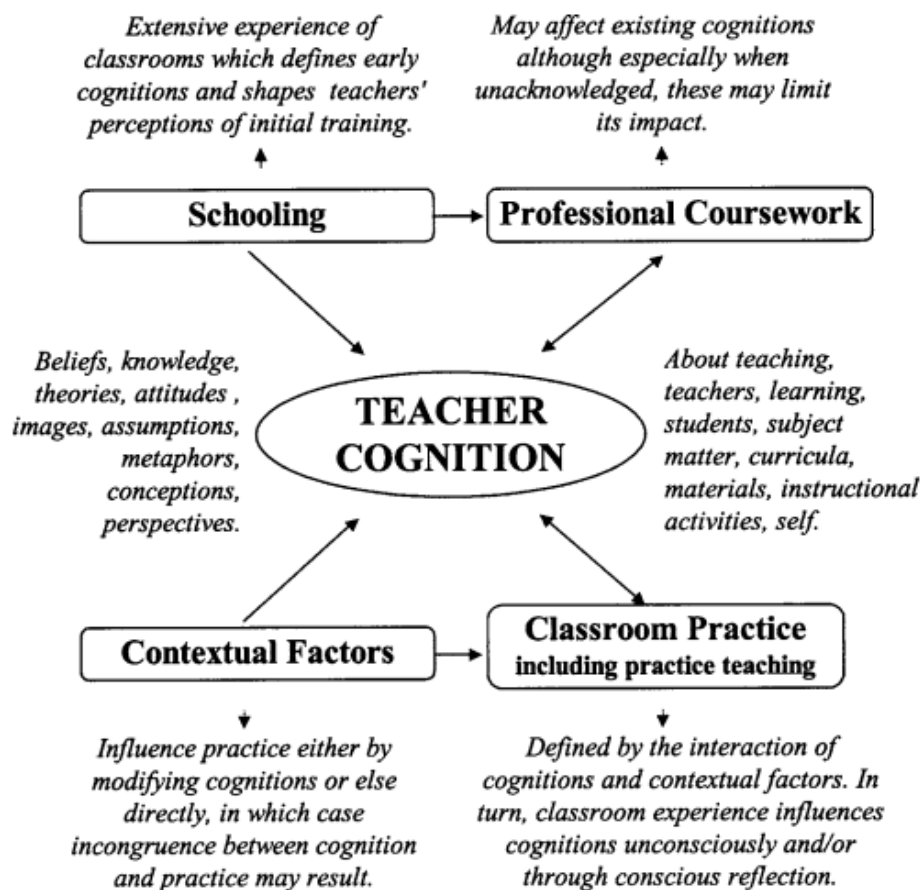


Figure 2: Simon Borg's model of teacher cognition (From: Borg, 2003, p. 82).

Teacher cognition is complex and may be influenced by factors like schooling, professional coursework, contextual factors and classroom practise (Borg, 2003, p. 82). Personal experiences from school can have an effect on the teachers' beliefs and cognition. For instance, positive and negative experiences with learning strategies may impact the way teachers use them in their classroom. Their view or thoughts on how a teacher should behave in a classroom could also impact their own behaviour. Previous schooling may impact the teachers' experiences of the professional coursework, which again can influence their cognition. For example, if a teacher student is presented with different theoretical perspectives

to learning, it may change or influence how the he or she views the concept of learning. Furthermore, there are several contextual factors that may implicate the teachers and their choices. These factors can be expectations from school administration, parents, or pupils, or practical factors like locations, or the availability of computers and books. In this case, Borg (2015, p. 324) states that contextual factors can either change the teacher's cognition, or the teachers can change their practice. If they change their practice, their cognition remains the same. The last factor that can influence teacher cognition is their experiences with classroom practices. For instance, a teacher may believe that a specific method will work well before testing it, but through classroom practise the teacher discovers that it did not go as planned. Through this experience the teacher might modify his or her cognition, based on their experience working with the method. One may therefore say that teacher cognitions are personally held, often unspoken systems of mental constructs which are defined and redefined on the basis educational and professional experiences, throughout the teachers' lives (Borg, 2015, p. 40). Even so, Borg (2003, p. 91; and Haukås (2018, p. 347) mentions that there often is a gap between teachers' beliefs and their actions. There might also be gaps between what the teachers want to do, and what they actually do. When investigating teachers' beliefs, it is important to bear in mind that these are complex, and that knowledge and personal experiences at times will be impossible to separate from each other. However, the teachers' beliefs have a big impact on the students because the teachers' cognition affects their choices in the classroom. It is therefore the foundation for the present study, namely, investigating teacher's perceptions on fostering deep learning in the English subject, and how this relates to the aspects of democracy and citizenship.

2.7 Chapter summary

This chapter has elaborated on theoretical underpinnings of the present study. Different perceptions and definitions of the deep learning aspect have been presented. Deep learning has been placed within the context of the sociocultural perspective on learning, as they share several similar features. Learning and development is according to a sociocultural understanding, something that happens in relation to and in interaction with other participants in social practices. This happens through communication, which is also central in deep learning. Vygotsky's proximal zone of development has been used to explain students' potential development. The aspect of differentiation and varied teaching is also brought up in relation to how teachers should facilitate for students to optimize their learning potential. The

SDT is also presented as the students need to be motivated in order to learn at a deep level. Students go through different stages in order to process and attain new knowledge and gain competence. This is explained through the Model of Mastery. This chapter also elaborates on democracy and citizenship, from a global and a local perspective. The role of education is to support peace, human rights, equity, acceptance of diversity and sustainable development (UNESCO, 2013, p. 1). Lastly, teacher cognition is brought up, as it is important to bear in mind what may impact the answers of the teachers participating in this study.

3. Methodology

This chapter gives detailed descriptions of the methodological design and research methods used in this thesis. Section 3.1 describes and explains the reasons for using qualitative semi-structured focus group interviews for this research. Furthermore, section 3.2 provides information about the participants, the interview guide as well as how the interviews were carried out. The transcription and the process of analysing data will be presented in section 3.3. Section 3.4 describes limitations to the study and ethical considerations. The final section of the methodology chapter (3.5) discusses aspects related to reliability and validity of this research project.

3.1 Choice of method

In order to answer the research questions, I have chosen a qualitative design for this study. A qualitative approach, in contrast to quantitative data is research based on descriptive data that does not make use of statistical procedures (Mackey & Gass, 2015, p.215). One approach often tied to qualitative research is the interview, which aims to understand the interviewee's daily life, from their perspective (Kvale & Brinkmann, 2015, p. 42). In order to answer the research questions underlying this project, it was essential to collect "rich" data about the teacher's perceptions on the aspects of deep learning and democracy and citizenship. Rich data entails getting careful and detailed descriptions of what is being studied, in opposition to quantifying data through for instance measurements (Mackey & Gass, 2016, p. 162).

3.1.1 Qualitative research and semi- structured focus group interviews

A qualitative approach with interviews was chosen as the main purpose of an interview is to obtain a special kind of information, where the researcher wants to find out what is on someone else's mind (Merriam & Tisdell, 2016, p. 108). Mackey & Gass (2016, p. 225) also state that an advantage of doing interviews is that it allows researchers to investigate phenomena that are not directly observable. As it would not be possible to observe teacher's perceptions on deep learning, it was necessary to specifically ask them about it in order to get more information about their perceptions. Focus group interviews were chosen to make the teachers discuss and converse around the topic of deep learning. Furthermore, focus groups were used with the intent to spark a discussion among people who will be directly working with the new curriculum in the future. Both personal and group interviews can be considered

a conversation, which is considered appropriate to get a deeper insight into the concept that is to be studied (Krogtoft & Sjøvoll, 2018, p. 198). As Yin (2011, p. 141) states, the groups are focused because individuals who have a common experience are gathered. In this case the individuals in the groups have in common that they are either primary or secondary school English teachers in Norway who all comply with the new curriculum. When conversing with this group, I served as the moderator, which implied inducing all members of the group to express their opinion with a minimum of direction. I also tried to ask follow-up questions whenever an interesting topic was discussed, in order to obtain more information about the topic. When the conversation stopped, I also guided the participants towards a new subtopic, to keep the conversation going.

Doing interviews in groups, rather than interviewing individuals has the advantage that it may lead to a more natural conversation, prompted by my research question. Therefore, I expected a more natural and vivid conversation, in opposition to a solo interview where it is more common to answer a list of questions. Focus groups may also in my opinion reflect real life situations in a better way than artificial individual interviews, as people tend to build their opinions in conversation with others, through discussion and exchanging ideas. Another advantage is that it is less time consuming, than individual interviews. At the same time, it can also result in a loss of depth because it means gaining less information from each participant. However, group interviews are desirable when suspecting that people may express themselves better when they are part of a group, than when they are part of a solo interview. It also opens up for discussion related to different perspectives of a topic (Yin, 2011, p. 142). As deep learning and democracy and citizenship are new topics in the curriculum, there is a possibility that the participants felt more comfortable discussing it with others instead of having a solo interview. Mackey & Gass (2016, p. 226) emphasize the importance of informants feeling comfortable in the interview situation. As a prerequisite to this they state that it can be useful to use the informants' first language or preferred language to express themselves. Mackey & Gass (2016, p. 225) note that this will make participants more comfortable in general and may remove concerns that for instance their English language proficiency may impact the quality of the data. With this in mind, the interviews were conducted in the informants' language of choice. All informants preferred the interview to be in Norwegian to be able to express themselves thoroughly about the topic. As a practical consideration, the interviews were also conducted in the schools in which the participants

work. This may have contributed to the participants feeling more comfortable in the interview situation, as the school is a familiar place to all respondents (Mackey & Gass, 2016, p. 226).

The collection of data was conducted through semi-structured focus group interviews, which is a good way of collecting rich data. A semi-structured interview can ensure that important aspects will be covered, and the interview guide with open-ended questions can provide new topics to keep the conversation going. The open-ended questions gave the teachers the opportunity to speak freely and openly about deep learning and democracy and citizenship, without me leading them towards their answers. In a semi-structured interview, the interviewer is able to ask follow-up questions to get more complementary answers (Krogtoft & Sjøvoll, 2018, p. 198). By choosing this interview form, I was able to ask follow-up questions as the interview went along. For instance, I asked the teachers to elaborate on their answers if it was short or asked for concrete examples on how they had worked with deep learning previously. This was an advantage because it gave me the opportunity to ask questions if something was unclear or if it was helpful to the research to get more information about a subcategory within the questions. On the other hand, it can be hard for the moderator to know when it could be useful to elaborate on topics along the way. Mackey & Gass (2015, p. 226) state that good interviewing is a skill. Therefore, doing semi-structured interviews is more demanding and requires skills from the interviewer (Mackey & Gass, 2016, p. 174). As a researcher I had some experiences with doing semi-structured interviews for my bachelor's thesis. However, as I had limited knowledge about each participant and their experiences with deep learning beforehand, it was a bit challenging to ask good follow-up questions during the interview.

3.1.2 Participants and group dynamic

Stewart & Shamdasani (2015, p. 75) state that respondents should be selected from a population of relevance to the research question. This is what Christoffersen & Johannessen (2012, p. 50-51) call purposive sampling. The researcher chooses participants that are believed to contribute with knowledge about the topic. The aim of purposive sampling is to reflect diversity, not to achieve representativeness (Barbour, 2018, p. 81). There are several ways to select participants through purposive sampling (Christoffersen & Johannessen, 2012, p. 50). The data collection for this project, was carried out at one primary school and one

secondary school in Bergen, Norway. When sampling for this research, the aim was not to make representative selections, but rather to make purposeful selections. One can argue that several methods have impacted the sampling for this project. To find informants the snow-ball method was used, which entails recruiting informants based on asking for persons who have knowledge about the topic being investigated (Christoffersen & Johannessen, 2012, p. 51). The selection of participants was also made based on criterion sampling, which is choosing participants that fill certain criteria. For the present research I contacted teachers I had acquaintance to and asked them for help to find colleagues that could contribute to the project. I consciously made the choice to exclude the teachers that were familiar to me in the interviews, in order to ensure validity and avoid bias in the research. However, it should be mentioned that two familiar teachers were used for the test-run of the interview guide. The criteria chosen for the participants were that they had to be teachers and they had to teach English. I also looked for teachers from both primary and secondary schools, to be able to compare results and look for differences in their answers. Based on these premises, the participants chosen for this study were six teachers who teach the subject of English in a primary or secondary school. As for the size of the focus group three participants in each group were chosen because it was difficult to gather more participants during the Covid-19 pandemic. As it was not appropriate to mix teachers from different schools for this project, I needed all teachers to teach English at the same school. I also chose to have the same number of participants in both focus groups. However, since there were several differences within the teacher groups it could contribute to diverse answers despite the small group size. For instance, the teachers had been working in the profession for different number of years, ranging from 2 to 25 years of teaching. In addition, both men and women were interviewed to ensure that the results were not only representable for one gender. There were three men and three women participating. Further participant characteristics are shown in the table underneath.

Participant	Years in teaching profession	Education in English	Currently teaching English in	Gender
P1	25 years	60 credits	4 th grade	Female
P2	5 years	60 credits	1 st grade	Female
P3	8 years	30 credits	5 th grade	Male
S1	11 years	Yes	8 th grade	Female
S2	7 years	Yes	8 th grade	Male
S3	2 years	Yes	8 th grade	Male

Table 1: Shows characteristics of the teachers participating in the interviews.

3.1.3 Interview guide and pre-test

Formulating good questions for the interview is important because they serve as the agenda for the group discussion. Good questions will elicit substantial interactions between the group members. Stewart & Shamdasani (2015, p. 68-69) claim that the purpose of the interview guide is to provide direction for group discussion. It is therefore advised not to ask simple yes/no questions. Questions should be phrased simply in a language that respondents understand, as long and complex multi questions can be difficult to understand and difficult to respond to (Stewart & Shamdasani, 2015, p. 73). These points have been taken into consideration when formulating questions for this research project. The focus was on open-ended questions that aimed to elicit the participants' knowledge, perceptions and attitudes about the topics of deep learning and democracy and citizenship.

The interview guide should be designed with care and a clear understanding of the research problem (Stewart & Shamdasani, 2015, p. 75), and questions should be ordered from more general to more specific questions. This means that the most general questions related to the topic should be placed early in the interview, and more specific questions should be placed near the end of the guide. In addition to this, questions should be ordered after their importance to the agenda. Mackey & Gass (2016, p. 226) explain that the key questions should be placed in the middle of the interview, as the participants may be nervous at the beginning and tired at the end. As a warm-up before the main questions started, the participants were asked to present themselves. The interview guide for this research project (see appendix 3) consisted of 12 main questions, which laid the foundation for further discussion. It started off with general questions, for instance "What does learning mean to

you?” (my translation). This was done to make the participants get comfortable with the situation, and to make them feel like their meaning was of importance. The question also invited the participants to brainstorm learning as a concept, before narrowing down to questions about the deep learning concept. Furthermore, the interview guide focused on more specific questions, for instance “How do you prepare pupils to be able to communicate with people from different cultures, languages and ethnicities?” (my translation). Some categories included a set of sub questions to ensure enough information about each topic.

By pre-testing the interview guide, I wanted to make sure that the questions were understandable for the participants. Pre-testing may take a variety of forms ranging from a small focus group to trying out the questions on a few individuals. The persons involved in the pre-test should not be involved in designing the interview guide. It is also highly desirable to carry out the pretesting with respondents who are representative of those who will participate in the actual focus groups (Stewart & Shamdasani, 2015, p. 74). I pre-tested my interview guide on two teachers. The pre-testing resulted in a few changes to the interview guide. The changes mainly consisted of formulating the questions differently to make them easier for the participants to understand. This was important to ensure that the interview questions could result in answers that made it possible to answer the research questions. There were also certain practicalities that needed to be taken into consideration, for instance giving a hand signal if you wanted to add a comment to someone else’s statement. This was convenient to avoid the informants to speak at the same time, which could make it difficult to transcribe the interviews afterwards.

3.2 Conducting the interviews

Two focus group interviews were conducted during mid- November 2020. The first focus group interview included three teachers working in a secondary school, while the second interview consisted of three teachers working in a primary school. Prior to the interviews the teachers received an information sheet, which included information about the project, and a consent form that they signed to confirm their participation (see appendix 2). The interviews lasted between 35-45 minutes and were recorded with a dictaphone to ensure that the information given in the interview was correctly cited for the results. The recording also

allowed me to be more present in the interview situation, compared to if I had to note down everything the informants said.

The interviews were conducted in the schools the teachers worked in. This was convenient because the teachers did not have to travel or relocate for the interview. The decision was also made because the teachers are familiar with the school they work at, which may have made them more comfortable in the interview situation. Due to the global pandemic Covid19, infection control of the environment was also taken into consideration. The interviews took place in a closed room that the teachers had chosen, and the desk and equipment were disinfected before the interviews started. The first interview conducted was with three secondary school teachers and they were all physically present. The second interview on the other hand, was a bit more challenging. One of the three primary school teachers had been quarantined due to a sick student in their class. The second interview was therefore conducted a bit differently from the first one. Two teachers were physically present, while the third teacher participated via Zoom. A challenge with participation through a data screen could for instance be that it is hard to interpret body language. The sound quality can also make it hard to communicate fluently during the interview, and hard to transcribe afterwards. However, after considering different ways of conducting the interview, the conclusion was that having one teacher participate through Zoom was the best option. NSD was also contacted to ensure that this solution was approved for my research project. I was informed that by recording their utterances with a dictaphone, and not using a video camera, there were no necessary changes that had to be done to the existing approval. The interviews were therefore ready to be carried out. In another situation it may have been interesting to mix focus groups with both primary and secondary school teachers, to see if their discussions and results may have been different. Due to the pandemic of Covid-19, this was not a feasible option at the time of this research project.

3.3 Data transcription and analysis

After the interviews were conducted, they were uploaded from the dictaphone to the HVL research server. This was done to make sure they were stored safely, where no one else could access the recordings. Furthermore, the interviews were transcribed by me. Transcription is used to facilitate the representation of oral data into written data. This can be useful for coding the material as well as providing examples when writing about research results (Mackey & Gass, 2016, p. 113-114). A researcher who transcribes the interviews themselves

learns a lot about their own interview style, as opposed to having an external researcher transcribing. During transcription the researcher thinks about social and emotional aspects in the interview situation, and therefore already starts the process of analysing (Kvale & Brinkmann, 2015, p. 207)

The transcriptions do not include intonation or body language. Interpreting body language was not something that I facilitated for as an interviewer, and by using audio recordings instead of video recordings this was not an area I chose to focus on. Intonation was also found irrelevant for this project. Kvale & Brinkmann (2009, p. 182) state that “specialised forms of transcription are neither feasible nor necessary for the meaning analysis of large interview texts in common interview projects”. As Kvale & Brinkmann (2009, p. 182) point out, there is no right or wrong answer to how detailed a transcript should be. Therefore, I chose to focus on the content of the participants’ utterances as this was necessary to be able to answer the research questions for this thesis. The focus groups spoke and discussed in Norwegian, and therefore the transcriptions are transcribed in Norwegian language. However, a choice was made to transcribe the statements into Norwegian bokmål, and dialects were avoided to make sure the participants were not recognised. The excerpts included in the results (chapter 4) were translated into English by me. Some of the statements were difficult to translate directly from Norwegian to English, therefore, parts of the statements are rephrased to preserve the meaning of the utterance.

The recordings were transcribed shortly after the interviews, while the interviews were still memorable. After transcribing the interview recordings into plain text, the participants names were replaced with codes to ensure anonymity. The codes were named S for secondary school teachers and P for primary school teachers, and each of the teachers got a number to separate their statements. For instance, S1 refers to an utterance from secondary school teacher number one, while P2 refers to an utterance from primary school teacher number two. Each teacher also got a colour code, to make it easier for me to distinguish between statements when analysing the data.

3.3.1 Choices for analysis and the process of analysing

According to Stewart & Shamdasani (2015, p. 115) there is no correct approach to analysing focus group data, however the analysis should be determined by the research questions and

the purpose of the data collected. For instance, it would not make sense to do a quantitative statistical representation of the interviews, as my research questions aim to identify teacher's perceptions. I have therefore chosen to analyse data from this project through a thematic inductive data analysis, which is a method used to identify, analyse, organize, describe and report themes found within a data set (Braun & Clarke, 2006, p. 79). The goal of a thematic analysis is to identify themes and patterns that are interesting and use these to address the research issue. This was suitable for my project as I wanted to identify patterns that came across as important from the data material collected from the teachers about deep learning and democracy and citizenship. I chose to do a thematic analysis for this project as it is a very flexible method, which can usefully summarize key features of a large data set. It is also a recommended method to use for researchers as myself with little experience, because the method is easy to learn and conduct (Braun & Clarke, 2006, p. 97). However, like other qualitative methods, the thematic analysis also has potential pitfalls that one as a researcher needs to be aware of, to avoid a weak analysis (Javadi & Zarea, 2016, p. 38). For instance, one must refrain from personal inferences and specific prejudgements on the research content and pay attention to the content as it is. It is also of importance that I was aware that the interview questions impacted the findings. Therefore, I had to be able to separate themes introduced by the research questions, and themes that emerged through analytical work with the data. This was done by making sure the inductive analysis was a result of what the teachers had brought up in the interviews, and not making interpretations based on the questions themselves.

Braun & Clarke (2006, p.83; see also Nili, Tate & Johnstone, 2017, p. 7) mention two approaches for analysing focus group data. A deductive analysis is one which identifies codes and categories based on existing theory or prior research, while an inductive analysis is one which identifies codes and categories from raw data without preconceived codes or perspectives. A disadvantage to the deductive approach may be that it limits the results in terms of only focusing on finding theory-based results. This may result in less divergent thinking, and results may be excluded or overlooked because they do not correspond with the theoretical framework. Inductive means that the findings emerge from the data itself, even though the researcher's questions may influence what is found in the analysis. For an inductive analysis a pure induction is not possible in most forms of qualitative analysis, due to the researcher's preconceived assumptions, knowledge, research experiences etc. However, an inductive analysis aims to stay as close as possible to the meanings in the data. With this in

mind, there is a possibility that premade questions from the interview and follow up questions during the interview may have been influenced by previously read theory (Braun & Clarke, 2006, p. 83-84). This may have been the case for this research project, as theory about the new curriculum LK20, deep learning and democracy and citizenship were explored before the interview guide was made. Despite this, an inductive thematic analysis was chosen because it aims to explore new themes and patterns related to deep learning. The inductive approach is appropriate to achieve a richer understanding about a topic and discover new ideas and insights about a phenomenon (Nili et al., 2017, p. 5). As the research questions for this project involved getting a deeper understanding and insight to the concepts of deep learning and democracy and citizenship, this was an appropriate way to analyse the gathered data.

The process of analysing data is inspired by Braun & Clarke's (2006, p. 87) step-by-step guide of doing thematic analysis. This guide provides insight in six phases that the researcher should follow to do a thematic analysis. When analysing the data material for this project, this step-by-step model was followed to ensure a valid and reliable analysis.

Step	Phase description
Step 1	Become familiar with the data (transcribing data, reading it and noting ideas)
Step 2	Generate initial codes (coding interesting features along the material)
Step 3	Search for themes (Putting codes into themes, gathering all relevant data for each theme)
Step 4	Review themes (Checking if the themes work in relation to the coded extracts, generating a map of the analysis)
Step 5	Define themes (Refine the specifics of each theme, finding the essence of each theme and generating clear definitions and names)
Step 6	Produce the report (The end point of the research, provides a concise, coherent, logical story about the data which convinces the reader about the validity of the findings, includes examples that illustrate)

Table 2: Braun & Clarke's six-phase framework for doing a thematic analysis (2006, p. 87)

One can say that the process of analysing already started during the transcriptions of the interviews, as thoughts were made about the statements and aspects of the interview situation (Kvale & Brinkmann, 2015, p. 207). The transcripts were printed out in paper format to get a

visible overview of the data. After reading and rereading the transcripts I got a full overview of the content (Step 1). Furthermore, the comments were organized and rearranged so that I had all answers for each question available to systematize the data. Next, the main ideas that occurred for each answer were noted in the margins to identify codes in the material (Step 2). Moreover, the main ideas and easy understandable parts of the answers were reviewed to identify ideas and repetitive patterns (Step 3). This was written on yellow sticker notes and put up on the wall to get a visible overview. The codes were then organized into different themes (Step 4). In an inductive analysis the domination and frequency of different patterns and themes that emerge during the interviews, determine which data is used for the research results (Mackey & Gass, 2016, p. 231). Some codes fitted into the same theme, for instance think – pair – share and station work were both active working methods mentioned that encourage for deep learning. All interesting themes were defined and named after the essence of the codes (Step 5). This was visualized by putting a yellow sticker with the theme name in the middle and surrounding that sticker with different codes that fitted the same category. Excerpts and examples to illustrate statements from each of the themes were found. The themes along with the excerpts form the results presented in chapter four, where the different themes have been placed under the research question they aim to answer (Step 6). To make the analysis look more professional, the sticker notes have been transformed into digital figures as shown in chapter four.

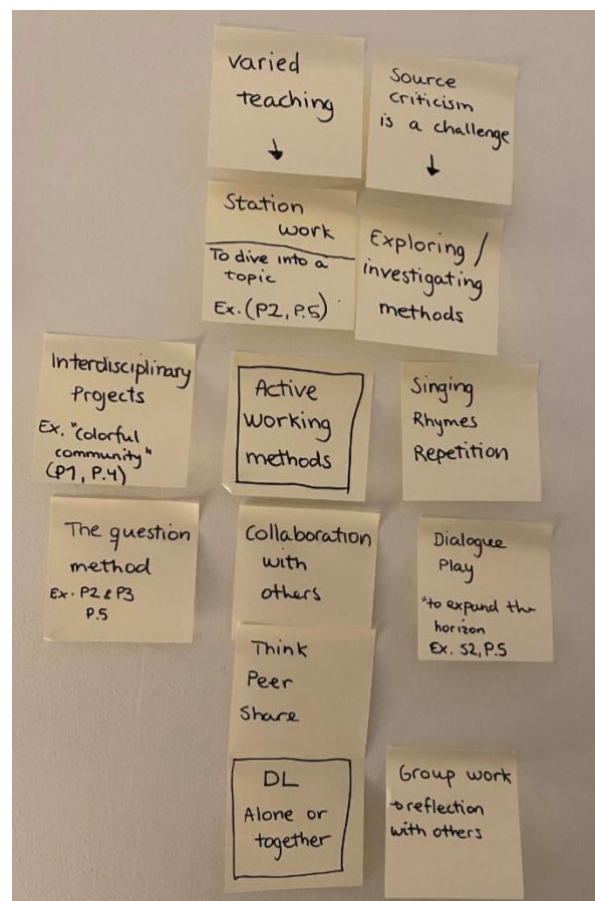


Figure 3: An excerpt of the sticker wall, which illustrates the analysis of the theme “Active working methods” with different codes relevant to explain how the teachers have worked with deep learning.

In order to avoid the common pitfalls mentioned above for thematic analysis, I was aware that the major themes were inspired by the research questions. This means that no analytical work

has been done with categorization of major themes, as they were established before inductive analysis started. The major themes were constructed to make sure the research questions were to be answered at the end of the research. However, the subcategories and codes underneath each subcategory have emerged through an inductive analysis of the data. This means that analytical work of the content as it was presented during the interviews formed the subcategories and codes within each subcategory. This was done by paying attention to the content as it was and focusing on leaving out personal inferences that could impact the analysis.

3.4 Limitations to the study

With all research methods, there are advantages and disadvantages that need to be taken into consideration (Mackey & Gass, 2016, p. 217). A qualitative interview has both strengths and weaknesses. The interview as a research method tends to focus on opinions and experiences and through this research one will only get the opinions of six English teachers. This means that one cannot say that the results to the research are generalizable, although there is a possibility that other teachers have similar thoughts and experiences with deep learning and democracy and citizenship. A weakness to this study can therefore be that it has a great focus on individual experiences instead of social structures, which is common for qualitative research. However, Barbour (2018, p. 70) suggests that doing the same interview with more than one focus group, where all participants have the same characteristics, may place the researcher on firmer ground when it comes to making claims about the patterning of the data. This may show how differences observed are not just a feature of a one-off group but are likely to be related to the characteristics of the participants chosen for the selection. As this research had two focus groups participating, where all participants had the common characteristics that they were teachers and taught the subject of English, there is a possibility that answers that occurred in both focus groups reflect teachers' experiences in general and not individual experiences exclusively. However, this is difficult to say. As mentioned, the teachers were chosen through purposive sampling, which aims to reflect diversity within a group, and not representativeness (Barbour, 2018, p. 81). Although the participants were all English teachers there were still individual differences within the groups, for instance by how many years they had been working as teachers. Therefore, there was a focus on revealing complexities and nuances in the teachers' answers and getting them to speak freely about the topic. This was for instance done by making sure every participant had the opportunity to

express themselves about each question. In addition to this, working with only one research method may not provide a sufficient picture of how the teachers work with deep learning and democracy and citizenship in their classrooms. Doing interviews will only give self-reported perceptions, and one can therefore not know with certainty how the examples were played out in the actual classroom. It could therefore be beneficial to combine this method with for instance observation. However, as deep learning is a process it would likely give better results in a larger scale context where observation were to happen over a time period of several years, which is beyond the scope of an MA thesis such as this one. Another option would be to use questionnaires to gather similar type of data. By doing individual interviews it would likely lead to very similar results. In contrast to focus groups, an observation and individual interviews would only focus on individual respondents and could therefore not spark a discussion among the participants. Therefore, I chose to do focus groups, as they also provide interactive aspects that may be helpful and interesting to look at in terms of answering my research questions.

There is also a possibility that the interviews may involve memory loss or selective recall (Mackey & Gass, 2016, p. 226). This means that the participants for instance do not remember how they have worked with deep learning earlier, or they only remember certain things about the topic although they might have more to share. A weakness regarding focus group interviews may be that the group dynamic may cause some participants to be less active, because someone else is taking an active role in the conversation. Due to this concern, I focused on asking each teacher if they wanted to add anything else to the question (See appendix 3), to make sure all got to speak freely and bring up their own perspectives. Christoffersen & Johannessen (2012, p. 78) state that “People’s experiences and perceptions are best revealed when the informant is able to decide what is being brought up in the interview”.

When working with the analysis, I came to realize something interesting that I did not see when conducting the interviews. First of all, not all questions were asked in the exact same way, which may have caused the informants to perceive the questions differently. For instance, when asking the first question I misread my interview guide and asked the secondary teachers “what does deep learning, no what does learning mean to you?”. This may have caused the teachers to get confused about what I wanted answers to. There is a possibility that the misreading resulted in different answers to the questions, as the primary

school teachers got the question “what does learning mean to you?”. As a novice researcher, I was nervous in the beginning of the interview situation, which may have caused me to do mistakes that were not part of the plan. Secondly, the qualitative interviews resemble a conversation (Christoffersen & Johannessen, 2012, p. 78), which made it natural to ask questions as the interview went along. Therefore, not all follow-up questions were the same in both interviews. In addition, during the analysis of the transcripts, it became clear to me that more follow-up questions could be asked during the interviews. This may have been useful in order to obtain more in-depth data about certain statements.

3.4.1 Ethical considerations

NSD application and informed consent

Even though it may not be a limitation to the study, there are ethical aspects that needs to be taken into consideration. As this study involved teachers’ thoughts and experiences in the classroom, the research had to be reported to Norsk Senter for Forskningsdata (NSD). NSD work to ensure that sensitive data about human beings and society is collected, edited and stored in a safe and legal way, to secure privacy and anonymity for the participants. The application was sent on 12 October 2020 and approved 27 October 2020 (See appendix 1). The caseworker informed me to remind the teachers about duty of confidentiality, to refrain from collecting data that may identify individual students or reveal private information. As NSD assessed the processing of personal data in accordance with privacy legislation, the interviews could be carried out. A consent form (see appendix 2) with information about the project and what the collected data would be used for, was sent to the teachers via email prior to the interviews. According to Mackey & Gass (2016, p. 31-32) the notion of informed consent is an important part of ethical practise involving human subjects. The informed consent will to some degree provide human subjects with the opportunity to choose what shall or shall not happen to them. The teachers were informed that all data would be treated confidentially, and the consent forms were signed prior to the interviews. An exception was the teacher (P3) participating via zoom, who signed the consent form after the interviews. However, information was given before the interview and the teacher gave an oral consent before participating. Furthermore, the teachers were all informed about voluntary participation and the opportunity to withdraw their statements at any chosen time.

As an interviewer one must be aware of asking sensitive questions. If the informants feel uncomfortable during the interview it can lead to them refraining from answering or answering something else than what they initially thought. An issue may also be asking leading questions that steer the informants' answers into a specific direction. This may cause the so-called halo effect, which according to Mackey & Gass (2016, p. 226) is when a participant answers what they think the interviewer wants to hear, which may potentially influence the answer. The research may therefore become biased, leading to an unrepresentative sample of data because it does not give a realistic picture of the concept being investigated. I tried to minimize the halo effect by avoiding leading questions in the interviews. However, some questions were asked to clarify if the informants meant what I thought they meant.

3.5 Reliability and validity

The concepts of validity and reliability are often used to ensure the quality of the research. This section will present the concepts of validity and reliability and discuss considerations made in relation to the present study.

3.5.1 Reliability

Reliability has to do with consistency and credibility of the research results (Kvale & Brinkmann, 2015, p. 276). This involves investigating if repeated measurements conducted with the same instrument will give similar results (Ringdal, 2013, p. 96). Instrument consistency in an interview situation is a question of whether or not the informant would change his or her answer in an interview with a different researcher. The instrument in this case is the researcher. The premade interview guide (see appendix 3) served as a basis for both focus group interviews, which increases reliability because the same set of questions were asked for both groups of teachers. However, when listening to the recordings afterwards, not all questions were asked in the exact same way. This may have caused the informants to perceive the questions differently, which again may have caused different answers to the questions. This may have been because of my abilities as a novice interviewer with little experience, which I realise may be considered a weakness in regards to reliability. Another explanation may be that the dynamics of a focus group interview makes it natural to ask

questions differently, in relation to what is being discussed. As these interviews were also semi structured, this entails that not all follow up questions were the same. This may have caused the participants to be influenced by my opinions and priorities.

In order to test the degree of reliability in this research project, I could have repeated the interviews after a certain amount of time to see if the results would have been changed. However, the interview may have prompted the teachers to think more about the aspects of deep learning and democracy and citizenship and may also have made them change their opinions. The results of a second interview could therefore change as different settings can give divergent answers, and human interactions are difficult to replicate identically (Mackey & Gass, 2016, p. 167). In addition, different researchers might conduct different analyses and interpretations as each person carries different experiences and backgrounds. This is one of the things that qualitative research has been criticized for, that it is subjective, hence the data selected may be arbitrary and therefore the research can be hard to replicate (Kvale & Brinkmann, 2015, p. 198-200). As a researcher I tried to remain as objective and unbiased as possible while interviewing. This involved trying as good as I could to refrain from interfering with the participant's utterances. This was especially difficult with the teacher participating through Zoom, as it was challenging to read the conversation and body language. I also tried to ask open questions that would make the participants reflect on their experiences with deep learning and democracy and citizenship. The reliability of the research was strengthened by using a dictaphone to record the interviews. This way it was easier to ensure good transcripts. However, there were a few words that were difficult to decipher during the transcription. These deficient words are marked in the transcripts with (...). An explanation for the shortcoming may have been poor recording quality, or poor placement of the dictaphone. It was challenging to ensure good sound from all participants and at the same time be able to keep a reasonable distance due to Covid-19 restrictions. Despite this, the meaning of the utterances was still understandable, even though some words were missing from the transcripts. One should be aware that punctuation in the transcripts may influence how the results are interpreted. A notion that came to mind while transcribing is that different researchers may hear different things, and therefore place commas and periods differently. This is also an issue of reliability that needs to be taken into consideration.

It also increases the reliability of the research that all transcripts are presented in the appendices (4 & 5) and the steps to how the research has been conducted is described thoroughly. This means that anyone could replicate the research, which increases reliability. If

this were to be done, one should come to similar results. The results will depend on which teachers are chosen, as it is hard to replicate qualitative data like interviews. However, results from similar studies may be used to make comparisons to the results from this research project.

3.5.2 Validity

Validity in research is concerned with whether or not a method is suitable for examining what is supposed to investigate (Kvale & Brinkmann, 2015, p. 276). This means checking if the results reflect what we believe they reflect and if the results are meaningful in the sense that they have significance (Mackey & Gass, 2016, p. 158). The validity for this project can be ensured by checking if the research questions have been answered. Validity can be checked at all stages at a research project and the aim is to investigate sources of error. This may involve examining the quality of the interview and whether the methods chosen are appropriate for the project and purpose of the research (Kvale & Brinkmann, 2015, p. 278). Moreover, the interview situation, choices made in relation to transcription and analysis may impact the validity of the research.

Mackey & Gass (2016, p. 160) differ between internal and external validity as the most common areas of concern within research. Internal validity addresses to which extent the results of a study are affected by other variables of what is being examined. External validity is concerned with whether or not the results are generalizable (Mackey & Gass, 2016, p. 171-172). To ensure internal validity in this project there was a focus on controlling possible factors that could potentially account for the results (Mackey & Gass, 2016, p. 160). For this research project it was important to control factors like participant characteristics and location of the interview to minimize threats to internal validity. The interviews were conducted in the schools the teachers worked in, to make the participants feel comfortable in the setting. This strengthens internal validity as they are more likely to give detailed descriptions if they are comfortable in the interview setting (Mackey & Gass, 2016, p. 167). Another factor that may contribute to strengthening the internal validity of this project is the use of purposive sampling, where English teachers from two different levels were recruited to participate in the interviews. In order to ensure that central information was captured to answer the research questions, a pre-made interview guide was formed. The participants also got to choose if they wanted to do the interviews in Norwegian or English. By being able to choose the language

they felt most comfortable speaking in, the aim was to get in- depth answers about the topic. The use of semi-structured interviews may also contribute to ensure valid answers, as the form of the interview resembles a conversation. It is possible that this made the participants feel more comfortable in the interview situation, and thus were able to give in-depth answers. However, during the analysis it became clear that further questioning could have given more in-depth information about certain aspects.

In regard to external validity, one cannot say that the results to the research are generalizable, because the results only represent the reality of six teachers. However, the purpose of this research was not to get generalizable results, but to get rich descriptions and the subjective perspective of the teachers' daily life experiences with deep learning. This may be considered a weakness as the research has great focus on individual experiences, although it can also be considered an opportunity to get a unique, sensitive understanding of the concept being investigated (Kvale & Brinkmann, 2015, p. 199 - 200). The findings from this study may also be compared to findings from similar studies, which can make the results more generalizable.

Throughout the method chapter, I aimed to make the procedures of the research transparent for the reader. Furthermore, choices have been justified and explained in relation to the research project. All relevant information from the project is included in the appendices (1-5) to give the reader the opportunity to cross check the results and interpretations. A researcher cannot avoid interpreting with a certain pre- understanding (Kvale & Brinkmann, 2015, p. 200). To ensure validity during the coding process, I could have had someone else cross check a section of the data, to see if there were agreements in terms of categorisation. However, I did not have this opportunity. As another researcher may focus on different areas or interpret differently, the transcripts are included to make the research as transparent as possible. This was found especially important because all transcripts were translated by me from Norwegian to English.

The degree of validity for this project could have been strengthened by applying method triangulation, which entails using several methods to answer the research questions. This way it would be possible to present several perspectives of deep learning, and in that matter present a richer answer to the research questions. However, considering the scope of this thesis, and the time frame the decision was made to focus on interviews as approach. For

another project and with more time it would have been interesting to for instance observe how the teachers facilitate for activities that encourage for deep learning in the classroom.

3.6 Chapter summary

In this chapter the research design, methods and materials for the data collection for my study have been outlined. The research participants were six English teachers working at one primary school and one secondary school in Norway. The use of focus group interviews provided detailed descriptions about the teachers' perceptions of the deep learning concept, and insight to deep learning working methods perceived to foster democracy and citizenship in the English subject. Furthermore, this chapter has described in detail the process of analysing the data material from the interviews and looked at limitations as well as ethical considerations. Finally, ways of strengthening validity and reliability have been discussed, taking vital concerns into consideration and being transparent of possible sources to weaknesses.

4. Findings

As the previous chapters have accounted for the theoretical background of the study as well as the methods employed in this thesis, the current chapter presents the findings from the two focus group interviews. The results will be presented in different categories relevant to answer the research questions. This section will also include teacher's statements, which are relevant to exemplify, nuance and elaborate on the different themes. All statements are translated by me from Norwegian to English and the original statement can be found in appendix 4 & 5.

The analysis resulted in four major categories which were inspired by my interview questions. These are called *perceptions of deep learning* (4.1), *deep learning in connection to democracy and citizenship* (4.2), *deep learning in the English classroom* (4.3) and *other findings* (4.4). Each major category has subcategories consisting of the themes that emerged from the inductive analysis of the interview data. The subcategories are sorted and presented according to my research questions. This was done to avoid frequent repetition and was also useful in order to answer the research questions in the discussion section 5.0.

4.1. Perceptions of deep learning

The findings in this subchapter are related to the research question: **What are teachers' perceptions on deep learning?** Teacher's perceptions on deep learning will be presented in three subcategories which are themes that emerged during the inductive analysis: *Teachers' understanding of learning* (4.1.1), *the complexity of deep learning* (4.1.2) and *autonomy and responsibility* (4.1.3).

4.1.1 Teachers' understanding of learning

Early in the interviews the teachers were asked the question "What does learning mean to you?". The responses were similar in the two focus groups. Learning is about gaining new knowledge, competence and skills that can make you evolve as a person. Learning has to do with "knowledge, and learning knowledge, and that can be a lot, it can be learning facts, but also it can be about discussing and reflecting" (S2, p. 90). P1 (p. 101) states that "Basically, it is the acquisition of knowledge and skills. And to grow like a human, I think". One of the

secondary school teachers says that learning has to do with “learning something new that they did not know from before, to get it in” (S1, p. 90). According to the primary school teachers, learning also means to be curious and to make new discoveries, both individually and in a community. This is exemplified in the following statement “I think we need each other, and have a lot to bring, yes a lot to learn from each other” (P2, p.100). P1 also expresses that learning is important because it gives a sense of mastery which can be motivating if a student is able to open up their world and learn something new.

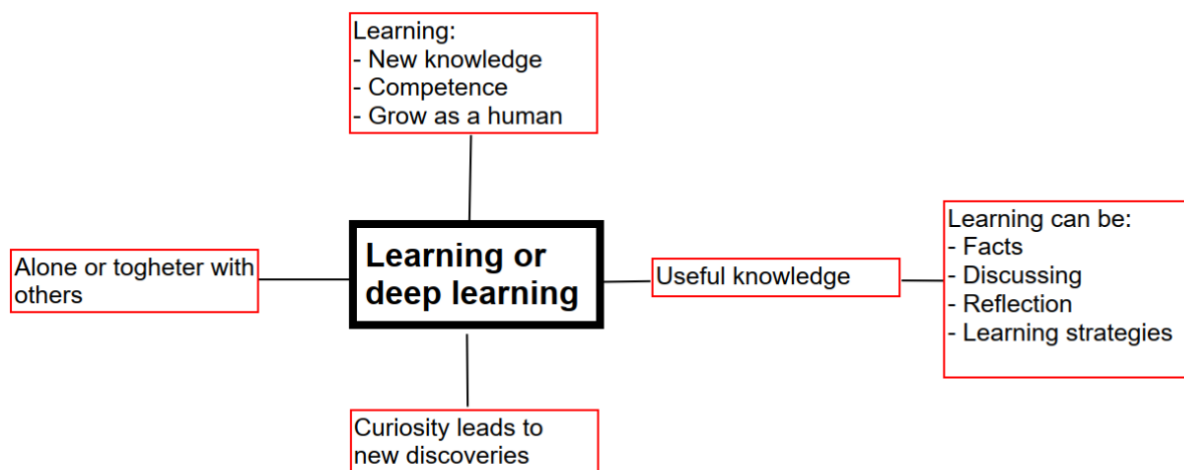


Figure 4: Illustrates categorization of the theme “learning or deep learning” with different codes relevant to explain teachers’ understanding of learning.

The secondary school teachers discuss how they personally connect the learning aspect to reflection, taking responsibility and developing strategies to learn. “But also learning to learn, they are not very good at that in 8th grade, strategies and things like that” (S2, p. 90).

Furthermore, the teacher explains how the students are learning to function on their own and becoming more responsible which is a gradual process from primary school to secondary school.

4.1.2 The complexity of deep learning

When moving on to discussing the term deep learning the secondary school teachers talk about how deep learning can be interpreted in different ways. S2 states that “It is such a

diffuse term, and there are different interpretations of what it means”. They further discussed that there is no specific recipe on how to do deep learning, and therefore there can be several ways to execute this in practise. S2 states that one may execute deep learning with what one thinks is deep learning, but someone else may have a different interpretation of the term. “We are just trying and possibly failing. It seems like everything is allowed, and all is up to us (S3, p. 99). S2 and S3 therefore call for more concrete examples on how teachers can facilitate for deep learning. The teachers further discuss how they can facilitate for deep learning. “One way is to learn more about a topic right, eh and spend more time on that specific topic”. Another way is to look at it in relation to other subjects “we have these interdisciplinary weeks, where we look at everything together in every subject, which is also deep learning in my opinion” S2, p. 90- 91). Both focus groups claim that deep learning is a complex term, but when describing deep learning there was a focus on being able to apply knowledge to other contexts, subjects and situations. Deep learning is about “seeing a connection between subjects which I think is important, but also being able to draw parallels to former or already learnt knowledge, that there is a common thread in what you are doing (P1, p. 101). A comment from the focus group discussion with the secondary school teachers described deep learning as being about “seeing connections and understanding that there is a purpose to what is being learnt” (S3, p. 91).

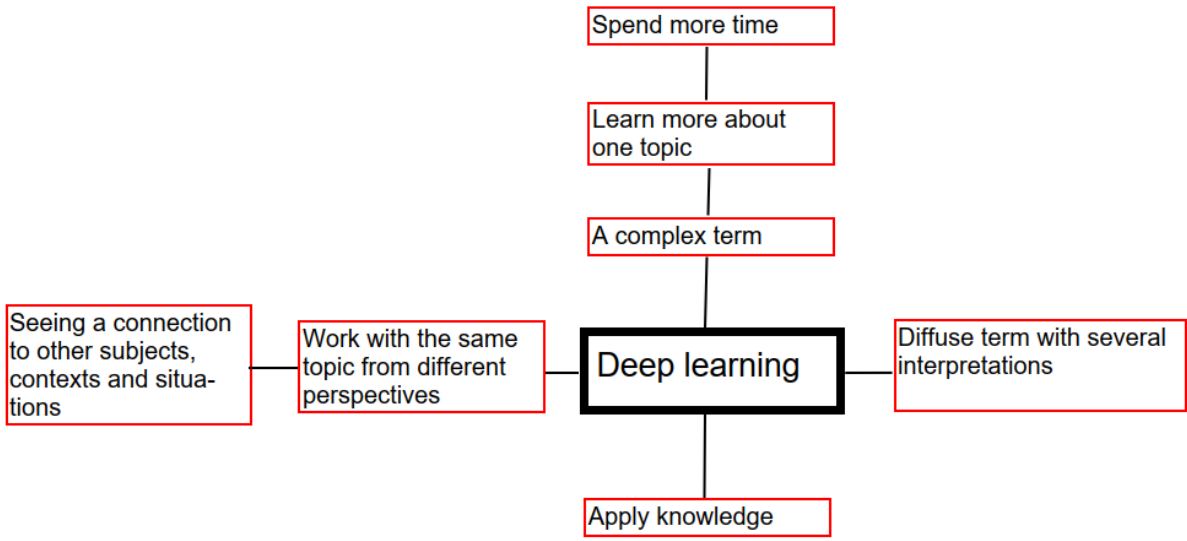


Figure 5: Illustrates categorization of the theme “Deep learning- a complex term” with different codes relevant to explain teacher’s perceptions on deep learning.

S1 expresses that the similarity between learning and deep learning is that they are intertwined, and both are concerned with learning something new. “I am thinking that the similarity is that you are learning either way, whether you are doing learning or deep learning. But with deep learning you go more in depth” (S1, p. 91). The teachers also stated where they saw differences between learning and deep learning. It became prominent that learning in general includes a number of topics that are gone through rapidly, while deep learning focuses on specific topics which are worked with for a longer period of time and reviewed from different perspectives.

4.1.3 Autonomy and responsibility

The teachers mention that the focus on deep learning in the new curriculum LK20 gives them autonomy and freedom of choice when it comes to choosing topics for their teaching. “We are just trying and possibly failing. It seems like everything is allowed, and all is up to us (S3, p. 99). S3 further states that it is good that the teachers have the autonomy to choose, but also calls for more concrete examples on how to facilitate for deep learning. The backside to the teacher’s autonomy is, according to the teachers, that the teachers also have a larger responsibility to make sure that all competence aims are being covered, when choosing topics. It is also mentioned by both primary and secondary school teachers that in order to get in-depth knowledge about a topic, you need to have a broader knowledge of certain aspects in order to make a connection between topics. P2 (p. 103) exemplifies this by talking about the teacher’s responsibility to make sure the knowledge is not skewed. “It is a gift that you are able to choose a bit, but it is important that everyone gets, has roughly the same frame of reference”. For instance, if one teacher has a completely different focus area than another teacher, this can result in the students getting different knowledge. “One might know a lot about that topic, but someone else does not even know this existed” (P2, p. 103). S2 (p. 91) also talks about how the deep learning concept encourages students to explore topics on their own. This is seen as challenging if the student does not have a lot of basic knowledge to start with. S2 (p. 91) explains that if a student is to learn about the Second World War, he can get a hold of all information regarding that specific incident. Nevertheless, he might not be able to put it into context and see connections to other incidents if he does not have basic knowledge about the Second World War. The teachers within both focus groups agree that there has to be some basic knowledge that is similar for all students. However, it can be challenging for the

teachers to find a balance between how much basic knowledge the students should have, compared to the amount of in-depth knowledge they should have about a topic.

P1 also adds that a challenge with deep learning and interdisciplinary projects in the English subject is that for some, especially for students who lack vocabulary to express themselves in depth about a topic. “Some are still at a very basic level, especially in fourth grade. Their vocabulary level is gradually developing from talking about clothes, body and food to suddenly be able to talk about the world” (P1, p. 104). Lack of vocabulary is also mentioned as a challenge at the secondary school, as it prevents some students from exploring topics and extracting relevant information from texts. Therefore, the primary teachers state that having basic knowledge about the English language and a vocabulary to express oneself, is seen as beneficial to be able to explore a topic in depth.

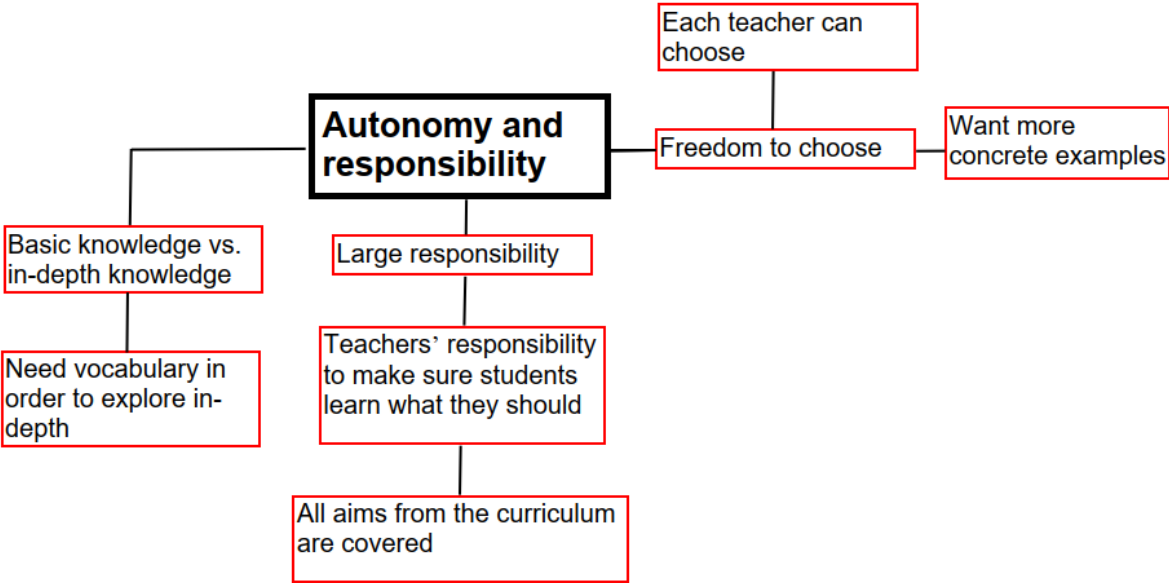


Figure 6: Illustrates categorization of the theme “Autonomy and responsibility” with different codes relevant to explain teacher’s perceptions on deep learning.

4.1.4 Subchapter summary

The teachers express that learning and deep learning both have to do with attaining knowledge and skills. Learning is described as the acquisition of new knowledge and competences that contribute to develop the student as a person. Deep learning is described as a complex term with different ways to interpret its meaning. Although deep learning also has to do with learning something new, it is described as learning something thoroughly, and therefore being able to see connections to other subjects and situations. The teachers perceive the focus on deep learning in the new curriculum LK20 as an opportunity to spend more time on specific topics, being able to explore them from different perspectives. However, it can be challenging to make sure that all important topics and aims from the curriculum are covered. The teachers also have to ensure that all pupils have a set of basic knowledge, before going in-depth on specific topics. If students lack basic knowledge it can be difficult for them to explore and go in depth on a topic. Deep learning in the English subject can also be a challenge for students who lack the vocabulary needed to express, explore and work on a topic in depth. Therefore, the primary school teachers emphasize that basic knowledge about the English language and a vocabulary that enables students to express themselves is beneficial to explore a topic in depth.

4.2 Deep learning in the English classroom

The findings in this subchapter are related to research question: **How do teachers implement deep learning in their teaching?**

4.2.1 Deep learning- not a new concept

When the teachers were asked whether they had focused on deep learning in their teaching earlier, P2 (p. 101- 102) clearly states that this is nothing new. «I feel it is very important to say that this is nothing new[...] my entire motivation behind a lot of what I do, is about doing something purposeful». Furthermore, P2 explains that if what is done does not make sense or is not useful for the student later, it might not be worth spending a lot of time learning about it. The primary school teachers discuss that they have worked a lot with purposeful teaching earlier and immersing in specific topics, but by introducing the term deep learning in the new curriculum there has been an increased awareness around it. “We are more aware of what

deep learning is, what it means and why it is important right now. It is such a large focus are at the moment” (P3, p. 102). P1 also mentions that the focus on deep learning makes it easier to spend more time on one topic, instead of rushing on to the next one. “We can do it with a clear conscience, more than we could before” (P1, p. 102). The focus group with secondary school teachers also state that their students have worked with immersing themselves in specific topics earlier but done so without using the term deep learning. S1 (p. 92) states that “[s]ome topics are being skimmed through, while some you spend more time on and bury deeper in, and you might end up calling it theme work or project work”.

4.2.2 Active working methods for deep learning

In terms of facilitating for differentiated methods and tasks, the aspect of relation is highlighted. S2 (p. 98) states that “[t]he better you get to know them, the easier it gets to understand how they work”. Therefore, it may be easier for a teacher who has taught the same class for years to adapt for tasks and methods that suit the student group, than for a new teacher who has no relation with the students. When discussing which working methods are useful for deep learning, the secondary school teachers highlight that it is useful when students are able to *explore* topics on their own. This comes across as challenging in terms of knowing where to look for information. The process of being critical to which sources the students use to find information needs to be practised throughout the years of secondary school. S2 states that the students are used to either answering “correct” or “wrong” from primary school, while in secondary school there is a transition that requires them to present arguments and reflect upon topics. In relation to this S1 explains that there are individual differences. “For those who are able to explore on their own, it works very well. But then there are many who need help to investigate, or they do not know what to do or where to look or what to search for to find information” (S1, p. 93). The teachers further discuss how some students have trouble exploring and finding useful information. S3 mentions that vocabulary can be a challenge when looking for information, because they struggle to extract what is important when the text is too difficult.

P2 and P3 call attention to a technique named *the question method*, where you start off with a word, and then use different approaches to explore the word. “For instance, the word family, what does it mean? Look at the word itself, what do you associate it with? What is revealed?” (P2, p. 104). The teachers further explain that it is common to use a mind map to activate

prior knowledge about the topic, before continuing to work on the topic and expand the students' knowledge about it. "Maybe next time they hear the word they will be able to connect additional associations to the word family" (P2, p. 104).

The primary school teachers also mention using *station work* and *varied teaching* as useful for deep learning in the English subject. P2 explains that a possibility is to work with English in stations in different ways. An example brought up is to work with vocabulary, for instance the word family. "All words that can be included and connected to it, you can have them at different stations, sort them, write them at the black board, search for them in the classroom and find new ones" (P2, p. 104). The teachers further suggest to draw pictures of a family, do tasks regarding family, sing about family, look at short films about family and to write about family, as good ways of learning more about a topic. P2 also mentions that using the body can be good, for instance through role play about my family. The teachers emphasize that working in different ways and using several ways of being an active student is an advantage for deep learning. In connection to this, P3 adds that it can be beneficial to use various learning forms like reading, listening, looking, creating films and being digital in different ways. P2 further lists using rhymes, singing and repetition as an aid to deep learning. As mentioned earlier in the examples of projects with deep learning, the teachers have also worked *interdisciplinary* by including multiple subjects in one topic. This is stated to be a good approach to deep learning, because the same topic is worked with from several angles and within several subjects. In terms of assessment, the secondary teachers talk about using various approaches of evaluating their students. S2 reports that they use a lot of oral assessment and mentions *dialogue play* as one approach. This entails presenting their own thoughts and perspectives of a topic. If another student presents something else that makes them change their perspective, they have to come with arguments to why they want to change their statement. "I think that can make good deep learning, to change perspective and be able to expand their horizon" (S2, p. 94). S3 underlines that to make dialogue play work, the students have to come prepared and work with the material in advance.

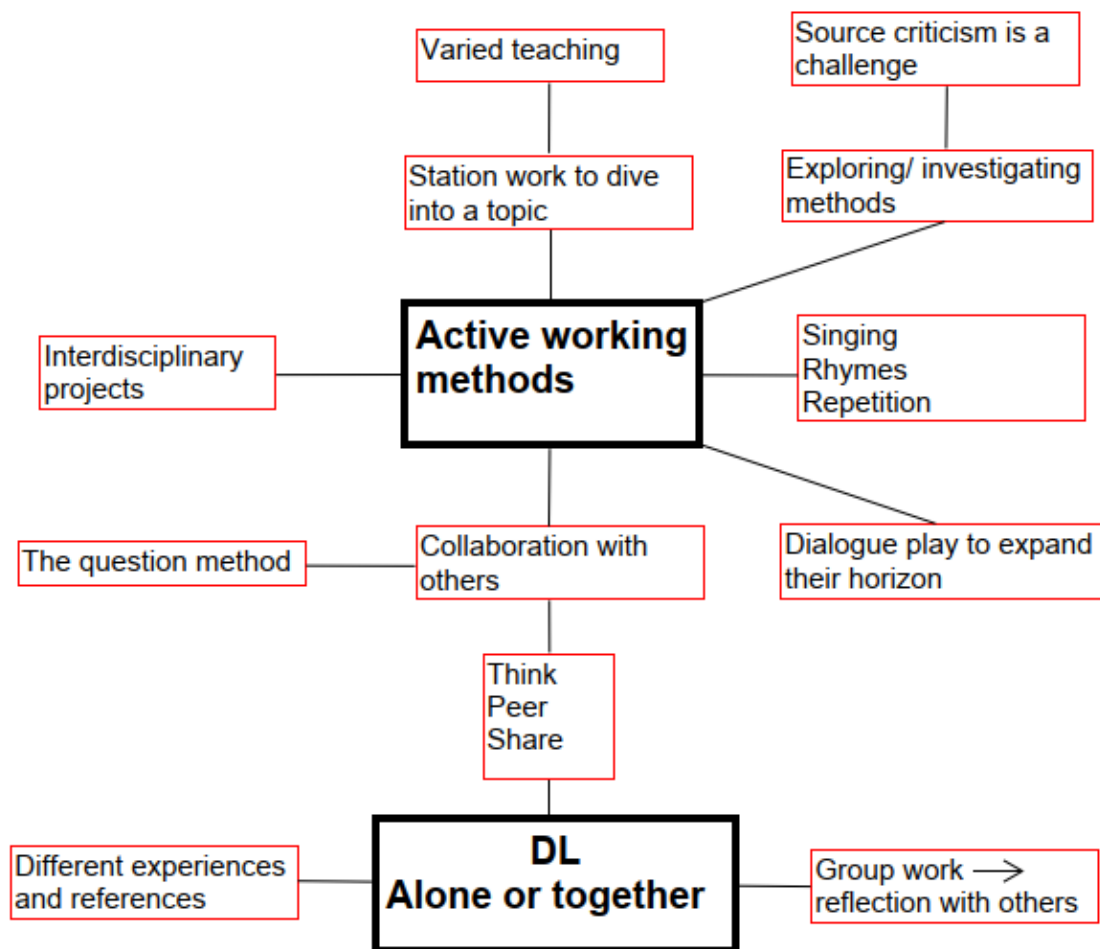


Figure 7: Illustrates categorization of the theme “Active working methods” with different codes relevant to explain which methods teachers believe are useful to facilitate for deep learning.

4.2.3 Alone or together?

Collaboration with others is also mentioned as an important working method by S1 (p. 93). In relation to this S3 explains that they have been using a method where they talk about what they know about a certain topic and discuss this in pairs or in groups. This is similar to what P1 (p. 105) mentions regarding collaboration, where a more concrete example is presented. If the class is doing a brainstorm on a topic, for instance the word *family*, the students start off individually by noting down what they associate with the word. The next step is for the students to read for their learning partner what they have written. When both students have read out loud what they have written, they refill their notes with the other student’s thoughts.

Afterwards there is also a possibility that the student pair then turns to another pair to share their thoughts again. P1 further explains that this method has been used to gain more knowledge about a topic, and it has also been used in terms of expanding vocabulary. In terms of collaboration, the primary school teachers also discuss a working method called *think-pair-share*. P2 explains that this involves thinking individually, before students talk in pairs about what they have thought. Eventually they share their thoughts with the rest of the class. P1 emphasizes that using this method makes it safer for the students who are anxious to speak out loud.

Collaboration is, according to P2, useful because human beings can be an addition in terms of adding new perspectives to each other and have the ability to view things in different ways by bringing different references and experiences to class. P2 says that they have talked about Black Lives Matter in their classroom, where an emphasis has been put on the differences between people. Furthermore, it is emphasized that the students should gain knowledge about for instance how people in other cultures live, their upbringing, way of living, faith, ethnicity and background (P2, p. 107). This way the students were able to look at a case from someone else's perspective. "By working in groups, you get reflections, get to hear other people's thoughts, experiences which can actually make you learn something from what others have gone through" (P2, p. 105). On the other hand, the secondary teachers discuss that they believe combining both individual work and collaborative work is most useful for deep learning. S2 (p. 94) points to individual differences and states that "Some do best while working alone all the time, but for some, or many, it might be useful to have a discussion". S1 underlines that the students might need to get a hold of some information first, before it can be useful to collaborate with others.

4.2.4 Examples of projects that facilitate for deep learning

Both primary and secondary school teachers claim to have already had a focus on tasks that facilitate for deep learning in their teaching. For instance, P3 (p. 102) talks about an interdisciplinary reading project about Roald Dahl that they had worked with. This project entailed working interdisciplinary across subjects, working with the topic in Norwegian, English and Arts classes. This was considered a deep learning project because they worked with the same topic within several subjects, over a longer period of time. P2 (p. 103) also states that the students had worked with the same topic in both Norwegian and English, where the aim was to see connections between the languages and dig deeper into the topic. The example used was learning about the seasons and the calendar in 1st grade, where they learnt about it in Norwegian first, before they learnt about it in English and then moving on to explore why and where the calendar comes from. Moreover, P1 emphasized that this also was an interdisciplinary way of working with a topic as it included focus from several subjects like Norwegian, English, Natural sciences, Social sciences and religion.

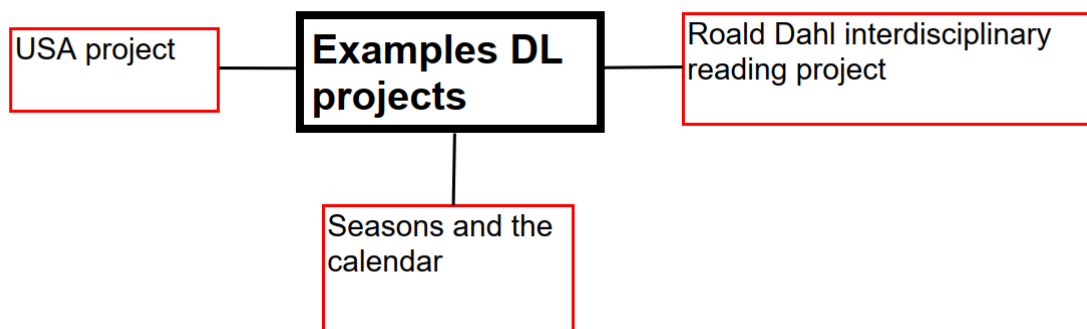


Figure 8: Illustrates three examples of projects the teachers have completed which according to the teachers facilitated for deep learning.

S2 (p. 92) elaborates on an example from a project done in 10th grade, where four students prepared to discuss gun control in the USA. They had to familiarize themselves with pros and cons for gun control, and just before the discussion, they were told who was going to support it and who was going to be against it. S2 emphasizes that these were very competent students, and the task worked out 100%. The students discussed pros and cons of gun control and arrested each other for things they had said. S2 further explains that by doing this, they had to be able to see both sides of the issue, which is part of what deep learning is about. However, the class had talked a lot about the USA in advance, so this debate was a way of deepening their learning and knowledge about the USA. “This is sort of my dream, to do things like this

more often... this is how I want to teach deep learning, but it requires a lot from the students (S2, p. 92). S2 emphasizes that this sort of project requires a certain basic knowledge of the English language, and the students also need to know how to present arguments in a discussion.

4.2.5 Subchapter summary

The teachers all state that the concept of deep learning is not completely new. Although they have so far not used the term itself, they have all worked with deep learning in terms of going in-depth into specific topics, that they have spent a lot of time on. The implementation of the new curriculum has increased the focus on, and awareness of, deep learning, which has made it easier to spend more time on specific topics. The teachers mention several working methods that are useful for deep learning, for instance *exploring, the question method, station work, varied teaching* and *collaboration*. In more specific examples the primary teachers also emphasize the use of *interdisciplinary projects* to get in-depth knowledge about the same topic from different perspectives. The secondary teachers also present an example of a project which facilitated for deep learning, where the students immersed themselves in someone else's perspective and used that knowledge as a basis for discussion.

4.3 The connection between deep learning and democracy and citizenship

The findings in this subchapter are related to the research question: **How can deep learning foster democracy and citizenship in the English subject?**

4.3.1 Cultural knowledge

The primary school teachers associate democracy and citizenship with cultural knowledge. "English is a world language that connects people, it is something that we have in common but also a way of learning about others, and other cultures" (P3, p. 106). The teachers further express that cultural knowledge can aid in gaining respect for differences and learning about others. Cultural knowledge is also exemplified by talking about the US election, which has been an important focus area recently. In order for students to attain deep knowledge about culture it is important that the teachers prioritize to spend time on the chosen topic. S3 and S2

(p. 97) discuss how they think the English subject curriculum has a lot of focus on cultural content, which makes it easier to go in depth and learn more about different cultures.

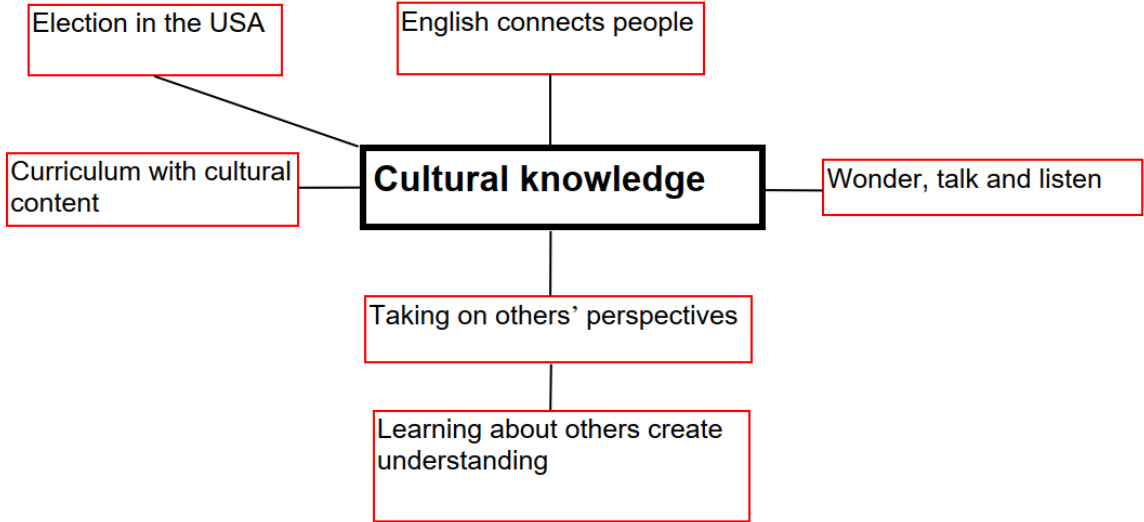


Figure 9: Illustrates categorization of the theme “Cultural knowledge” with different codes relevant to explain how deep learning is connected to democracy and citizenship.

P1 expresses that democracy and citizenship is an overarching theme across disciplines, and a permeating factor in their teaching. “It is always included in some way, more or less deliberately” (P1, p. 107). In accordance to how democracy and citizenship is connected to deep learning, the teachers express that by learning something in-depth, you gain a deeper understanding of others as citizens. “If we are able to go in depth, try to understand each other’s starting point, how different we are, be generous with each other, I think we will get a better citizenship” (P2, p. 107). By gaining knowledge about other peoples’ cultures, their way of living, faith, ethnicity and background, one might be able to get a better understanding because one is able to see different perspectives. Looking at what is the same within different cultures and looking at what is different can make the students reflect. “English is one of those things that connects us to other people” (P3, p. 108). As English is a world language, it is a way to communicate, understand and be understood by others around the world. This is a way of getting to know other humans, what it is like in other countries and thus gain cultural knowledge. One has to “try to understand that there are different cultures, different points of view and basis to understand the world, expose them to different perspectives, both within a

country, multiple countries and multiple cultures” S3 (p. 96) explains. According to S3 this can be done by exposing the students to multiple viewpoints and being able to reflect upon others’ perspectives. P2 also states that the teachers have a responsibility in terms of being a good role model. This entails daring to talk about things, listen, wonder, and show the pupils that no person knows everything. P2 (p. 108) adds that “[w]e do not understand everything in this world, but we need to be open and honest and dare to touch upon things that the students wonder about”.

4.3.2 Student accountability

Student accountability is one of the prominent aspects mentioned when the secondary teachers discuss the term “democracy and citizenship”. They talk about being able to take accountable and independent choices and also having the ability to make an influence. S3 explains that the students are to become responsible citizens and states that “we want to create adults who choose to vote for instance and can do so based on considered decisions” (S3, p. 95). Furthermore, student participation is discussed. The teachers talk about how students should get the opportunity to influence their schooling, to avoid that all decisions are being made from the school leaders. S2 (p. 95) states that students can for instance participate in deciding which working methods could be used to approach a new topic. Taking on someone else’s viewpoint is also emphasized by S2, who claims that it is important to see different perspectives in order to get a full understanding. S2 connects this to understanding how democracy works and exemplifies by explaining that you need to be able to see different perspectives of different parties, to be able to understand democracy as a whole. On a school level, it is about being able to make thoughtful choices, for instance choices about tuition in the classroom or approaches to learning. Democracy and citizenship is also seen in connection to deep learning, in terms of learning to become accountable and critical towards your work. For instance, S3 (p. 95) states as example that “ [i]f you choose to use a home-made Youtube video, with three views, then maybe you should be more source critical”. The importance of being able to gain self-insight and accountability early in life is emphasized.

In terms of citizenship, P2 states that it is limited how much they have talked about this in 1st grade in the English subject. However, since students in Norway are not allowed to choose if they want to go to school or not, P2 says it is important to create a community where everyone feels comfortable. “As all students are citizens of the same community, it is necessary to learn how to be considerate to others, in order for everyone to feel comfortable (P2, p. 107)”. After reflecting upon this during the interview, P2 gets the idea of creating class rules in English, that can help the students become more considerate towards others, and make sure they feel comfortable in the class environment.

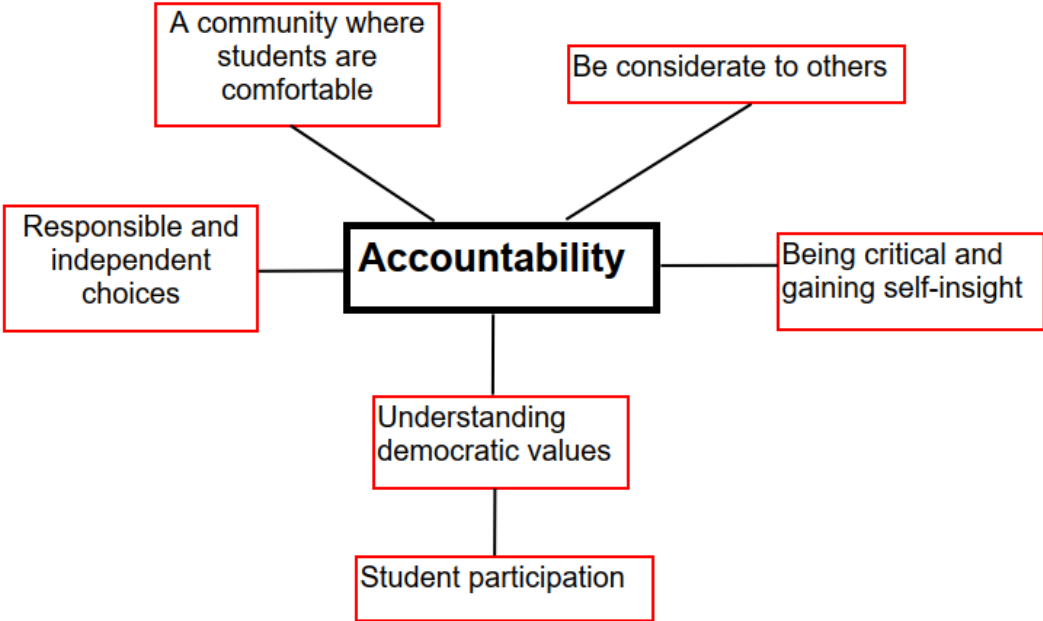


Figure 10: Illustrates categorization of the theme “Accountability” with different codes relevant to explain how deep learning is connected to democracy and citizenship.

4.3.3 Subchapter summary

Democracy and citizenship is associated with cultural knowledge, as learning English and how using the English language can contribute to learning about other cultures. In order to attain deep learning knowledge about culture, it is prominent to spend time on specific topics to explore other cultures in-depth. By gaining knowledge about other people’s culture, one might get a better understanding because one is able to see different perspectives. Democracy and citizenship also entails becoming responsible citizens. In primary school the teachers tend to focus on classroom environment and empathic students that care for each other’s well-being. In secondary school there is an emphasis on independence and taking responsibility for

own learning. This can be done by for instance making accountable and thoughtful choices when it comes to learning strategies and being able to critically assess own work.

4.4 Other findings

4.4.1 Obstacles to deep learning

Both focus groups were also asked what could prevent the students from deep learning. The secondary school teachers mentioned too big classes and too little time on each topic could be obstacles. In addition, differences in skill levels within the class could make it challenging for the teacher to help everyone, and make sure that all pupils learn at a deep level about each topic. Tenacity is also mentioned as an obstacle, where S1 expresses that the students might not be used to working on the same topic and going in depth into that topic for a long period of time. “They are trying to finish it fast and move on to the next one” (S1, p. 98). The teacher also needs to be familiar with the students to be able to know which tasks will work, and to whom one is to give responsibility and trust. This way the teacher is able to adapt the teaching, in a way that inspires for deep learning.

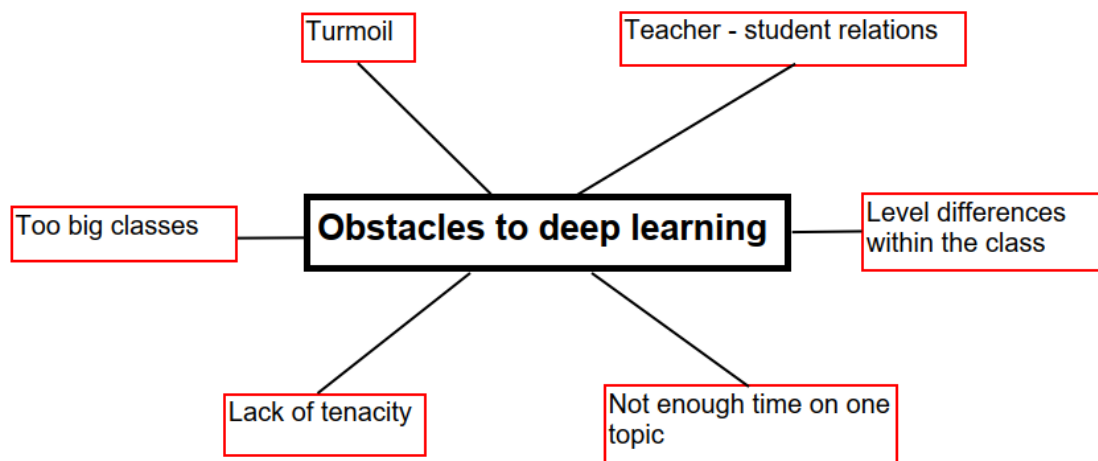


Figure 11: Illustrates categorization of the theme “Obstacles to deep learning” with different codes revealed as other findings.

4.4.2 Interest and motivation

P1 expresses that turmoil may prevent deep learning. This may occur if the teacher is not able to arouse interest, vary and organise the teaching in such a way that catches everyone. S1 also adds that being able to *arouse interest* about a topic is important to make the students interested in learning more. The secondary school teachers highlight an example of how they tried to make the US election engaging for the students. This was done by explaining differences between Norwegian and American election system and explaining terms in regard to this to make them understand more. In addition, S1 (p. 93) states that “if they were not interested before, they realised that this was a current topic, many were paying attention to it, and hearing about it every day, so that might arouse a certain interest in them”. It might be motivating for students to learn about a topic that they understand can be useful to have knowledge about. As deep learning tends to focus on transferability and utility value, this approach to learning can also make students gain more interest.

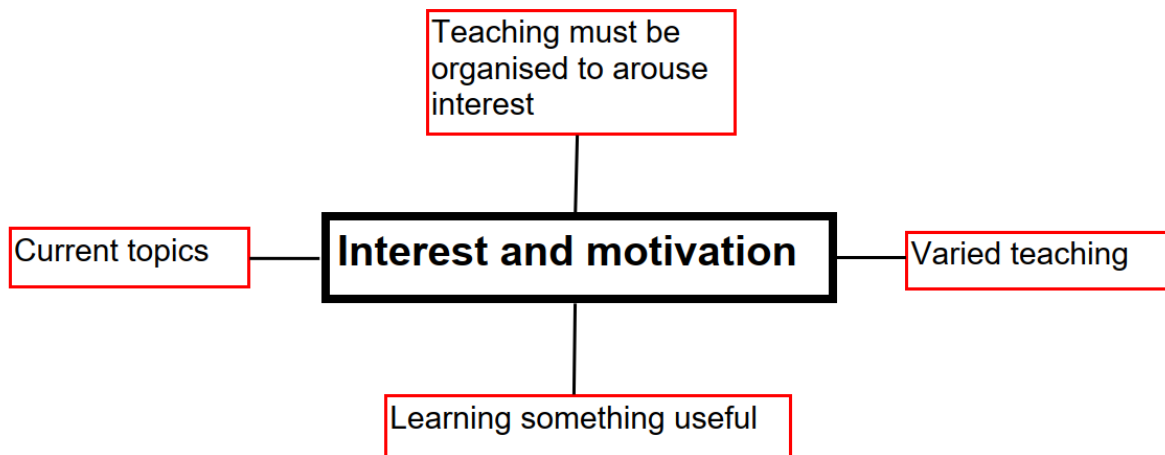


Figure 12: Illustrates categorization of the theme “Interest and motivation” with different codes revealed as other findings.

4.4.3 Safe and curious learning environment

In order for a student to attain deep learning, it is prominent to have a safe and curious learning environment, where asking questions and wondering is natural. P2 and P3 (p. 110) discuss that it is important for the students to dare, in order to be open and using the language to communicate. The teacher is also an important part of this, as students should be encouraged to ask questions without being rejected. P2 (p. 110) states that this relates to deep learning because “[b]y reflecting upon things and putting them into context one might be able to understand the topic better”.

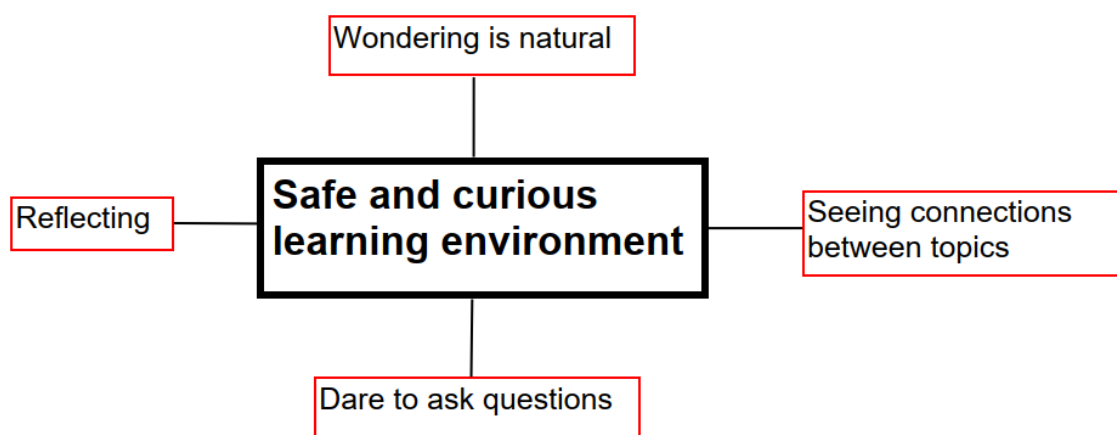


Figure 13: Illustrates categorization of the theme “Safe and curious learning environment” with different codes revealed as other findings.

4.4.4 Subchapter summary

The teachers stated that several aspects could prevent the students from deep learning, where too big classes, turmoil, not enough time spent on each topic, and the relationship between teacher and student were mentioned. If the teacher is not familiar with the students, it can be difficult to adapt the teaching. Lack of tenacity among the students, may also prevent deep learning as the students may struggle with motivation to work on the same topic for a longer period of time. In relation to motivation, the teacher must be able to arouse interest to motivate the students for further learning. This can be done by varying the organisation of the teaching and making connections to actualized themes. Furthermore, the teachers state that a safe and curious learning environment that encourages students to share thoughts and questions is prominent to explore a topic in-depth.

5. Discussion

The aim for this research project was to investigate teachers' perceptions on deep learning and to look for a connection between deep learning and democracy and citizenship. Chapter five aims to answer the following research questions:

5.1 What are teachers' perceptions on deep learning?

5.2 How do teachers implement deep learning in their teaching?

5.3 How can deep learning foster democracy and citizenship in the English subject?

The findings presented in chapter four will be discussed in relation to the theory presented in chapter two. Similar to the previous chapter, this discussion chapter is structured according to my research questions.

5.1 Teacher's perceptions on deep learning

According to the teachers, deep learning is a complex term. Although it comes across as a new term in LK20, some teachers mention that the meaning behind the term is not new. For instance, P2 (p. 102) states «I feel it is very important to say that this is nothing new[...] my entire motivation behind a lot of what I do, is about doing something purposeful». This utterance is in accordance with Engelsen's (2019, p. 54) statement about deep learning being an old idea that has reoccurred in a new disguise. According to Raaen & Østerud (2017, p. 180) articles from Norsk Pedagogisk Tidsskrift between 1980 and 1990 have discussed the aspects of what is now referred to as deep learning. The investigation of teachers' perceptions show that learning and deep learning both have to do with attaining knowledge and skills. However, while learning in general is referred to as "acquisition of knowledge and skills" (P1, p. 100), deep learning is described as learning something thoroughly, and therefore being able to see connections to other subjects and situations. This is in line with The Directorate of Education and Training's statement which explains that deep learning is "to gradually develop knowledge and lasting understanding of terms, methods and contexts in and between subjects" (Utdanningsdirektoratet, 2018). Deep learning is also about gaining knowledge that can be used between subjects to see the bigger picture of a context. It is likely that the teachers' statements about deep learning are similar to the statements from The Directorate of Education and Training as a result of the teachers reading and interpreting the new curriculum LK20. P1 (p. 101) also describes deep learning as "[...] being able to draw parallels to

former or already learnt knowledge, that there is a common thread in what you are doing”. The aspect of connecting new knowledge to former knowledge is similar to Biggs et al.’s (2001, p. 135) statement, which explains a deep approach to learning as students showing interest in the meaning behind a given topic and attempt to deepen their own understanding by linking it to previous knowledge.

The teachers mention many of the same aspects to deep learning as described in Fullan et al.’s (2018a, p. 16) model of the 6 C’s. Although deep learning is not described as a set of competencies by the teachers, several of the same aspects were mentioned during the interviews, as the teachers described and exemplified how they worked with deep learning. According to Fullan et al. (2018a, p. 16) deep learning is the process of acquiring the six global competencies character, citizenship, collaboration, communication, creativity and critical thinking. The teachers touch upon all of these aspects during the interviews. For instance, the secondary school teachers emphasize the importance of taking responsibility for own learning and developing strategies to learn. This can be connected to the first competence, character, as it also entails taking responsibility, learning to learn and developing tenacity. Lack of tenacity is mentioned as an obstacle for deep learning as S1 expresses that many students are not used to working with the same topic for a longer period of time. “They are trying to finish it fast and move on to the next one” (S1, p. 98). This is also in line with what Meichenbaum & Biemiller’s (1998, p. 75) describe as the consolidating role. A student in the consolidating role is able to perform a taught task or skills as demonstrated but is not yet concerned with reflecting upon it. Meichenbaum & Biemiller (1998, p. 89) state that it is common for low achieving students who become proficient at a given skill to aim for acquiring a new skill, instead of reflecting on and teaching others the learnt material. This is also reflected in S1’s statement about students moving on to the next task, instead of reflecting and deepening their understanding of the topic. One can therefore interpret the aspect of character, as a skill the students need to practise in order for it to become fully developed.

The teachers also talk about deep learning in regards to communicating and collaborating with other students. Additionally, citizenship is mentioned as an important aspect, which will be discussed further in chapter 5.3. The communicative aspect is brought up through presenting different working methods like Think -Pair- Share and dialogue play, which entails communicating with other students. In terms of collaboration the teachers express that

collaborating is useful because one may gain new perspectives of a topic, through talking and discussing with another student who has different references and experiences (P2, p. 105). This is similar to Vygotsky's sociocultural perspective on learning, which emphasizes interaction with others as a significant part of enabling learning processes. This implies that communicating with others through a language is prominent in order for collaboration. As language is the key to express and share opinions, experiences and thoughts, it is an important part of communicating. The English language is important because it enables people all over the world to communicate across countries. Vygotsky's statement is in accordance with P2's statement about collaboration, in which they express that human beings can add to each other's knowledge by presenting new perspectives and bring diverse viewpoints to class as a result of different references and experiences. Furthermore, P2 (p. 100) said "I think we need each other, and have a lot to bring, yes a lot to learn from each other". As every human has different knowledge, sharing different competences therefore facilitates for the construction of new knowledge together with others (Solerød, 2012, p. 227). Collaboration may also be seen as an important part of deep learning as The Directorate of Education and Training (2018) states that deep learning involves "reflecting upon own learning and using what has been learnt in different ways in familiar and unfamiliar situations, alone or together with others".

Another similarity between the teachers' reflections and Fullan et al.'s (2018a, p. 16) competencies for deep learning is the aspect of meaningful knowledge. S3 sees deep learning as being about "seeing connections and understanding that there is a purpose to what is being learnt" (S3, p. 91). P2 (p. 102) explains that if what is learnt does not make sense or is not useful for the student later, it might not be worth spending a lot of time learning about it. Here the teachers indirectly refer to *Critical thinking*, as it entails constructing and extracting meaningful knowledge (Fullan et al., 2018a, p. 16). This is exemplified by S3 (p. 95) who talks about source criticism and students being critical towards their own work. The importance of gaining self- insight and accountability at an early age is emphasized. Furthermore, S2 (p. 90) explains how the students are learning to function on their own and becoming more responsible which is a gradual process from primary school to secondary school. The students are learning to take responsibility for own learning, for instance through choosing learning material and strategies. Critical thinking can through the teachers' statements, therefore, be interpreted as a gradual process that develops within the students, from primary school to secondary school.

As mentioned earlier, deep learning is a central term in the new curriculum LK20. Still, the teachers perceive deep learning as a complex concept. “We are just trying and possibly failing. It seems like everything is allowed, and all is up to us (S3, p. 111). This substantiates Munden & Myhre’s (2020, p. 66) statement about deep learning being a term that teachers must fill with meaning themselves. Although the content of what is to be learnt is defined by the curriculum, the teachers have the autonomy to make choices. The teachers’ knowledge about a topic, as well as their autonomy to choose which areas to focus on is one of the most critical factors when it comes to choosing content (Tomlinson & Strickland, 2005, p. 7). As P2 (p. 103) states, teacher autonomy is perceived as an advantage, however it also comes with a responsibility to make sure that the students gain enough knowledge to see connections between incidents and subjects. In order to understand what may impact the teachers’ perceptions on deep learning, it may therefore be useful to consider the aspect of teacher cognition. As the teachers play a central role in creating classroom events the cognitive dimension of teaching is to be investigated further. Borg (2003, p. 82) states that teachers’ actions and how they choose to teach may be influenced by factors of their own schooling, professional coursework, contextual factors and classroom practice. The teachers all have different experiences with being a student and learning themselves which may impact how they want to teach. Furthermore, what teachers have learnt during their teacher education may influence their teaching. The expectations from government and school administration to follow the curriculum will also be an important factor in how deep learning is understood and used. This is likely to differ from school to school depending on their focus areas. In addition, contextual factors like the availability of equipment that can be used in teaching to facilitate for deep learning may have an impact. For instance, for a school that needs to book computer rooms in advance or only has one book available about a topic, it may be more difficult to facilitate for exploratory approaches, an aspect that is seen as useful for deep learning. One may expect that there are differences between primary and secondary schools, as secondary schools often facilitate for the students having their own computer available at all times. It may therefore be easier for students in secondary school to adapt deep learning through an exploratory approach. However, primary school teachers could adapt for an exploratory approach for instance by giving internet searches as homework. Another option could be for the teacher to bring newspapers to class which could be used to explore a topic in depth, or to send students out to do fieldwork. By thinking of alternative teaching methods, it should be possible to facilitate for an exploratory approach, despite a small selection of equipment

available. All participants in this project have worked as teachers for a different number of years, which means they have different experiences. These positive or negative experiences during teaching, for instance with different working methods may influence whether or not they choose to use the same approach again. For instance, S2 had a positive experience with using debate, in the 10th grade, as a way for students to attain deep learning about gun control in the USA (p. 92). S2 stated it was desirable to use the same approach again, to foster deep learning. Summing up, this means that the teachers' own experiences and thoughts of the deep learning aspect are likely to influence how they teach it. Munden & Myhre (2020, p. 66) explain that the focus on deep learning should be on what makes good learning and teaching, which brings us to the second research question "How do teachers implement deep learning in their teaching?".

5.2 Teacher's implementation of deep learning in the classroom

The teachers perceive it as necessary for students to have a set of basic knowledge before going into specific topics in more depth. They express that if students lack basic knowledge, it can be difficult for them to explore a topic more thoroughly. Another concern for attaining deep learning in the English subject is, according to the teachers, the lack of vocabulary needed to express or explore a topic in depth. Therefore, the primary school teachers emphasize that basic knowledge about the English language and a vocabulary that enables students to express themselves is beneficial to explore a topic in depth. This aspect may be critically discussed, as investigating a topic from different angles to ensure deep learning, may be possible without an excessive amount of vocabulary. For instance, one may suggest that deep learning is rather dependent on how teachers facilitate for adapted teaching. Vygotsky (1987, p. 211) states that teachers need to find out how their students can optimize their learning potential by adhering to the zone of proximal development. The teachers claim that vocabulary can be an obstacle to deep learning because the students may struggle to explore and express themselves about a topic. It is therefore a possibility that the teachers have not facilitated for learning objectives within each student's proximal zone of development. If the learning objects are placed outside the student's zone of proximal development, the student may not benefit from schooling as the distance between existing knowledge and what is to be learnt is too broad (Jensen, 2007, p. 16-17). As mentioned by S2 the teacher- student relation is important for the teacher to know which tasks or texts the

students can master. If the teachers gain sufficient knowledge about students' competence levels, it should be possible to facilitate for adapted teaching that encourages deep learning, despite low vocabulary skills. This can be done through differentiating tasks by their content or degree of difficulty, for instance by presenting options for texts about the same topic (Repstad & Tallaksen, 2006, p. 39). The teachers could also use different approaches to learning, using videos, drawing, role play etc, to adapt the teaching in a way which does not focus on vocabulary. Although all students have the ability to learn, they cannot all learn the same thing at the same time (Meichenbaum & Biemiller, 1998, p. 135). As S2 (p. 98) states, “[t]he better you get to know them, the easier it gets to understand how they work”. One can therefore argue that in order to facilitate for differentiation, the teachers need to spend time getting to know and understand their students.

Munden & Myhre (2021, p. 66) state that the focus should be on how pupils learn and how teachers should organise English sessions so that in-depth learning can happen. However, the teachers report that there is little concrete guidance as to how to do deep learning in school, and this may result in different interpretations of the concept in practise. For instance, one teacher may execute what they believe is deep learning in one way, while another teacher does it in a totally different way. S2 (p. 111) states that “[i]t is such a diffuse term, and there are different interpretations of what it means”. This is further explained by S2 (p. 91), who states that one way to execute deep learning is to spend a lot of time on one specific topic and learn more about it, while another way to look at it is in relation to other subjects. The secondary school teachers therefore call for more concrete examples on how teachers can facilitate for deep learning. Despite little concrete guidance, both focus groups have several suggestions for tasks and working methods they have used to implement the deep learning aspect in their teaching. The teachers explain with their own words what they believe can contribute to deep learning. In general, there is a common perception that the focus on deep learning in LK20 gives them the opportunity to spend more time on specific topics. This is beneficial for deep learning as it gives students time to explore a topic from different perspectives. However, it can be challenging for the teachers to ensure that all important topics and aims from the curriculum are covered, and at the same time spend enough time on each topic to explore it in-depth.

In terms of working methods, the teachers mention several approaches that may contribute to deep learning, which all have in common that the student is actively participating in own

learning. Using an exploratory approach is highlighted as useful for deep learning. One can look at the exploratory approach as an opportunity for students to make decisions on how to solve problems or find information themselves. In connection to this, the teachers call attention to a technique called the question method, where topics are investigated and explored from different perspectives. The exploratory approach is similar to the aspect of autonomy from Self Determination Theory, which involves students starting and regulating activities on their own (Ryan & Deci, 2000, p. 65). The students are expected to use several methods to explore a topic from different perspectives. Autonomy is one of the basic needs mentioned to fuel the student's intrinsic motivation. When students get the ability to influence their learning situations it can motivate them to learn (Ryan & Deci, 2000, p. 65). Being able to choose approaches to learning or how to solve tasks can therefore contribute to an environment where students learn because they want to, in contrast to learning because they have to. Gaining motivation to learn is important for deep learning as one specific topic is to be explored over a longer period of time. The teachers mention that some students have difficulties in exploring topics on their own, as they do not know where to look for information. One solution to this can be to focus on differentiation, where the teacher presents more specific places to find information. In such a case, some students may benefit from being presented with specific internet pages to look for information or getting a specific book directed towards the topic. In terms of students with a limited vocabulary, it might be necessary to find texts with different level of difficulty or supply texts with a word list accompanying the texts.

The teachers also mention that they want to guide students into becoming accountable and responsible citizens. In order for this to happen each student needs be challenged in a way that optimizes their learning potential. The teachers therefore need to facilitate for tasks that fit the students' Zone of Proximal Development (Vygotsky, 1987, p. 211). What this zone entails will vary from student to student, and it is important that teachers differentiate their teaching to accommodate the students' individual needs. Some students may explore a topic completely on their own using the internet freely, while some might need clearer frames in order to explore.

In terms of students becoming accountable and responsible, the teachers should facilitate for tasks that give students the opportunity to take on an acquiring, consolidating and consulting role in the learning processes. According to Meichenbaum & Biemiller (1998, p. 184) this is

the way to nurture independent learners. The consulting mode is especially important to develop mastery. In order to attain a consulting role, Meichenbaum. & Biemiller (1998, p. 184) suggest using language-based activities such as peer tutoring and writing to nurture self-reflection and self-directed behaviour. This is reflected in the results from chapter 4.3.2 as both primary and secondary school teachers discuss methods for collaborative learning. They mention the Think- Pair- Share method as a tool, where students formulate individual thoughts before sharing them with their learning partner, and together they share their thoughts with the rest of the class. As P1 (p. 105) states, this method can contribute to students gaining more knowledge about a topic, and the method can also be useful for increasing vocabulary. In addition, the thinking phase facilitates for students to deepen their understanding of a topic by linking it to previous knowledge, before talking to their peer. This is in line with Biggs et al.'s (2001, p. 135) explanation of a deep approach to learning, as the student use prior knowledge to create understanding. In relation to this, the teachers also mention the use of mind maps to activate prior knowledge about a topic. P2 (p. 104) states that the aim is for students to connect associations to a topic and by continuing to work on the topic, they students may expand their knowledge.

Usman (2015, p. 39) states that the Think- Pair- Share method both encourages students to participate in class, helps gaining communicative skills. Communication is part of Fullan et al.'s (2018a, p.16) model of the 6 C's, which is one of the skills prominent in deep learning. By practising to communicate with different students in class for instance through the Think- Pair- Share method, the students might gain competence in adapting communication for different types of people. This can be helpful, for instance when communicating in English with people from other countries or cultures. In addition to this, practising collaborative learning with others may contribute to reflecting upon how and what the students can do to improve communication. Another approach that is emphasized by the secondary teachers, is dialogue play. S2 (p. 94) states that using dialogue play can foster deep learning, as the students learn to see others' perspectives and reflect upon their own standpoint. As the dialogue play is a way of nurturing self-reflective behaviour it may therefore be a helpful approach for students to take on a consulting role. Moreover, Tomlinson & Strickland (2005, p.11) emphasizes that if a standard test is the only option to evaluate learning many students may feel that their ability to show what they have learnt is restricted. As the secondary teachers differentiate by using various evaluation methods, the dialogue play as method, may aid students in demonstrating their learning outcome.

5.3 Deep learning fostering democracy and citizenship

The aspect of democracy and citizenship aims to give knowledge about the basic tenets of democracy and its values, as well as prepare for active participation in democratic processes (Utdanningsdirektoratet, 2017, p. 14). In the English subject the content of democracy and citizenship deals with how citizens live together in a community and how they contribute on different areas. Democracy and citizenship in the school context may therefore include learning about democracy, learning for democratic participation or learning through democratic participation (Meld. St. 28, 2015– 16, p. 38). In terms of deep learning, Fullan et al.'s (2018, p. 16) model of six global competencies gives a description of skills the students need to flourish as citizens of the world. Democracy and citizenship can therefore be connected to deep learning, as Citizenship is mentioned as one of the 6 C's. Citizenship is in this context referred to as thinking like global citizens and taking global issues into consideration, based on a deep understanding of diverse values and worldviews (Fullan et al., 2018a, p. 16).

In relation to citizenship, a prominent finding from this research project is the association with cultural knowledge. Gaining cultural knowledge can be helpful for the students to develop skills, attitudes and behaviours that they need in order to become informed, engaged and empathic citizens (UNESCO, 2014, p. 11). As the teachers explain, cultural knowledge can also contribute to gain of acceptance for differences within cultures, for instance in terms of religion and faith. This clearly relates to the socio- emotional aspect for global citizenship education (UNESCO, 2015, p. 15), which emphasizes the importance of students being able to respect differences and diversity. By learning about other cultures in-depth, the students may therefore create a base for a sense of a common humanity, sharing values and responsibilities, empathy, solidarity and respect for differences and diversity (UNESCO, 2015, p. 15). Another finding reveals that while the primary school teachers tend to focus on democracy and citizenship on a local level, the secondary school teachers expand their horizon to focusing on national and global citizenship. The focus on attaining cultural knowledge may contribute to foster the cognitive aspect, as the students gain understanding of how to resolve social, political, cultural and global issues (UNESCO, 2015, p. 15). On a local and national level, the primary school teachers talk about how deep learning can contribute to

getting a deeper understanding of others, for instance within the class. In the English subject, the aspect of democracy and citizenship includes learning to interact in a diverse society with different cultures (Meld. St. 28, 2015– 16, p. 38). P1 (p. 107) expresses that understanding others' starting point, recognising differences and being generous with others is important for a better citizenship. Gaining in-depth knowledge about others' culture, their way of living, faith, ethnicity and background can be a way of gaining understanding because students may see different perspectives of a topic. The secondary school teachers emphasize that the English curriculum has a great focus on cultural content, which makes it easier to learn in-depth about diverse cultures. On a global level, democracy and citizenship entails belonging to a broader community and a common humanity. In order to understand how other humans live, the teachers express that exploring cultures in-depth is prominent. The information gained through deep learning can aid in understanding others' perspectives, for instance when solving political conflicts. However, the secondary teachers do not explicitly address socio-emotional aspects like empathy and shared responsibility for others. These aspects were stronger addressed by the primary school teachers, where there was a focus on understanding how other people feel and taking on their perspective.

While a surface approach to learning may provide students with basic information about other cultures, the in-depth approach may give students an understanding of why and how things have developed within a culture. It can also provide understanding of how cultures differ from each other, or which aspects are similar. This can be useful in terms of gaining a holistic view of a culture. For instance, the secondary school teachers talk about American culture and the US election. A surface approach to learning may give the students information about the election, while a deep learning approach gives the students time to explore the election from different viewpoints. An example to this, may be the USA project in 10th grade S2 (p. 92) talks about. In this project the students spent a lot of time learning about the USA, and S2 further explains that the students had to familiarize themselves with pros and cons for gun control. This means that they had to deepen their understanding and view gun control from several perspectives. By gaining knowledge, the students may gain a better understanding of for instance why Americans vote the way they do, or why some choose to support gun control. As the secondary teachers discussed, they properly introduced the American voting system and the different political perspectives to make the students motivated and engaged. Deep learning about other cultures and their political processes may therefore also contribute to gaining information about historical aspects, such as World War 2. The knowledge about

historical aspects may again aid students in seeing connections between for instance economy and why Americans vote the way they do.

During the interviews, the teachers did not address the behavioural aspect in terms of sustainability. One of UNESCO's (2015, p. 15) goals is for students to act responsibly at a local, national and global level in terms of peace and sustainability. This could be done for instance through educating students about how other countries make a living, food waste, clothes or meat production. A more concrete example could be Chile's dependency on agriculture and growth of avocados. The avocados need a lot of water to grow, approximately 70 litres per avocado (Olivieri, 2019). As the demand of avocados increases worldwide, the increased use of water in agriculture has severe repercussions. This has resulted in an intense water scarcity in Chile's Petorca region. If students gain knowledge about these types of issues, it could contribute to foster socio-emotional aspects like empathy and shared responsibility, both on a global level, but also at a local level through for instance thinking twice about what products they buy at the store. This could also foster the cognitive aspect of critical thinking about global, regional and local issues, as students learn to understand how issues may be interconnected through countries and populations being dependent on another.

The aspect of accountability can also be connected to democracy and citizenship and deep learning. For the secondary teachers the term involves taking responsible and independent choices, as well as students having the ability to influence their own teaching. In terms of responsible and independent choices, S3 (p. 95) explains that the aim is to develop students to become active participants of the society, for instance by voting based on considered decisions. This is in line with the Directorate of Education and Training (Utdanningsdirektoratet, 2017, p. 14), which states that the school shall stimulate pupils to become active citizens and gain competence to participate in developing democracy in Norway. In relation to democratic competence, the teachers talked about student participation, where students should have the opportunity to influence their school life. For instance, S2 (p. 95) mention that students can influence which working methods could be used to approach a new topic. This is also emphasized in Stortingsmelding 28 (2015– 16, p. 38), where it is stated that the education should promote democratic principles and give the students the right to co-determination. In a school context this can be about making thoughtful decisions in regard to for instance approaches to learning or classroom organisation. The deep learning aspect also promotes accountability and developing students to critically assess own work, which can be

seen in the model of 6 C's under the headline of Critical thinking. Being critical in this context is according to Fullan et al. (2018a, p. 16) about being able to solve problems, evaluate information and arguments. Critical thinking also emphasizes self-reflection. The primary school teachers also emphasize the focus on a safe learning environment which encourages to asking questions and wondering. As P2 (p.110) states, posing questions can make the students reflect upon a topic and see connections. Being curious and asking questions may therefore also contribute to more knowledge and a greater understanding of for instance other cultures. The aspect of Creativity can also be seen in relation, as it mentions the ability to ask relevant and exploring questions (Fullan et al., 2018a, p. 16). As mentioned, the teachers encourage students to explore and solve tasks independently and make thoughtful decisions by for instance being critical towards information sources. Using deep learning in school and the English subject may therefore foster the thoughts of democracy and citizenship, as students will challenge their ability to think critically, ask relevant questions to enhance knowledge, learn to deal with conflicts of opinion and respect disagreement.

6. Summary and further research

Chapter six will in present a summary of the main elements of this thesis and look at potential suggestions for further research. The summary presented in 6.1 includes findings based on the teachers' statements, discussed in light of theory. Moreover, chapter 6.2 will present thoughts on fruitful topics for future research.

6.1 Summary

Although the teachers do not mention terminology, this thesis has found that they touch upon several of the same aspects and thoughts as theorists like Fullan et al. and Vygotsky. The teachers participating in this project perceive deep learning as a complex term. Some of the experienced teachers state that although the term is newly presented in the LK20, the thoughts behind the concept has been discussed and used in teaching for years. The focus group interviews reveal that there are common traits between learning and deep learning, as both entail attaining new knowledge and skills. However, with deep learning a student learns something so thoroughly that they are able to see connections to other subjects and situations. This finding is similar to how The Directorate of Education and Training describe deep learning. Although some of the teachers mention that they have been teaching deep learning for years, it has become evident that the enhanced focus on deep learning in the new curriculum, gives teachers time to spend more time on each topic. In addition, it is prominent that the teachers have the autonomy to choose what topics are to be taught, and which approaches are to be used.

Moreover, the teachers rapport several working methods they find useful to implement deep learning in their teaching. It is eminent that methods which facilitate for students being active participants in own learning are considered helpful for deep learning. One example is the question method used to explore a topic in depth. An exploratory approach is highlighted as an opportunity for students to make decisions on how to solve problems or find information themselves. Autonomy is considered one of the basic needs mentioned to fuel the student's intrinsic motivation (Ryan & Deci, 2000, p. 65). When students get the ability to influence their learning situations it motivates them to learn. Being motivated to learn can be especially important for deep learning, as a topic is investigated for a longer period of time.

The teachers acknowledge that all students are different in terms of what knowledge they bring to the classroom and in terms of which methods may be useful to develop their learning. They therefore suggest varying teaching strategies to foster deep learning. This entails using both individual and collaborative work to enhance students' knowledge. Additionally, using differentiation, for instance through tasks with different difficulty, could be useful to make sure each student optimizes their learning potential. In terms of collaborative strategies, the teachers particularly mention think- pair- share as a working method helpful for students to gain deeper knowledge and viewing a topic from different perspectives. Collaboration relates to both Fullan et al.'s (2018a, p. 16) competencies for deep learning and Vygotsky's perspective on sociocultural theory (Solerød, 2012, p. 224), as they encompass sharing and gaining new knowledge through interaction with other people.

Additionally, the teachers mention the use of mind maps in order to activate prior knowledge about a topic. The aim is for students to connect associations (prior knowledge) to a topic while simultaneously expanding their knowledge. This clearly relates to a deep approach to learning as the students use prior knowledge to create understanding (cf. Biggs et al., 2001, p. 135). Another approach that is emphasized by the secondary teachers is dialogue play. Dialogue play can foster deep learning as the students learn to see others' perspectives and reflect upon their standpoint. The secondary teachers also state that using dialogue play is an example of an approach which can be used to evaluate students as an alternative to standard tests. This may be an advantage as the teachers accommodate for students' different needs, making sure their ability to show what they have learnt is not restricted (Tomlinson & Strickland, 2005, p. 11).

Deep learning can contribute to foster democracy and citizenship in the English subject, as students gain deeper insight in diverse topics. For instance, the students can learn about the basic tenets of democracy and its values (Utdanningsdirektoratet, 2017, p. 14), and by gaining more knowledge about the topic, and participating in democratic processes, they may gain a deeper understanding of what democracy entails. In terms of citizenship, the gain of cultural knowledge can be helpful for the students to develop skills, attitudes and behaviours that they need in order to become informed, engaged and empathic citizens (UNESCO, 2014, p. 11). As the teachers explain, cultural knowledge can also aid in gaining acceptance for differences within cultures. However, this study found that the teachers did not address the domain of

behavioural learning, in terms of students acting effectively and responsibly for a more sustainable world.

The primary school teachers tend to focus on citizenship on a local level and national level. It is emphasized that deep learning about citizenship also can aid in getting a deeper understanding of other students, for instance within the class. P1 expresses that understanding others' starting point, recognising differences and being generous with others is important for a better citizenship. These thoughts share similarities with socio- emotional aspects like empathy and shared responsibility (UNESCO, 2015, p. 15). One can therefore state that knowledge opens up for understanding, which makes students capable of being a better support for people surrounding them. When the secondary teachers discuss citizenship, they expand their horizon to focusing on national and global citizenship. Here, it becomes prominent that the English curriculum has a great focus on cultural content, which makes it easier to learn in-depth about diverse cultures. Information gained through deep learning can aid in understanding others' perspectives, for instance when solving political conflicts. However, the secondary teachers do not explicitly address socio- emotional aspects like empathy and shared responsibility (UNESCO, 2015, p. 15). While a surface approach to learning may provide students with basic information about other cultures, the in-depth approach may give students an understanding of why and how things have developed within a culture. This can be useful in terms of gaining a holistic view of a culture.

The aspect of accountability can also be connected to democracy and citizenship and deep learning. For the secondary teachers, democracy and citizenship involves taking responsible and independent choices, as well as students having the ability to influence their own teaching. For instance, S2 (p. 95) mentions that students can influence which working methods could be used to approach a new topic. The ability to influence is also emphasized in Stortingsmelding 28 (2015– 16, p. 38), where it is stated that the education should promote democratic principles and give the students the right to co- determination. The deep learning aspect also promotes accountability and developing students to critically assess own work, which can be seen in the model of 6 C's under the headline of Critical thinking. Being critical in this context is according to Fullan et al. (2018a, p. 16) about being able to solve problems, evaluate information and arguments. This is discussed by the teachers in terms of for instance being critical to sources and where information is found. Critical thinking also emphasizes

self-reflection, and the teachers therefore state that being curious and asking questions may contribute to more knowledge and a greater understanding of for instance other cultures. The teachers encourage students to explore and solve tasks independently and make thoughtful decisions by for instance being critical towards information sources. Using deep learning in school and the English subject may therefore foster the thoughts of democracy and citizenship, as students will challenge their ability to think critically, ask relevant questions to enhance knowledge, learn to deal with conflicts of opinion and respect disagreement.

6.2 Further research

I found it interesting to do a research project with focus on deep learning, because to my knowledge, little research has been done in Norway on this topic. On the one hand, this research project has contributed to a greater understanding of what the deep learning concept entails, and how it can be used to foster democracy and citizenship. On the other hand, diving into this topic has resulted in several new questions and wonderings. Since this is a master's project, it limits the comprehension of research in terms of time and resources available. For further research, it could be interesting to look at how deep learning can be assessed, as the teachers in this study mentioned it as difficult to evaluate deep learning.

As mentioned earlier, one of the limitations to this study was that it investigated teachers' perceptions, which means that one cannot know if the teachers' perceptions differ from their practice. It could therefore be interesting to investigate further into deep learning in practice, for instance which activities are being used in the classroom and how do these activities facilitate for deep learning. By for instance following a student group over time, one might be able to identify how the students develop as a result of which strategies are being used.

This study urges Norwegian policy makers and the Directorate of Education and Training to create and publish more concrete teaching material on how to carry out deep learning activities in the English classroom. As this study is a small-scale study, I believe it would be beneficial to investigate for instance how teachers implement deep learning on a bigger scale, with teachers from all over Norway. This would make the results more generalizable and could also result in several suggestions to how teachers could teach deep learning.

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8. Appendices

Appendix 1: Approved NSD form

12.4.2021

Meldeskjema for behandling av personopplysninger

NSD NORSK SENTER FOR FORSKNINGSDATA

NSD sin vurdering

Prosjekt tittel

Teachers' perceptions on fostering deep learning in the English subject: A qualitative study with focus on democracy and citizenship

Referansenummer

839392

Registrert

19.10.2020 av Viel Marie Deisz Kunnikoff - 150352@stud.hvl.no

Behandlingsansvarlig institusjon

Høgskulen på Vestlandet / Fakultet for lærerutdanning, kultur og idrett / Institutt for språk, litteratur, matematikk og tolkning

Prosjektansvarlig (vitenskapelig ansatt/veileder eller stipendiat)

Dania Jovanna Bonness , Dania.Jovanna.Bonness@hvl.no, tlf: 55585723

Type prosjekt

Studentprosjekt, masterstudium

Kontaktinformasjon, student

Viel Marie Deisz Kunnikoff, vielk@mau.com, tlf: 45264548

Prosjektperiode

01.08.2020 - 18.05.2021

Status

27.10.2020 - Vurdert

Vurdering (1)

27.10.2020 - Vurdert

Det er vår vurdering at behandlingen av personopplysninger i prosjektet vil være i samsvar med personvernlovgivningen så fremt den gjennomføres i tråd med det som er dokumentert i meldeskjemaet med vedlegg den 27.10.2020, samt i meldingsdialogen mellom innmelder og NSD. Behandlingen kan starte.

MELD VESENTLIGE ENDRINGER

Dersom det skjer vesentlige endringer i behandlingen av personopplysninger, kan det være nødvendig å melde dette til NSD ved å oppdatere meldeskjemaet. Før du melder inn en endring, oppfordrer vi deg til å lese om hvilke type endringer det er nødvendig å melde:

https://nsd.no/personvernombud/meld_prosjekt/meld_endringer.html

Du må vente på svar fra NSD før endringen gjennomføres.

TYPE OPPLYSNINGER OG VARIGHET

Prosjektet vil behandle alminnelige kategorier av personopplysninger frem til 18.05.2021. Data med personopplysninger oppbevares deretter internt ved behandlingsansvarlig institusjon frem til 01.07.2021, dette grunnet sensur av oppgaven.

LOVLIG GRUNNLAG

Prosjektet vil innhente samtykke fra de registrerte til behandlingen av personopplysninger. Vår vurdering er at prosjektet legger opp til et samtykke i samsvar med kravene i art. 4 og 7, ved at det er en frivillig, spesifikk, informert og utvetydig bekreftelse som kan dokumenteres, og som den registrerte kan trekke tilbake. Lovlig grunnlag for behandlingen vil dermed være den registrertes samtykke, jf. personvernforordningen art. 6 nr. 1 bokstav a.

TAUSHETSPLIKT

Vi vil minne om at lærerne har taushetsplikt. Den strekker seg lenger enn å unnlate navnene til barna. Lærerne kan ikke fortelle historier på slik måte at andre opplysninger kan identifisere en nåværende eller tidligere elev direkte eller indirekte. Dere er i fellesskap ansvarlige for at elevene blir ondtalt i generelle ordelag under samtalen. Vi anbefaler at dere diskuterer personvern i forkant av intervjuet.

PERSONVERNPRINSIPPER

NSD vurderer at den planlagte behandlingen av personopplysninger vil følge prinsippene i personvernforordningen om:

- lovlighet, rettferdighet og åpenhet (art. 5.1 a), ved at de registrerte får tilfredsstillende informasjon om og samtykker til behandlingen
- formålsbegrensning (art. 5.1 b), ved at personopplysninger samles inn for spesifikke, uttrykkelig angitte og berettigede formål, og ikke viderebehandles til nye uforenlige formål
- dataminimering (art. 5.1 c), ved at det kun behandles opplysninger som er adekvate, relevante og nødvendige for formålet med prosjektet
- lagringsbegrensning (art. 5.1 e), ved at personopplysningene ikke lagres lenger enn nødvendig for å oppfylle formålet

DE REGISTRERTES RETTIGHETER

Så lenge de registrerte kan identifiseres i datamaterialet vil de ha følgende rettigheter: åpenhet (art. 12), informasjon (art. 13), innsyn (art. 15), retting (art. 16), sletting (art. 17), begrensning (art. 18), underretning (art. 19), dataportabilitet (art. 20).

NSD vurderer at informasjonen som de registrerte vil motta oppfyller lovens krav til form og innhold, jf. art. 12.1 og art. 13.

Vi minner om at hvis en registrert tar kontakt om sine rettigheter, har behandlingsansvarlig institusjon plikt til å svare innen en måned.

FØLG DIN INSTITUSJONS RETNINGSLINJER

NSD legger til grunn at behandlingen oppfyller kravene i personvernforordningen om riktighet (art. 5.1 d), integritet og konfidensialitet (art. 5.1. f) og sikkerhet (art. 32).

For å forsikre dere om at kravene oppfylles, må dere følge interne retningslinjer og eventuelt rådføre dere med behandlingsansvarlig institusjon.

OPPØLGING AV PROSJEKTET

NSD vil følge opp ved planlagt avslutning for å avklare om behandlingen av personopplysningene er avsluttet.

Lykke til med prosjektet!

Kontaktperson hos NSD: Tore Andre Kjerland Fjeldsbo
Tlf. Personverntjenesten: 55 58 21 17 (ust 1)

Vil du delta i forskningsprosjektet:

Teachers' perceptions on fostering deep learning in the English subject: A qualitative study with special focus on democracy and citizenship

Formål

Dette er et spørsmål til deg som jobber som lærer ved en norsk barne- eller ungdomsskole. Etersom den nye læreplanen (LK20) i stor grad fokuserer på dybdeløring, er dette et tema som blir viktigere å finne ut mer om. Formålet med prosjektet er å få informasjon om hvordan lærere forstår begrepet dybdeløring og hvordan de mener dybdeløring kan brukes for å fremme det tverrfaglige temaet «demokrati og medborgerskap» i engelskfaget.

Dette prosjektet inngår i min masteroppgave ved Høgskulen på Vestlandet.

Problemstillingene er følgende:

- **What are teachers' perceptions on deep learning?**
- **How can deep learning foster democracy and citizenship in the English subject?**
- **How do teachers implement deep learning in their teaching?**

Hvem er ansvarlig for forskningsprosjektet?

Høgskulen på Vestlandet er ansvarlig for prosjektet.

Hvorfor får du spørsmål om å delta?

Du har blitt spurt om å delta i prosjektet fordi du er lærer ved barne/ungdomstrinnet og har engelsk som undervisningsfag. Jeg har valgt et utvalg med deltakere fra to ulike skoler for å få nyanserte perspektiver. Totalt vil det være ca. 6 deltakere i studien.

Hva innebærer det for deg å delta?

Dersom du velger å delta i prosjektet blir du bedt til å delta på et fokusgruppeintervju sammen med et par andre lærere. Intervjuet vil ta omkring 45-60 minutter. Intervjuet vil handle om dine oppfatninger av den nye læreplanen, spesielt med fokus på temaet dybdeløring.

Jeg vil også be om noen opplysninger om deg i et intervju. Dette vil være opplysninger om hvilket trinn du jobber på, hvor lenge du har jobbet som lærer etc. Intervjuet vil bli tatt opp på lydopptak med diktafon, og jeg vil notere underveis slik at det blir lettere for meg å bearbeide datamaterialet i etterkant.

Det er frivillig å delta

Det er frivillig å delta i prosjektet. Hvis du velger å delta, kan du når som helst trekke samtykket tilbake uten å oppgi noen grunn. Alle dine personopplysninger vil da bli slettet. Det vil ikke ha noen negative konsekvenser for deg hvis du ikke vil delta eller senere velger å trekke deg.

Ditt personvern – hvordan vi oppbevarer og bruker dine opplysninger

Vi vil bare bruke opplysningene om deg til formålene vi har fortalt om i dette skrivet. Vi behandler opplysningene konfidensielt og i samsvar med personvernregelverket. De eneste som vil ha tilgang til datamaterialet er jeg og min veileder til oppgaven Dania Jovanna Bonness.

Datamaterialet får en kode og navn/ kontaktinformasjon vil ikke bli lagret sammen med innsamlet data. Dette vil oppbevares på HVL sin forskningsserver, slik at dataene er trygge og ingen andre får adgang til dem. I transkripsjoner fra intervjuene får hver deltaker et alias og eventuell sensitiv informasjon vil bli anonymisert eller fjernet før publikasjon.

Hva skjer med opplysningene dine når vi avslutter forskningsprosjektet?

Opplysningene anonymiseres når prosjektet avsluttes/oppgaven er godkjent, noe som etter planen er 18.06.2021. Lydopptak og annen personinformasjon vil da slettes, og transkripsjoner anonymiseres.

Dine rettigheter

Så lenge du kan identifiseres i datamaterialet, har du rett til:

- innsyn i hvilke personopplysninger som er registrert om deg, og å få utlevert en kopi av opplysningene,
- å få rettet personopplysninger om deg,
- å få slettet personopplysninger om deg, og
- å sende klage til Datatilsynet om behandlingen av dine personopplysninger.

Hva gir oss rett til å behandle personopplysninger om deg?

Vi behandler opplysninger om deg basert på ditt samtykke.

På oppdrag fra Høgskulen på Vestlandet har NSD – Norsk senter for forskningsdata AS vurdert at behandlingen av personopplysninger i dette prosjektet er i samsvar med personvernregelverket.

Hvor kan jeg finne ut mer?

Hvis du har spørsmål til studien, eller ønsker å benytte deg av dine rettigheter, ta kontakt med:

- Høgskulen på Vestlandet ved Førsteamanuensis Dania Jovanna Bonness på [Tlf:+4755585723](tel:+4755585723)
Eller mail: djb@hvl.no
- Vårt personvernombud: Personvernombud ved HVL: Trine Anniken Larsen, via e-post personvernombud@hvl.no eller på telefon +47 55 30 10 31

Hvis du har spørsmål knyttet til NSD sin vurdering av prosjektet, kan du ta kontakt med: NSD – Norsk senter for forskningsdata AS på epost <mailto:personverntjenester@nsd.no> eller på telefon: 55 58 21 17.

Med vennlig hilsen

Dania Jovanna Bonness
(Forsker/veileder)

Viel Marte Deisz Kunnikoff

Samtykkeerklæring

Jeg har mottatt og forstått informasjon om prosjektet «**Teachers' perceptions on fostering deep learning in the English subject: A qualitative study with special focus on democracy and citizenship**»

, og har fått anledning til å stille spørsmål. Jeg samtykker til:

- å delta i intervju og at svarene mine brukes i avhandlingen

Jeg samtykker til at mine opplysninger behandles frem til prosjektet er avsluttet

(Signert av prosjektdeltaker, dato)

Intervjuguide til masteroppgaven

Takk for at dere deltar i intervjuet. Deltakelsen i intervjuet er helt frivillig, og du kan når som helst trekke deg fra intervjuet.

Jeg vil snakke med dere om dybdelæring i engelskfaget. Det er ingen riktig eller gale svar, jeg ønsker å høre deres tanker og opplevelser med dybdelæring i undervisningen. Jeg ber om at dere snakker en om gangen. Dette for at det skal være så enkelt som mulig for meg å skille mellom stemmene deres i etterkant av intervjuet. Dersom dere lurer på eller ikke forstår, er det bare til å spørre. Jeg tar opp intervjuet på lydopptaker som nevnt i informasjonsskrivet, slik at jeg kan skrive ned det som blir sagt i etterkant. Ved prosjektslutt vil opptaket bli slettet.

Før vi starter ønsker jeg å minne om taushetsplikten og at elever ikke skal utleveres med navn i intervjuet.

Introduksjon av deltakerne for å få samtalen i gang

- Jeg vil be dere om å introdusere dere til de andre deltakerne. Inkluder gjerne informasjon om hvor lenge du har vært lærer, hvilken utdanning du har (om du har utdanning innenfor engelskfaget) og hvilke klassetrinn du underviser i engelsk nå.

Presentere problemstillinger til oppgaven:

- What are teachers' perceptions on deep learning?
- How do teachers implement deep learning in their teaching?
- How can deep learning foster democracy and citizenship in the English subject?

Hovedspørsmål

1. Hva betyr læring for dere?

What does learning mean to you?

2. Hvordan hadde dere definert begrepet dybdelæring?

How would you define the term deep learning?

2b) Ser dere noen forskjeller eller likheter mellom læring og dybdelæring?

2c) Har dere hatt fokus på dybdelæring i egen undervisning tidligere?

3. Ser dere noen fordeler og ulemper med dybdelæring?

Do you see any advantages and disadvantages to deep learning?

4. Hvilke arbeidsmetoder synes dere er nyttig for dybdelæring?

Which working methods do you find useful for deep learning?

4b) Hvorfor synes dere at disse arbeidsmetodene er nyttige for dybdelæring?

4c) Hvordan har dere brukt disse metodene i deres egen undervisning?

5. I den nye læreplanen finner vi det tverrfaglige temaet «demokrati og medborgerskap». Hva betyr «demokrati og medborgerskap» for dere?

The new curriculum includes the interdisciplinary topic "democracy & citizenship?"

What does democracy and citizenship mean to you?

6. Ser dere en sammenheng mellom dybdelæring og demokrati og medborgerskap?

Do you see a connection between deep learning and democracy and citizenship?

7. Hvordan mener dere man kan hjelpe elever for å utvikle deres forståelse av verden?

How do you guide pupils to develop their understanding of the world?

8. Hvordan mener dere man kan forberede elever på å kunne kommunisere med mennesker fra ulike kulturer, språk og etnisiteter?

How do you prepare pupils to be able to communicate with people from different cultures, languages and ethnicities?

9. Hvordan tror dere dybdelæring kan være med på å bidra til å lære om andre kulturer og språk?

How do you think deep learning can contribute to learning about other cultures and languages?

10. Hvilke klassesituasjoner tror du kan hindre at dybdelæring finner sted hos eleven?

Which factors do you think impacts if the pupil is able to achieve deep learning?

11. Hvordan ville dere evaluert om dybdelæring finner sted?

How would you evaluate deep learning in the English subject?

12. Har dere noe mer dere ønsker å legge til om temaet?

Do you want to add anything else about the topic?

Tusen takk for at dere stilte opp til å delta i prosjektet!

Appendix 4: Transcription of interview 1 – Secondary school teachers

Transkripsjon intervju 1

- M: Moderator
- S- Secondary school teacher
- S1: 11 år som lærer, grunnfag med engelsk
- S2: 7 år som lærer, Årsstudium engelsk
- S3: 2 år som lærer, Årsstudium engelsk

M: Okei: Hva betyr dybdelæring, nei hva betyr læring for dere?

Oi (hehheh)

S2: Læring eller dybdelæring?

M: Nei, læring generelt bare først

S2: Det er nå, kunnskap, det å lære kunnskap, eh og det kan jo være mange ting sant, det kan nå være fakta men også på en måte dette her med å diskutere, reflektere. Så jeg har jo samfunnsfag sant og, og der er jo spesielt fokus på dette her og se sammenhenger mellom ting sant, fortid, nåtid og sånt. Eh men i engelsk så i dag sa jeg dag sa jeg faktisk at jo seinere en kommer 8,9 og 10ende og videregående, dess mer ligner det kanskje på norsk i forhold til tekstene og sånt, det med å analysere og på en måte lese mellom linjene og sånt, så det er et ganske stort begrep da.

Mhm

S1: Men og å lære seg noe nytt som ikke de kan fra før, få det inn

Mhm

S3: Tenker også å bruke det en har lært liksom, at en gjør ferdigheter utav det. Ja at en ikke bare ja, gjengir forteller men bruker det en har lært sant. Om det er å oppta det i språket sitt, eller ja, reflektere over det men ja, at en når dit da som S2 er inne på. Refleksjonsnivået.

S2: Men også dette her å lære seg å lære. De er ikke så veldig flink i 8 på det. Strategi og sånt da.

Mhm

S2: Og fungere litt selv, mer og mer i fra barneskolen sant, de må på en måte ta litt mer ansvar selv og, ja, egentlig.

M: Hvordan hadde dere definert begrepet dybdelæring da?

S2: Hvordan vi har eller hadde?

M: Hvordan ville du gjort det nå?

S2: Jeg tenker vel litt sånn at den vanlige måten er vel at de lærer mer om en ting sant, det er vel det som kanskje har vært før. Men det er jo flere måter så vidt jeg har forstått, å tolke det på. Så på en måte å lære enda mer om et tema sant, eh og bruke mer tid på det temaet. Det er vel noe vi har snakket litt om tror jeg. I forhold til den nye læreplanen sant, det er jo litt nytt dette her, med at det skal være så mye fokus på det. Så det er jo flere mulige måter å se på det, eh men også kanskje dette her med å se sammenhenger til andre fag sant. Nå har vi disse tre ukene i året med tverrfaglige, uker. Der en på en måte ser alt i alle fag samtidig for eksempel, det er jo dybdelæring også tenker jeg og vi.

S3: Ja, jeg er helt enig i det. Det er liksom bryte litt opp dette her med den bolkvise læringen da. En kan masse om det og det og det uten at en nødvendigvis klarer å se sammenhenger mellom det, eller se hvorfor ting liksom har blitt som det har blitt og ja. Jeg tenker dette her med å se sammenhenger og at det er en vits, og at det er en mening med det en lærer. Også, ja men det er jo et sammensatt begrep ja, absolutt.

M: Har du noe mer du vil legge til?

S1: Nei, det er nå bare det å grave seg ned i et tema da, at ikke du på en måte bare skal lære det mest obvioise på overflaten, men grave seg ned i det og studere det og finne ut.

M:Mhm

S2: Men litt til da. Vi har snakket litt om dette her før sant, hva er dybdelæring. Her på skolen og sånt. Og jeg har nå litt sånn problemer med for eksempel i forhold til læreplanen sant, så står det liksom at sånn som jeg har forstått det egentlig, så skal de på en måte kunne finne ut alt selv. Visst du, du kan tolke det delvis sånn egentlig. Og jeg tenker jo litt sånn at de det bør jo få inn visse breddekunnskaper først sant, og et eksempel var jo i forhold til andre verdenskrig sant. Han personen kan liksom finne ut alt om den tingen, men han klarer ikke å sette det i sammenheng hvis han ikke kan det basice på en måte da. Og det er jo liksom den der balansen mellom hvor masse sånt skal du kunne i forhold til dybden da.

MHm

Ehm

M: Ser dere noen forskjeller eller likheter mellom læring og dybdelæring?

S3: Jeg tenker, en må nå, som du sier, en må nå ha det grunnleggende på plass skal en gå i dybden tenker jeg. Eh du må på en måte, vi må ta oss lengre tid med tema først, og slå sammen flere tema, det er vanskelig dette der, fordi vi har jo, vi har jo like masse tid som før liksom, til å lære, så hvor skal en erstatte noe tid med noe annet, fordi, man må nesten ta vekk tema da, det er vel litt det en, redusere antall tema, slik at man kan gå litt mer i dybden på det enkelte tema. Samtidig så må en kanskje se link til andre tema, eller fag og ja.

S1: Jeg tenker nå likheten er at en driver nå på med læring enten du holder på med læring eller dybdelæring. Mens dybdelæring går du da mer i dyphet på det.

M: Ja ehm, har dere hatt noe fokus på dybdelæring i egen undervisning tidligere?

S3: Jeg er for fersk, (latter) så dette er bare mitt andre år som lærer.

S2: Ja, ehm

S1: Vi har jo ofte fordypet oss i enkelte temaer da, uten at vi nødvendigvis har brukt begrepet dybdeløring eller hatt fokus på det da men, noen temaer har jo du på en måte skummet kjapt gjennom, mens andre har du brukt mer tid på og gravd deg mer ned i. Og gjerne kalt det temaarbeid eller prosjektarbeid eller hva du enn har kalt det. Mhm.

S2: Det kommer jo litt an på elevene også da. Altså en av de kuleste tingene vi gjorde i fjor, eller jeg gjorde i fjor, bare som eksperiment sant. Det var liksom da tok jeg de 4 aller flinkeste elvene i engelsk, også skulle de forberede seg til å diskutere våpenkontroll i USA, det var i 10ende. Så på en måte skulle de finne for og imot sant, også bare fikk de vite i timen eller på grupperommet okei du skal for, du skal imot. Og da må de på en måte sette seg inn i begge sidene sant, og det blir jo sånn ekstremt dybdeløring. Men det, de var veldig flinke sant, så de fikk til dette her 100%, og de diskuterte sant og arresterte hverandre på ting de hadde sagt før og sånt, så det er jo drømmen liksom tenker jeg da, ehh. Tenker vel at å gjøre noe sånt mer, på en måte. Men da er det jo liksom sånn at da har vi snakket om USA først sant masse, så da når de har på en måte ting å komme opp til denne dybdeløringen på slutten av temaet for eksempel da, så det var helt fantastisk å se på. De filmet seg selv også, jeg var ikke der engang, så jeg bare så på det etterpå. Så for meg er liksom sånne ting det jeg helt vil ha i dybdeløring da, men det krever jo at de kan en del engelsk fra før sant, og de kan diskutere. Så det er på en måte min drøm å ha sånne ting oftere, ehm så det er sånn jeg har lyst å ha dybdeløring, men det krever jo litt av elevene. At de har på en måte kunnskapen før.

Mhm: Ser dere noen fordeler og ulemper med dybdeløring?

S2: Balansen mellom tid og det andre.

Mhm

S1: Fordelen er jo at de blir god, veldig god på et spesifikt tema, mens bakkdelen er vel kanskje at det tar tid å da forberede og bruke tiden på det i klasserommet da. Hvertfall med tanke på at du stresser med det at det er masse du gjerne skal igjennom og rekke over, også blir det litt sånn overfladisk på alt då.

S3: Ja, ja det er jo en fordel at du forstår mer, kanskje du kan ta med for eksempel mer grammatikk da, når vi jobber med tekst, bruke tid på grammatikk med hver tekst for eksempel, men samtidig da er det mindre tid til andre tekster igjen, så så det, en balanse der ja.

M: Hvilke arbeidsformer syns dere er nyttig for dybdeløring?

S2: Den beste bør vel egentlig være at de undersøker ting selv da, men det er jo utfordrende fordi kildekritikk sant, hvor de skal leite, den er jo ikke opparbeidet så fantastisk bra. Eh enda. Den kommer seg i løpet av videregående, nei ungdomsskolen, men sant. Også ja, det å få de i gang, det er vanskelig ofte. De vet ikke hvor de skal starte, så du må på en måte tilrettelegge det grunnleggende først sånn at de har utgangspunkt. Vi hadde jo om stater nå f.eks., det er ikke mange stater de har hørt om utenom California, og New York evt, kanskje Texas og Florida, så.

S1: For de som klarer å undersøke selv, så er jo de veldig flinke til det. Men så er det jo mange som egentlig trenger hjelp til det å undersøke de aner ikke hva de skal hverken søke på eller skrive inn i feltet for å finne ut noe da.

S3: Det var mange som skulle lære om staten Georgia, sant også sitter de og leser om det europeiske landet Georgia sant, det er liksom på det nivået. Det er liksom mer å velge en side på nett eller.

S1: Eller de kommer og sier at det står ingenting om denne staten. Det er ingen ting om denne staten her (latter, ja, ja). Tenker liksom, det er en svær stat, noe må det jo være der det bor jo folk der. Så et eller annet må det jo være, heh nei finner ingenting. Så det er liksom problemer med å utforske enkelte av de da.

S3: Det handler om begrep mer, det stopper opp og det blir for vanskelig tekst, de forstår ikke det. Så en må liksom ned på basicen. Ja men de som da klarer å utforske å finne ut selv, så er gode på å søke, for de funker jo det veldig bra da.

M: Tenker dere at det er noen andre metoder man kunne brukt? Jeg tenker på sånn i klasserommet, hvilke metoder funker best for den dybdelæringen?

S1: Samarbeide med hverandre

S3: Det er nå holdt jeg på å si, du ser dybdelæringen, vi starter med hva de kan fra før sant, diskutere litt to og to, eventuelt i grupper, for eksempel fellesskap, det har vi jo gjort lenge holdt jeg på å si.

S1: Også er det jo også vekke litt interesse for det du snakker om også da, sånn som disse karene har gjort med valget nå da. Så var dere veldig flinke til det, selv jeg har blitt litt interessert

M: Hva gjorde dere da?

S2: Nei, forklarte vel forskjellen mellom norsk og amerikansk valg system da, så ja så litt på kart og sånt, og forklarte hva demokratene og republikanerne, på en måte hva er forskjellene sant, litt at de ene liksom er liberale og de andre er konservative, også må vi forklare hva det betyr sant. De virket nå ganske interessert da.

S1: Også er det noe som skjer nå sant, så de har egentlig vært, om ikke interessert fra før så har de liksom skjønt at dette var aktuelt, mange har fulgt med på det og de hører om det hver dag, så da kanskje vekker en viss interesse hos de da. Mhm.

S3: Men vi kan ikke gå for fort frem, det er liksom, du må begrense til vippestat og to partier, og litt hva de står for, få opp et kart, hva betyr valgmenn. Mer begrepene de lærer, det blir masse for de vet ikke så veldig masse før liksom. Så det tar sin tid.

S2: Jeg tenker litt, det er vanskelig i 8 sant, fordi at det er ting de er vant med litt sånn svare enten feil eller korrekt sant, i fra barneskolen. Så det er midt i den overgangen med at å snakke rundt ting sant, er litt nytt for dem. Og det er deres mening og argument som på en måte er det vi vil ha da, refleksjon og sånt. Også dette her med å lære seg å lære i en, sånn

som vi sa før sant, altså når en søker på den staten så går 90% inn på wikipedia sant. Men bare lære søk på det du vil finne ut sant, hva er interessant med Texas? Direkte inn i Google sant, så får de på en måte svar på det de vil finne ut. Og det finner en kanskje mer interessante ting. Så det er litt sånn basiskunnskap de må ha for å kunne egentlig dybdelæring synes jeg også.

M: Mhm, du snakket om det med gruppearbeid eller parsamarbeid, har du lyst å fortelle litt mer om det. Tror dere dybdelæring skjer best alene eller sammen med andre?

S2: Begge tror jeg.

S1: Mhm.

S3: Ja må ha en kombinasjon av begge.

S1: Kanskje de har behov for å være litt aleine, eller hvertfall noen eller, jeg, hvertfall har behov for å finne ut av informasjon først, før jeg kan dra nytte av å jobbe sammen med andre.

S3: Ja jeg tenker det er personavhengig. Noen jobber best med å jobbe alene hele tiden, mens kanskje flere har godt av å drotte litt eller diskutere ja.

S2: Men jeg tror også denne skolen er ganske, vi har mere sånn muntlig vurdering enn en del andre skoler da. Men sånn dialogspill og der de på en måte må komme med egne tanker og sånt, jeg tenker sånn det kan være ganske bra dybdelæring av sant, å få skiftet sitt syn på ting og sånt, og utvide den horisonten da, og det kommer jo ofte fra andre, eller oss lærere selvsagt da.

S3: Det vi har vurdering på nå allerede her sant, det er et sånt lite a4 ark med ja, nei eller vet ikke, eller yes, no, (hehheh) maybe. Så skal du legge da, vi har klippet opp masse påstander fra en tekst, så skal de legge en ja, om de er uenig eller ikke enig da. Så skal de argumentere for sin mening, så er det hver sin tur det går på rundgang. Så vi legge vel en del opp til sånn fordeling av meninger, at de begrunner. Prøver iallfall.

S1: Ja, så kan de og skifte meninger underveis da, men da må de på en måte argumentere for hvorfor de har skiftet side, og ja.

S3: Men da krever det jo også at de har jobbet med teksten, selvfølgelig de som ikke har gjort det, de sitter jo bare der.

M: Mener du, tar dere utgangspunkt i en tekst da? Som dere har jobbet med eller?

S3: Ja typisk det, mhm.

S2: En eller to tekster.

S3: En eller to, ja.

M: I den nye læreplanen finner vi det tverrfaglige temaet demokrati og medborgerskap. Ehh, hva betyr demokrati og medborgerskap for dere?

S3: Det er nå å ta ansvarlige, selvstendige valg sant.

S1: Tenker du sånn inn mot undervisningen eller ?

M: Bare generelt nå, men ja, det kan godt være inn mot undervisningen også.

S3: Nei, de skal jo bli ansvarlige samfunnsborgere, det høres platt ut men er jo sånn det er. Det er jo viktig. Vi vil jo skape voksne som velger å stemme for eksempel, og kan gjøre det basert på overveide avgjørelser sant. Så da er det jo å tidlig ta stilling til kanskje hvorfor uansett hva det gjelder.

S1: Jeg tenker også at elevene får være med å påvirke, at ikke alt skal styres fra øverste hold.

S2: Ja begge to.

M: Ser dere en sammenheng mellom dybdelæring og demokrati og medborgerskap?

S2: Sette seg inn i ting, også jeg tenker nå hvis en lærer i dybde så ser de kanskje ting fra forskjellige sider sant, og jeg har samfunnsfag og (hehh) nå skal vi snart snakke om de bør få stemme sant. Men å sette seg inn i på en måte for eksempel dette med partier og sånt, og forstå dette her. Det henger jo litt sammen med å sette seg inn i teksten sant, å prøve å analysere og se ting fra forskjellige sider, så å forstå helheten og forstå sammenhenger mellom ting. Så jeg tenker både demokrati som i Norge, stemming sant, på ene siden, men og at de får være med å bestemme litt som hun sier, i skolen, og delvis i undervisningen for eksempel med arbeidsmetoder, hvis det ikke handler om at alle vil se film for eksempel.

S3: Ja, jeg tenker en link mellom det å være selvstendig, eller å skulle bli selvstendig, å være ansvarlig sant, det med å velge ut kilder, der må du på en måte være ansvarlig ovenfor arbeidet ditt, hvis du velger en hjemmelaget Youtube video sant, med tre views, så kanskje du burde være litt mer kildekritisk. Og det er den pakken der da. Også når du skal velge læringsmåte, hvis du får det valget sant. Da må du også tenke litt rundt det, hva er det som er best. Hvordan lærer man best her, du må, du må altså ha litt selvinnsett og trene opp det tidlig da. Det er en link der.

M: Hvordan mener dere man kan hjelpe elever for å utvikle deres forståelse av verden?

S3: Utsette de for masse kultur, ulike kulturer, der kommer jo engelskfaget fint inn da. Vi er jo «around the world», hvertfall i løpet av tre år.

S2: De kan jo ingen ting, egentlig. I 8 om hvordan verden funker. De har jo ikke vært noe særlig sånn alene i utlandet og sånt, og opplevd ting på kroppen og. Så den ene måten vi har å vise de ting og lære de ting, den må de på en måte oppleve livet litt selv før de kan forstå alt. Men for eksempel engelsk/ samfunnsfag er kjempefine ting sant, for en får liksom dratt inn alt mulig. Engelsk fra masse forskjellige land, og verdensdel, ja. Så det er jo ganske bra fag sånn sett.

M: Vil du si noe mer om det eller?

S1: Jeg har ikke noe mer å si om det.

M: Det går fint, hvordan mener dere man kan forberede elevene på å kunne kommunisere med mennesker fra ulike kulturer, språk og etnisiteter?

S3: Det er nå å prøve å forstå at det er ulike kulturer, ulike synspunkt og utgangspunkt for å forstå verden, så igjen da utsette dem for ulike synspunkt. Både innad i et land, flere land, ulike kulturer, jeg tenker jo det er viktig da.

S1: Det har vi jo snakket om litt allerede i år, i forhold til de tekstene vi har lest om hva som er høflig her og hva som er høfligere i de landene.

S3: Ja, også dette her med kulturrelativisme, at du liksom ikke bedømmer andre kulturer ut fra din egen, men ut fra seg selv på en måte. Det er jo selvfølgelig vanskelig da, men å prøve å bygge opp en slags forståelse for de tidlig da.

S2: Men når de prater engelsk så prater de jo nesten på en fremmed måte da. Så de prater jo med andre på engelsk sant, og det tenker jeg vil nå hjelpe de til å prate med andre likevel nesten. De prater ikke med sin dialekt sant, så de prater jo på et annet språk, men det er jo på en måte, en prater litt med andre folk enn når man prater med engelsk til kompisen din da. Så vi prøver vel at de skal prate mest mulig engelsk uansett hva de prater om i timene. Det er ikke alltid vellykket sant, men vi sier jo til dem, ja hvis dere skal prate om helgen, så prat på engelsk. Så lenge de prater engelsk, så går det greit sant. Hvis de er ferdig med oppgavene og sånt.

M: Ja så lenge man får øvd seg på språket tenker du?

S2: Ja jeg tenker det er jo dybdelæring også på en måte, å alltid ha det fokuset med at man skal prate engelsk.

S3: Problemet er at det er mange som forstår okei engelsk og blir utsatt for masse engelsk, men når de skape sin egen engelsk både muntlig og skriftlig så er det jo der, mange stopper opp, veldig mange da. Det er hvertfall mitt inntrykk.

S2: Så til sånn, de sliter med å si noe på engelsk. Så kan en kanskje si det på norsk, og etterpå der igjen klare å si det på engelsk. Så de har ikke helt linken automatisk der, de må gjennom norsken litt, av og til. Men når de først har sagt det på norsk, da er det lettere for de å si det på engelsk.

M: Hvordan tror dere at dybdelæring kan være med på å bidra til å lære om andre kulturer og språk?

S2: Kan du gjenta?

M: Ja, hvordan tror dere at dybdelæring kan være med på å bidra til å lære om andre kulturer og språk?

S3: Ja nei sett av nok tid til tema da, la oss si et tema som er kultur. Da er det jo mer tid, det er jo sånn som vi fritt kan gjøre på en måte, slå sammen litt tema fra før, da kan en gå mer i dybden på ulike kulturer og kan ta seg mer tid. En kan dele inn i grupper, lære om ulike kulturer og hverandre.

Tenker at det er mer, en kan ta seg mer tid kanskje, til å velge det, kultur som tema, og bruke mer tid på det, for eksempel.

S2: Jeg syns engelsk er ganske bra, fag sånn sett. For vi har jo masse om andre kulturer i engelsk. Så de setter seg inn i dette her egentlig skikkelig da. Sant New Zealand, Australia, Sør-Amerika, Sør-Afrika, USA, Storbritannia sant, mange av tekstene handler jo om kultur, sånn at de vil jo få ganske masse inn via engelsk da. Indigenous people, og med de tingene der, masse om.

S3: Ja, holdt på lenge med det.

S2: Også lærer en jo andre ting, sant om samene i samfunnsfag, så det, de trekker jo med ting de lærer, så de kan vise i engelsk for eksempel.

S3: Engelsk er et fint fag sånn sett, det er jo mye innhold, der er i engelsk. Det er jo ikke bare et redskapsfag for å lære språket, det er jo faktisk en god del innhold som går mye på kultur. Sant(...) i verden. Jeg tenker det er jo et. Det skaper mye inspirasjon det faget tror jeg, med alle bilder og filmene og ja.

S2: Det er jo litt interessant for de å snakke om også, for det at de kan jo litt sant. De ser jo tv ser jo serier sant, de får litt input i fra dagliglivet, som de kan dra med seg i engelsk for eksempel, så det er ganske fint fag sånn sett da.

M: Mhm, hvilke klassesituasjoner tror dere kan hindre at dybdelæring finner sted hos eleven?

S3: Klassesituasjoner?

M: Eller ting i klasserommet, faktorer

S3: For store klasser.

S1: Tid.

S3: Mange hensyn å ta til enkelte elever.

S2: Nivåforskjeller

S3: Hvor mange ganger du kan ta ut og samle grupper for å lese på et litt lavere nivå for eksempel, uten at det blir for synlig.

S1: Svake elever.

M: Hva tenker du i forhold til svake elever?

S1: Nei altså sånn som jeg snakket om i sted, noen de har ikke peiling på hva de for eksempel skal søke på. Det er ofte elever som, som er svake, som har vanskelig med å.. et eller annet. Søke etter informasjon, lese, skrive.

M: Mener du da at du må bruke mye tid på en sånn elev da, sammenlignet med (avbrutt)

S1: Ja som gjerne ikke har den kunnskapen fra før om hva som er lurt å søke på da. (Mhm) Mens mange kommer her og kan det der fra før. Mens andre de har ikke peiling på hvor de skal begynne, så må du bruke mye tid på det før du kan, før de skjønner hva de skal søke på, lese på for å komme seg nedover. Mhm.

S3: Også kanskje konsentrasjon, jeg vet ikke, nå har ikke jeg lang erfaring og sammenligne med, men jeg innbiller meg at hvor raskt ting fungerer nå, med skjermer og det blinker og det går kjapt, det å holde konsentrasjon over tid det er noe som også kreves kanskje for å gå i

dybden på ting da, ta seg tid og virkelig gå inn å forstå noe. Så det også kan jo være en utfordring.

S1: For de har kanskje ikke så god utholdenhet eller, vant med å jobbe lenge og dypt med et prosjekt da. De skal gjøre seg så raskt ferdig med ting og bare på an igjen med neste. (Ja)

S3: Men jeg vet ikke noe mer hvor forskjell de står, mer konsentrasjon.

S1: Tenker du siden vi har vært lærere i 40 år liksom (heheh).

S2: Dess bedre du blir kjent med de, dess lettere er det å finne ut hvordan de funker sant. Men samtidig så har det vært litt sånn i norsk skole tror jeg at kanskje de aller flinkeste har ikke fått sine utfordringer nok, og det har vi snakket litt om her på skolen. At de som er flinkest bør før noe også sant, det var vi prøvde litt i fjor med de som gikk ut og diskuterte sant. Da kjenner du de kjempegodt sant, jeg vet de klarer å gjøre dette her, de begynner ikke å tulle sant, og springe ut på plassen her. Sant du er kjent med deg sant, og da kan du gi de mer ansvar og tillit også. Så det var ganske fint å se da. Men de var jo på en måte i 10 sant, og de var interessert i engelsk. Det vet du jo i løpet av to år sant. Så å være kjent nok med de kan jo også på en måte, være et problem hvis du ikke er det sant. Og hvis du er det så kan du på en måte gi de enda mer tilpassede ting som du vet de fikser da.

M: Eh ja, da begynner vi å nærme oss slutten. Hvordan ville dere evaluert om dybdelæring finner sted? Tror dere det er noe man kan evaluere?

S2: I forhold til vanlig læring liksom?

M: Ja

S3: Da må man egentlig se på samme vurderingsformen fra tidligere da, nei det er veldig vanskelig altså, det er jo ulike. Det er jo nei det er vanskelig.

S2: Du må definere litt hva du er ute etter da.

M: Ja, nei jeg bare spør, det er du som er eksperten her (heheh). Om dere tror det er går an å evaluere det, eller om det er vanskelig, eller om det er lett, eller om det går i det hele tatt?

S1: Da sjekke hva de kan i ettertid.

S3: Da må en sjekke om å samle inn hva kunne elevene, hva kunne 16 åringer for 16 år om det temaet, og hva kan de nå i 2020 liksom.

M: Tenker du å se det i en prosess da? Eller samle inn med andre for å sammenligne?

S3: Ja samtidig, dybdelæring er jo å bruke kunnskap, altså nei det er vanskelig. Det er for bredt. Da må en ta med masse parametere her.

M: Okei, har dere noe mer dere har lyst til å legge til om temaet som dere kommer på?

S2: Kunne jo tenkt meg mer sånne pang pang opplegg, konkrete ting i fra for eksempel lærebøker og UDIR. Dette er dybdelæring, gjør dette her, 3 timer, pang, pang pang.

S3: Ja eller her er dybdelæring, prøv det, (ja) få en tilbakemelding.

S2: For det er så diffust sant, og det er litt sånn forskjellige tolkninger av hva det betyr sant. Så du kan jo på en måte ha dybdelæring med det du syns er dybdelæring, men så er det ikke andre som har samme forståelsen av ordet liksom. Så mer konkrete opplegg vi kan prøve hadde vært bra. Tror jeg ganske mange er enige i.

S3: Nå er det sånn at vi driver bare og prøver og eventuelt feiler. Det virker som alt er lov, det er veldig opp til oss da. Det er greit det sånn sett, men litt tips og mer konkrete forslag er jeg helt enig i. Det burde kanskje foreligge i.

M: Ja da var det det, da må jeg bare si tusentakk for at dere ønsket å stille opp.

Appendix 5: Transcription of interview 2 – Primary school teachers

Transkripsjon intervju 2

- **M -Moderator (Meg)**
- P: Primary school teacher
- P1- 25 år som lærer, Allmennlærer + 60 stp engelsk (deltakende gjennom Zoom)
- P2 – 5 år som lærer , Allmennlærer + 60 stp engelsk
- P3– 8 år som lærer, Allmennlærer + 30 stp engelsk
- (Noe som står i parentes) = noe som blir sagt samtidig som en snakker
- (...) = noe lyd som skurrer/mangler fra opptaket

M: Okei, da kan vi begynne med at dere gjerne kan introdusere dere selv. Snakke litt om hvor lenge du har vært lærer, hvilken utdanning du har og om du har noe utdanning innenfor engelskfaget. Har du lyst å begynne?

P2: Skal jeg begynne, yes. Jeg, skulle jeg si navnet?

M: Ditt navn kan du si, det går fint.

P2: P2, jeg jobber på 1 trinn nå, jeg ble utdannet lærer i 2012, så jeg har jobbet, og har jobbet her på skolen siden 2015. Dette blir vel det 5 året, mhm. Også har jeg vært ute i morspermisjon i 1,5 år herfra da. Og ja jeg har 60 stp. I engelsk, ja fra før. Også har jeg vanlig allmennlærerutdanning i bunn. Var det noe mer jeg skulle si?

M: Helt supert det.

P3: Ja jeg heter P3. Jeg jobber på 5 trinn, jeg har også vanlig lærerutdanning i bunn, jeg var ferdig i 2011 og jeg har jobbet her i 8 år, siden 2012, og jeg har, i fjor tok jeg en videreutdanning i engelsk, 30 stp.

M: Værsgod.

P1: Jeg heter P1 og har jobbet, er vel på mitt 25 år nå som lærer, jeg var ferdig i 95. Jeg har, eller jeg er adjunkt med tilleggsutdanning, blant annet 60 stp. I engelsk, og spansk som for så vidt er språkfag. Jeg er glad i språk, men ellers er jeg allmennlærer. Jobber på 4 trinn nå.

M: Yes, supert. Så da har vi 1 og 5 og 4 trinn. Nydelig. Da kan vi begynne på spørsmålene. Hva betyr læring for dere?

P2: Stort spørsmål. (Ja) Ja generelt da, nå ikke bare i engelsk. Det betyr jo det å være nysgjerrig, gjøre nye oppdagelser. Og da tenker jeg både individuelt, men også i fellesskap, at jeg tror at man gjerne trenger hverandre da, og har mye å komme med, ja mye å lære av hverandre. Så ja, og læring betyr jo mye fordi jeg tror det gir mye mestring og motivasjon når man klarer å, altså åpne verden litt, og lære seg noe nytt. At det gir glede egentlig. Ja så ja.

P1: Basic så er det jo tilegnelse av kunnskap og ferdigheter. Og det å vokse som menneske tenker jeg. I tillegg til det P2 sa.

P3: Ja, jeg tenkte vel også på tilegnelse av kunnskap og ferdigheter, også det å kunne, kunne anvende det og bruke det.

P1: Kompetanse.

P3: Mhm.

M: Hvordan ville dere definert begrepet dybdelæring da?

P3: Altså det handler jo ehm, altså når jeg tenker på dybdelæring eh, altså det mange på en måte automatisk tenker er at du får fordype deg i noe over lenger tid. Men jeg tenker det handler jo også om å på en måte se litt sammenhenger og kanskje kunne trekke litt linjer på tvers av fag også. Ehm ja, også det med å lære å kunne anvende kunnskap tenker jeg.

P2: Ja at du kan bruke litt det du har lært, og tenke litt sånn helhetlig da, ja og ikke bare oppgulpe kunnskap på en måte, men at du kan se nye sider av en sak på en måte, også ta andres perspektiv og ja se det sammensatte da. Det er jo et sammensatt begrep, eh ja.

P1: Både kunnskap, både det å trekke linjer mellom fagene tror jeg er viktig, men også det å trekke linjer til tidligere, eller allerede lært kunnskap. At du har en rød tråd i det du holder på med.

P2: Ja, mhm.

M: Ser dere noen forskjeller eller likheter mellom læring og dybdelæring?

P1: Det er vel det vi sier, eller det som vi nettopp sa. Det er komplekst, men at dybdelæring er mer vidt omfavnende, at du får hold jeg på si gravd deg godt ned i det. Du får kunnskaper som du faktisk kan bruke til noe fornuftig, og ikke bare som P2 sier, sitte å gulpe opp noe på en eksamen. Men at du faktisk har lært det fordi det er knyttet til andre, andre fag, andre emner, ting du kan fra før. Enn at du har bare har pugget noe.

P2: Når du sier motsetninger mellom læring og dybdelæring?

M: ja eller forskjeller og likheter

P2: Ja tenker at hvis du virkelig har lært noe så har du kanskje evnen til å overføre det til nye situasjoner, og snakke om det litt mer på dypet da. Gjennomtenkt og utforsket mange sider av en sak, fremfor eh å bare tenke på overflaten da. Eh men det var kanskje ikke svar på spørsmålet.

M: Joda, har du noe mer å tilføre eller?

P3: Nei så handler det jo kanskje også om at elevene, altså de vet at, vet hva målet er og på en måte hvorfor de skal lære noe, hva er grunnen til at de på en måte lærer noe. At de kjenner til målene og hvorfor de skal på en måte tilegne seg denne læringen.

M: Har dere hatt noe fokus på dybdelæring i undervisningen tidligere?

P2: Ja

P1: Vi har prøvd

P2: Ja det føler jeg det er veldig viktig å si at dette liksom ikke er noe nytt. At nå skal du lære hvorfor du gjør ting og at du skal kunne bruke det og sånn. Hele min motivasjon med veldig mye ut av det jeg gjør, handler jo om at det skal kunne være en mening i det du gjør, eller så tenker jeg så er det kanskje ikke vits å bruke så veldig mye tid på det, hvis ikke det gir mening, hvis ikke du får bruk for det og kan anvende det senere, at du merker at dette er nyttig for meg. Så ja absolutt. Vi har jo jobbet masse på den måten før. Mhm, det er jo meningsfylt.

P3: Mhm, men jeg tenker at man er mye mer bevisst over det begrepet nå, det blir mye mer brukt. Dybdeløring, det begrepet nå føler jeg er et mye mer begrep som vi jobber med, selv om som du P2 sier at vi har gjort det, jobbet med dette tidligere, dette er ikke noe nytt. Men vi er så mer bevisst på hva dybdeløring er, hva det vil si og hvorfor det er viktig akkurat nå. Det er så stort fokus på det nå fortiden føler jeg.

P1: Det som P3 sa, det om bevissthet rundt begrepet, er jo blitt mer fremtredende tror jeg. Ja. Og det at vi tør kanskje å stå, tidligere har man kanskje vært mer, hatt det travlere føler jeg. At vi har tenkt vi skal igjennom det og det og det og det temaet, mens vi nå kanskje tør med god samvittighet å stå lenger i hvert tema. Og grave oss dypere ned i det, også er det noe vi ikke lærer om, også får det stå sin prøve. Nå kan vi gjøre det med god samvittighet, mer enn vi kunne før.

M: Mhm, har dere noen eksempler?

P1: Når du kanskje følte at, at du kostet kanskje igjennom noe litt raskt, fordi du skulle rekke å være innoom alt, ja. Fordi du måtte innoom.

M: Har dere noen konkrete eksempler på prosjekter eller noe sånt som dere har brukt dybdeløring i?

P3: Altså vi har jo.

P1: Vi har jo.

P3: Nei bare snakk du P1.

P1: Jeg bare tenkte på det prosjektet vi akkurat har gjennomført nå. Der var det ikke mest fokus på engelsk, men det var et tverrfaglig prosjekt, eh, men det var forsåvidt ikke engelsk som var hovedpoenget med det, så kanskje ikke det er relevant her.

P3: Ja men jeg tenker litt sånn på disse altså, vi har jo hatt disse leseprosjektene sant, med tema Roald Dahl for eksempel. Der du skulle jobbe på en måte tverrfaglig, altså vi jobbet jo tverrfaglig, vi jobbet jo på en måte med det temaet både i engelsk og i norsk og kunst & Håndverk. Eh, så det er jo en måte der vi på en måte har satt av uker der vi har jobbet med tema på tvers av ulike fag, tenker jeg.

M: Mhm

P2: Det gjør vi på første trinn nå når vi har om årstider og kalenderen, så gjør vi mye det samme på norsk og engelsk da. At vi prøver at man skal kunne se sammenhenger mellom norsk og engelsk, og dykke litt mer dypt i det. Hva er det på norsk, hva er det på engelsk og hvorfor er det sånn. Og hvor kommer kalenderen fra og sånn da? Det er litt sånn samfunnsfag, KRLE og naturfag også egentlig.

P1: På fjerde trinn hadde vi et tema som het fargerikt fellesskap. Og engelskbiten i det ble at de skulle inn noen videoer der elever fra, nei barn fra andre land fortalte om seg selv og livene sine rundt omkring i verden. Der alt gikk på engelsk. Også måtte de skrive om det etterpå. Det var jo en måte å trekke engelsk inn i det tverrfaglige prosjektet på.

M: Mhm, yes gode eksempler. Skal vi se, da går vi litt videre. Ser dere noen fordeler og ulemper med dybdeløring?

P2: Jeg tenker jo at det er jo veldig viktig, sant dybdeløring at når man da har tid til å gå litt mer tid til å gå litt mer inn i ett tema, men det er jo også vårt ansvar som lærer å passe på at vi kommer gjennom alt som er vektlagt i kunnskapsløftet, at ikke, at det ikke blir veldig sånn skeivfordelt da. At plutselig så møter jeg en som er voksen, eller en som plutselig ikke har noe lik historiekunnskap i forhold til meg. Så sånn at fakta uteblir. Så da tenker jeg at det er jo veldig viktig at man har en litt sånn, passer på hele tiden at det ikke blir så store forskjeller da, på hva man underviser i. Og det er jo en gave at du kan velge litt, men, men det er jo viktig at alle kommer litt i, har noen litt sånn lunde referanseramme da, og vet litt hva man snakker om, når man snakker om ting etter hvert.

M: Ja, mener du da at alt det grunnleggende er med på en måte?

P2: Eh, hva tenkte du på der?

M: At, at de lærer en basis, altså at basisen er lik

P2: Ja, jeg tenker at det viktig at man har en basis ja, som de aller fleste vet og har kjennskap til, så det kan være en utfordring da, hvis noen vektlegger noe helt annet enn noen andre, også plutselig har man veldig forskjellig sånn, så sitter man med veldig forskjellig kunnskap. Også kan noen masse om det, også vet ikke noen at det har eksistert engang, på en måte. Det kan jo være en utfordring.

P3: Mhm ja som du sier, ja fordelene er jo at du kan må en måte ta deg tid til å trekke de store linjene, og på en måte knytte en rød tråd i et tema på tvers av forskjellige trinn og klare å se en litt sånn større sammenheng. Eh og ulempen kan være da at du må på en måte sørge for at du klarer å få kommet deg igjennom alt som står i læreplanen at de på en måte skal ha vært igjennom

P1: Når det gjelder engelsk så så må vi jo gjennom grammatikken, eh og hvis vi da kjører store tema så kan, altså jeg er i hvertfall veldig opptatt av at den grammatikken må vi, selve språkløringen må vi gå i dybden på. Eh og nå datt jeg ut, den lure tanken min falt ut. Jeg kommer tilbake igjen til den.

P2: Jeg har bare et spørsmål, vil du nå at vi skal uttale oss bare om engelskfaget? Du er kjempeflink til det P1, og er det nå du vil vi bare skal snakke om engelsk, eller kommer det etterhvert? Jeg må bare få det oppklart

M: Nei, Ja du kan gjerne bare ha eksempler fra engelskfaget, det er helt supert. Mhm

P2: Ja, det er engelskfaget du vil ha sant, mhm ja da skal jeg tenke på det.

M: Er det noen andre fordeler eller ulemper dere kommer på?

P1: Ja ulemper. Heheh (...) Når vi skulle begynne med dette her tverrfaglige prosjektet vårt, så var problemet litt at særlig for de svakeste elevene, så mangler de en del vokabular til å, til å

snakke om de temaene som vi, som vi da skulle jobbe med. Så var det masse vokabular de manglet, fordi at de er jo fremdeles på ganske basic nivå, mange hvertfall på 4 trinn. Ehm, så det, sant de driver jo og bygger gradvis flere og flere eh, ord og ordforrådet bygges gradvis opp fra holdt jeg på si klær og kropp og mat til at plutselig skulle snakke om verden. Det var et litt stort sprang for mange. Eh så det synes jeg er en utfordring. (Mhm). Hvis du skal trekke det til et hvilket som helst, altså koble det til et hvilket som helst annet prosjekt.

M: Hvilke arbeidsformer synes dere er nyttig for dybdelæring? Eller arbeidsmetoder, sånn i klasserommet

P2: Ehm spørsmålsmetoden da, men den har vi ikke brukt så mye på engelsk nå på 1 trinn enda, men det der å ha et tema sånn som, men nå snakker vi jo om naturfag da, men vi skal utforske dette med forskning og hypotese, hva er en hypotese, også har man et ord som man går ut ifra, også prøver man å finne ut av det. Man kan google, man kan se på ordet, man kan dele det opp, og det kan man jo gjøre sikkert i engelsk også. For eksempel «family», hva betyr det, se på selve ordet, hva forbinder du det med, hva dukker opp også bruke tankekart da. Kanskje tankekart også få ut eh aktivere forkunnskap også bygge videre og dra inn alle ting også jobbe videre med temaet og se har vi lært noe nytt? Kan vi neste gang, kan vi putte på flere ting på ordet family, ja. Det var bare et eksempel da.

M: Mhm:

P3: Ja, nei, jeg tenkte, jeg tenkte også egentlig spørsmålsmetoden sant, eh de er hvertfall blitt veldig vant med å bruke den på 5 trinn, selv om vi ikke har brukt, vi har vært litt innom den forenklet versjon i engelskfaget. Ehm men jeg tenker etterhvert at det er en sånn metode som vi kommer til å bruke en del mer.

P2: Mhm, ja og stasjoner for eksempel, eh vi skal ha en sånn.

P1: Hva sa du nå P2?

P2: Stasjoner, vi skal ha en mattedag, men det kan vi ha på engelsk også holdt jeg på si, hvor man jobber med engelsk på ulike måter. Man kan for eksempel jobbe med vokabulær, sånn som du sier da. Vokabulær til tema familie, nå bare tar jeg det siden jeg snakket om det i sted. Alle ord som inngår i det, som passer til det, kan man jo ha på en stasjon, sortere dem, komme opp på tavlen, lete etter dem i klasserommet, finne nye hva står det her? Tegne bilder det, eller gjøre oppgaver til det. Også kan man synge om familie, lære seg sang om my family, se en liten videosnutt av det, man kan skrive at de skrive ordene i family, at du jobber på mange ulike måter, og tar i bruk mange ulike måter å være aktiv på. Muntlig, skriftlig, forming, ja ved et tema da. Så stasjoner tror jeg kanskje også er en litt sånn fordel da, for du, da får du inn dette med dybdelæring, altså selve temaet får flere sider ved å bruke kroppen. Skuespill for eksempel, et lite skuespill med my family, og ha forskjellige roller, så ja.

P1:Mhm.

P3: ja også prøve, prøve å bruke alle forskjellige læringsformer, de må få lese om ting, de kan få lytte om ting, de kan se, se lage film, være digitale på ulike måter og ja.

M: eh ja, hadde du noe mer du ville legge til?

P1: Ehm nei, jeg kommer ikke på noe sånn på stående fot.

M: Nei da, kan vi gå litt videre

P1: Hvis det handlet om arbeidsmåter så tror jeg det er dekket inn.

M: Ja mhm

P2: Rim og regler og sang, gjentakelse

M: Mhm, tror dere at dybdelæring skjer best alene eller sammen med andre?

P1: Sammen med andre.

P3: Mhm.

P2: Ja for vi mennesker kan jo tilføre hverandre nye perspektiver av ting, se ting fra ulike sider og så har vi ulike referanser og erfaringer som vi har med oss så absolutt er det lurt det der liksom å jobbe felles. Ja mhm.

M: Har dere noen eksempler på noe dere har gjort der?

P2: Ja altså i engelskfaget har jeg ikke sånn kjempemange eksempler da, men vi har jo snakket litt om dette med black lives matters, for vi har noen i klassen som har tatt opp noen sånne tema. Da har vi jo liksom prøvd å snakke om at vi er forskjellige, vi er ulike, og snakke om det fra alles synspunkt på en måte. At det er så lett at hvis man har blitt utsatt for noe, så blir man sint på de som har utsatt for deg for noe, men da fortsetter man jo på det samme på en måte, i stedet for at vi ja, det var dårlig eksempel det. Men ja, hva var spørsmålet igjen?

M: Om dere hadde noen eksempler da, om dere har brukt?

P2: På dybdelæring?

M: Ja eller med gruppearbeid

P2: Med gruppearbeid, ja så får man refleksjoner, så får man høres andres tanker, andres erfaringer og andres opplevelser også lærer du faktisk av å høre hva andre har opplevd og hvordan andre har hatt det, også kan du se din sak og ditt perspektiv. Oi ja kanskje han hadde opplevd det sånn, og hvis vi gjør det sånn så blir det kanskje dumt for dem. Okei, hva må vi gjøre, hvordan må vi ha det, hvordan vil vi ha det i fellesskapet vårt. Mhm, det var et eksempel, men det var jo ikke fra engelsk da så.

M: Ja bare generelt mhm.

P1: No sånn i helt konkret engelsk, eh for eksempel hvis man som P2 sier, har en idemyldring rundt et tema, la oss si ordet «family». Og du sitter, lar elevene sitte først en og en og skrive ned alt de assosierer med det. Også sette seg sammen med en læringspartner, og lese for hverandre hva har du skrevet, hva har jeg skrevet, også fylle på med den andre sitt.

P2: Mhm.

P1: Sånn at de på en måte øker på den måten, også kan kanskje det paret snu seg til paret bak og lese for hverandre, se hva vi har funnet, hva har dere funnet og fylle på. Det har jeg brukt noen ganger i sånn ordforråds øyemed.

P3: Mhm.

M: Mhm.

P1: Og ja, det kan brukes på mange måter men, men det er en måte å bruke hverandre (absolutt), og dra nytte av hverandres læring og hverandres kunnskaper.

P3: Ja vi har hatt en del sånn IGP, det er litt sånn som P1 er inne på nå sant, at de først individuell at de skal på en måte skrive ned noe selv om det er noe vi har, også skal de sette seg i grupper og samtale om det de har kommet på, også skal de dele det med resten av klassen. (M: Mhm) Så har vi mye sånn læresamtaler i klassen også, der de skal sitte og diskutere med læringspartner og før vi snakker om det sammen i fellesskap.

P2: Og det bruker vi i engelsktimene på første trinn også, den metoden på engelsk heter think, peer, share. Og det bruker vi akkurat sånn som P1 sier, for eksempel når vi skulle lære oss å si «my father's name is Kåre». Da skal du først, eller de skulle tenke over spørsmål, hva er faren din sitt navn, what is your parents' name, your father's name. Så skulle de først tenke litt for seg selv, når de har tenkt så viser de med sånn tenketegn. Også må de først think, også er det share med læringspartner, neei peer med partner, også er det share i klassen, så forteller alle liksom om sin far. Så får de liksom tenke først også deler man.

M: Mhm

P2: Så det er jo.

P1: Det gjør det jo ganske mye tryggere, for de som engstelig for å si noe høyt.

M: Mhm så det er en fordel?

P2: Mhm ja.

M: Ja, i den nye læreplanen så finner vi det tverrfaglige temaet demokrati og medborgerskap. Hva betyr demokrati og medborgerskap for dere?

P1: Hvem vil starte?

P3: Heheh, ehm ja altså når jeg tenker på det i engelsk så tenker jeg jo at det går litt sånn på kulturforståelse, at det går litt sånn på ja, og altså det er ikke, engelsk er jo et verdensspråk så det er jo noe som knytter masse mennesker sammen, og noe som vi har til felles men det er jo også en måte å lære om andre på, og lære om andre kulturer og på en måte ja, få aksept for forskjeller og ulikheter og bare vite at det er noe som knytter folk sammen og man kan ja, lære om hverandre og.

P1: Nei jeg bare fikk en assosiasjon til valget i USA nå, som elevene har vært, eller mange elever har vært utrolig opptatt av. Ehm og som, det har vært viktig å ta tak i, og snakke om. Både, det blir jo mest på norsk da, men det er jo kulturkunnskap anyway.

M: Mhm

P2: Jeg er også veldig enig i det som blir sagt, og nå har jeg jo engelsk på første trinn så det er jo litt sånn begrenset hvor mye vi har snakket om democracy og fellowship og alt sånn, det har vi egentlig ikke gjort. Vi har nettopp begynt med det på norsk, men, men det at vi er et fellesskap, ingen kan jo velge om du vil gå på skole eller ikke, alle må gå på skole. Så derfor tenker jeg det er kjempeviktig at vi har noen sånne fellesregler, og det kan man jo etter hvert begynne å utforme på engelsk også egentlig. Class rules. Hvordan vil vi ha det i klassen? Hva er viktig for alle vi som må være sammen hver dag, må være sammen hver dag skal ha det bra. Med å passe på at alle har det bra her. Så egentlig er det kjempeviktig. Og medborgerskap, vi er jo alle borgere i samme samfunnet, og vi trenger å ta hensyn til hverandre for at alle skal ha det bra. Og da tenker jeg at det er kjempeviktig at man har noen sånne felles kjøreregler og spilleregler. Og nå kjente jeg at jeg fikk en idé egentlig til å ha class rules på engelsk, for det kan vi egentlig klare å få til.

M: Så bra!

P2: I can be nice every day, I can speak nice to my classmates, det trenger jo ikke være mer avansert enn det, og hvis du da har det i klassen så har du jo allerede lært deg noen fraser på engelsk også, så det, der ga du en litt sånn, ja, vi kan ha det på engelsk også.

M: yes, så bra, ehm ser dere en sammenheng mellom dybdelæring og demokrati og medborgerskap?

P3: Ja, eller nå tok, P1 du kan snakke først.

P1: Det var nå bare assosiasjoner igjen, jeg tenker at demokrati og medborgerskap gjennomsyrrer jo på en måte veldig veldig mye av det vi holder på med. Sant som du sier vi er medborgere i det samme samfunnet, så det går jo på en måte som en rød tråd gjennom veldig mye av arbeidet vårt. Ehm og i egentlig alle slags tema så er vi innom det på en eller annen måte. Mer eller mindre bevisst. Så jeg tror hvertfall at det er på en måte med oss alltid. Var det egentlig svar på spørsmålet?

M: Ja, hadde du en kommentar?

P2: Ja jeg tror jeg ser, jeg tror det er viktig med en sammenheng eller jeg ser en sammenheng mellom demokrati og medborgerskap var det det og dybdelæring fordi jeg tror at vi får en bedre forståelse for hverandre som medborgere hvis vi kan gå litt i dybden og prøve å forstå hverandres utgangspunkt og hvor forskjellig vi er, og være rausere med hverandre. Så tror jeg at vi får en, eh et bedre fellesskap, at det er viktig, at vi ikke bare har forutinntatte holdninger og tanker om hverandre og plasserer hverandre i bås, men at man får litt kjennskap til hvordan andre, ja som du sier kulturer, oppdragelse, levemåte, tro, etnisitet, bakgrunn eh ja, Og det kan man jo snakke om i engelskfaget også sant, hvertfall på høyere trinn, de forskjellige kulturer, sånn gjør vi hos oss, og sånn gjør vi hos de, men alle er jo mennesker og trenger jo de samme, har jo de samme basisbehovene på en måte og er likeverdige. Ja.

P3: Også er det jo et sånt overordnet tema som går igjen i alle fagene i læreplanen. Så det er jo når du jobber tverrfaglig, og det er jo det når vi på en måte også har hatt fokus på i høst. At disse overordnede temaene som demokrati og medborgerskap, det skal vi ha som et sånt tverrfaglig tema der vi skal jobbe med dybdelæring i flere fag.

M:Mhm

P1: Det er litt vanskelig å høre deg nå P3.

P3: Ja heh

P1: Du må ikke hakke sånn (hehhe).

M: Hører du oss nå?

P1: Ja.

M: Okei, hvordan mener dere man kan hjelpe elever til å utvikle deres forståelse av verden?

P2: Stort spørsmål hehhe.

P1: Hehhe.

P3: Jeg tenker det er jo, kan du gjenta spørsmålet? Heheh.

M: Ja, hvordan mener dere man kan hjelpe elever til å utvikle deres forståelse av verden?

P3: Ja, da tenker jeg jo at du på en måte må kunne trekke de, de store linjene og på en måte se hva som er felles mellom oss og andre sant, hva, altså vi har jo mye til felles selv om vi

kanskje bor i forskjellige land. Altså det kan jo gå på for eksempel tro og religion, og sant. Hva er det som knytter oss sammen, og engelsk er jo en sånn ting som på en måte knytter oss sammen med andre mennesker. For det er, det er et verdensspråk, og det er en måte vi kan gjøre oss forstått og snakke med andre mennesker rundt omkring i hele verden. Og og det å lære om likheter og forskjeller, og jeg tenker det på en måte at de må bli kjent med andre mennesker og vite hvordan de har det i de forskjellige landene, og det er sånn vi kan knytte sammen at vi får lære om forskjellige folk og mennesker. Jeg vet ikke hva, heheh.

P2: Åhh stort spørsmål.

M: Ja, har du noe mer du vil?

P2: Kan du si det på nytt igjen?

M: Jada, selvfølgelig, hvordan mener dere man kan hjelpe elever til å utvikle deres forståelse av verden?

P2: Være et godt forbilde, altså eh være et godt forbilde fordi at da vil de mhm forstå litt mer av hvor, hvis man har noe man tror på og ønsker som man tror er bra for andre også kan man modellere det, så kan de se om det er bra, og teste det og prøve det sånn at de kan forstå verden bedre og få det bedre. Men det er jo selvfølgelig et stort spørsmål, hvordan vi kan hjelpe barna til å forstå verden bedre?

M: Mhm

P2: Ja, sette ord på ting, snakke om ting, eh tørre å hvis de sier noe, undre oss sammen med de, hvorfor er ting sånn? Og ikke fremstå som de som alltid har svar på alt, for det tror jeg ikke at det er et eneste menneske på jorden som alltid vet alt på en måte, de tenker jo gjerne det at læreren kan alt, men vise at nei det er noen ting man undrer seg over som voksen også, men tørre å undre seg. Eh, for det er jo ikke alt i verden man forstår. Eh men å være ærlig og åpen og tørre å touche alle ting som de lurer på.

M: Mhm, ja

P1: Nei jeg tenkte jo litt det samme som P2 sier, eh ta oss tid til å lytte til elevene og lytte til spørsmålene deres. Og sant for de lurer jo på all verdens rare ting (P2:Mhm) så det kan være lett å avfeie i en travel hverdag, sant nå har vi matte sant. Men rett og slett ta oss tid til å høre på hva de faktisk sier og hva de undrer seg over og sette oss ned og undre oss sammen med dem når det trengs.

M: Mhm

P2: Og gi kunnskap hvis det er ting de lurer på, på en måte, gi kunnskap sånn at de forstår ting, jo det er fordi sånn og sånn og sånn og sånn. Så kan de kanskje «ja okei» også forstår de mer av sammenheng hvis de kan undre seg sammen med oss da. Vi gir tid og rom til det som du sier P1, tid til det. Det er viktig. Ja.

P1: Og det handler igjen om den røde tråden mener jeg (P2:Ja) og det å trekke linjene fra kunnskap om en ting til kunnskap om noe annet. Så hjelpe de å trekke de der røde trådene, ut i verden.

P2:Ja, så igjen gjør at de forstår verden bedre som var spørsmålet.

P1: Referere til ting man har snakket om før eller ting de har opplevd tidligere eller, ja

P2: Knytte tråder.

P1: Jeg kom ikke på en konkret eksempel.

M: Ja, hvordan mener dere man kan forberede elever på å kunne kommunisere med mennesker fra andre kulturer, språk og etnisiteter?

P1: Gjøre de god i engelsk.

P3: Heheh.

P2: Men så tenker jeg du trenger ikke nødvendigvis egentlig ikke å være sånn kjempegod i engelsk, du må jo ha en sånn basis som du på en måte litt som grunnlag, men bare det å tørre og prøve og hive seg utpå, og delta i samtaler «sorry, I don't know that, can you help me» bare tørre å tro på seg selv og i møtet med andre mennesker ikke være så redd for å gjøre feil, men å heller dumme seg litt ut og det går bra, for målet er jo samhandling og være med og kommunikasjon ja.

P3 : Ja, nei jeg er helt enig i det sant, det handler om å på en måte gjøre de trygg på, det er ikke nødvendigvis at de må kommunisere med de rette ordene, man kan kommunisere mye med kroppsspråk også, men de må på en måte være trygg og kunne tørre å gjøre det.

M: mhm, har du noe mer du vil legge til P1?

P1: Ja, nei egentlig bare stemmer i det som P2 og P3 sier.

M: Mhm

P2: For hvis du er trygg og tørr å hive deg uti noe, hvis du tør å prøve så vil du også lære mer, men hvis du ikke tør å prøve så vil du bli mer redd, og dermed vil du også gå glipp av en del læring fordi at du ikke prøver, og da kunne du egentlig lært mer til neste gang igjen.

P1: Altså vi trenger å øve dem helt fra de er små av på å tørre å si meningen sin, tørre å snakke for eksempel engelsk høyt i klassen og bruke stemmen sin og ytre seg, sånn at de er vant til det fra de er små av.

M: Mhm, hvordan tror dere dybdelæring kan være med på å bidra til å lære om andre kulturer og språk da?

P2: Sånn som vi har snakket om før egentlig, at du får litt bedre tid til å sette deg inn i et annet land, dets språk, dets kultur, dets livssyn, dets livsførsel, dets høytider og tradisjoner, dets tankegang, livssyking, livssirkel eh så hvis du har god tid til å dykke i dybden, så er det lettere å forstå et annet menneske hvis du møter et annet menneske som kommer fra den verdensdelen eller eh den troen eller den familien, eller kulturen. (P3:mhm) Ja så det tror jeg kan hjelpe oss, det å få lov å sette av tid til å gå i dybden.

P3: Ja du sa det så bra at heheh, har ikke så mye å tilføye på det hehehh.

P2: Men det er sikkert mye annet man kan si.

P1: Ja det er store spørsmål dette.

P2: Ja hehehe.

P1: Noen av de kommer brått på kjenner jeg, nei jeg har ikke noe å tilføye egentlig tror jeg.

M: nei, da kan vi gå videre. Hvilke klassesituasjoner tror dere kan hindre at dybdelæring finner sted hos eleven?

P1: Uro.

M: Ja, vil du utdype litt?

P1: Nei, jeg bare tenker at, at det første som falt meg inn i klassesituasjoner som kan motvirke læring generelt det er jo uro og når du ikke klarer å organisere undervisningen på en måte som fenger alle slik at du får noen sånne der urokråker som ødelegger det litt da.

P3: Jeg tenker det må jo på en måte oppleves som en trygg arena, hvis elevene føler at det er en utrygg arena så vil jo de slite med å kunne på en måte uttrykke seg og tørre og som vi sier være åpen og bruke språket. Det vil kanskje hindre den optimale dybdelæringen.

P2: Og hvis jeg som lærer avfeier dem hvis de har et spørsmål som kanskje ikke helt nøyaktig går på det jeg hadde tenkt, men som er innenfor samme tema, men hvis jeg da avfeier det fordi jeg har mine pedagogiske planer at dette skal vi gjennom, men så klarer jeg ikke å se at ja men det handler jo også om dette. Det handler jo også om å gå i dybden, for hvis du får svar på dette så kan du reflektere og da forstår du egentlig dette temaet bedre. Så jeg tenker at det er viktig at vi lærere ikke avfeier ulike spørsmål og undringer som barna har, men at man kan hmm ja det var interessant, det har ikke jeg tenkt så mye på, det skal jeg prøve å finne litt ut av til neste gang. Eller hvis man har tenkt mye på det kan reflektere rundt det sammen med elevene da. (M:Mhm). Hvis man ikke gjør det så vil jo heller ikke barnet få den refleksjonen eller fått gått i dybden eller fått tenkt de tankene, men ja at den ikke utvikler seg så mye som den kunne gjort fordi den hadde initiativ selv og tenkte på det.

M:Mhm, så kommer det en vanskelig en, hvordan ville dere evaluert om dybdelæring finner sted? eller går det an i det hele tatt? Hva tenker dere om det?

P1: Det går vel an på sikt, men jeg tror ikke det er lett å måle dybdelæring eh holdt jeg på si etter bare en kort periode. Jeg tenker at dybdelæring er en gradvis utvikling av elevenes sin forståelse av begreper, ehm og sammenhenger. Så vi vil kanskje ikke oppdage det med en gang, men at de går over tid og kanskje man har vært innom ulike tema der man, der man holdt jeg på si begynner å sette dette her sammen, også vil man oppdage at weey dette kan jeg jo.

M: Mhm

P1: Jeg vet ikke.

P3: Ja altså jeg kommer ikke på noen sånn optimal vurderingsmåte liksom på stående fot, men det handler jo om det som P1 sier, at de på en måte klarer å se disse sammenhengene etter hvert, og klarer å på en måte, ja kunne, kunne anvende den kunnskapen som de har lært på ulike måter kanskje. Når de på en måte viser det, men jeg vet, har ikke noe sånn eksempel på hvordan form de skulle ha gjort det på eller, vet ikke P2 om du har noe?

P2: jeg tror veldig på det som dere sier også, at du kan sjekke om de kan faktisk anvende kunnskapen, ta den i bruk på ulike måter eller om de bare sitter fast i en eller annen algoritme på en måte. Men at de kan bruke det vidt og avslappet på en måte, da kan man finne ut om de egentlig kan et tema i dybden, eller om de bare holder seg til dette de har pugget. For da vil

det ikke si at da kan du bruke dette, når du kan snakke fritt og du kan gå i dybden og utforske da og finne ut mer og mer og mer og har kanskje gjort det også. Ja.

M: Mhm

P2: Mhm

M: Da nærmer vi oss egentlig slutten, har dere noe mer dere ønsker å legge til om temaet?

P2: Dybdelæring i engelskfaget?

M: Yes

P2: Ja, du kan svare du P1 (heheh).

P1: Vi var jo veldig glad da holdt jeg på si begrepet ble tatt i bruk i den nye læreplanen, hvertfall var jeg det. Fordi jeg kjente på at ja nå kan vi få ro på oss til å gå i dybden på ting i stedet for at vi hele tiden skal, eller at vi jager videre fra det ene til det andre til det tredje målet som skulle nås. Ehm og vi står jo ganske fritt til å legge opp undervisningen, og ta inn de temaene vi selv brenner for som ofte gir bedre, bedre læring enn om du skal undervise i noe du egentlig synes er litt kjedelig selv.

P3: Mhm.

P2: ja ja.

P1: Det synes jeg er bra med det i hvertfall.

P3: Sant, så er det bare altså første fokuset er jo på en måte å få litt av det grunnleggende tingene på plass, før du på en måte ser at her er de i stand til at vi kan bruke mye dybdelæring i engelskfaget og på en måte trekke de store linjene. Det er litt sånn vanskelig i begynnelsen, men jeg tenker etter hvert når vi blir mer vant til å jobbe med det her og å jobbe på den måten, så tenker jeg at man får litt mer erfaring rundt det og at det sikkert blir lettere etterhvert.

P2: Jeg er enig.

P1: Jeg tenker, kan jeg si en ting til?

M: Ja værsgod.

P1: Jeg tenker jo ikke, jeg tenker jo ikke dybdelæring bare som, som tverrfaglighet heller. Men måten vi jobber med hvert tema bare innenfor engelskfaget, for eksempel eh nå har vi jobbet med adjektiv en stund, hvordan vi da leser, leser tekster på ulike måter, jobber med adjektiv på ulike måter, henter de ut av tekster, leser de samme tekstene om igjen og om igjen på forskjellige måter. Jobber med adjektivoppgaver, har Kahoot om adjektiv, ja altså det også er jo en form for dybdelæring selv om den ikke er tverrfaglig. Eh det må vi ikke glemme.

M: Noe mer dere vil legge til eller?

P2: Nei jeg tenker dybdelæring i engelskfaget at det er viktig at man ikke glemmer, sånn som P1 sier, altså at vokabular er en viktig del av engelsk språkfag, men også kultur, kommunikasjon, muntlig, skriftlig, men at det består av så mange komponenter, og at alle må på en måte være med å inngå i faget for at du skal få en bedre dybdeforståelse i engelskfaget da, på en måte. (M:mhm) At det er viktig, mhm.

M: Ja, supert. Da sier jeg tusen takk for at dere stilte opp i prosjektet.