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A Far Away World about which we Know Nothing

Teaching the European Union in Norwegian Schools

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Abstract

In this thesis, I explore how Norwegian Social Science textbooks present the EU, and how teachers teach about the EU in the Norwegian equivalent to the British Sixth Form (“videregående school”). I also study the pupils’ opinion about the teaching. The analysis is based on a textbook analysis of seven of the books in use right now in Norwegian videregående school, in addition to in-depth interviews with nine teachers and group interviews with 15 pupils. The most specific finding regarding the textbook analysis is that the books do not have enough text to cover the EU sufficiently. Actually, six of the seven books do not fulfil the learning objective regarding the EU satisfactory. In addition, the analysis shows that several of the textbooks present a sceptical view of the EU. The most consistent finding regarding the interviews is how little the pupils actually know and remember about the EU. It is likely to assume that the pupils know and remember so little, because there is so little teaching about the EU. Regardless of *how* the teachers teach, it seems that the amount of teaching is the problem. If the Government wishes the population to acquire greater knowledge about the EU, this research suggests the need for expanding the hours taught about the EU in school.

Abstrakt

I denne oppgaven undersøker jeg hvordan norske samfunnsfagsbøker presenterer EU, og hvordan lærere underviser om EU i den videregående skolen. Jeg studerer også elevenes mening om undervisningen. Analysen er basert på en tekstbokanalyse av syv av bøkene som er i bruk i norsk videregående skole i dag, i tillegg til dybdeintervjuer med ni lærere og gruppeintervjuer med 15 elever. Det mest spesifikke funnet når det kommer til tekstbokanalysen er at de har for lite tekst til å dekke EU tilstrekkelig. Seks av syv bøker dekker faktisk ikke læringsmålet når det kommer til EU på en tilfredsstillende måte. I tillegg viser analysen at flere av tekstbøkene har et skeptisk syn på EU. Det mest konsise funnet basert på intervjuene er hvor lite elevene kan og husker om EU. Det er sannsynlig å anta at elevene kan og husker så lite fordi det er såpass lite undervisning om EU. Uavhengig av *hvordan* lærerne underviser, så virker det som om det er mengden undervisning som er problemet. Om Regjeringen ønsker at befolkningen skal ha høyere kunnskap om EU, foreslår denne forskningen å utvide undervisningstiden om EU i skolen.

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Abbreviations

CAP	Common Agriculture Policy
CFP	Common Fisheries Policy
CFSP	Common Foreign and Security Policy
EC	European Community
ECJ	European Court of Justice
EEA	European Economic Area
EFTA	European Free Trade Area
EMU	Economic and Monetary Union
EU	European Union
L97	Læreplanverket for den 10-årige grunnskolen (The curriculum for the 10-year compulsory education)
NATO	North Atlantic Treaty Organisation
NDLA	Nasjonal Digital Læringsarena (Norwegian Digital Learning Arena)
NOU	Norsk Offentlig Utredning (Norwegian Official Report)
NTNU	Norsk Teknisk-Naturvitenskapelige Universitet (Norwegian University of Science and Technology)
NUPI	Norsk Utenrikspolitisk Institutt (Norwegian Institute of International Affairs)
UN	United Nations
WTO	World Trade Organisation

1 Introduction

The question of a Norwegian European Union (EU) membership has probably been the most debated and conflictual topic in Norwegian politics in the post-war period. The question created huge political involvement and engaged almost the entire population in a way that few other topics have done before. Consequently, there was a lot of information accessible in the time close to the Norwegian referendums in 1972 and 1994. In the referendums, 53.5% and 52.3% respectively voted 'no' to Norway joining the EU (NOU 2012:2, 2012, p. 47 & 59). In 2014, as many as 70.5% would have voted 'no' if there had been a new referendum, according to a survey by Sentio Research (Aftenposten, 2014). There has been a relatively stable negative opinion concerning Norwegian EU membership since the last referendum, except for a period around 2003 when it was slightly more positive. Even then, however, below 50% supported EU membership (NOU 2012:2, 2012, p. 277).

After the last 'no' in 1994, there has been much less debate about Norwegian relations with the EU, even though the EU has more influence over Norway than ever. Norway has a multitude of different agreements with the EU. The most important are: the European Economic Area (EEA) and the Schengen-agreement. Nevertheless, as Norwegian relations with the EU have grown stronger, in both scope and importance, the information available and the media coverage of the EU and Norwegian relations has declined. This is true for most of the media, and where there is coverage it is characterized by coming quite late (NOU 2012:2, 2012, p. 270). However, in 2004 different political parties published many different information folders on the subject of the Norwegian relationship to the EU. This corresponded with many seminars held by local party groups ("lokallag"). The reason for this sudden increase of information might be due to "Kunnskapsløftet" (The Knowledge Promotion Reform in schools) and that the political parties wanted to educate their members about the EU. One might also link it to the eastern enlargement in 2004, when ten eastern European countries joined the EU. It is interesting to see that there is a tendency for more positive viewings of the EU when access to information has been easy, and the amount of information has been high (NOU 2012:2, 2012, p. 276). Downs (2011) has done a study regarding this topic. He found out that having knowledge about the EU leads to increased support for the country's EU membership, while less knowledge causes sceptical viewings of the EU.

Schools do not cover Norwegian relations with the EU in-depth, and especially among youngsters there is a lack of knowledge about the EU (NOU 2012:2, 2012, p. 284). A

comparison with Sweden and Denmark showed that Norwegian textbooks dedicate less space to cover relations with the EU. Moreover, what was written tended to view the EU more as “international relations”, and that the actual Norwegian connection was handled to a lesser degree (NOU 2012:2, 2012, p. 270). Another analysis of Norwegian and Swedish textbooks showed that the Norwegian Social Science book from 1995 focused mostly on the history of the development of the EU – this despite the fact that the book also mentioned the Norwegian role in the European Free Trade Association (EFTA) and in relations with the EU. However, the chapter in that book was characterized by a mere listing of facts, and not by discussion (Myrset, 2011, p. 45).

Developing and adopting an attitude or opinion on a current issue is a complex process. Although there are obvious ways in which school education can form worldviews and opinions, many other arenas, such as friends, family, social networks and media will also have an effect. Textbooks could be more influential than normal mass media, as pupils perhaps tend to see the written text as a reflection of the “truth”. They may not read other sources to gain access to other points of view. Empirical surveys have shown that pupils tend to see their textbook as the most trustworthy source, even ranging before their teacher, although the teacher is also rated highly (Pingel, 2009, p. 50). In addition, several studies have shown that both teachers and pupils tend to look at the textbooks as what contributes most to learning (Bachmann, Sivesind, Afsar, & Hopmann, 200x, p. 114).

The less you know about something, the more you tend to rely on what the media can tell you about the subject. People with less knowledge about a subject will be more exposed to impact from mass media, because they can less often come up with contra arguments or be able to see the subject from different angles (Zaller, 1992). As the Norwegian Official Report (NOU) on the Norwegian agreements with the EU has stated, young people have especially little knowledge about the EU (p. 284). Thus, if we assume that textbooks have similarities with mass media when it comes to forming opinions, then textbooks are important influencers on public opinion about the EU. This makes it interesting to study the content about the EU in textbooks in schools today.

The most important institution for building knowledge is the school. Through the course of education, the goal is for the population to acquire some basic insights and skills (NOU 2012:2, 2012, p. 288). It is also a part of the education to enhance reflective and critical thinking, and the pupil shall be able to make ethical choices (Opplæringsloven). Textbooks are crucial parts

in this process of constructing insights, skills and beliefs (Crawford, 2003, p. 5). Textbooks, in addition to transmitting knowledge, also seek to anchor the political and social norms of a society (Pingel, 2009, p. 7). However, one needs to be careful about assuming that the teachers and pupils conceive the message of the textbooks. A number of studies have shown that people can read written texts in different ways, and that the way one receives a text can vary (see for example Apple, 2000). The way teachers and pupils respond to textbooks can be different from what the authors intended. Material can be re-structured, re-interpreted and the reader can reject part, or all of what is meant to constitute official knowledge (Crawford, 2003, p. 8). Because of this, this thesis will combine textbook analysis with in-depth interviews with teachers, to find out how they actually teach about the EU, and why they teach about the EU the way they do. I will also carry out some group interviews with pupils, to study what they remember and what they thought about the teaching about the EU that they had experienced.

In the following, I will first set out my research question. Then follows with a concise literature review and a section on concepts and methods in section 1.2 and 1.3. At the end of the introduction, in section 1.4, I will outline the further structure of this thesis.

1.1 My research question

This thesis seeks to explore how Norwegian Social Science textbooks present the EU, and how teachers teach about the EU in “videregående” school (equivalent to the Sixth Form, where the pupils are between 16 and 19 years). I am also going to study why the teachers present the EU the way they do, in addition to the pupils’ opinion about the teaching. As stated before, to be able to get a full understanding on how the EU is taught it is necessary to know what is in the textbooks, as this is an important tool for the teachers. However, to only study what is in the textbooks is not sufficient, as the books are not the only factor that decides how the teaching is carried out – it is very much dependent on the teacher (Moulton, 1997, p. vii).

I will divide my research question into three parts. The first part is about the textbooks. I wish to find out what the books cover regarding the EU, how the books cover it, and if the books take a political position that influence the text about the EU.

The second part is about the practise and opinions of the teachers. I wish to find out how the teachers use the textbook, how much time they use to cover the EU and how they use that time. I also wish to find out why the teachers teach the way they do, and how they find the pupils

engagement when it comes to the EU.

The third part of my research question is about the pupils and their perception of the teaching. I wish to find out what the pupils know and remember about the EU, their opinion about the teaching, and their opinion about the EU.

My assumption is that the treatment of the EU in textbooks is unsatisfactory, and that treatment in schools by teachers is limited. If my assumption is confirmed, I wish to find out why this is the case. Possible reasons could be lack of knowledge by the teachers, negative attitudes towards the EU among teachers, that the EU is considered not important, that pupils find the topic boring, to mention a few.

1.2 Literature review

1.2.1 Textbook research and textbook analysis in Norway

In 2001, the “Centre for educational texts and learning processes” was established at the College of Vestfold, and they have the leading role in the field of textbook analysis in Norway (Valen, 2013, p. 5). This became an important field of study because in 2000 the Government removed the public system of approval of new textbooks. This meant that a central management tool to ensure the linguistic correctness and good educational design of textbooks, along with compliance with the curriculum goals and protection of the equality between the sexes, was lost (Skjelbred, 2003, p. 20). Anyone who wanted could now develop and sell a textbook without any formal approval of its content. The study ‘Valg, vurdering og kvalitetsutvikling av lærebøker og andre læremidler’ (Skjelbred, 2003) was initiated to highlight what was looked upon as textbook-led teaching. It focused on the choice of textbooks, the use of textbooks, the evaluation of textbooks and quality improvement of teaching materials. Skjelbred (2003) concludes that the Norwegian textbook research lacks clear criteria and formalities. She also concludes that there is a lack of awareness among teachers when it comes to the choice of textbooks, and that this awareness needs to become stronger since there is no formal approval of textbooks any longer.

According to Bueie (2002), it is remarkable that textbooks do not feature more prominently in research. This might however have a connection with the earlier system of formal approval, as after 2002 there has been more research in the field of textbooks. There exist some previous textbook analyses of some Norwegian books in the subjects religion, history, music and biology

(see: Breilid & Nicolaisen, 2003; Eikeland, 2002; Kamsvåg Sanner, 2003; Knain, 2002), but they are all very comprehensive and specific, and it is not possible to generalize the studies or results to use them for general textbook analysis.

An earlier Master's thesis from the Norwegian University of Science and Technology (NTNU) by Anne Jordal Myrset (2011) is quite close to the textbook analysis of my own thesis. In her thesis, she analysed and compared a number of Norwegian and Swedish History and Social Science books, from 1965 up until 2000, regarding how they present European integration. The analysis found big differences in the presentations in the Swedish and Norwegian books. Swedish books generally have a positive view on European integration while the Norwegian books tend to focus more on Norwegian conditions and consequences of the debates on EU membership. Norwegian textbooks emphasize that the debate has two opposite sides, while the Swedish books do not give space to this (Myrset 2011, s. V). Even though her textbook analysis is somewhat similar to the textbook analysis in my thesis, it still does not examine how the teachers carry out the actual teaching. Her focus is comparing Norwegian books with Swedish books in different periods. Instead of comparing countries, I will focus on a higher number of only Norwegian Social Science books, all from approximately the same period. Because of that, the two thesis differ.

1.2.2 A short review of Norwegian and EU relations

Norway and the EU have a complicated history. Norway has applied for EU membership four times (NOU 2012:2, 2012, p. 845). Two of the times, in 1972 and 1994, there were referendums to vote for or against a Norwegian EU membership. They both ended with a scant majority on the 'no' side. Therefore, Norway is not a member of the EU, but the EU affects Norway both directly and indirectly. There are many agreements that regulate the Norwegian relationship to the EU. The most important of them – as mentioned earlier – are the EEA-agreement from 1992, and the Schengen agreement from 1999. Further, Norway has signed agreements regarding police cooperation, immigration, foreign policy, security and defence policy, regional policy, agriculture and fisheries among others (NOU 2012:2, 2012, p. 17). The field 'Research and Innovation' is part of the EEA-agreement, and Norway therefore participates with the EU in this field. This implies also participating in programs that promote mobility among students, pupils, apprentices and employees in the education system. The Erasmus program is an example of this cooperation. In 2009, 3600 foreign students came to Norway, and 1400 students from Norway went abroad through the Erasmus program (NOU 2012:2, 2012, p. 612).

1.2.3 How will my research contribute to the state of the art

My research will contribute to a fuller understanding of how the teachers and the textbooks handle the EU in the subject Social Science. It will be an indicator of what the general population learn about the EU. If I confirm my assumption that the treatment of the EU in textbooks is unsatisfactory, and that treatment in schools by teachers is limited, I will also explore the reason for it. That way, if this is something the Government wants to change, my thesis might be helpful in showing where the source of the problem is.

1.3 Concepts/background information

1.3.1 Organization of the subject Social Science

The subject Social Science is a subject that is obligatory in videregående school. The pupils normally have the subject during the first year, when they are 16 and 17 years old. Social Science is a very wide subject with many different topics. It has four main themes, ‘the individual, the society and culture’, ‘employment and business’, ‘politics and democracy’ and ‘international relations’. There are only 84 lessons to cover it all, in other words, only three lessons per week. One of the 35 learning objectives in the subject mentions the EU, and the goal is to be able to “elaborate on the EU’s aims and governing bodies and discuss Norway’s relationship to the EU” (Utdanningsdirektoratet). I got feedback from several teachers that the elective subject Politics and Human Rights has a bigger emphasis on the EU than the mandatory subject Social Science. However, since I wanted to know what pupils at large learn, it was a natural choice to choose Social Science, even though it handles the EU to a lesser degree.

1.3.2 The use and choice of textbooks in Norwegian schools

There is no doubt that the teachers depend to a large degree on the curriculum, the learning objectives and the textbook, both while planning the lesson, and while they teach (Bachmann et al., 200x, p. 215). The setup with the teacher in front, and with the textbook as the main source of information, has a strong tradition in Norwegian schools (Imsen, 2004, pp. 50-70). There is no regulation by law that says that the teacher must use the textbook in their teaching (Johnsen, 1999, p. 15). However, in a study where teachers were asked if the textbook attends to the learning objectives of the previous curriculum for the 10-year compulsory education – L97, as many as almost 80% of the contestants agreed that it did, and that it was done in a good way (Bachmann et al., 200x, p. 103). In another study, about the use of the textbook in the subject ‘Norwegian’, 75% of the asked teachers stated that they always used the textbooks while

teaching (Bueie, 2002, p. 17). Based on this, there is no reason to believe that the choice of not using the textbook at all is widespread.

Generally, there is not very much research on choice of textbooks. However, some of the research that exist have shown that the actual teachers largely decide the choice of textbooks, and not the principal or the administration, nor pupils or parents. The choice is often made after cooperation and discussion among the teachers that teach the same subject (Bueie, 2002, p. 8; Skjelbred, 2003, p. 22). More than 80% of the teachers in Bueie's study report that they feel a medium degree of influence or more when choosing a new textbook (2002, p. 21) The majority of teachers report general satisfaction with this way of choosing the textbooks (Skjelbred, 2003, p. 22). There is however, no formal evaluation criteria of textbooks and factors as economy, tradition and availability influence the choice. If the teacher should choose a book and then find it unsatisfactory, it can take a long time to replace the book with a another one (Johnsen, 1999, pp. 15-16). Bueie (2002, p. 18) found out that of the teachers who were not pleased with their textbook, 33% had used that same textbook the last six years. This supports the idea that it takes a long time to replace a book, probably because of economy, tradition and availability.

As mentioned in section 1.2.1, the Government removed the public system of approval of new textbooks in 2000. This makes it much more important that the teacher knows how to evaluate a textbook before choosing it. Close to 70% of the asked teachers in Bueie's study responded that they considered themselves 'well' or 'very well' suited to evaluate textbooks (2002, p. 19). Expertise developed through experience as a teacher was considered the most important factor in developing this skill (69.2%) (Bueie, 2002, p. 20). However, most schools do not have a systematic and conscious process behind the choice of textbooks, nor common criteria for the choice (Bueie, 2002, p. 25).

1.3.3 Methods

To answer my research question, I decided to do textbook analysis of seven of the books in use right now in the subject Social Science in videregående schools, along with in-depth interviews with nine Social Science teachers. Using those methods, I got to study the actual main sources of common knowledge about the EU among youth. For data triangulation, and further validation of the teachers' answers, I also did focused group interviews with pupils. My analysis combined results in both a quantitative as well as a qualitative analysis.

For the textbook analysis, I used a content analysis that examines the text itself, and not a didactic analysis that examines the pedagogy *behind* the text. I chose this method because I

wanted to look at what the text tells us, and if it sufficiently covers the topic in question, in my case the EU (Pingel, 2009, p. 31). I also used a horizontal analysis covering as wide an area as possible, in my case, as many as possible of the books in use in videregående school today. I chose this approach in my study because I wanted to cover the different approaches to the subject. I could have used a vertical analysis instead, but my aim was not to investigate how the presentation of the topic has changed over time, which is what a vertical analysis investigates (Pingel, 2009, p. 30). As I found it impossible to find out which books are in use in every school in Norway, I decided to analyse the newest editions of the textbooks. Information I got from my interviews showed that there is a wish in the majority of schools to use the newest textbooks available, and therefore it is likely that they are the most used books.

In total, I found seven books that I wanted to analyse. The first part of the textbook analysis is a descriptive analysis with focus on how much space is given to the EU, number of words, under which sections the EU is mentioned and similar. For the qualitative analysis of the text, I looked at the presentation of the EU and the relationship between the EU and Norway, and in which light the books present it. To do this I studied the mentioning (or lack of mentioning) of advantages and disadvantages with the EU and of Norwegian relations with the EU, how the EEA-agreement is handled (as something good/bad for Norway) and the presentation of arguments for and against Norwegian EU membership. I also analysed the pictures, because pictures are like catchwords, and can help pupils remember. Therefore it is important to see if the pictures add new perspectives to the text (Pingel, 2009, pp. 48-49). In addition, I analysed the pupil assignments in the books, to see if they are biased in any kind of way.

Since I wanted to find out the teacher's own experiences with and opinions about teaching about the EU, the choice of in-depth interviews as the method was obvious. As a rule, one can say that one uses an in-depth interview to study opinions, attitudes or experiences (Tjora, 2012, p. 105). My original plan was to do focus interviews in groups at three different schools – one in a rural area, one in Oslo and one in Trondheim. I wished to do interviews in different parts of Norway because I wanted to see if the traditional division regarding EU membership between cities and countryside influenced the teaching. There was a majority for EU membership in Oslo in both the two referendums, while the countryside was generally very negative. I wanted to have groups to get a conversation on the topic and to compare the different teaching methods at the same school. In total, I contacted 13 different schools. However, getting people to agree to do interviews proved to be much harder than I first thought. I do not know why it proved so difficult to get people to say yes to an interview. My assumption is that there was too much

distance between the teachers and me, because I needed to email the head of department for their approval to do interviews. They later notified their teachers asking them to contact me if they were interested in doing an interview. Hence, the teachers might not have felt the obligation to answer me, because we never had direct contact. Therefore, I decided to say yes to everyone who agreed to an interview, regardless of where they were, and how many others from the same school that also said yes. I also had to use some personal contacts to get enough teachers to agree to do an interview.

All the interviews were carried out individually, except the one at Heimdal - where they were two teachers together. In the end, I believe individual interviews was the best solution anyway. Then I could focus more on what the teacher actually was saying during the interview, instead of getting confused because of constant interrupting between the teachers. In addition, it eliminated the risk of teachers modifying their answers to sound correct in front of the other teachers, or that they agreed to things the others said even though they might not have said it if they were alone. In the end, I had eight interviews with nine teachers at four different Schools: Heimdal Videregående School in Trondheim, which is a big city. Porsgrunn Videregående School and Skien Videregående School, in respectively Porsgrunn and Skien, two medium sized cities. Bø Videregående School in Bø, a rural town not far from Porsgrunn and Skien.

The teachers decide the setup of the subject themselves, thus when to teach the different topics of the subject (Bachmann et al., 200x, p. 116). Therefore, I had to interview pupils from the second year in videregående school, to be sure that they had already learned about the EU. I got in contact with some teachers at Skien Videregående School that were teaching second year classes. We agreed that I could come and take out some pupils during one of their classes. I selected pupils that had already turned 18 years old. That way I did not have to get a formal written approval from their parents. In addition, it also gave me a complete random selection, and it eliminated the risk of the teacher choosing only the pupils with the highest grades. In total, I interviewed 15 pupils in three different groups. The different groups consisted of three, four and eight pupils. They were ten girls and five boys in total.

I recorded all the interviews, after asking for permission first. After the interviews, I transcribed everything, except for obvious digressions that had nothing to do with the topic. The transcription made it easier to get all the quotes and opinions of the teachers and pupils right. After transcribing everything, I coded the interviews. The codes made it simpler for me to compare all the practises and opinions.

1.4 Structure of thesis

The two following chapters, chapter 2 and 3 provide the combined analysis of this thesis. The next chapter (chapter 2) focuses on the analysis of the textbooks. I have divided the chapter into the following seven sections.

- A short presentation of the textbooks
- Length and placement of text
- What the books mention about the EU
- The description of the EU and Norwegian relation with the EU
- Pictures
- Assignments
- Summary of textbook analysis

The third chapter is the analysis of the interviews. I have divided the chapter into the eight following sections.

- An overview over the teachers' opinions and practice
- The teachers and the textbook
- Time spent to cover the EU
- Teaching about the EU
- Why do teachers teach the way they do?
- The pupils' engagement
- Analysis of the group interviews with the pupils
- Summary of interview analysis

The fourth and last chapter of this thesis is the conclusion. I have divided that chapter into three sections. First, I have a section about what I have found out. There I go through my findings and discuss them in the light of literature. Then I have a section on limitations of my research. At the end, I give my suggestions for further analysis.

2 Textbook analysis

This part of the thesis is the analysis of the textbooks. The goal is to find out what the books cover, how they cover it, and whether the books have a political position that influence the text about the EU. Section 2.1 briefly presents the analysed books. In that part, I give the books a code that I will use in the further analysis. The next part, section 2.2 describes the length and placement of the text. Section 2.3 is about what the books actually mention when it handles the EU. I structured the section in accordance with the learning objective in the subject. First, I deal with the institutions and aims of the EU, and then I deal with the Norwegian relationship with the EU. I also include a section on other areas that the books mention. Section 2.4 focuses on the presentation of the EU and the relationship between the EU and Norway, and in which light the book present them. I study wordings, the mentioning (or lack of mentioning) of advantages and disadvantages with the EU and the Norwegian relations with the EU, how the EEA-agreement is dealt with (as something good/bad for Norway) and the presentation of arguments for and against Norwegian EU membership. Section 2.5 and 2.6 deal with the pictures and the assignments in the books. Finally, I have a section that summarises the presentation of the EU in the books.

2.1 A short presentation of the textbooks

In total, I have done textbook analysis of seven books in use in videregående school right now.

TABLE 1: OVERVIEW OVER TEXTBOOKS

<u>Title</u>	<u>Authors</u>	<u>Year</u>	<u>Publishing house</u>	<u>Code</u>
Fokus: Samfunnsfag	Mette Haraldsen & Jostein Ryssevik	2013	Aschehoug	B1
Ny Agenda	Trond Borge, Berit Lundberg & Ole Aass	2009	Cappelen Damm	B2
Radar	Egil Andresen & Rune Henningsen	2009	Cappelen Damm	B3
Samfunnsfag	Henry Notaker & Johs Totland	2009	Gyldendal	B4
Spektrum	Erik Sølvsberg, Nils Petter Johnsrud & Sølvi Lillejord	2006	Fagbokforlaget	B5
Standpunkt	Martin Westersjø, Åse Lauritzen & Jorun Berg	2009	Cappelen Damm	B6

Streif	Ellen Arnesen, Odd Bjarne Berdal, Marianne Heir, Pia Skøien & Jeanette Schrøder Amundsen	2009	Det norske Samlaget	B7
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One of the books is from 2006, five are from 2009 and one is from 2013. These are the latest editions of the books. B1 is the most used book and B2 is the second most used book, while the others are more or less equally used (NOU 2012:2, 2012, p. 289). This roughly matches the representation of the books at the schools where I did my interviews. All the four schools used B1. However, one department at one of the schools used B4.

2.2 Length and placement of text

TABLE 2: LENGTH AND PLACEMENT OF TEXT

<u>Title</u>	<u>Number of words</u>	<u>Number of pages</u>	<u>Incidents of references to the EU</u>	<u>Title of main chapter (bold) and subchapter (italic)</u>	<u>Title of other chapters that refer to the EU (main: bold, subchapter: italic)</u>
B1	1508	5	2	International cooperation - <i>EU- from trade cooperation to European union</i> - <i>The goals of the EU</i> - <i>The institutions of the EU</i> - <i>Norway and the EU</i>	The world society <i>Globalisation – movement across borders</i>
B2	1347	6	3	International economic cooperation - <i>The European Union</i> - <i>The EU cooperation</i> - <i>The institutions of the EU</i> - <i>Where is the EU heading?</i> - <i>Norway and the EU</i> - <i>Yes-arguments</i> - <i>No-arguments</i>	What might threaten democracy? - <i>Internationalisation and management problems</i> Work - <i>Measures to combat unemployment</i>
B3	1565	4	5	Cooperation in Europe – The EU - <i>A comprehensive cooperation</i> - <i>What has the debate in the EU been about?</i> - <i>What is good with the EU?</i> - <i>For what is the EU criticized?</i> - <i>Norway and the EU</i> Norway in the international community - <i>The EU, EEA and WTO</i>	Parliament and government in a globalised world - <i>Globalisation</i> - <i>Norwegian economy and globalisation</i> What might threaten democracy? - <i>Globalisation</i> Globalization - <i>Reasons for globalisation</i>
B4	1105	5	1	Free trade in Europe - <i>The EU – more than economy</i> Norway and Europe - <i>The EEA-agreement – almost members?</i> - <i>The Schengen-agreement – passport freedom and police control</i>	The winners of globalisation - <i>The power of multinational companies</i>

<u>Title</u>	<u>Number of words</u>	<u>Number of pages</u>	<u>Incidents of references to the EU</u>	<u>Title of main chapter (bold) and subchapter (italic)</u>	<u>Title of other chapters that refer to the EU (main: bold, subchapter: italic)</u>
				- <i>For or against EU-membership</i> - <i>The power of multinational companies</i>	
B5	524	2	3	International relations. - <i>The EU</i>	Employment and economy - <i>Mixed economy – neither marked- nor command economy</i> - <i>Can unemployment be avoided?</i>
B6	1261	6	3	International relations - <i>The EU – the European union</i> - <i>Economic cooperation</i> - <i>Foreign and security policy cooperation</i> - <i>Justice and police cooperation</i> - <i>The development of the EU cooperation</i> - <i>The institutions of the EU</i> Norway in the world society - <i>Norway and the EU</i> - <i>The EEA-agreement</i>	Politics and power - <i>Form of government in Norway</i> - <i>Referendums</i>
B7	1571	5	20	Cooperation across borders - <i>Economic and political cooperation in the EU</i> - <i>Economic cooperation</i> - <i>Political cooperation</i> - <i>Challenges for the EU</i> The Norwegian EU-debate - <i>Four reasons to say no to the EU</i> - <i>This is why we say yes</i> Norway in the world - <i>Economic foreign policy</i>	The political system in Norway - <i>The political parties</i> - <i>Norway – a part of the world</i> Prosperity and welfare - <i>Norwegian economy</i>

What is consistent for every book is that they all have very limited amount of text about the EU. The books have between 1065 and 1571 words in total to cover the EU, except B5, which only has 524 words in total. The two books with the most text are B7 and B3.

The chapters in the books that focus directly on the EU and the Norwegian relation with the EU are between two and six pages. Chapters such as ‘International relations’ or ‘Cooperation in Europe/across borders/etc.’ cover the EU in all the books. The books often describe the EU in context with the World Trade Organisation (WTO), and they use the EU as an example of international free trade and globalisation. B3, B4, B6 and B7 also have a separate chapter on Norway and the international community, where they deal with the EU-Norwegian relationship. B1 and B2 have a separate part in the EU section about Norway and the EU. B5 however, does not have a separate part on Norway and the EU.

In contrast to what one might expect – concerning how much the EU affects Norwegian politics – the books rarely deal with the EU in the chapter about the Norwegian form of government. The books do however handle, to a very small degree, how the EU affect Norwegian politics in the chapter about EU. Only B3 and B6 mention the EU in the chapter about the Norwegian form of government, where they state that Norway must follow many EU directives (Westersjø, Lauritzen, & Berg, 2009, p. 150), and that the EU has great significance for what Norwegian authorities can do in a number of areas (Andresen & Henningsen, 2009, p. 74).

The number of incidents of references to the EU, besides the pages in the EU chapter, differs between none and 20. B4 does not refer to the EU in other places than the EU chapter, while B7 refers to the EU in 20 other places. The other books refer to the EU in between two and five places. The chapters ‘What might threaten democracy?’ in B2 and B3, and the sub chapter ‘Measures to combat unemployment’ in B2 are examples where the books mention the EU. The fact that B7 actually refers to the EU in 20 additional places could have given the reader a better understanding of the complex way that the EU affects Norway. However, this additional mentioning of the EU in B7 mostly just mentions the EU as a reference or example, and not its impact on Norway in different areas. An example: “Economically Norway is dependent on trade with other countries, including EU countries”(Arnesen, Berdal, Heir, Skøien, & Amundsen, 2009, p. 116). Since I do not have the capacity to read everything in all the books, I must trust the index to find the additional references to the EU. It could of course be that when the other books only mention the EU without further description, they do not list it in the index as B7 has done. Therefore, my number of “incidents of references to the EU” could be misleading.

B2 has better, and more useful, examples than B7 when referring to the EU in pages that are not part of the EU chapter. Even though B2 only mentions the EU in three additional places, it addresses the EU in a much more interesting way than B7. For example, it is stated in the chapter ‘What might threaten democracy’ that “The EFTA Court and the ECJ¹ can force Norway to follow up EU rules and directives” (Borge, Lundberg, & Aass, 2009, p. 163). In the chapter about work, there is another example: “Today however, EU rules sets a number of limitations on state tax policy” (Borge et al., 2009, p. 189). These examples are more interesting because they highlight actual effects of the Norwegian relation to the EU. They do not just mention the EU as a reference, but address implications of the EEA-agreement or other

¹ European Court of Justice

agreements that Norway has with the EU. In several of the other books there are similar examples, although only one or two examples in each book. This way of mentioning and describing effects of the EU throughout the book, and not just in the chapter about the EU, can help to build a picture of the complex way the EU affects Norway, even though the book only mentions the EU in a sentence. It would certainly be helpful for the teaching about the EU and the Norwegian relationship to the EU if the textbooks did this much more.

2.3 What the books mention about the EU

The goal in Social Science when it comes to the EU – according to the learning objective – is to “elaborate on the EU’s aims and governing bodies and discuss Norway’s relationship to the EU” (Utdanningsdirektoratet). With this in mind, I looked at what the books actually mention and explain about the EU’s aims and governing bodies.

2.3.1 *The institutions and aims of the EU*

In this table, 0 means that the book does not mention the topic at all. 1 means that the topic is mentioned, but not explained. 2 means that the topic is explained briefly with one or two sentences. 3 means that the topic is explained well.

TABLE 3: WHAT THE BOOKS MENTION I

	B1	B2	B3	B4	B5	B6	B7
The European Council	3	3	0	3	0	3	1
The Commission	3	3	0	3	0	3	1
The Parliament	3	3	0	3	0	3	1
The Council	3	3	0	3	0	3	1
The EC Court or the ECJ (the books use both names)	0	3	0	3	0	3	1
EMU/Central Bank/euro	2	1	1	1	0	2	3
EFTA	0	3	0	2	0	3	1
Schengen	0	1	0	3	0	2	0
Aims of the EU	3	0	1	0	2	2	2
Four freedoms/single marked	3	1	1	1	2	3	3

In contrast with the demands of the learning objective, only four of the seven books: B1, B2, B4, B6, describe and explain the different institutions of the EU (and B1 does not include the

EU court). B3 and B5 do not mention any of the institutions at all. This is especially something to notice with B3, as this is one of the books with the most text. This means that B3 uses more space to cover other aspects of the EU. B7 mentions the institutions in an illustration only. It does mention the Commission and the Parliament in the text also, but it does not explain them, other than saying that they form a type of government. Therefore, similar to B3, B7 also uses more space to cover other aspects of the EU. Although four of the books explain the different institutions well, none of the books discuss the interconnection between the institutions and international and national politics.

All the books, except B5, mention the Central Bank, the euro or the Economic and Monetary Union (EMU). However, only B7 explains the reasons behind the development, by stating that it is easier to trade between the countries with a common currency. None of them describe the Central Bank as an important institution. In addition, B1 is the only book to state the Central Bank's responsibility for setting the common interest rate. EFTA and Schengen do not get much attention in the books either. Only B2 and B6 explain EFTA, and only B4 explains the Schengen agreement well.

When it comes to the aims of the EU, the books differ a lot. B1 has a whole sub-chapter about the aims of the EU where it emphasizes making peace between old enemies and becoming a great economic power in the world. It also discusses the extent to which the EU has reached these goals. B5, B6 and B7 only have two sentences stating that the goal of the EU was economic growth and to avoid new wars. The other books only imply those goals by stating that the EU is an economic project or that the EU has secured growth and peace in Europe.

All the books mention the four freedoms and the single market, but the books differ a lot in their explanation behind the single market. B2, B3, B4 and B5 just mention it as something to secure mobility across old borders. They do not explain further the advantages of the single market or give examples of rights that the single market offers. B1 describes the four freedoms as a means to make Europe a great economic power. B6 and B7 explain it more by giving examples of rights. One example they give is that everybody can live wherever they want inside the single market. B6 also goes further in saying that the four freedoms are necessary for development and increased wealth in the EU countries. The four freedoms and the single market are very central elements of the EU. Therefore, reasons why countries would want to join and advantages it gives should be clearer in all the books.

2.3.2 The Norwegian relationship with the EU

According to the learning objective as stated above, the pupils should also be able to “discuss Norway’s relationship with the EU” (Utdanningsdirektoratet). Therefore, I looked at what the books mention and focus on regarding the relationship between Norway and the EU. Again, 0 means that the book does not mention the topic at all. 1 means that the topic is mentioned, but not explained. 2 means that the topic is explained briefly with one or two sentences. 3 means that the topic is explained well.

TABLE 4: WHAT THE BOOKS MENTION II

	B1	B2	B3	B4	B5	B6	B7
EEA-agreement	2	2	2	2	2	2	3
The referendums	2	2	2	3	0	3	0
Right to veto	1	2	2	3	0	2	0
Advantages with the EEA-agreement	1	0	2	2	1	2	1
Disadvantages with the EEA-agreement	2	3	3	3	3	2	1
Arguments for Norwegian membership	1	3	1	3	0	0	3
Arguments against Norwegian membership	0	3	1	3	0	3	3

All the books mention and explain the EEA-agreement to a certain degree. They describe it mostly as an economic membership or as ‘almost a membership’ of the EU. They state that the EEA-agreement gives Norway access to the single market. In addition, all the books, except B1, also state that fisheries and agriculture are not part of the deal. While all the other books only focus on the economic part of the agreement, B6 and B7 go further and state that the EEA-agreement also implies cooperation on environment, working conditions, equality of the sexes, consumer protection, research, education and culture. The majority of the books link the relationship between Norway and the EU to the referendums in -72 and -94; however, B5 and B7 do not mention them at all.

All the books except B5 and B7 mention the right to veto, or that the Government formally needs to approve the directives before they are implemented as Norwegian law. They also state that so far, Norway has never used the right to veto. The only book to say something further

about the right to veto is B4. It states: “Everybody knows that if Norway uses the right to veto many times, the EU might denounce the EEA-agreement” (Notaker & Totland, 2009, p. 102). It is a bit optimistic to assume that ‘everybody’ knows that, when probably many people do not even know that Norway has the possibility to veto. Nevertheless, the possible consequence of using a veto is an aspect of the EEA-agreement, which is important to understand.

The books tend to emphasise the disadvantages more than the advantages with the EEA-agreement. As mentioned above, the books highlight the economic benefits, and access to the huge single market as the advantages. However, B2 does not mention any advantages, not even the economic benefits of the EEA-agreement. The focus when it comes to the disadvantages is mostly that Norway needs to accept many directives without having any possibility to influence them. Most books only mention this in the chapter about the EU. Only B3 and B6 mention this in the chapter about the Norwegian Government.

Only three of the books, B2, B4 and B7 have a separate section with arguments for and against Norwegian membership. B2 has five arguments on each side. B4 does not list arguments, but discusses what supporters and opponents of Norwegian membership find most important. B7 has four arguments on each side. What is interesting with B7 is that three out of the four arguments occur on both the yes and the no side, only with opposite views on how the EU affects these areas. These arguments are democracy, solidarity and environment. B6 only mentions the main arguments on the “no-side” (loss of sovereignty, bad conditions for fisheries and agriculture) (Westersjø et al., 2009, p. 281). In contrast, B1 mentions the right to participate in EU policy making if Norway became a member, and it does not include any negative effects of a membership. I will further discuss the focus of the books and the way the books describe the EU and the relationship between the EU and Norway in section 2.4.

2.3.3 Other topics that are mentioned

There is generally very little focus on the historical development of the EU; the books hardly mention it at all. Several of the interviewees said that the subject History covers more of the historical development of the EU. Some might also consider it logical that the books do not focus on this, since the historical development is not part of the learning objective.

The books also differ in which policy areas they describe and emphasize. The areas they mention are the Common Agriculture Policy (CAP) and Common Fisheries Policy (CFP), Common Foreign and Security Policy (CFSP) and EMU. B3 also emphasizes the Cohesion Policy several times. The EU is mostly described as a supranational organisation (in five of the

seven books), but in ‘B6’ it is described as intergovernmental. Calling the EU intergovernmental is somewhat weird and wrong, although it still has strong intergovernmental features, and some might describe it as a “hybrid” (Cini & Pérez-Solórzano Borrogán, 2010, p. 3).

2.4 The description of the EU and Norwegian relations with the EU

As mentioned in section 2.3.2, the books tend to emphasise the disadvantages more than the advantages with the EEA-agreement. In addition, the general feeling I get when I read most of the books is that they are quite sceptical towards the EU. The following examples will clarify this.

Although the majority of the books present the EU from a sceptical point of view, B1 actually presents it quite neutrally. It also sometimes focuses more on the positive effects of the EU rather than the negative. For example, it states that partly because of the EEA-agreement, many practical problems with getting a job abroad are eliminated (Haraldsen & Ryssevik, 2013, p. 234). However, it also addresses the negative effects: “These changes have not only made it easier for Norwegian employees to work outside Norway, but also for workers from various parts of Europe to compete for Norwegian jobs.” (Haraldsen & Ryssevik, 2013, p. 234). The book describes the EEA-agreement as something good for sale of Norwegian goods on the European market. On the other hand it also describes it as a democratic problem since Norway does not have influence on EU policy, but needs to implement most of it (Haraldsen & Ryssevik, 2013, p. 270).

B2 has several wordings that indicate a sceptical view. I have already mentioned two examples in section 2.2 (EU directives and limitations on state tax policy). Another example is: “The EEA-agreement is controversial. Critics believe that it is fundamentally unfortunate that much of our legislation is adopted without us participating in the decision making process” (Borge et al., 2009, p. 244). It is true that the EEA-agreement is controversial. However, there are also of course benefits with it, and the book does not mention those. Even though the book later in the text lists five reasons for Norway to join the EU (along with five arguments against), it still generally focuses more on the negative effects of the EEA-agreement elsewhere in the text.

B3 stresses as many as four times that Norway – because of the EEA-agreement – needs to accept a lot of EU-rules and directives without any possibility to affect the policy. The book also has some wordings that are worth a remark. For example,

“The deals related to the EEA-agreement and WTO means that Norwegian politicians do not have the same freedom as before in the economic field. The Parliament cannot enact laws that violate agreements. Several thousand EU directives have become part of the Norwegian regulations and legislation” (Andresen & Henningsen, 2009, p. 74).

This example seems to express scepticism, their focus being only on the loss of freedom for Norway, and not the gained possibilities. This book also has a separate section on what is good with the EU, in addition to a section on why one might criticise the EU. Some of the positive effects it mentions include the democratic effect the EU has, and the pressure for respect of human rights it poses in the applying states (Andresen & Henningsen, 2009, pp. 115-116). In the critical section, the book presents the democratic deficit as a problem. In addition, it criticises the EU policy for being harmful to the environment and that the tariffs are too high for countries outside the union (Andresen & Henningsen, 2009, p. 116). I would say that those two sections equal each other out. However, the rest of the text tends to be a bit sceptical – as I have given an example of above.

B4 is quite neutral in its presentation on the EU. Similar to all the other books, B4 also states that Norway must follow directives made in the EU. Other than that, there is only one example that one might find expresses scepticism: “The agreement means that Norway cannot protect their own companies if foreign firms wants to compete with them” (Notaker & Totland, 2009, p. 102). To neutral this statement out, the book could have mentioned that Norway also has the same right to compete in the EU, as the EU has in Norway, but this is not brought up.

B5 states that because of the EEA-agreement “Norway must allow more free competition and less state interventions” (Sølvberg, Johnsrud, & Lillejord, 2006, p. 55). Because the book uses the word ‘must’, one might get the feeling that this is something Norway does not really want to, but that the EU forces them to do it. The book also clearly states two times that the agreement hinders the use of measures by Norwegian authorities that could have secured jobs. However, it also briefly states that the agreement makes it easier for Norwegian companies to sell their goods and services in the big single market, so that all in all the EEA-agreement does not necessarily mean higher unemployment (Sølvberg et al., 2006, pp. 75-76). B5 also states, “They [the EU] can make decisions that all member states must follow, including those who disagree. In some cases citizens of the member states are also bound by the decisions” (Sølvberg et al., 2006, p. 196). This is of course true, but the focus is only on limitations for the states. It could also for example have mentioned the possibilities to solve common problems for the benefit of

all.

B6 is quite neutral about the EU. The text is very straightforward without the use of clearly ‘loaded’ words. Although, there is one thing to notice, which I also mentioned earlier. The book only presents the most important no-arguments in the debate about Norwegian membership. It does not mention any reasons why Norway would have wanted to join. To create a neutral presentation of the EU-debate in Norway, the book should also have discussed some yes-arguments. The book states that the EEA-agreement is important when you see it from a commercial and trade perspective, but (as in all the other books as well) that Norway must implement rules that are decided by the EU.

B7, along with B1, are the most neutral books. “The EU has built up common institutions and a common legal system to resolve conflicts and ensure that common decisions are followed” (Arnesen et al., 2009, pp. 205-206). This is an example from B7 that shows a more neutral way to present the EU. Here the focus is that the EU and the decisions made in the EU is something they have ‘in common’. The focus is not that the members *need* to accept decisions even though they might disagree, which is the focus in many of the other books. B7 has a separate part about challenges for the EU. Among topics covered is opposition to the union among its citizens. Although the challenges mentioned are real, the fact that the book does not mention what the EU has succeeded with might leave the reader feeling sceptical towards the EU.

2.5 Pictures

The number of photos in the books varies from one to eight. All the books, except B6, have a map of the member states of the EU and the members of the EEA or the EFTA. The maps do not express feelings or add anything new to the text. Because of that, they do not need to be further analysed. However, they are illustrations that complement the text, and they might help the reader understand how big the EU actually is.

B1 has only one more photo in addition to the map. It is a photo of happy EU-leaders at the Nobel Peace Prize ceremony (Haraldsen & Ryssevick, 2013, p. 268). The photo is not very relevant or interesting. However, the photo expresses joy and one might say that it illustrates the success of the EU when it comes to peace.

B2 actually has as many as eight photos in total. Two photos are of posters, one of ‘No to the EU’ and one of ‘Yes to the EU’ (Borge et al., 2009, p. 163). As the book shows them both, they

neutral each other out. B2 also has a big illustration on the structure of the EU and the legislative process, which makes the text easier to understand (Borge et al., 2009, p. 242). According to some of the teachers I interviewed, the structure and the legislative process is something the pupils find difficult. Several of the teachers said that they lacked an illustration like this in the books, to help the pupils understand the text better. The other photos are mostly of people (Barroso, the leaders of ‘The European Movement’² and ‘No to the EU’³ (Borge et al., 2009, pp. 243-245)), and they do not express an opinion.

B3 has three photos in total. In addition to the map, there is a photo of a meeting between the EU and China, and a photo of the French Minister of the Environment (Andresen & Henningsen, 2009, pp. 75, 115). The two photos do not express any kind of feelings or add new perspectives to the text. In addition, they are both quite uninteresting in context of the EU. The book would have benefitted from replacing them with something more central to the EU.

B4 has four photos. One photo is from the television broadcast of the results of the first referendum (Notaker & Totland, 2009, p. 102). Other than the arrow pointing slightly towards ‘no’, I cannot say that it produces any feelings nor add new perspectives to the text. Moreover, that the arrow points at ‘no’ is perfectly reasonable because both the referendums in 1972 and 1994 ended with a ‘no’ - which is also stated in the text. The book also has a photo of euro bills and of two buttons, one with the print ‘Yes!’ and the other with ‘No to the EU’ (Notaker & Totland, 2009, pp. 99, 103). As in B2, the two buttons neutral each other out. In B4, the picture of the map is a part of a bigger illustration (Notaker & Totland, 2009, p. 100). The map is on top of the three pillars of the EU: EMU/single market, CFSP, and Justice and Home Affairs (JHA). Although the pillar structure is no longer in use in the EU, it might still be a helpful illustration for the pupils to get an overview over the policy areas of the EU.

B5 has only one photo related to the EU, the map of the member states (Sølvberg et al., 2006, p. 198).

B6 has four photos in total. The first photo is from the broadcast of the results of the first referendum (Westersjø et al., 2009, p. 151). As with B4, it does not promote any feelings, other than showing the arrow pointing slightly towards ‘no’. The second photo is of two girls smiling and holding some euro-bills and wearing party hats with the euro sign (Westersjø et al., 2009,

² ‘Europabevegelsen’

³ ‘Nei til EU’

p. 269). The picture clearly expresses joy and satisfaction with the euro. The next photo is of the cutting of the border barrier between Poland and the Czech Republic (Westersjø et al., 2009, p. 270). It is more or less a neutral photo, although it expresses a kind of joy about the elimination of the border, as they are happy while sawing the barrier. The last picture is of EFTA-members holding their flag and smiling happily (Westersjø et al., 2009, p. 281). This photo also expresses joy and satisfaction with the EFTA.

B7 has three photos relating to the EU: the map, a poster made by an artist, and an illustration explaining the institutions (Arnesen et al., 2009, pp. 205, 206, 207). The poster is of a woman dressed in a niqab made of the EU flag. If that poster is supposed to imply something, I do not understand what. In addition, the photo does not relate to the text at all. The illustration of the institutions could have been a helpful tool for the pupils. However, since the book does not explain the institutions further in the text, the illustration becomes confusing and incomprehensible.

2.6 Assignments

The number of assignments in the books regarding the EU varies from three to 15. The majority of the questions are very straightforward, and do not require much reflection. For example: “Which states are members of the EU?” (Borge et al., 2009, p. 247), or “Which EU institution proposes legislations and which adopt them?” (Notaker & Totland, 2009, p. 106). However, some of the assignments and questions are worth a remark.

B1 has four assignments, and one is worth mentioning. The question is “What do you think are the reasons that so many in Norway are sceptical towards the EU?” (Haraldsen & Ryssevik, 2013, p. 270). Here the book asks the reader only for arguments against a Norwegian membership. To neutral this question, the book should also have asked for arguments supporting a Norwegian membership.

B2 has the most assignments, with 15 in total. Only a few of them are worth a remark, because the rest of them are so straightforward. One of the questions is “Should Norway become a member of the EU? Find arguments for and against.” (Borge et al., 2009, p. 247). The question asks for arguments both for and against Norwegian membership, and that way the book does not push the reader in one direction or the other. Another question is “Which arguments speak in favour of and which arguments speak against the members of the EU relinquishing power to

make joint decisions of the Union?” (Borge et al., 2009, p. 248). Apart from the question being somewhat unclear, the question is balanced, as the book asks for arguments on both sides.

B3 has eight assignments in total. One question is “What is positive with the EU?”. This question gets neutralised by the next one, “What is negative with the EU?”. One ‘discussion’ assignment is on the other hand interesting: “Should Norway become a member of the EU?” (Andresen & Henningsen, 2009, p. 117). A question like this can produce an interesting discussion. However, this book poses mostly arguments against a Norwegian membership, and therefore it might be more possible (based on this book) that the answer to this question becomes ‘no’. That is, if not the teacher or some of the pupils have some further knowledge of positive effects of an EU-membership.

B4 has six assignments. Only one part of a discuss question is worth a remark. “Discuss the issue of Norwegian EU membership, with particular emphasis on what that means for Norwegian sovereignty” (Notaker & Totland, 2009, p. 106). B4 states in the text that the loss of sovereignty is important for the opponents of Norwegian membership in the EU. Therefore, when the question wants the pupil to focus on sovereignty, the answer might be more negative than positive to the EU.

B5 has four questions. Only one question is worth mentioning: “What were the main reasons that the majority in Norway were against EU membership?” (Sølvberg et al., 2006, p. 203). Once again, as in B1, the reader is only supposed to find arguments against Norwegian membership. To neutral this question, the book could also have had a question on finding arguments that supported a Norwegian EU membership.

There are 11 assignments in total in B6. The book has two assignments that you might say are somewhat “loaded”. One question is “Does the EU weaken or strengthen democracy and the democratic ideals?” The other one is “What are the implications of the EEA-agreement on Norwegian sovereignty?” (Westersjø et al., 2009, pp. 282, 284). When discussing the EU, people often find both democracy and sovereignty as areas of problems with negative effects. This is also true in B6, as it mentions loss of sovereignty as the main argument on the ‘no’-side. When the book formulates the questions like this, it might foster a negative view of the EU.

B7 has three assignments, none of which promotes a negative or positive feeling. On the other hand, it keeps it neutral by encouraging a discussion, with half the class supporting Norwegian EU membership, and the other half opposing it (Arnesen et al., 2009, p. 216).

2.7 Summary of textbook analysis

This chapter has been the textbook analysis. I have investigated what the books cover, how they cover it, and whether the books have a political position that influence the text about the EU. The books discuss many different areas, but only two topics get covered by all the books – the single market and the EEA-agreement. Overall, the books do not have enough text to cover the EU sufficiently.

According to the learning objective, the pupils shall be able to “elaborate on the EU’s aims and governing bodies and discuss Norway’s relationship to the EU”. Only four of the seven books, B1, B2, B4 and B6, describe and explain the different institutions of the EU. Therefore, only those four books fulfil that part of the learning objective. Also only four of the seven books, B1, B5, B6 and B7, describe the actual aims of the EU. All the books imply that the aims are economic growth and peace, but B2, B3 and B4 are a bit vague and do not directly describe the aims of the EU. B1 is the book that covers the first part of the learning objective best.

All the books describe and discuss Norway’s relationship to the EU to some degree. They all focus most of the EEA-agreement. The four freedoms and the single market are very central elements of the EU. Therefore, reasons why countries would want to join and advantages it gives should be clearer in all the books. Overall, B1 covers the learning objective best of all the books.

Mentioning and describing effects of the EU throughout the book, and not just in the chapter about the EU, can help to build a picture of the complex way the EU affects Norway. This is true, even though the book only mentions the EU in a sentence. It would especially be appropriate to mention the effects of the EU-Norwegian relationship not only in the chapter about the EU, but also in the chapter about the Norwegian form of government. It would certainly be helpful for the teaching of the relationship between Norway and the EU if the textbooks did this much more.

Other than the map, the majority of the other pictures in the books are not relevant to understanding the text, nor to achieve the learning objective. The books lack good illustrations to help the pupils understand the text. Only B2, and partly B4 and B7 have good illustrations that are useful for the pupil, and that make the text more easily available. All the books should try to find photos that are more relevant to the EU, and use them instead.

To find out whether the books have a political position that influence the text about the EU, I studied the wordings, and the arguments for and against the EU and the EEA-agreement. The analysis found some differences between the books. The book that deals with the EU in the most neutral way is B1, although B7 is also quite neutral. B4 and B6 are quite neutral as well, but they have some sceptical wordings or points that might produce a negative feeling in the mind of the reader (especially that B6 only mentions the arguments on the 'no'-side). The books that are the least neutral, and use several sceptical wordings are B2, B3 and B5.

3 Interview analysis

This part of the thesis will analyse the interviews with the teachers and the three groups of pupils. The goal is to find out how the teachers use the textbook in the teaching, how much time they use to cover the EU and how they use that time. I also wish to explore why the teachers teach the way they do, and how they find the pupils engagement when it comes to the EU. In addition, I also wish to find out what the pupils know and remember about the EU, their opinion about the teaching, and their opinion about the EU.

Section 3.1 will present an overview of opinions and practise of the teachers. I have anonymised the teachers in this thesis because some might consider the information they give sensitive. Therefore, in the analysis I use codes such as W1 and M1. The W is short for woman and I use it when the informant is a woman. Likewise, the M is short for man. Since I have interviewed five women and four men, the codes are from W1 to W5 and from M1 to M4 respectively.

Section 3.2 is about how the teachers use the textbook in their teaching. Section 3.3 examines how much time the teachers use to teach about the EU. Here I also study the possibility of correlation between how much time they use to teach, and their opinion about the EU and their knowledge about the EU. Section 3.4 focuses on *how* the teachers actually *teach* about the EU. First, I describe the chronological order of what the teachers cover and how they teach about it. Then I have separate sections on the use of external sources and the use of assignments. Section 3.5 addresses *why* the teachers teach the way they do. Section 3.6 is about what the teachers think of the pupils' engagement when it comes to the EU. In section 3.7, I analyse the group interviews with the pupils. Finally, the last section summarises this chapter.

It is likely that the information I got from the interviews is not complete. For example, some topics and points came up in some of the interviews without there being any questions about it. This should be kept in mind where I state, for example, 'four of the teachers do it like this'. The remaining teachers might also agree, or do it the same way, but they just did not say anything about it.

3.1 An overview of the teachers' opinions and practice

The following constitutes an overview of opinions and practice of the teachers. The line '- ' means either that the topic did not come up during the interview, or that their answer was too unclear to use in the table. The star * indicates topics where their answers are on a scale from

one to six, where one is low interest and knowledge, and six is high interest and knowledge. I coded the answers to the question about their preference if voting tomorrow to be either EEA, EU or Less. EEA means they want to keep the EEA-agreement as it is. EU means that they would vote for a Norwegian membership if there were a voting tomorrow. Less means that they want a looser connection than the EEA-agreement with the EU.

TABLE 5: THE TEACHERS' OPINIONS AND PRACTICE

	W1	W2	W3	W4	W5	M1	M2	M3	M4
Interest in the EU and the Norwegian relationship to the EU *	4	3-4	5-6	5	5	5	5	5	5
Knowledge about the EU *	4	3-4	6	3-4	3-4	3	5	4	5
Knowledge about the Norwegian relationship to the EU *	4	3-4	6	5	5	3	5	4	6
Preference if voting tomorrow	EEA	Less	EU	EEA	EEA	EU	EU	Less	Less
Hours spent on the EU	3	4-6	-	5-6	5-6	3	4-5	6	2
Thinks teaching about the EU is important	To some degree	To some degree	Yes	Yes	Yes	Yes	Yes	To some degree	Not so much
The pupils are interested and show enthusiasm	Not much	Not much	The majority	The majority	The majority	No	Not much	Great variation	No
Uses the book	Yes	Yes	Yes	Yes	Yes	To some degree	Not much	Yes	Yes
A good book	Yes	No	No	-	-	-	-	-	Yes
Enough text	No	-	No	No	No	No	No	Yes	No
Misses an illustration	-	Yes	-	-	Yes	-	Yes	-	Yes
The books preference	Neutral	Neutral	Neutral	Neutral	Neutral	Negative to the EU	Neutral	Neutral	Status quo
Uses other sources	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Uses book assignments	Yes	Yes	Yes	Not much	Not much	Not much	No	Yes	Yes
Uses other assignments	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
The subject Social Science should be expanded	Yes	Yes	Yes	Yes	Yes	Yes (more time to cover the EU)	Yes (more time to cover the EU)	-	Yes
Discusses the EU in class	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Sometimes	No
Pupils get affected by their opinion	No	Yes	No	No	No	Yes	Possibly	Possibly	No
The EU is difficult for the pupils	Yes	-	Yes	-	-	-	-	-	Yes

3.2 The teachers and the textbook

Of the nine teachers I interviewed, seven replied that they use the book in their teaching. M2

does not use it much, while M1 only uses it to some degree. In other words, the majority of the teachers use the textbook. However, they do not think that there is enough text about the EU. M3 is the only one who thinks there is enough text. W2 did not answer the question clearly, although she said that she missed more specific information. W2 and W3 do not think the book is a good book (they both use B1). They claimed that they were “between the devil and the deep blue sea” when they chose it, but that B1 was the least unsatisfactory of the books. On the other hand, W1 and M4 claimed that they think the book (also B1) is a good textbook.

How the teachers chose their textbook came up in two of the interviews. W2 remembered that they chose the book during a meeting with her department. They had first prepared to make a choice by looking at and reading parts of all the new books. After evaluating them, they met, and together chose the book they found most suitable. M3 explains the same, the teachers jointly chose the book they thought was the best option.

W4 and W5 said that they miss the historical background in the chapter about the EU. They also, along with W2, miss critical discussion of statements in the text, in addition to student activation. They think the text is too summative and descriptive. It should pose questions and discuss more. M4 argued that there should have been more text about the EU. The text about the EU, and especially the structure of the EU, is very difficult for the pupils to understand. The book compresses the text so much that it becomes “the most extensive and perhaps the most difficult pages to grasp for the pupils”. W3 and M2 did not specify *what* they miss in the book. However, they did state that they must supplement the text a lot, because there is not enough. M1 explained the same, although he thinks this applies to the whole chapter about international relations and not just about the EU. W1 stated that the book is concrete and covers the most important parts. However, the book is not complete and in general, it covers very little. She also specified that there should be more text about the Norwegian relationship with the EU. M3, although he claimed that the book has sufficient amount of text, also said he uses the book only as starting point, because the text is relatively limited. Several of the teachers, W2, W5, M2 and M4 also specified – without it being a question – that they miss an illustration of the structure or the legislative process in the textbook.

For the direct use of the text in the textbook, W3, M1 and M4 specified that the pupils must read the text as homework. M2 also implied the same when he stated, “The pupils can read the book”. However, he posed it more as an argument for why he does not use the book during lessons that much. W2 specified that the pupils always have the textbook on the table and on

the right pages in class. She argued that pupils often feel insecure, and that it is harder to follow what she goes through in class without the book on the table.

3.3 Time spent to cover the EU

The hours the teachers spend on teaching about the EU differs between two and six. However, some of the teachers were a bit unsure when answering. Especially W1 and M3 hesitated before they answered. W3 first claimed that she uses between six and eight hours to cover the EU, but later corrected herself and stated that was for the whole chapter on international relations. This indicates that the teachers might incorrectly have specified the hours they teach. However, since the variation in their answers does not differ that much, teaching between two and six hours about the EU seems likely.

There does not seem to be a correlation between the teachers' knowledge of the EU and Norwegian relations with the EU, and the hours taught. For example, W2 claimed that her knowledge about the EU and the Norwegian relationship with the EU is between three and four on a scale from one to six. She teaches between four and six hours about the EU. M1, who said that his interest and knowledge is at three (almost the same as W2), teaches just three hours. M2 claimed that his knowledge about the EU and the Norwegian relationship with the EU is at five. He teaches about the EU between four and five hours. On the other hand, M4 claimed his knowledge about the EU and the Norwegian relationship with the EU is at five and six. Yet, he does only teach two hours about the EU. One needs to have in mind that the score the teachers gave themselves on knowledge and interest is their own opinion. I could not test their actual knowledge. Therefore, if they have different opinions about what high knowledge about or interest in the EU is, the analysis based on their answers can be wrong.

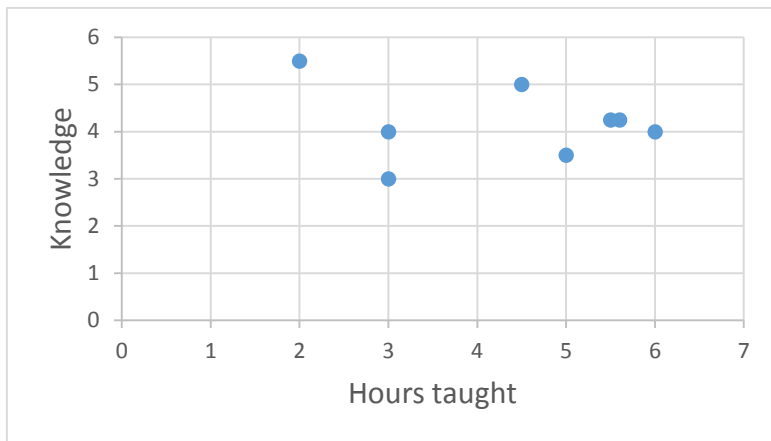


FIGURE 1: NO CORRELATION BETWEEN KNOWLEDGE AND HOURS TAUGHT

In addition, there does not seem to be a correlation between the teachers' own political preference if there were a referendum tomorrow and hours spent teaching about the EU. For example, M4 would have wanted a looser connection than the EEA-agreement if there were a voting tomorrow, and he uses two hours to cover the EU. On the other hand, M1, who actually would vote for a Norwegian membership in the EU, uses three hours on the teaching, only one more hour than M4. The same is true for W1, who would have wanted to keep the EEA-agreement as it is. She also uses three hours on the teaching about the EU.

3.4 Teaching about the EU

All the teachers commence their teaching about the EU in a very similar way. They all begin with an introduction, often in form of a lecture, for example with a PowerPoint, where they explain the historical background and the reason behind the creation of the EU. They also explain the institutions and the structure of the EU in the introduction. W1, W2, W4 and W5 specified that they often begin the teaching by asking the pupils to write down what they already know about the EU. Then they build the introduction and further teaching on what the pupils already know.

After the introduction – when the pupils have an overview, W1, W4, W5 and M1 claimed that they start to discuss issues of relevance today. They gave the refugee crisis in Europe as an example of what they plan to discuss this year. M3 usually gets the pupils to find information and arguments from the different interest organisations. He mentioned 'No to the EU' and

‘European youth’⁴ as two of the websites they visit to find different arguments. W3 stated that she uses lectures a lot, but that they also discuss the Norwegian relationship to the EU much. W2, W3, M1 and M2 specified that they often have a panel discussion in class. They divide the class in two parts, one that argues for a Norwegian EU membership, and one that argues against it. W2 usually shows two short films to present the EU and the Norwegian relationship to the EU further. W1 explained that her teaching differs a lot from year to year, depending on the pupils, but that she often uses assignments and different sources of information. W3 and M2 stated that they use specific examples of how EU laws have affected Norway through the EEA-agreement. This makes the pupils understand more about how the EU actually affects Norway, even though Norway is not a member of the EU.

M4 commented that when he teaches about the institutions, he often gets the feeling that the pupils do not understand anything. It is too hard for them, because the structure is so different from the political structure in Norway (which is also difficult to understand for many of them). M4 also stated that he does not use time on discussions about the EU, because he perceives that they do not have any opinions about it. M3 discusses the EU in class if the pupils have enough knowledge about it. However, often he feels that the pupils do not have sufficient amount of knowledge to discuss the EU. All the other teachers claimed that they often discuss the EU in class. In addition to discussing current issues, they often discuss arguments for and against a Norwegian EU membership.

W1, W2, W3, M1, M2 and M3 specified that they focus the most on the Norwegian relationship to the EU. M1 indicated that he does not use a lot of time on the institutions. On the other hand, M2 wondered if he might use a bit too much time on the institutions. W4 and W5 find it important that the pupils understand the institutions and the structure of the EU first. If they do not understand them, it is hard for them to discuss other parts of the EU. M4 focuses most on explaining the different kind of markets in the EU. There is not just a market for goods and services, but also for people and capital.

3.4.1 Use of external sources

All the teachers use external sources in addition to the textbook in their teaching about the EU. W1, W4, W5, M1, M2 and M4 specified that they use news and other written articles. They use it because the information is updated and of relevance today. W2, W3, W4, W5, M1 and M3 said that they use the homepages of the interest organisations ‘No to the EU’ and ‘The European

⁴ ‘Europeisk ungdom’

Movement'. The homepages supplement the textbook with different viewpoints and perspectives, which the books do not cover sufficiently. The webpages help to give more depth to the subject. W1, W3 and M3 mentioned that they use the webpage Norwegian Digital Learning Arena (NDLA). M2 stated that he uses the school page of the webpage Norwegian Institute of International Affairs (NUPI). M4 believes that the information on web pages like NDLA and NUPI are too difficult and at a too high level for the pupils to understand, and therefore he does not use them. W1, W2 and M1 also use film clips from television shows or debates, or information films about the EU. M1 specified that he also uses debates from abroad, because they often have a different perspective than Norwegian media. M1 believes that repeating the same information in different ways helps the pupils remember. In general, the teachers use external sources because the textbook does not provide a good enough overall picture.

3.4.2 The use of assignments

W2, M3 and M4 use the assignments in the book quite a lot. M4 stated that the assignments are good, because he believes they are at the right level of difficulty for the pupils. He thinks that the assignments ask about the essence of the chapter. W2 agrees with M4 when it comes to the assignments that ask for discussions in the book. She uses them a lot in class so they can discuss together. While the smaller assignments – which is just repetition (for example 'which countries are members of the EU?'), the pupils can do as homework, or repeat for themselves to check their own knowledge. W2, M3 and M4 also make their own assignments, but since there are so many in the book and online (at NUPI for example) they mostly use them.

W1 and W3 use the assignments in the book from time to time. They also use other assignments from web pages or other books, or make their own assignments. W1 explained that she likes to make her own assignments because she can then ask about current issues.

W4, W5, M1 and M2 do not use the assignments in the book much. Instead, they make their own assignments. W4 and W5 claimed that they do not have time to use the assignments in the book, although they are good for repeating. They make their own assignments to ask about updated and current issues. M2 specified that he uses NUPI. M1 makes assignments where the pupils need to find arguments for and against a specific allegation or topic.

M1 and M4 both teach at the same school where the pupils at the end of the year have a big assignment about a chosen topic in international relations. M4 explained that in this assignment he often skips the EU, because he believes it is too difficult for the pupils to discuss thoroughly.

On the other hand, M1 thinks that several of his pupils are going to choose to write about the EU. At least, he will suggest the EU and the refugee crisis as a topic for them.

3.5 Why do the teachers teach the way they do?

Several of the teachers, W2, W4, W5 and M1 specified that the learning objective largely determines their teaching. According to this learning objective, the pupil should be able to “elaborate on the EU’s aims and governing bodies and discuss Norway’s relationship to the EU”. W4 and W5 said that they use the learning objective as a framework for the pupils. That way the pupils have something specific to deal with.

W4 and W5 teach the way they do because they want to give the pupils an overview. That way, the pupils have something they can build more knowledge on. They know that many of the pupils do not have the basic knowledge one might think they have. Therefore, they ask the pupils what they know before they start their teaching. Based on what the pupils know, they find a path they can follow. W1 believes the same thing. She largely lets the class decide how the teaching will be. She does have a goal for what she needs to teach, but the way she reaches this goal varies from class to class.

M3 tries to engage the pupils in something that concerns them. He tries to teach about something they can relate to. He does it this way, because that is what gets the pupils interested. W2 does the same. She is concerned about pupil activation. She thinks that the best way for the pupils to acquire knowledge is by activating them, and by making them take a stand on issues. She explained that engagement concerning the EU is something she needs to create. The pupils have no initial interest in or concern about the EU.

W3 teaches the way she does because she thinks that works best for her and the pupils. The chapter on international relations is maybe the most difficult chapter for the pupils to learn. However, with her lectures, and group discussions in class, she believes the pupils understand it. M1 wants the pupils to get an understanding and knowledge of the EU that they can use in their daily life afterwards. One thing is to learn the learning objective, another is to be able to use the knowledge one has acquired later in life.

When I asked the teachers if they wished they had more time to teach about the EU, only M1 and M2 answered that they did. All the other teachers (except M3, who’s answer is not completely clear) replied that they do not especially want more time to cover the EU, but they

want more time in general for the subject Social Science. M1 and M4 specified that there is excessively many learning objectives in Social Science, with 35 in total. They want a different overall structure on the subject, with fewer learning objectives, and more time to go in-depth on the different topics. The other teachers agree. They do not want more time to specifically cover the EU, as long as the structure is as it is now. However, they do want more time for Social Science, which would also imply more time to cover the EU. When I divide the total amount of hours in the subject by the number of learning objectives (84 hours/35 learning objectives), I get that the teachers should actually only use 2.4 hours on each learning objective. This means that all the teachers, except M4, (and I do not know about W3) spend more time to cover the EU than the learning objectives indicate.

There might be a correlation between how important the teachers think teaching about the EU is, and what they would have voted tomorrow. Four of the teachers, W1, W2, M3 and M4 thought that teaching about the EU is only important to some degree. Three of them, W2, M3 and M4 are also the ones that would have wanted a looser connection than the EEA-agreement. W1 would have wanted to keep the EEA-agreement as it is. On the other hand, the teachers that would have voted yes, W3, M1 and M2, think that teaching about the EU is very important. W4 and W5, who would have wanted to keep the EEA-agreement, also though teaching about the EU is very important.

TABLE 6: CORRELATION BETWEEN OPINION ABOUT THE EU AND IMPORTANCE OF TEACHING

	Not so important	In some degree	Yes, absolutely
EU membership			W3 M1 M2
Keep EEA		W1	W4 W5
A looser connection than EEA	M4	W2 M3	

The teachers who would have wanted a looser connection than the EEA-agreement might think that since Norway is not a member of the EU, everything that happens in the EU is more relevant there, and therefore, teaching about it in Norway is not so important. However, this is a

speculation that my thesis cannot verify. W1, W2 and M3 claimed that the EU is only important to a certain degree because there are so many important topics in the subject Social Science. Compared to all the other topics, they do not find the EU as the most important. M4 explained that the EU does not captivate the pupils. What captivates the pupils are topics such as immigration, terror, high or low taxes, topics that one discusses in Norway. The EU and discussions in the EU take place in the EU, and not in Norway. Therefore, the pupils do not find it interesting, and therefore, teaching about it is not so important either.

3.6 The pupils' engagement

There is great variation among the teachers in how they find the pupils' enthusiasm when it comes to the EU. W3, W4 and W5 think that the majority of the pupils find the teaching about the EU interesting. The pupils find it relevant for themselves, especially when they give specific examples of how the EU affects Norway, or when they discuss current issues. However, they admit that the pupils might find teaching about the institutions a bit boring.

W2 believes that the EU can create enthusiasm and interest among some of the pupils. She said that the pupils often tend to have negative views of the EU. She would *not* say that the pupils are *not* interested in learning about the EU, but other topics do engage the pupils more. M2 expresses the same view. There is not very much enthusiasm, although there are those who show interest as well. M2, in addition to W3, W4 and W5, also clarify that the pupils find the EU relevant for themselves when he gives specific examples. W1 thinks that many pupils find the teaching about the EU boring. However, when she teaches about the possibilities for work and education in the EU they show more interest.

M1 and M4 believe that the pupils do not find the EU interesting or relevant for themselves. M1 thinks that the EU is a 'non-subject' among the pupils. They have very little knowledge about it, and show very little enthusiasm. However, this is something he believes does not just apply to the EU, but something that is true for all the 'big topics' – such as immigration and unemployment for example.

W1, M2 and M3 mentioned that they think the pupils are too young to have the subject Social Science. It would have been better if they had it in the second or third year instead. The pupils that study sport (idrettslinja) have Social Science during the second year. W1 has experienced that just one year later, the pupils reflect more, and ask more questions. M3 stated that the

enthusiasm and interest can be very different from the first year to the third year. They become more interrogative. M2 explained that the EU can be difficult to understand, especially for the pupils in first grade.

3.7 Analysis of the group interviews with pupils

In this section, I will analyse the group interviews with the pupils. Because it is difficult to relate opinions and views to individuals after a group interview, I will address the different pupils as “one of the pupils in Group 1” or similar. I have divided this section in four parts. Section 3.7.1 deals with the pupils’ knowledge about and interest in the EU. Section 3.7.2 deals with what the pupils actually remember from the teaching. Section 3.7.3 deals with the possibility that the teachers’ opinion about the EU affects their teaching and the pupils. In the last section, 3.7.4, I study the pupils’ opinion about the EU.

3.7.1 The pupils’ knowledge and interest in the EU

The pupils’ answers, when I asked about their knowledge of the EU, seem to confirm the Governments’ suggestion that there is a lack of knowledge among youngsters. Of the 15 pupils I interviewed, 11 stated that they have low knowledge about the EU. Only four pupils said that they have medium knowledge, and none think they have high knowledge about the EU.

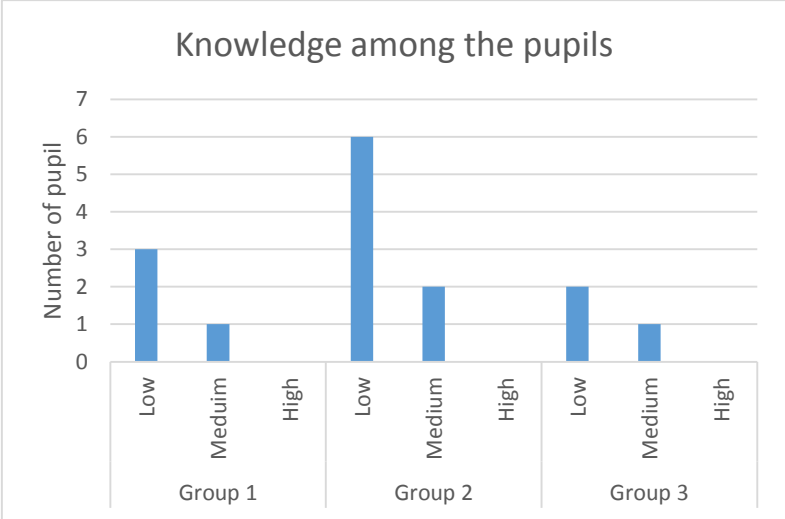


FIGURE 2: DEGREE OF KNOWLEDGE AMONG PUPILS

The majority of pupils in Group 1 and 2 considered that learning about the EU was equally interesting as learning about other topics in Social Science. However, there were some differences in their answers. One of the pupils in Group 2 said:

When I learned about it [the EU], it all went so very fast, and they did not use much time to teach us about it. Then it became a bit boring in a way, that they just stood there and told us about it. They spent more time on other topics and made those more fun ⁵⁽¹⁾.

Another pupil from Group 2 suggested that the teaching would have been more interesting and fun if they had learned arguments for and against the EU. “We did not get to know any arguments for and against [...], it would have been more exciting to be able to make up your own opinion about the EU than to just know what it is”⁽²⁾. Two of the pupils in Group 3 claimed that they thought learning about the EU was less interesting than other topics in Social Science. They specified that the teaching was more boring, because they already knew what the teachers taught them. They had learned it through other subjects and experiences. Because of that, the teaching did not stimulate them. The third pupil in Group 3 disagreed with the other two. She stated that the EU was more interesting than for example the rule of law in Norway and similar topics.

The majority of pupils in the three groups think that learning about the EU is important. One of the pupils in Group 1 said, “It sort of controls the economy and the world and stuff, and I actually think we should learn more about it. Learn it a bit earlier, because there are not so many who know exactly what it involves”⁽³⁾. One of the pupils in Group 2 stated that in his daily life he does not find it important to have knowledge about the EU. A second pupil in Group 2 disagreed with him and said, “We should know something, because there are a lot of EU rules that we have today, for example the “EU control” of cars”⁽⁴⁾. All the pupils in Group 3 agreed that learning about the EU is important.

3.7.2 What do the pupils remember from the teaching?

As many as 10 of 15 of the pupils said that they got their knowledge of the EU through school education. Almost the same number (nine of 15) said that they had learned about the EU through the media and news (they could mention more than one source). Two claimed that they learned something by talking to their parents or other adults. Only one stated that he was self-taught about the EU.

⁵ For the actual quotations in Norwegian, see Appendix 6.3 and the number posted in parenthesis.

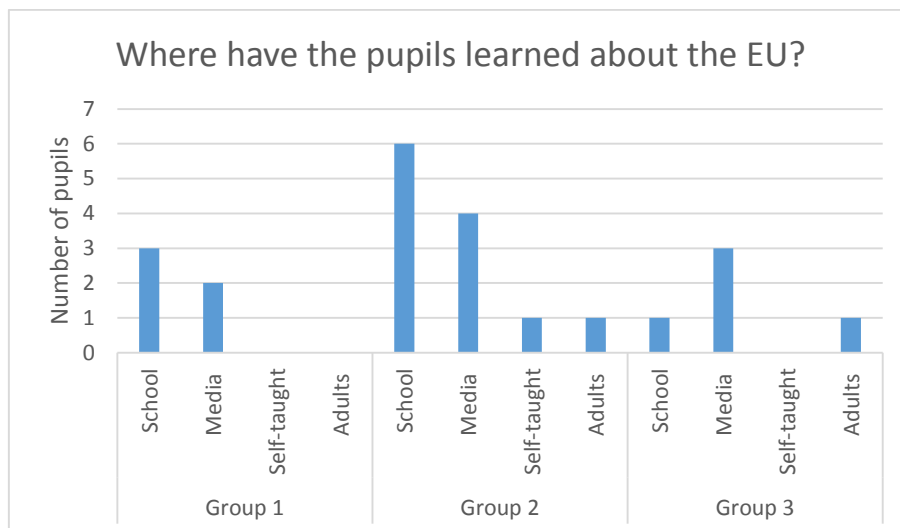


FIGURE 3: WHERE THE PUPILS LEARNED ABOUT THE EU

However, even though the majority explained that they had learned what they knew from school, they do not remember much from the teaching.

One of the pupils in Group 1 remembered that there exists a council, and that the EU started as an economic union and later developed to include common rules and laws on different areas. The others remembered the referendum and that Norway was negative to the EU. One of the pupils explained that Norway got the EEA-agreement because they wanted a different agreement than to become part of the EU. The pupils in Group 2 remembered very little and several of them said that they used very little time to cover the EU. One girl said, “I think everybody is just like “did we learn about the EU last year?””⁽⁵⁾ and claimed that she does not even remember they had teaching about the EU. Another girl in Group 2 explained that she does remember learning about the EU, but she does not remember *what* she learned. She asks the others, “Was it something about trade?”⁽⁶⁾ I think this example shows how little knowledge there is about the EU among the youth, since this pupil in Group 2 was not even sure that the EU had something to do with trade. One of the pupils in Group 3 stated that she mixes what she learned about the EU with what she learned about the UN.

The pupils in Group 1 remembered that the teacher used a lot of PowerPoint while teaching about the EU. They also used the book, and got assignments regarding the text. Some of the pupils in Group 2 remembered that the teacher mostly used the blackboard. Another pupil (that had been in a different class) claimed that they had a substitute teacher that day. The substitute wrote down the structure on the blackboard. The pupils were then supposed to take a photo of

it, and that was the whole teaching. One of the pupils in Group 3 stated that they had a project where they were supposed to find which countries that were members of the EU and so on. However, it is possible that the project was really about the United Nations (UN) instead of the EU, she said.

3.7.3 Do the teachers' opinions affect the opinion of the pupils?

The teachers have different views on whether their opinion about the EU affects the pupils or not. W1, W3, W4, W5 and M4 do not think their opinion affect the pupils, because they believe the pupils are not able to figure out their opinion. W3 claimed that the pupils do not get affected, because she is as much in favour of the EU as against. M4 explained that he often “throws out” arguments and allegations (that might be contradictory) that are not his personal view. W1, W4 and W5 stressed the importance of being objective as a teacher. They used that as an explanation for why the pupils do not get affected.

However, W2, M1, M2 and M3 claimed something else. W2 stated that her opinion of course affects the pupils, but she tries to be objective and neutral. M1 thought that his opinion will always affect the pupils, but it might be in either a positive direction or a negative direction. M2 said that it may well be that his opinion affects the pupils. M3 tries to be objective, but he is afraid that his view of the EU shines through in his teaching.

All the pupils in Group 1 and the majority in Group 2 stated that they were not aware of the opinion of the teacher regarding the EU. They all felt that he was neutral and that he did not show his opinion. However, one pupil in Group 2 (the one that had a substitute teacher when learning about the EU) said:

We were supposed to go through arguments for and against, but then she said that we did not need to do it, because one of the alternatives was the best. I do not remember what she meant [was best], but she was very clear about what she meant. Then we did not need more, because we got to know what the best option was ⁽⁷⁾.

One of the pupils in Group 3 explained that he does not believe the teacher was particularly positive to the EU. Another pupil in Group 3 does not remember whether the teacher was neutral to the EU in his teaching. However, he does remember that the teacher was very clear on his political stand in Norway. None of the pupils in any of the groups felt that the teachers' opinion about the EU had an effect on their teaching. Pupils in both Group 2 and 3 specified that the teacher was very conscious about being neutral in the teaching.

3.7.4 The pupils' opinion about the Norwegian relation to the EU

Three of the pupils in Group 1 stated that they do not have enough knowledge to form their own opinion, and that they are very uncertain of what they think. One of them said, “We are a very rich country, so I believe we would have lost quite a lot by joining the EU, so I do not think I would have voted yes” ⁽⁸⁾. Another pupil claimed, “The solution we have now seems like a good solution, so why change what works?” ⁽⁹⁾. The other pupils in Group 1 agreed with him.

The pupils in Group 2 were also uncertain. Only one stated that he has a clear opinion about the Norwegian relation to the EU. He would have wanted a new deal with the EU, but somewhat similar to the EEA-agreement. One of the pupils explained,

I do not really have an opinion about it. I think when we say “EU” that we need to use euro instead of kroner, and I have always thought that it is quite fun that we have our own currency. Like that is the reason that I like, that Norway can do without ⁽¹⁰⁾.

Another pupil in Group 2 are also a bit sceptical, “I do not know why, but I sort of think that we can manage without being members of the EU. However, I do not know enough, so it is a bit stupid to form an opinion without having enough knowledge” ⁽¹¹⁾. All the pupils in Group 2 – except the one who would have wanted a new agreement, would have wanted to keep the EEA-agreement. One of the pupils argued that he believes the situation is much better in Norway than generally in the EU. One of them stated, “This is what I am used to, so we can just keep it this way” ⁽¹²⁾. Another pupil in Group 2 claimed that many Norwegians are quite sceptical to the EU in general, and that affects her view of the EU. One of the pupils in Group 3 reckoned that since Norway chose the EEA-agreement, it must be a good financial deal for Norway. However, one of the pupils in Group 2 have an interesting reflection:

Perhaps it is relevant to be a bit more united with the rest of Europe, because there are so many refugees in the south of Europe. One should share those a little more. If it has something to do with the EU, I think that perhaps one should take a bigger piece of effort in Norway ⁽¹³⁾.

This is interesting, because the EU does ‘have something to do with’ the refugee crisis. If there had been more teaching about the EU in school, the pupils might have known this – in addition to other aspects of the EU. Then the pupils could perhaps have a different view of the EU than what these groups express.

One of the pupils in Group 3 also reflected quite well on the subject:

The situation in Norway is very good, but we need to sell our raw materials to someone, and if we are not part of the EEA, we do not have anyone to sell them to, so that is the problem. The EU controls us a lot – they decide many rules. In that respect, it could be an advantage to be a member. However, it is very unstable now. Maybe the United Kingdom is opting out in the summer, who knows? So personally, I would not be a member of the EU. The agreement we have is really quite okay, but as I said, we do not get to affect them so much ⁽¹⁴⁾.

Based on the other answers, this pupil reflected better on the Norwegian relationship to the EU than the other pupils did. This pupil also stated that he had formed his opinion based on news and conversations with family, not on the teaching in school. This could indicate that the teaching about the EU is not sufficient for the pupils to form a fact-based opinion about the EU.

3.8 Summary of interview analysis

This chapter has been the analysis of the interviews with teachers and pupils. I have focused on the teachers' use of the textbook, how and how long they teach about the EU, why they teach the way they do and the pupils' engagement. I have also studied the pupils' knowledge about the EU, what they remember from the teaching, if they thought the teachers' opinion affected the teaching, and the pupils' opinion about the Norwegian relationship to the EU.

Based on this analysis, the teachers (except M2) clearly depend on the textbook when teaching about the EU. They use both the text and the assignments. The teachers confirm my conclusion in the textbook analysis – they do not think there is enough text about the EU. They use several external sources to compensate for the lack of text in the textbook. M4 states that the fact that the text about the EU is so limited and compressed might make it harder for the pupil to understand the EU.

There seems to be no correlation between the teachers' knowledge of the EU and Norwegian relations with the EU, and the hours taught. Nor does there seem to be a correlation between the teachers' preference if there were a referendum tomorrow and hours spent teaching about the EU. This is somewhat surprising, as I assumed that the more interested you were in the EU, the more you wanted to focus on it in class. However, I interviewed only nine teachers, and it is possible that a potential correlation is not visible in my selection.

In general, the teachers described their teaching in quite a similar way. First, they begin with an introduction, and then they use external sources, assignments and discussions. What differs the most are the number of hours they use to teach about the EU. As explained in section 3.3, the teachers, except M4 (who only uses two), use between three and six hours – which is actually

more than what the learning objective would indicate.

What seems to be the most consistent finding in this analysis is how little the pupils actually know and remember about the EU. It is likely to assume that the pupils know and remember so little, because there is so little teaching about the EU. Regardless of *how* the teachers teach, it seems like the amount of teaching is the problem. Based on the interviews with the pupils, the teachers spend too little time teaching about the EU. The pupils end up not understanding it completely, and hardly remember anything at all. This suggests that there are too many learning objectives in Social Science, as some of the teachers also claim. There is not enough time in the subject to use more time to cover the EU. Yet, the hours they use are not enough either. Therefore, it would be better if the structure of the subject Social Science was different. One possibility could be to cut out some of the learning objectives so that there is sufficient time to cover them all. Another possibility could be to extend the hours of the subject. However, this option would necessarily be at the expense of hours spent on other subjects, which probably would be difficult to implement.

The teachers teach the way they do because they believe it is the best way for the pupils to learn about the EU and to get them interested. The teachers also need to follow the learning objective. Once again, the specific learning objective regarding the EU is to be able to “elaborate on the EU’s aims and governing bodies and discuss Norway’s relationship to the EU”. The teachers need to use time to cover the ‘basics’ of the EU – the structure and aims, before starting to discuss. Since there is limited time to teach about the EU, there might not be sufficient time left after the basics, to find many arguments and have big discussions. Based on the interviews with the pupils, they missed more of arguments and discussions in the teaching.

None of the pupils in any of the groups would have voted yes for a Norwegian EU membership, and only one pupil would have wanted a new agreement. All the others would have wanted to keep the EEA-agreement. It seems like they have not made their opinion based on the teaching – as they do not remember anything of it. It is possible that the teaching and the teacher left them with a feeling of the EU as something good or bad. However, the pupils do not mention this. In addition, there is no way (at least not based on my thesis) to verify if there is an actual effect on the opinion of the pupils. The pupils might not have formed their opinion based on what they learned in the teaching. Rather, they might base their opinion on what they see in the media (the economic crisis, “Brexit” – the possibility of British exit from the EU) as this is more visible in their daily life. Many of the pupils claimed that they feel safe with the EEA, and

that they are used to it and therefore like it. However – based upon what the pupil in Group 2 said about the refugees' crisis, if they had more teaching about the different aspects of the EU (for example the EU's position in the refugees' crisis) some might have a different opinion.

4 Conclusion

This thesis has examined how Social Science textbooks present the EU, and how teachers teach about the EU in Norway. I have done this by doing a literature analysis of seven of the textbooks in use in school right now, in addition to interviewing nine Social Science teachers, and three groups of pupils. Regarding the textbooks, I have investigated what the books cover, how they cover it, and whether the books have a political position that influences the text about the EU. Regarding the actual teaching, I have studied the teachers' use of the textbook, how and how long they teach about the EU, why they teach the way they do and the pupils' engagement. I have also researched the pupils' knowledge about the EU, what they remember from the teaching, if they thought the teachers' opinion affected the teaching, and the pupils' own opinion about the Norwegian relationship to the EU.

I divide this conclusion into three sections. First, in section 4.1, I present the findings of this thesis. Then, in section 4.2, I discuss factors that limit the validity of my research. In the end, in section 4.3, I will give my suggestions for further research.

4. 1 My findings

The most specific finding when it comes to the textbook is that the books do not have enough text to cover the EU sufficiently. They only have between two and six pages in total to cover it. Actually, B1 is the only book that covers all the aspects of the learning objective regarding the EU. All the other books only partly fulfil the learning objective. Either they do not explain the institutions or they are not clear enough in presenting the aims of the EU. The books cover many areas of the EU on very few pages. This leaves some topics only briefly mentioned, and it would be beneficial for both pupils and teachers if the books described and explained them better. The majority of the pictures in the books are not relevant to understanding the text, nor to achieve the learning objective. Here the books can improve a lot, and rather use good illustrations that are useful for the pupils, and that make the text more easily accessible.

To find out whether the books have a political position that influences the text about the EU, I studied the wordings, and the arguments for and against the EU and the EEA-agreement. The analysis found some differences between the books. The book that deal with the EU in the most neutral way is B1, although B7 is also a very neutral book. B4 and B6 are quite neutral as well, but they have some sceptical wordings or points that might produce a negative feeling in the mind of the reader. The books that are the least neutral, and use several sceptical wordings are

B2, B3 and B5.

Based on the analysis of the interviews, the teachers (except M2) clearly depend on the textbook when teaching about the EU. This corresponds with my assumptions from the literature review, which stated that the textbook is the most important tool for the teacher, and that the majority of teachers use the textbook. The teachers confirm my conclusion in the textbook analysis – they do not think there is enough text about the EU. They use several external sources to compensate for the lack of text in the textbook.

The way two of the teachers (from two different schools), W2 and M3, chose their textbook also corresponds with my assumption from the literature review about the choice of textbooks. They chose the book together with the other teachers in the same department, just as my literature suggested.

The teachers teach the way they do because they believe it is the best way for the pupils to learn about the EU and to get them interested. The teachers also need to consider the learning objective. However, the teachers obviously need to pay attention to all the other topics in Social Science as well, which consists of 34 other learning objectives. This leaves very little time to cover the EU.

What seems to be the most consistent finding in this analysis is how little the pupils actually know and remember about the EU. It is likely to assume that the pupils know and remember so little, because there is so little teaching about the EU. Regardless of *how* the teachers teach, it seems that the amount of teaching is the problem. Because of this, it does not seem as though the pupils have formed their opinion about the EU based on the teaching – as they do not remember anything of it. If the Government does wish the population to acquire greater knowledge about the EU, my research would suggest the need for expanding of the hours taught about the EU in school.

There is a lower degree of participation in elections among youth than among the rest of the population. In 2013, the turnout was 64.5% among those between the age of 18 and 25. The average participation rate for the whole population was 78.2% (Statistisk Sentralbyrå, 2013). This might indicate a higher degree of apathy regarding politics in general among the Norwegian youth, not just in relation to European politics or the EU.

If the pupils do not form their opinion about the EU and the Norwegian relations with the EU

on the teaching, they might base their opinion on what they see in the media, as this is more visible in their daily life. During the interviews, I felt some degree of negativity against the EU, which some of the quotations in chapter 3.7 portray. The media coverage of the EU, which now focuses a lot on the crisis and instability in the EU, can perhaps explain this negativity. The fact that several pupils stated that they believed the situation being generally better in Norway than in the EU, supports this. However, of 15 pupils, only two claimed they had a clear opinion about the Norwegian relationship to the EU (one would keep the EEA-agreement, and one would want a new agreement somewhat similar to the EEA-agreement) which supports the assumption of apathy regarding politics among the Norwegian youth. The rest was very unsure, and they did not really have an opinion. Nevertheless, in the end, the majority ended up stating that the EEA-agreement probably was a good deal for Norway and that they would want to keep it. Still, their answers were characterized by copying what their friends said, not by individual reflection.

The low degree of knowledge combined with the media coverage of negative events in the EU, might be an indicator for why over 70 % in Norway would have voted no to a Norwegian EU membership today. As mentioned in the introduction, Downs' study (2011) showed that having knowledge about the EU leads to increased support for the country's EU membership, while less knowledge causes sceptical viewings of the EU. In addition, when the knowledge of the population is so low, news and media tend to affect peoples' opinion more because they can less often come up with contra arguments or be able to see the subject from different angles. (Zaller, 1992). However, reasons for the low degree of support for a Norwegian EU membership was not the topic of my research, and there is no way I can verify this assumption based on this thesis. Nevertheless, it poses some interesting questions regarding how teaching, knowledge and opinions are related, and it would be interesting to study this more.

4.2 Factors that limit the validity of my research

Some limitations of my research need to be taken into account when discussing my findings. First, I interviewed only nine teachers. Although they all contributed valuable information, the number of informants is too low to be able to draw generalized conclusions. In addition, I did not get the wide geographical distribution that I first wanted. In the end, I interviewed two teachers from a big city (Trondheim), six teachers from two medium sized cities (Skien and Porsgrunn), and one teacher from a rural town (Bø) not too far from the two medium sized

cities. Although there is some variation in my selection, it would have been better if I had had the opportunity to interview teachers from Oslo and from a rural area not so close to cities.

Another limitation that one needs to consider is my actual selection of teachers. At first, I worried that the only teachers who responded to my request for an interview would be teachers with very high interest in and knowledge about the EU – as people generally do not voluntarily participate in something they do not find interesting. That would have left out all the teachers who do not find the EU interesting and those who do not have knowledge about it. The answers and practices of teachers interested in the EU probably differs a lot from answers and practices of teachers who are not interested. Such a bias could have produced results that would probably have misrepresented the attitudes of teachers. However, as it proved so difficult to get responses and I had to use personal contacts to get in touch with informants, this became less of an issue. In the end, I got an even distribution between those who want a looser connection to the EU, those who want to keep the EEA-agreement and those who would have voted for EU membership – with three teachers in each group.

Nevertheless, they all thought they had quite a high grade of knowledge and interest. As many as seven of my informants stated that on a scale from one to six they scored five in terms of their interest. Their opinion on their knowledge varied a little bit more, but no one stated they had lower knowledge than three. This could suggest that my selection might not represent the whole range of teachers. On the other hand, it is likely that the majority of Social Science teachers have a certain interest in topics relevant to society, such as the EU. However, there is no way I can verify the score the teachers gave themselves on knowledge and interest. Therefore, if they have different opinions from mine about what high knowledge about or interest in the EU is, the analysis based on their answers could be negatively influenced.

During the interviews, I occasionally felt that the teachers wanted to answer “correctly” and that they wanted to “defend” their practice. This might have influenced their answers. However, most of the time, I felt that the teachers were relaxed and that they spoke freely. Some of their answers reflect this, as their sentence structures are quite fragmented and show signs of being thought of at the same time as being said.

A third limitation of my thesis is that the selection of pupils could not be representative either. I have interviewed pupils from only one school. Although they were from three different classes, this is not a wide enough selection to be representative.

4.3 Suggestion for further research

The most obvious suggestion for further research is to increase the number of interviews with teachers and pupils to increase the validity of the results. More interviews would also increase the possibility to generalise. It can for example be interesting to expand the geographical distribution of teachers and pupils, and study the practice in Oslo and the north of Norway as well. During the two previous referendums, a majority of the population in Oslo voted yes to a Norwegian EU membership, and the counties in the north were especially negative to the EU. This can possibly alter the practice and focus of the teachers, and interviewing teachers and pupils from these areas could provide additional insights and valuable information.

It would also be interesting to conduct a more in-depth study of the pupils' opinions and knowledge about the EU before they learn about it in school, and after they have learned about it. That way it would be possible to find out if the teaching actually has an effect on the pupils' view on the EU and Norwegian relationship to the EU.

It would certainly be interesting to do more research in this field. This would further expand our understanding of how the teacher and the classroom can affect opinions held by sections of the population.

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6 Appendix

6.1 Table of interviews with teachers

<u>Informant</u>	<u>School</u>	<u>Place of interview</u>	<u>Date and time of interview</u>
Hilde Kibsgård	Heimdal Videregående School	Heimdal Videregående School, department of Lian/Haukåsen	04.02.2016, 13:00
Eva Hanset	Heimdal Videregående School	Heimdal Videregående School, department of Lian/Haukåsen	04.02.2016, 13:00
Lars Asbjørn Mæland	Porsgrunn Videregående School	Porsgrunn Videregående School	16.02.2016, 12:00
Vidar Jørgensen	Porsgrunn Videregående School	Porsgrunn Videregående School	01.03.2016, 14:00
Helene Røsholt	Skien Videregående School	Skien Videregående School	02.03.2016, 10:30
Yvonne Bergstrøm Fossmo	Skien Videregående School	Skien Videregående School	03.03.2016, 10:00
Jens Klungseth	Skien Videregående School	Skien Videregående School	03.03.2016, 12:00
Grethe Marie Haug	Bø Videregående School	Bø Videregående School	08.03.2016, 10:30
Torleif Verpe	Porsgrunn Videregående School	Porsgrunn Videregående School	15.03.16, 09:00

6.2 Table of interviews with pupils

<u>Number of pupils (boys/girls)</u>	<u>School and class</u>	<u>Place of interview</u>	<u>Date and time of interview</u>
4 (1/3)	Skien Videregående School Group 1	Skien Videregående School	17.03.2016, 09:00
8 (2/6)	Skien Videregående School Group 2	Skien Videregående School	17.03.2016, 10:35
3 (2/1)	Skien Videregående School Group 3	Skien Videregående School	17.03.2016, 13:45

6.3 Real quotations

1. Når jeg hadde om det så gikk det jo veldig fort, og det virka ikke som om de la noe mye tid til å lære oss om det. Og da ble det jo litt kjedelig på en måte at de bare sto og fortalte om det. Og at de brukte mer tid på andre temaer og gjorde det mer morsomt da.
2. Vi fikk jo ikke vite noen argumenter for og mot og sånne ting, og hvis vi ikke liksom satt oss litt inn i det og kunne på en måte finne et synspunkt selv da på en måte, så hadde det vært litt mer spennende å ikke bare vite hva det er da, men argumenter for og mot da.
3. Det styrer jo liksom økonomien og verden og sånn og jeg syns vi burde ha mer om det egentlig, lære litt tidligere om det, fordi at det er ikke mange som skjønner helt hva det går ut på da.
4. Vi burde jo vite om det, for det er jo mange ting fra EU som vi har i dag og, sånn EU kontroll på bil og sånn.
5. Jeg tror alle bare, «hadde vi om det i fjor??»
6. Er det sånn handel og sånn kanskje vi har hatt om?
7. Jeg husker at hun sa sånn fordi at vi skulle egentlig gå inn på de argumentene for og mot, og så sa hun at det trenger vi ikke, fordi at det ene er det beste, nå husker jeg ikke hva hun mente, men hun sa hva hun mente veldig tydelig da og da trengte vi ikke noe mer, vi skulle bare vite at det var best.
8. Altså vi er jo veldig rikt land da, så jeg tror vi hadde tapt en del på å bli med i EU føler jeg, så jeg hadde ikke stemt ja tror jeg.
9. Den løsninga vi har nå virker god, som en god løsning, så hvorfor forandre på det som funker vil jeg si.
10. Jeg har egentlig ikke en mening om det, jeg tenker når vi sier EU at vi skal bruke euro i stedet for kroner så har jeg alltid tenkt det at det er egentlig ganske gøy at vi har våre egne penger da. Litt sånn det har vært grunnen til at jeg liksom, at Norge klarer seg uten.
11. Jeg vet ikke hvorfor, men jeg har liksom stilt meg litt der at jeg mener at vi klarer oss uten å være med i EU jeg. Men jeg vet jo ikke nok om det, så det blir jo litt dumt å bare danne seg en mening uten å ha nok sånn kunnskap da.
12. Det er det jeg er vant til så da kan vi jo bare ha det slik.
13. Men kan det ikke kanskje være litt relevant å bli litt sånn mer sammensveiset med resten av Europa ettersom det er så mange flyktninger sånn sør i Europa, at man burde dele litt

mer på de, hvis det har noe med EU å gjøre så syns jeg jo kanskje at man bør ta litt større bit av den dugnaden der da i Norge

14. Vi har det veldig bra, men vi må jo selge råvarene våre til noen, og hvis ikke vi er med i EØS da, avtalen med EU, ja, så får vi ikke noen å selge varene til, så det er jo det som er problemet. Vi blir jo veldig styrt av EU fortsatt da, det er de som bestemmer mange regler og sånn for oss så sånn sett så kunne det være en fordel å være med, men som sagt så er det veldig ustabil nå da, så kanskje Storbritannia melder seg ut til sommeren, hvem vet, så personlig vil jeg ikke være med i EU, men ja, de er jo markedet vårt da. Det er der vi selger råvarene våre til, så ja. Den ordningen vi har nå er egentlig helt grei, men vi får jo som sagt ikke påvirket så mye da.

6.4 Interview guide and semi-structured interview questionnaire for teachers

Interview guide

Before the interview starts:

- Is it okay that I record the interview?
- They can choose not to answer questions if they don't want to
- On questions with answer options, "I do not know" is also a possible answer, but I do not always mention it.
- I know that the EU is just a small part of a big course that covers much more, so I know some of the questions might seem to be quite focused.
- Ask about anonymity

Semi-structured interview questionnaire:

Starting questions:

- How long have you been a teacher on videregående school?
- How many years have you taught social science?
- How is your interest in the EU and the Norwegian relationship to the EU?
 - On a scale from 1 to 6? 1= no interest at all – find it boring. 6= actively seeks information about the EU
- In your opinion, do you have a lot of knowledge about the EU?
 - On a scale from 1 to 6 where 1 is no knowledge and 6 is high knowledge
- In your opinion, do you have a lot of knowledge about the EEA and Norwegian relations with the EU?
 - On a scale from 1 to 6 where 1 is no knowledge and 6 is high knowledge
- Do you wish you had more knowledge? About
 - The institutions?
 - The Norwegian relationship?
 - The EU and the situation in the world?
 - Other topics?
 - Explain why

The use of the textbook:

- Which textbook do you use?
- *(How did you choose this book?)*
- Do you use the textbook when it comes to the EU?
 - Is it sufficient amount of text?
 - Is it enough pictures?
 - Are the pictures relevant to the text?
 - Are the topics that are handled, the right topics?
 - Generally, what do you think about the way the EU is handled?
 - What do you think about the way the Norwegian relations is handled?
 - Do you think the book as a priority for?
 - Keep todays situation
 - Membership in the EU
 - A looser connection to the EU
 - Neutral
- How do you use the book?
- Do you use other sources?
 - What kind? (News, web pages, other books etc.)
 - Why did you choose them?
 - Why have you searched for other sources?
- Do you use the assignments in the book?
 - Do you make any additional assignments yourself?
 - Do you find assignments in other places?

Teaching about the EU:

- How much time, approximately, do you spend to cover the EU and Norwegian relations with the EU?
 - Do you wish you had more time to cover the EU?
- Generally, how do you teach about the EU and Norwegian relations? How do you use your time? Explain.
 - What do you focus on?
 - Institutions, Norway and the EU, EU and the rest of the world, etc.
- Why do you teach about the EU in the way you do? Explain.

- Why do you teach the way you do? Explain
- Do you use the EU in discussions in class?

About the pupils:

- How do you rate the pupils' enthusiasm when it comes to learning about the EU and the Norwegian relationship to the EU?
 - They are eager
 - They are indifferent
 - They find it boring
 - They find it not relevant for themselves
 - Do not know
- Do you find teaching about the EU and Norwegian relations important and relevant?

Finishing questions:

- Do you have a clear opinion about the EU? If you were to vote tomorrow on Norwegian membership in the EU, what would you have voted?
 - Full membership
 - Keep the EEA-agreement
 - Get a looser connection than the EEA-agreement
- Do you think your pupils get affected by your opinion?

6.5 Semi-structured interview questionnaire for pupils

- How would you consider your knowledge of the EU? High, medium, low
 - (Write down numbers of each)
- How have you acquired your knowledge of the EU?
 - (Write down numbers of each)
- What do you remember of the teaching about the EU?
- How did the teacher teach about the EU?
- Do you think the teaching about the EU was
 - More interesting than other teaching in Social Science?
 - The same as other teaching in Social Science?
 - Less interesting than other teaching in Social Science?
- In your view, do you think teaching about the EU is important? If so, why?
- Did you feel that the teacher had enough knowledge about the EU?
- In your view, do you think the teacher wanted
 - a Norwegian membership in the EU
 - to keep the EEA-agreement
 - Norway to leave the EEA-agreement
 - Did not have an opinion
 - Do not know
- In your view, did the teachers preference regarding the Norwegian relationship to the EU affect their teaching about the subject?
 - Yes
 - No
 - Do not know
- If it affected, how?
- Do you have a clear opinion about the Norwegian relationship to the EU?
 - Support a Norwegian membership
 - Support the EEA-agreement
 - Wish that Norway leaves the EEA
 - No clear opinion
 - Do not know
- Why do you have this opinion?