

Oda Sofie Engesbak

*“Maybe the kids need to decide a little?” :*  
**Trust and Relatedness through  
Increased Self-Determination**

- A qualitative study regarding third grade pupils' self-determination in light of social roles and relations

Master's thesis in Special Needs Education

Supervisor: Marit Uthus

Co-supervisor: Lillian Kirkvold & Marthe Sofie Pande-Rolfsen

June 2021



Oda Sofie Engesbak

*“Maybe the kids need to decide a little?” :*  
**Trust and Relatedness through  
Increased Self-Determination**

- A qualitative study regarding third grade pupils' self-determination in light of social roles and relations

Master's thesis in Special Needs Education  
Supervisor: Marit Uthus  
Co-supervisor: Lillian Kirkvold & Marthe Sofie Pande-Rolfsen  
June 2021

Norwegian University of Science and Technology  
Faculty of Social and Educational Sciences  
Department of Education and Lifelong Learning



Norwegian University of  
Science and Technology



# Abstract

The topic for this study has been self-determination in light of social roles and relations. The research has been conducted within the framework of the TIL-model, which is a practical-didactic model developed by Skaalvik and Skaalvik (2018). The model wishes to facilitate increased self-determination and adapted education for all pupils. The aim of this study had been to describe and understand pupils' and their teacher's thoughts and experiences, and thus possibly gain new insight into self-determination and social relations in lower primary school.

My research question is: *What experiences do nine pupils in a lower primary school grade and their teacher have with increased self-determination in regards to social roles and relations?* As this question includes many central aspects of the topic, I have chosen to shed light on the matter through three sub-questions:

1. How are the teacher and pupil roles perceived in relation to increased pupil self-determination in the classroom?
2. How is the teacher-pupil relation experienced in view of increased pupil accountability in the classroom?
3. How do the pupils experience their volition in regards to their peer relations?

This was examined through semi-structured interviews with nine third grade pupils and their teacher, as well as an empirical approach to the data. The theoretical frame of reference consists of three motivational theories: Ryan and Deci's self-determination theory (2017), Weiner's attributional theory of motivation (1986; 2000), and Bandura's self-efficacy theory (1995; 1997). The findings are also viewed in light of perspectives on inclusive practices, pupil-pupil and teacher-pupil relations, and the TIL-model.

The study's findings show that the pupils generally enjoy increased self-determination, also in regards to social choices. The majority of the pupils report that they experience increased belief in their own abilities, expectations of mastery and a positive relation to their teacher during the TIL-day. The teacher supports this and experiences more time for each individual pupil during this day. Nonetheless, the findings also show that the pupils are challenged by the traditional roles that they feel they are assigned, especially in regards to self-determination. Furthermore, they experience an imbalance between receiving trust from the teacher, as a result of self-determination, and being worthy of said trust. In this way, pupils can be made responsible for their relation to the teacher in addition to their learning. Furthermore, some of the pupils perceived social choices that had consequences for their peers as difficult. Thus, autonomy support from their teacher is essential for pupils to experience success and ease with the concept of self-determination in the classroom.

Self-determination is an important part of the implementation of the new curriculum, more specifically the interdisciplinary topic *health and life skills*. Research shows that self-determination in the classroom promotes good mental health and prevents stress through increased experiences of inclusion, mastery and belief in oneself (E. M. Skaalvik & S. Skaalvik, 2020). Therefore, in a preventive and health-oriented perspective, knowledge related to this is highly relevant in a school context. The most central implication of the study can thus be deduced to regard the teacher education programme, and how it must equip future teachers to give pupils support to exercise increased self-determination through responsible choices, both in academic and social contexts.



# Sammendrag

Temaet for denne studien har vært selvbestemmelse i lys av sosiale roller og relasjoner. Forskningen har foregått innenfor rammene til TIL-modellen, som er en praktisk-didaktisk modell utviklet av Skaalvik and Skaalvik (2018). Modellen har som hensikt å legge til rette for økt selvbestemmelse og tilpasset opplæring for elevene. Målet med studien har vært å beskrive og forstå elevers og læreres tanker og opplevelser, og dermed muligens vinne ny innsikt om selvbestemmelse og sosiale relasjoner i småskolen.

Studiens problemstilling lyder som følger: *Hvilke opplevelser har ni elever i småskolen og deres lærer med økt selvbestemmelse i forhold til sosiale roller og relasjoner?* Ettersom denne problemstillingen rommer mye, har jeg valgt å belyse den gjennom tre underproblemstillinger:

1. *Hvordan blir lærer og elev rollene oppfattet i forbindelse med økt selvbestemmelse for elevene i klasserommet?*
2. *Hvordan blir lærer-elev relasjonen opplevd i lys av økt ansvarliggjøring av elevene i klasserommet?*
3. *Hvordan opplever elevene sin valgfrihet i forbindelse med sine relasjoner til medelever?*

Dette ble belyst gjennom semistrukturerte intervjuer med ni elever i tredje klasse og deres lærer, samt en empirinær tilnærming til datamaterialet. Den teoretiske referanserammen består av tre motivasjonsteorier: selvbestemmelsesteorien av Ryan and Deci (2017), teori om attribusjon av Weiner (1986, 2000) og teori om mestringsforventning av Bandura (1995, 1997). Funnene blir også belyst gjennom perspektiver på inkluderende praksiser, elev-elev-relasjoner, lærer-elev-relasjoner og TIL-modellen.

Studiens funn viser at elevene generelt trives med å bestemme mer selv, også i forbindelse med sosiale valg. Flertallet av elevene rapporterer økt tro på seg selv og mestringsforventning, samt en positiv relasjon til læreren på TIL-dagen. Læreren underbygger dette og opplever bedre tid til den enkelte. Samtidig viser studiens funn at elevene utfordres av den tradisjonelle rollen de opplever å bli tillagt, spesielt i forbindelse med selvbestemmelse. Videre opplever de en ubalanse i spenningsrommet mellom det å få økt tillitt av læreren, gjennom selvbestemmelse, og det å være tillitten verdig. Slik kan elevene bli ansvarliggjort for sin relasjon til læreren. Funnene viste også at sosiale valg som viste seg å gå utover medelever, kunne oppleves som vanskelige for enkelte elever. På denne måten er en autonomistøttende lærer vesentlig for at elevene selv skal oppleve å lykkes med konseptet selvbestemmelse i klasserommet.

Selvbestemmelse er en viktig del av implementeringen av det tverrfaglige temaet *folkehelse og livsmestring* som ble introdusert i den nye læreplanen. Det viser seg at selvbestemmelse i klasserommet fremmer god psykisk helse og forebygger stress gjennom økt opplevelse av inkludering, mestring og tro på seg selv (E. M. Skaalvik & S. Skaalvik, 2020). I et forebyggende og helseorientert perspektiv er kunnskap knyttet til dette nyttig i skolen. Den mest sentrale implikasjonen av studien kan dermed utledes til å handle om lærerutdanningen, og hvordan den må ruste kommende lærere til å gi elevene støtte i utøvelsen av selvbestemmelse gjennom ansvarlige valg, både i akademiske og sosiale sammenhenger.





# Foreword

This master's thesis marks the end of five wonderful and educational years at the teacher education programme here at NTNU. These years have been filled with excitement, learning, and friendships that will last a lifetime. It also marks the end of a strange semester. A semester unlike the others. In addition to the added strain of the COVID-19 pandemic, this thesis has demanded independent work, creative solutions and self-discipline, way beyond what I had expected. Perhaps that is natural. Most of us only write one during the span of a lifetime, so how are we to know what to expect? Even though it has been demanding, the process has also been extremely rewarding. It allowed me to gain insight into different perspectives, both theoretical and empirical, regarding topics of great personal interest and value: self-determination and social relations.

Even though this is my thesis, it would simply not have come into existence had it not been for others. I would like to thank my interviewees for trusting me with their thoughts and experiences, which have been more meaningful than I could possibly have shown within the span of this thesis. It is also important for me to note that within a research context, the contradictions and challenges are often of interest. Therefore, dear teacher, I need you to know that every single pupil I interviewed praised you as the best teacher in the world, and truly felt that they could confide in you. So please do not feel that you are insufficient, solely because I have highlighted some of the challenges associated with increased self-determination. Some pupils even expressed that they were dreading secondary school (in four years!) because that would mean a change in teacher – and how could that teacher possibly live up to you? You are an everyday hero, and simply outstanding in your job! I am rooting for you – keep up the good work!

Furthermore, I would like to thank my lecturer and friend, Cecilie Skaalvik, for believing in me from my very first day at the teacher education programme, and urging me to specialise in special needs. I owe you a great deal. I would also like to thank my supervisors, Marit Uthus, Lillian Kirkvold and Marthe Sofie Pande-Rolfen. Dearest Marit, what would I have done without you? Thank you for never wavering, always having time, encouraging me, and your support. Lillian, thank you for kind words, interesting conversations and constructive feedback. Lastly, Marthe, thank you for following me through to the end, and believing in me every step of the way.

I would also like to give a big thanks to my very own cheerleaders. Thank you to my family, for always supporting my decisions and helping me reach my goals. You have believed in me and encouraged me my whole life, and for that, I am eternally grateful. A big thank you to my dear, extended #maxchill, which at times proved to be more panic anxiety. Can you believe it, girls? We did it!!! And last, but definitely not least, thank you to my dear boyfriend, for always believing in me even when I did not believe in myself and for encouraging words throughout the process. For everything that you are and everything you do, thank you.

Oda Sofie Engesbak

Trondheim, June 2021



*"Well, it's like I always say, Your Majesty,*

***Children got to be free to lead their own lives"***

- Sebastian, the crab (Clements & Musker, 1989, 01:15:47)



# Table of Contents

1	Introduction .....	1
1.1	Contextualisation: Self-Determination and Life Mastery .....	1
1.2	Aims and Research Questions .....	2
1.3	Special Needs Education in a Preventive and Health-Oriented Perspective .....	3
2	Theoretical Framework .....	7
2.1	Motivational Theories .....	7
2.1.1	Ryan and Deci’s Self-Determination Theory .....	7
2.1.2	Weiner’s Attributional Theory of Motivation .....	8
2.1.3	Bandura’s Self-Efficacy Theory .....	9
2.2	Inclusive Practices .....	10
2.3	Pupil Relations .....	11
2.3.1	Friendship and Triads .....	12
2.4	Teacher-Pupil Relations .....	13
2.4.1	Trust .....	13
2.4.2	Traditional Roles in the Classroom .....	14
2.5	TIL-Day .....	15
3	Methodology .....	19
3.1	Interview as a Methodological Approach .....	19
3.2	Selection and Presentation of Interviewees .....	20
3.2.1	Children as Interviewees .....	22
3.3	Interview Guides .....	23
3.4	Conducting the Interviews .....	24
3.5	Language Selection and Transcriptions .....	26
3.6	The Data Analysis Process .....	27
3.7	The Origin of the Theoretical Framework .....	29
3.8	The Researcher’s Role, Participation and Prejudices .....	30
3.9	The Research Quality .....	30
4	Analyses and Interpretations .....	35
4.1	Inclusion and TIL as Contextualisation .....	35
4.1.1	The Classroom Environment .....	35
4.1.2	Increased Self-Determination and the TIL-day .....	37
4.2	How are the Teacher and Pupil Roles Perceived in relation to Increased Pupil Self-Determination in the Classroom? .....	38
4.2.1	“Because a teacher has to be allowed to work as a teacher” .....	38
4.2.2	“It’s the adult’s responsibility” .....	39

4.2.3	“So that school doesn’t end up as a disco party” .....	41
4.3	How is the Teacher-Pupil Relation Experienced in view of Increased Pupil Accountability in the Classroom? .....	43
4.3.1	“I feel that I can do it” .....	43
4.3.2	“Then I feel like we cannot do it” .....	45
4.3.3	“Sometimes it feels like I’m invisible, almost like a superhero” .....	46
4.4	How do the Pupils Experience their Volition in regards to their Social Relations to their Peers? .....	47
4.4.1	“It’s quite difficult to play together in groups of three” .....	48
4.4.2	“I usually go to Rachel [...] and then she can decide” .....	49
5	Discussion.....	53
5.1	Trust as a Result of Self-Determination: A Double-Edged Sword? .....	53
5.1.1	Trust and the Teacher-Pupil Relations.....	54
5.1.2	Trust and Pupil-Pupil Relations.....	57
5.2	Do we have enough Imagination to Envision a new Teacher-Pupil Dynamic in the Classroom?.....	58
6	Concluding Remarks.....	61
7	References List .....	65
8	Appendices .....	73
8.1	The TIL-model .....	73
8.2	Maslow’s Hierarchy of Needs.....	75
8.3	Project Approval from NSD .....	77
8.4	Consent Forms.....	81
8.4.1	Teacher Consent Form .....	81
8.4.2	Pupil/Guardian Consent Form .....	87
8.5	Interview Guides .....	93
8.5.1	Teacher Interview Guide .....	93
8.5.2	Pupil Interview Guide.....	99







# 1 Introduction

My study was conducted within the framework of the project "Pupils' Self-Determination at School". This project seeks to gain new research-based insight into how the different participants experience and contribute to increased self-determination for the pupils at school. Ryan and Deci (2017) explain self-determination as "a form of functioning associated with feeling volitional, congruent and integrated" (p. 10). In other words, self-determination, or autonomy, can be understood as having the power of choice and experiencing a coherence between oneself and the actions and choices one makes. This master's thesis is about nine third grade pupils and their teacher, and how they experience self-determination in regards to social roles and relations. Self-determination in this sense was implemented through the TIL-model, which is a practical-didactic model that serves as a work-plan for pupils in order to facilitate both adapted education and self-determination (Skaalvik & Skaalvik, 2018; see appendix 8.1).

## 1.1 Contextualisation: Self-Determination and Life Mastery

The topic of this study is relevant to the implementation of the new curriculum in 2020. For the first time in 26 years, the core curriculum was rewritten and thus three interdisciplinary topics were introduced: health and life skills, democracy and citizenship, and sustainable development. According to the curriculum, these topics are to be taught in all subjects as recurring themes throughout a child's education. They were introduced in order to educate on various important societal challenges, and to provoke engagement and effort (Ministry of Education and Research, 2019, pp. 12-13). I will focus on the first of these interdisciplinary topics: health and life skills. The new curriculum states that "the school's interdisciplinary topic health and life skills shall give the pupils competence [...] which provides opportunities for making responsible life choices" (Ministry of Education and Research, 2019, p. 13). It is as a part of this topic, through making responsible life choices, that self-determination is realised.

To understand the ongoing debate regarding the implementation of the new interdisciplinary topics, it is important to elaborate on the Norwegian phrase "folkehelse og livsmestring", and its translation: "health and life skills". Firstly, it is important to note that I disagree with the Ministry of Education and Research's translation, specifically of the Norwegian close compound word "livsmestring". The first part of this word is "life" with a hyphenated s, indicating possession. The latter, "mestring", is a complex term, which can partly be understood through the English term "mastery". According to Merriam-Webster, mastery can be defined as "skill or knowledge that makes one master of a subject" ("Mastery," 2021b), while the Cambridge English Dictionary defines it as having the "complete control of something" ("Mastery," 2021a). Generally, "mestring" is understood as a human's individual ability to handle tasks and challenges that occur in life, which includes issues of both an academic and personal nature (Bandura, 1995, 1997; Uthus, 2017b). The concept of life mastery is also in accordance with The Education Act (1998), which states, "The pupils and apprentices must develop knowledge, skills and attitudes so that they can master their lives and can take part in working life and society" (§1-1). In summary, the Norwegian Ministry of Education and

Research has implemented an interdisciplinary topic that aims to provide skills and competences so that children can master their own lives.

In order to master one's life, the ability to evaluate, reflect and thus make responsible life choices is crucial (Ministry of Education and Research, 2019). Therefore, self-determination is essential in regards to the new curriculum. A Norwegian psychologist and philosopher, Madsen, has criticised the implementation of life mastery and self-determination. He has observed a societal tendency to place increased responsibility on the individual, instead of demanding larger political changes nationally and globally. He states, "self-control seems to fit perfectly as a methodological individualistic explanation for complex societal problems" (Madsen, 2020, p. 91; my translation). He also brings up the concept of accountability, which can be understood as being held accountable and responsible based on external expectations (Mausethagen, 2015, p. 57). Furthermore, it is claimed that this increased accountability in regards to pupils' lives and learning, and thus the introduction of self-determination and life mastery, is the political answer to the societal issue of school related stress amongst children and adolescents (Madsen, 2020, p. 125). However, he further notes that making pupils accountable for mastery of their lives and learning can lead to increased stress and yet another arena where they feel pressured to succeed (Madsen, 2020, pp. 123-126).

On the other hand, C. Skaalvik and E. M. Skaalvik (2020) claim that this increased pressure to succeed is exactly why guidance towards increased self-determination is so important. Around 50 % of girls and 40 % of boys in secondary school and high school report feeling a pressure to perform well and work harder in school (C. Skaalvik & E. M. Skaalvik, 2020, p. 12). A study conducted by Skaalvik and Skaalvik (2017) found that pupils who experience this pressure and stress regarding school work also, to a larger extent, reported mental health issues, such as depression, exhaustion, anxiety and psychosomatic symptoms (p. 56). In this way, giving pupils valuable tools to help overcome the struggles and hardships of life, which is one of the main goals of the interdisciplinary topic as described by the Ministry of Education and Research (2019), can also have a positive effect on their overall mental health, perseverance and stress related to schoolwork (Lillejord, Børte, Ruud, & Morgan, 2017, pp. 2-4).

## 1.2 Aims and Research Questions

In this thesis, I would like to examine self-determination in relation to social roles and relations within a school context, with a particular focus on the experience of psychological well-being, belongingness, and the perception of traditional classroom roles. This is highly relevant as both self-determination, relatedness and mental health are important aspects of the new curriculum: "other issues that come under this topic [health and life skills] are value choices and the importance of meaning in life and relations with others" (Ministry of Education and Research, 2019, p. 13). My research question is: *What experiences do nine pupils in a lower primary school grade and their teacher have with increased self-determination in regards to social roles and relations?* In order to shed light on this matter, I will examine three sub-questions:

1. How are the teacher and pupil roles perceived in relation to increased pupil self-determination in the classroom?

2. How is the teacher-pupil relation experienced in view of increased pupil accountability in the classroom?
3. How do the pupils experience their volition in regards to their peer relations?

Norwegian schools are obligated by law to facilitate pupil participation and democracy (Ministry of Education and Research, 2006, 2019; The Education Act, 1998). However, in 2015 the Djupedal Commission found that pupils were not often actively involved in decisions regarding their own learning, and claimed that lack of pupil participation was one of the main challenges facing Norwegian schools at that time (NOU 2015: 2, 2015, p. 19). A study from 2017 confirmed these findings, and further stated that pupils generally experience very little self-determination in academic activities (Uthus, 2020a, p. 196; Wendelborg, Røe, & Buland, 2018). In addition, teachers often perceive self-determination and pupil democracy as a thief of time, where these concepts compete with other and more important aspects of school, such as academic activities (Wendelborg et al., 2018, p. 39). This implies that it has been difficult to implement increased pupil participation and self-determination in the classroom. Furthermore, it does not seem that previous research has touched upon self-determination in relation to social aspects of school. Therefore, and in light of this, I would like to note that this study could serve as an important contribution to the field of study. The aim of this study has been to gain new insight into the complexity regarding increased self-determination in light of social relations, through semi-structured interviews with nine pupils and their teacher.

This thesis consists of six sections. In this, the first section of my thesis, I have explained context and aims for my research and presented my research questions. Before moving on to the second section, I will place the thesis within a special needs education perspective. Subsequently, I will present my theoretical framework and recount how I conducted the research, including the reasoning behind my choice of methods. Then, I will present of my empirical findings, where I contextualise these through the previously presented theoretical framework. Finally, I will discuss my findings and end my thesis with some concluding remarks.

### 1.3 Special Needs Education in a Preventive and Health-Oriented Perspective

Special needs education can be understood as multifaceted, where various areas of study and practices are aimed at a diverse group of pupils with special needs (Befring, 2019, p. 51). According to Befring and Næss (2019), "the common goal for all target groups is optimising their learning and development opportunities, as well as facilitating influence over their own lives, thereby promoting conditions for self-help" (pp. 23-24). In this way, facilitation and support in regards to self-determination and life mastery are essential aspects of the field itself. However, it can also be understood as a subject area that aims to contribute to health promotion through preventive measures for all pupils, regardless of special needs (Simonsen & Befring, 2019, p. 149). This study will focus on the latter.

According to the Ministry of Education and Research (2019) and Uthus (2017a, 2020c), Norwegian schools aim to promote health and inclusion. Historically, there has

been a consensus that belongingness is important for psychological well-being. Maslow has a renowned motivational theory, depicting a five-tier model regarding individuals' needs (see appendix 8.2). This model is often presented as a hierarchy consisting of three different kinds of basic human needs: basic needs, psychological needs and self-actualisation needs (Maslow, 1943, pp. 380-382; Skaalvik & Skaalvik, 2018, p. 144). The basic needs are prerequisites for survival and consists of physiological needs such as food and water, and safety needs. The next tier consists of belongingness, such as feeling included and accepted, as well as experiencing love (Maslow, 1943, pp. 380-381; Skaalvik & Skaalvik, 2018, p. 145). This means that the need to belong does not emerge until these basic needs are met, but precede self-actualisation needs. However, the model was later criticised by Baumeister and Leary (1995), who suggest, "belongingness can be almost as compelling a need as food and that human culture is significantly conditioned by the pressure to provide belongingness" (p. 498). According to the United Nations Association of Norway (2021), the need for belongingness is one of the main factors leading to radicalisation and extremism. In an educational and preventive perspective, all schools should actively work towards inclusion and belongingness, as these factors are important prerequisites for learning, mastery and psychological well-being (Uthus, 2017b, p. 160). Furthermore, increased self-determination also contributes positively to psychological well-being through increased inclusion, mastery and efficacy (E. M. Skaalvik & S. Skaalvik, 2020, p. 112). Therefore, this study aims to highlight self-determination in regards to social roles and relations, in accordance with a preventive and health-oriented perspective, to prevent development of mental health issues amongst children in lower primary school.





## 2 Theoretical Framework

In this section, I will shed light on previous research and various theories that, in my opinion, can help the interpretation and discussion of my collected data. First, I will present three motivational theories. Thereafter I will elaborate on inclusive practices before I present important aspects regarding pupil-pupil relations, such as various types of friendships and relations. Subsequently, I will turn my focus to teacher-pupil relations, highlighting elements of trust, before I introduce some perspectives on traditional classroom roles. I will end the section by elaborating on the TIL-model. The study's theory was selected both prior to the data collection process, through a deductive approach, and as a result of its data and analyses, through an inductive approach. This is a notion I will return to during my methodological section.

### 2.1 Motivational Theories

Motivation can be defined as "what *energizes* and *gives direction* to behavior" (Ryan & Deci, 2017, p. 13; original emphasis). According to Uthus (2017b), two particular aspects are regarded as prerequisites for the experience of motivation: believing in one's abilities to master the task at hand and a positive sense of self (p. 160). In this way, motivation can be closely linked to psychological well-being and self-determination. In regards to my thesis, there are three motivational theories that are especially relevant: the self-determination theory by Ryan and Deci (2017), the attributional theory of motivation by Weiner (1986), and the self-efficacy theory by Bandura (1995, 1997).

#### 2.1.1 Ryan and Deci's Self-Determination Theory

Ryan and Deci's self-determination theory (SDT) "examines how biological, social and cultural conditions either enhance or undermine the inherent human capacities for psychological growth, engagement, and wellness" (Ryan & Deci, 2017, p. 3). In other words, the theory focuses on how individual factors and social conditions, both intrinsic and extrinsic, can contribute to psychological well-being and optimal motivation. These include, but are not limited to, factors which facilitate self-regulation and inclusion as well as contribute to social isolation, emotional dysregulation and discontent (Ryan & Deci, 2017, p. 3).

Within this theory, the deep connection between self-determination and psychological well-being is grounded in motivation (Ryan & Deci, 2017, p. 13). SDT does not simply consider individuals' level of motivation, but includes different types of motivation. The autonomy-control continuum is central, and characterises different forms of motivation along said continuum (Ryan & Deci, 2017, p. 14). In this way, motivation can be autonomous and volitional; related to intrinsic motivation, where the activity in itself is performed due to joy, interest, or the feeling of other internal value. However, motivation can also be controlled by external factors such as rewards or internal control,

in the form of guilt or shame. This can be categorised as extrinsic motivation (Ryan & Deci, 2017, p. 14).

According to this theory, "individual human development is characterized by proactive engagement, assimilating information and behavioural regulations, and finding integration within social groups" (Ryan & Deci, 2017, p. 4). These qualities can be categorised into intrinsic motivation, internalisation, and social integration. The latter includes organisation, where individuals develop increasingly towards integration, but also differentiation and uniqueness (Ryan & Deci, 2017, p. 5). Thus, even though humans have an internal need to seek social integration and acceptance amongst their peers, they also tend to value diversity and variation. However, these qualities are grounded in three basic psychological needs that are essential for positive self-development: autonomy, relatedness and competence (Ryan & Deci, 2017, p. 5; 10). Within this context, competence is understood as the basic human need to experience mastery and effectance (Ryan & Deci, 2017, p. 11). In other words, an individual needs to feel able and competent within contexts that the individual deems important. Relatedness is a concept I will come back to.

Autonomy, as previously mentioned, can be characterised as the psychological need to experience a coherence between our self and our actions and choices. Ryan and Deci (2017) state, "the hallmark of autonomy is [...] that one's behaviours are self-endorsed, or congruent with one's authentic interests and values" (p. 10). In this way, autonomy includes aspects of voluntariness, volition and self-regulation (Ryan & Deci, 2017, p. 10; Skaalvik & Skaalvik, 2018, p. 149). According to Uthus (2020a), it is important to note that self-determination is not simply the act of deciding for oneself, but rather an opportunity to make *responsible* life choices. The intention behind these choices should seek to satisfy a basic need (p. 197). In order to help pupils become more autonomous, the teacher should provide scaffolding and autonomy support. Gagné and Deci (2005) claim, "autonomy support is the most important social-contextual factor for prediction identification and integration, and thus autonomous behavior" (p. 338). Autonomy support includes providing significant justifications for the completion of tasks, opportunities for pupils to make independent choices, and acknowledging the pupils' perspectives, thoughts and concerns (Skaalvik & Skaalvik, 2016, p. 69). In this way, through autonomy support, teachers can help the pupils become more autonomous, which again has positive effects for their experience of belonging and psychological well-being.

### 2.1.2 Weiner's Attributional Theory of Motivation

Weiner's attributional theory of motivation seeks to understand causal relations and how these may affect an individual's motivation and sense of self. Causes may be understood as, "constructions imposed by the perceiver (either an actor or an observer) to account for the relation between an action and an outcome" (Weiner, 1986, p. 30). It is important to specify that the attributional theory does not examine why an action occurred, but why a specific outcome followed. In other words, its focus is how an actor or observer perceives the outcome and understands the causalities that led him there. Weiner (1986) further states that, "once a cause or causes are assigned, in many instances a prescription or guide for future action can be suggested" (p. 10). This means



that if an outcome was desired, the actor will examine the causes leading to this victory and wish to repeat them so as to succeed again. However, if the outcome was not desired, the actor might wish to change the causes in question in order to achieve a dissimilar and more positive outcome.

Skaalvik and Skaalvik (2016) elaborate on this and claim that attributions can often be classified within three central dimensions: internality, controllability, and stability (p. 76). Furthermore, there are two subcategories within internality: internal and external. In other words, a pupil can attribute an outcome to either internal factors, such as effort or abilities, or external factors, as for instance luck or unfortunate circumstances. They also state that controllability refers to whether the pupil is able to control the causalities, while stability refers to the causality's permanency or ability to change over time. Pupils tend to attribute successes internally and failures externally, and thus, protect their sense of self and belief in their own abilities (Skaalvik & Skaalvik, 2016, p. 77). However, some pupils might have the opposite attributional pattern. Often, these pupils frequently and over time lack experiences of mastery (Skaalvik & Skaalvik, 2016, p. 77). These dimensions and the relation between them are visualised in the following figure:

	Internal	External
Controllable	<ul style="list-style-type: none"> <li>- Effort</li> <li>- Strategies</li> </ul>	<ul style="list-style-type: none"> <li>- The task's difficulty?</li> </ul>
Uncontrollable	<ul style="list-style-type: none"> <li>- Abilities</li> </ul>	<ul style="list-style-type: none"> <li>- Luck</li> <li>- The teacher's explanations</li> </ul>

**Figure 1** (Retrieved and cited from Skaalvik and Skaalvik, 2016, p. 77; my translation)

### 2.1.3 Bandura's Self-Efficacy Theory

According to Bandura (1995), "perceived self-efficacy refers to beliefs in one's capabilities to organize and execute the courses of action required to manage prospective situations" (Bandura, 1995, p. 2). In other words, self-efficacy depends on the human capability to influence one's functioning and the course of events by one's actions. This belief in oneself further affects the individual's motivation, emotions, thoughts and actions (Bandura, 1995, p. 2). There are four main sources of self-efficacy: mastery experiences, verbal persuasion, vicarious experiences, and physiological and emotional states (Bandura, 1997, pp. 79-115). However, due to the scope of my thesis, I will only expand on the first two. Mastery experiences is the most effective source of self-efficacy. Previous successes can build an individual's sense of and belief in self-efficacy, while previous failures have the opposite effect (Bandura, 1995, p. 3). However, the experiences with success need to include the feeling of striving to achieve a goal. If an individual has only succeeded in tasks below their level of ability, they will easily be dispirited by obstacles or failures (Bandura, 1995, p. 3).

According to Bandura (1997), verbal persuasion from a significant other may boost an individual's sense of efficacy and belief in own abilities, despite originally struggling with the task (p. 101). This significant other is often a person whom the individual deems knowledgeable and experienced within their field (Bandura, 1997, p.

104), for instance a teacher. The persuasions and appraisals are regarded in terms of the persuader's credibility, knowledge, abilities and relation to the individual in question. Bandura (1997) further explains this as, "the impact of persuatory opinions on efficacy beliefs is apt to be only as strong as the recipient's confidence in the person who issues them" (p. 105). This means that the quality of the relation between the persuader and the recipient, and the level of trust between them, is essential. However, scepticism may occur over time if an individual's experiences contradict previous appraisals and persuasions (Bandura, 1997, p. 104). In this way, pupils may stop believing persuasions if they are frequently told that they can master a task, when in fact they cannot despite perseverance and hard work. Over time, this can lead to a decrease in the persuader's credibility and the pupil's sense of efficacy (Bandura, 1997, p. 104). Contrastingly, an individual may also be socially persuaded that they lack the potential and abilities to master a task, and will therefore avoid challenges and give up easily. Bandura (1995) elaborates on this, "by constricting activities and undermining motivation, disbelief in one's capabilities creates its own behavioral validation" (p. 4). In this way, the lacking sense of efficacy and motivation creates a negative spiral where the pupil no longer seeks external validation, as their understanding of the situation validates their deficient efficacy.

## 2.2 Inclusive Practices

In 1994 the term "inclusion" was introduced into Norwegian schools through the Salamanca Statement and Framework for Action on Special Needs Education (The United Nations Educational Scientific and Cultural Organisation, 1994). This term quickly replaced the previously used "integration". Garm (2004) points out that inclusion and integration are fundamentally dissimilar because "integration presupposes that the one who is integrated has previously been outside the community in question. Inclusion, on the other hand, presupposes that everyone belongs to begin with" (p. 42; my translation). In this way, the concept of inclusion embraces all pupils, regardless of ethnicity, gender, age and special needs.

There are many ways to define and understand inclusion as a term and concept. A system-oriented understanding of the term presupposes that it is the school's responsibility to provide inclusion by facilitating different conditions depending on the pupils in the system at a given time (Lund, 2017, p. 18). However, an individual-oriented understanding of the concept highlights the feeling of belongingness and mastery within a learning environment as important factors to experience inclusion (Uthus, 2017b, p. 159). Hall, Collins, Benjamin, Nind, and Sheehy (2004) define inclusion as "a matter of entitlement, an issue of belonging within an educational community on equal terms [... and] involves all learners participating in the learning" (p. 801). In this way, inclusion is not only an experience of belonging, but also a matter of equality within the group of peers.

Furthermore, Uthus (2017a, 2020c) argues that inclusion is a concept and value of which everyone involved with the pupils should work for continuously (p. 133; 17). Adderley et al. (2015) underlines that inclusion should not be perceived as a static position, but rather a dynamic process which unfolds through interaction between the pupils and their teacher, peers and learning environment (p. 108). As previously

mentioned, Ryan and Deci (2017) have also claimed that relatedness is one of three basic psychological needs required to facilitate positive personal growth. Relatedness, within this context, includes an experience of belonging, inclusion and being socially connected to others (Federici & Skaalvik, 2017, p. 192; Ryan & Deci, 2017, p. 11). This requires that the individual in question feels significant and cared for within a group. In addition, it is important for individuals to experience themselves as a contribution to the society of which they are a part. The Ministry of Education and Research (2019) explains it as such, "just as each pupil contributes to the environment in school, so will this environment contribute to the individual's well-being, development and learning" (p. 10). In this way, the pupil and environment are mutually dependent and influential.

The social and environmental aspects of learning in regards to psychological well-being are also central within The Education Act (1998), which states that "all pupils are entitled to a good physical and psychosocial environment conducive to health, well-being and learning" (§9a-2). Psychosocial environment is a complex term which not only includes the interpersonal relationships and social environment involved, but also how each individual subjectively experiences these conditions (Ministry of Education and Research, 2010b, p. 10). If the experience of belongingness to the learning community is prevented for a pupil or group of pupils, this is called exclusion (Nordahl, 2018, p. 7). Exclusion may have dire consequences as "human beings are fundamentally and pervasively motivated by a need to belong, that is, by a strong desire to form and maintain enduring inter-personal attachments" (Baumeister & Leary, 1995, p. 522). In other words, the experience of inclusion and belongingness are essential for individual growth and psychological well-being, positive classroom relations and increased motivation (Baumeister & Leary, 1995, p. 522; Mitchell, Kensler, & Tschannen-Moran, 2018, p. 135).

## 2.3 Pupil Relations

In a study conducted by Adderley et al. (2015) regarding inclusive practices in primary schools, it was found that "for children, the more social aspects of school, both positive and negative, were of greater concern" (p. 114). This suggests that the children's experience of inclusive practices and friendships might be more central to their understanding and perception of school than often assumed.

According to Hartup (1989) there are two main forms of relations, of which both are necessary to foster positive adolescent development: horizontal and vertical relationships. Vertical attachments are made between two individuals with uneven social power and where one is more knowledgeable than the other (Hartup, 1989, p. 120). These relationships most often occur between adults and children, such as between teachers and pupils. It is within these relations that children experience safety and protection, and develop elementary social skills (Hartup, 1989, p. 120). Horizontal relations, however, are attachments made between two individuals with the same amount of societal influence (Hartup, 1989, p. 120). These are characterised by reciprocity and mutuality, and often develop between peers and colleagues. They are important due to their impact on the child's development of integrity and perception of self, as well as giving children the opportunity to further develop their social skills (Hartup, 1989).

### 2.3.1 Friendship and Triads

Howes (1983) describes friendship as "an affective tie between two children which has three necessary components: mutual preference, mutual enjoyment and the ability to engage in skilful interaction" (p. 1042). In this definition, mutuality is an important aspect of friendship; both parts must share the experience of the relationship. Furthermore, mutual preference refers to the likelihood of which social initiation by one child would lead to an affective exchange between the pair. Mutual enjoyment includes positive emotions amongst both children while engaging in dyadic interaction. Lastly, the ability to engage in skilful interaction is described as the capability of contributing meaningfully in reciprocal play (Howes, 1983, p. 1042).

It is common to see cliques form between peers within a classroom context. Cliques can be characterised as "well-defined, densely connected networks of peers who are tied to each other by positive sentiment" (Hallinan & Smith, 1989, p. 899). In other words, members of these cliques experience a sense of belonging and positive relations to each other. When given the opportunity of volition by the teacher, clique members tend to choose each other and cooperate on work assignments (Hallinan & Smith, 1989, p. 899). It is also pointed out that pupils who are excluded from cliques formed between their classmates are less likely to experience a dense relation and connection to their peers (Hallinan & Smith, 1989, p. 899). The size of cliques varies, but according to Hallinan and Smith (1989), cliques should involve at least three individuals (p. 904).

Large amounts of research have been conducted in regards to dyadic friendships and features that affect these. However, Landsford and Parker (1999) criticise this, claiming that "the explanatory power of any approach that limits its attention to isolated dyads is hindered by the importance of levels of social complexity beyond the dyad" (p. 80). This is further explained by underlining that children are rarely isolated within a dyad, and how their friends interact with each other is of great significance to their perception of the relationship. In their article, Landsford and Parker (1999) focus on the complexity of friendship triads, or groups of three, commenting on how triads are a "particularly unstable social configuration" and critiquing the lack of research within this phenomenon (p. 80; 90).

According to Hallinan and Smith (1989), triads are fundamentally different from dyads, as "hierarchies of dominance and influence are possible in triads [...], and compared with dyads, simultaneous interaction in triads is more challenging and fragile" (p. 80). This implies that a triad relationship is more complex, as there are multiple interactions and exchanges happening simultaneously. Eder and Hallinan (1978) claim that each relation within a triad can be classified within one of three different relations: mutual, asymmetric and null. The mutual relation refers to a relation where both parts would choose each other given the opportunity; and null relation insinuates that neither part would. However, an asymmetric relation occurs when the first part chooses the second, but not the other way around (p. 239). In this way, it is possible for two of the parts involved in a triad to form a coalition, and thus, through their separate dyadic relationship, gain advantage over or exclude the third part (Hallinan & Smith, 1989, p. 80). According to a study conducted by Hallinan and Smith (1989), pupils were most exuberant when either all or no parts of the triad were friends prior to the configuration.

When two of the participants were friends and the third was not, lower levels of cheerfulness and energy were exhibited. These imbalances in closeness could lead to exclusion, jealousy and a feeling of neglect.

## 2.4 Teacher-Pupil Relations

According to Mitchell et al. (2018), pupils' "strong sense of belongingness is dependent on high-quality relationships with their teachers" (p. 135). A relation can be described as a connection between two people of mutual reciprocity (Moen, 2015, p. 132). However, it is important to point out that the teacher-pupil relation is vertical, asymmetrical and always the teacher's responsibility (Hartup, 1989, p. 120; Moen, 2015, p. 132). Pupils who experience positive relations to their teachers tend to experience increased levels of engagement, belief in own abilities, psychological contentment and enjoyment of school (Federici & Skaalvik, 2017, p. 186; Mitchell et al., 2018, p. 135; Moen, 2015, pp. 132-133). Multiple classroom studies confirm that pupils appreciate the experience of being cared for, seen, heard, acknowledged and taken seriously (Moen, 2015, p. 133). From a relational point of view, it is also beneficiary for teachers to have positive relations to their pupils. This is because teachers who manage to develop and maintain these relations report more content and less stress in their job situation than other teachers, as well as less behavioural issues in the classroom (Moen, 2015, p. 133). However, Sæteren (2019) claims that teachers often acknowledge the quiet pupils less than others, and prefer to leave them to their own devices (p. 91).

In addition to the benefits for both teachers and pupils, it is also important to develop and maintain these relations, as they are a central part of the teaching profession as described in multiple political documents. In a white paper published to increase awareness of the teacher's role and responsibilities, in addition to evaluating the teacher education programme, the Ministry of Education and Research (2009) listed seven areas of competence that are essential within the profession. One of these were *interaction and communication*, and stated, "the teacher must have solid knowledge of the pupils and their prerequisites for learning, be able to interact with the pupils in favourable manner and have a positive attitude towards the pupils' potential" (p. 15; my translation). This competence is also highlighted in the Regulations for the National Curriculum for grades 1.-7. and 5.-10., which explicitly mentions the value of building solid relations to and between pupils (Ministry of Education and Research, 2010a).

### 2.4.1 Trust

An essential part of the teacher-pupil relation, and one that indicates the quality of the relation, is trust (Mitchell et al., 2018, p. 135). Hoy and Tschannen-Moran (1999) have defined trust as "an individual's or group's willingness to be vulnerable to another party based on the confidence that the latter party is benevolent, reliable, competent, honest and open" (p. 189). In this way, trust can be understood as a concept that presupposes that the receiving part of the trust has multiple positive characteristics, such as being dependable, consistent, authentic and compassionate. These traits build up to a person's trustworthiness, where one individual deems another worthy of their trust and

vulnerability. Baier (1986) explains, “we inhabit a climate of trust as we inhabit an atmosphere and notice it as we notice air, only when it becomes scarce or polluted” (p. 234). This implies that trust is essential for human functioning and often develops automatically and subconsciously. However, it is not brought to our attention unless the trust is lacking or threatened.

Pupils who trust their teachers are more likely to report unsafe events, and generally involve adults to a larger extent, which may foster a safe and open learning environment (Mitchell et al., 2018, p. 136). According to Ryan and Deci (2017) “feelings of relational security are also necessary for curiosity and intrinsic exploration to be robust”, especially for children (p. 17). In this way, trust and security within the teacher-pupil relation may facilitate better learning conditions. Furthermore, trust relationships can cause increased motivation and help pupils develop a more positive sense of self and their abilities (Lee, 2007, p. 210). Trust is also incorporated into official documents regarding Norwegian school politics, as an essential aspect for learning. In the first paragraph of The Education Act (1998), it is underlined that the school should meet each pupil with trust and respect (§1-1). The Ministry of Education and Research (2019) has commented on the concept by stating that “when we are acknowledged and shown trust, we learn to appreciate ourselves and others” (p. 15). This is in accordance with Lee (2007), who also promotes trust’s impact on the perception of self.

#### 2.4.2 Traditional Roles in the Classroom

According to Curcuru and Healey (1972), the term “role” can be understood as “a collection of activities which a person undertakes because he presumes such activities are required in his position” (p. 15). This entails an individual understanding of “self” as a complex phenomenon, built-up of multiple versions that can be set into action depending on the context and goal of the situation in question. However, Tjora, Skirbekk, and Tjernshaugen (2021) further elaborate on this term, and introduce a socially constructed aspect. They define role as “the sum of norms and expectations associated with a particular task, position, relation or group” (Tjora et al., 2021; my translation). In other words, the understanding of multiple selves can also depend on the expectations and norms that are previously socially constructed, locally recognised and assigned a particular position. Furthermore, Curcuru and Healey (1972) explain that there are multiple aspects of role behaviour in play simultaneously, making it an even more complex concept (p. 24). Firstly, the formal aspect of the role is a perception of how the role is to be performed in order to meet the norms and expectations associated with it. Secondly, there is an informal understanding, which entails the perception of the role by the role-taker’s social network, colleagues and peers. Lastly, self-concept refers to how the role-taker perceives their own position. A lack of coherence between these understandings of the role may arise, and the consequence may be role conflict (Curcuru & Healey, 1972, p. 24).

These socially constructed roles with associated norms and expectations are also found within the classroom. Hall et al. (2004) suggest, “all participants – learners, teachers, and support staff – are acting subjects, that they act on the basis of others’ expectations of how they should act and take up different positions depending on unequal power relations” (p. 802). Furthermore, this social positioning contributes to the

pupils' construction of their individual social identities. In this way, social interactions, norms, expectations and power dynamics shape the socially constructed roles performed by the different participants. This does not only affect the teacher-pupil relations, but also the relations between the pupils themselves. Social positioning assumes that being part of a specific classroom environment leads to a socialisation process of specific roles and how they are to be executed (Hall et al., 2004, p. 802). As all participants are actively involved in the social construction of these roles, the way they are executed varies, and makes it difficult to define how teachers or pupils "should" act. Therefore, a particular school culture can lead to a specific type of pupil and a certain type of teacher and teaching, as the environment shapes the norms and expectations associated with the roles (Hall et al., 2004, p. 802).

In a study conducted by Thompson, Entwisle, Alexander, and Sundius (1992), children's conformity to the pupil role was measured through conduct marks, tardiness and absences. In accordance with Hall et al. (2004), these researchers express their own perceptions and expectations regarding the performance of these roles. However, the factors by which the pupil conformity is measured represents a more traditional understanding of the pupil role, where the pupil obeys the teacher, is punctual and attends all classes. The teacher, in this context, is an adult who has authorisation to define correct pupil behaviour, and thus gives conduct marks. This description is only one representation of how the roles might be perceived.

## 2.5 TIL-Day

Adapted education has been a renowned concept since around 1739, when Pontoppidans advised teachers to reduce the workload of those pupils who seemed to struggle with basic comprehension (Johnsen, 2019, p. 109). However, both the content and implication of the term has changed drastically since then. According to The Education Act (1998), "education must be adapted to the abilities and aptitudes of the individual pupil" (§1-3). Now, it is common to differentiate between a narrow and open understanding of adapted education. In a narrow sense, the term can refer to different strategies for adapting education to a specific pupil's individual needs, such as methods, organisation and visual aids (Bachmann & Haug, 2006, p. 7). However, with a broader understanding, this term can be interpreted as a general ideology which should affect all areas of the school and their pedagogical functions (Bachmann & Haug, 2006, p. 7).

The TIL-model by Skaalvik and Skaalvik (2018) aims to serve as a work-plan for pupils, which facilitates self-determination and adapted education (p. 263; see appendix 8.1). This plan functions as a visualisation of tasks that should be completed within a given timeframe. At the school in question, this timeframe was the duration one school day, and referred to as the "TIL-day". Based on the work-plan, the pupils are responsible for planning, completing and evaluating their work, effort and perseverance, in addition to asking for help when needed (Skaalvik & Skaalvik, 2018, p. 268). The TIL-model is constructed around nine pedagogical principles: structure and overview, pupil activity, variation and rest, reduction of comparative means and a learning oriented environment, teamwork, formative assessment and social support, adapted education and mastery, experiences with self-regulation and autonomy, and collaboration with home (Skaalvik & Skaalvik, 2018, p. 265). The model also seeks to gradually increase pupils' self-

determination and accountability for their own learning processes. As the pupils work individually and with an internally driven tempo, the teacher provides scaffolding and guidance when needed (Skaalvik & Skaalvik, 2018, p. 271). This may exempt the teachers from their traditional roles and provide more time to attend to the pupils.







## 3 Methodology

Qualitative studies aim to examine “life from the inside, and focuses on how we live our lives” (Thagaard, 2018, p. 12, my translation). In this way, the qualitative design helps us understand social phenomenon and individuals’ perception of these. The subjective is of great importance, and often there are few participants in such studies in order to study these carefully (Gudmundsdottir, 2011, p. 16). In this particular study, I chose to focus on nine primary school pupils and their teacher, within one specific learning environment and one particular context, the TIL-day, in order to understand their personal experiences and thoughts concerning pupils’ increased self-determination in regards to social roles and relations. Thagaard (2018) uses the term “systematics” to underline the importance of reflexivity within the process of research. This means that the researcher should be actively and reflexively involved in all decisions, as well as account for these. Therefore, within this section, I will review and reflect upon the methodological aspects of this study.

A research project should ideally start with a thesis question, which serves as a guideline for the research process and chosen methods (Ringdal, 2018, p. 169). My research question is: *What experiences do nine pupils in a lower primary school grade and their teacher have with increased self-determination in regards to social roles and relations?* Thus, as my main goal was to gain insight into individual experiences with self-determination in regards to social relations and roles, I chose a qualitative approach, and more specifically to conduct interviews. In order to gain a wholesome understanding of the classroom environment and perceptions within, I interviewed nine pupils who attend the same school and class, and their teacher. I also wished to highlight the teacher and pupil perspectives and how they perceived their school existence in relation to my research question. In addition, I wanted to further understand how the teacher experienced the implementation of the TIL-day. This study has been conducted in the hope that I could gain new insight into individual’s experiences and perceptions, and through these findings, better understand the possible social consequences and benefits of increased self-determination.

I started this section by describing some general characteristics of qualitative methods. Subsequently, I will present my chosen approach, interview, my interviewees, and reflect upon some ethical concerns regarding children as interviewees. Thereafter, I will recount how I developed my interview guides and conducted the interviews. Next, I will describe the transcription process and how this was affected by the choice to write my thesis in English. After that, I will describe the data analysis process before I reflect upon my own role and impact on the study, as well as the research quality. I will reflect upon and recount my ethical considerations throughout this section.

### 3.1 Interview as a Methodological Approach

The most common method within the qualitative tradition is the interview (Thagaard, 2018, p. 89). Kvale and Brinkmann (2009) define interview as “an interpersonal situation, a conversation between two parts about a subject of common

interest" (p. 137; my translation). Through conducting interviews, the researcher hopes to gain detailed insight into how the interviewees experience, think and talk about the world; more specifically the topic in question (Thagaard, 2018, p. 89). At this point, I had developed a tentative research question, which sounded as follows: *What experiences do four pupils in a lower primary school grade and their teacher have with increased self-determination in regards to belongingness and social networks?* As my study aimed to shed light on how third grade pupils and their teacher experience self-determination in regards to belongingness and social networks, it was natural to select interview as my main method.

The term "interview" in itself, consists of two parts: the prefix inter-, which means "between", and view. Thus, "interview" literally means between views. This insinuates that the knowledge produced through interviews and human interaction are mutually dependent, and consequently, it is important to reflect upon how the researcher effects the situation and findings (Kvale & Brinkmann, 2009, pp. 22-23). Therefore, I have chosen to understand "knowledge" as a socially constructed phenomenon, which is created through human interaction between the interviewer and the interviewee. This is in accordance with both a postmodern perspective and a social constructivist approach to knowledge production. Social constructivism is often linked to qualitative studies, as the method in itself promotes a socially constructed reality where the subjective is in focus (Ringdal, 2018, pp. 109-110). This socially constructed reality is based on the interviewee's understanding of the world, combined with the researcher's ability to interpret these understandings into their own socially constructed reality and their framework of previous research. Consequently, in order to reflect the understanding of knowledge, as developed within an interpersonal context, I have chosen to use the term interviewee rather than the more traditional term informant. Moreover, social constructivists often debate whether an objective reality exists, regardless of human interaction (Kleven & Hjordemaal, 2018, pp. 205-208). Either way, this notion is irrelevant within this paper, as the socially constructed and subjective is in focus.

### 3.2 Selection and Presentation of Interviewees

As previously mentioned, my thesis is written within the context of a larger project study, namely "Pupils' Self-Determination at School", which is led by Marit Uthus. This project aims to increase research-based insight into how the implementation of self-determination through the TIL-model is experienced and perceived by different participants, such as by the pupils, teachers, administration and principal. As this was an ongoing project, Marit Uthus had already found voluntary schools, implemented the TIL-day, and spoken to the administration about the recruiting process. These pupils and teachers became the basis of my selection, and thus, I used a so-called convenience sample (Thagaard, 2018, p. 56), and selected interviewees that were already accessible to me. This availability regarding interviewees and the fact that a school was already recruited and willing to participate was advantageous for my study. I believe that this made the process easier, as the school experienced the project as meaningful, wishing to better understand the TIL-day and increased self-determination, whilst it saved both time and energy on my part. For this, I am grateful.

As previously mentioned, this school with its seven grades was the basis for further selection of my interviewees. As a main part of my study was to understand one specific setting, it was important to me that all my interviewees belonged to the same classroom environment, which meant that they needed to be recruited based on their class. Therefore, I decided that the most structured way to go about this was to recruit the teacher first, using the snowball method. This entails contacting an individual who has the desired characteristics and asking them whether they are aware of others who could also be interested in contributing (Thagaard, 2018, p. 56). In order to do so, I contacted the administration and asked them kindly whether they could provide their teaching staff with a copy of the information I had written for the potential candidates (see appendix 8.4.1), and ask if anyone could be interested, hopefully a teacher who works with a lower primary school grade. Shortly after, I received response from a third grade teacher who wished to participate and asked which pupils I wanted to focus on.

According to Thagaard (2018), researchers with a qualitative approach often choose their interviewees strategically, which entails that they have desired qualifications or qualities in regards to the relevant research question (p. 54). As I wished to examine the social relations in regards to self-determination, my only desired quality was that the pupils were dissimilar to each other, for instance in regards to gender, maturity, academic achievements and so on. If this had been an ordinary semester, I would have liked to observe a TIL-day before this selection. However, as COVID-19 has forced us to restrict social contact, the teacher and I decided to limit my presence at school to only the actual interviews. Therefore, the teacher suggested that she select four pupils at random and that these would be my interviewees. In accordance with the The Personal Data Act (2000) §31-32 about the obligation to give notification when collecting data which may contain sensitive personal information, I applied to the Norwegian centre for research data (NSD).

When receiving feedback on my application from NSD, they were concerned that some pupils and their parents might feel stigmatised when specifically being targeted and asked by their teacher to participate in a research project. Thagaard (2018) claims that it is a common ethical concern when recruiting interviewees in this way, as individuals are characterised by others as obtaining a quality relevant to the study in question, and are therefore already categorised (p. 57). As a result, our contact person at NSD advised me to let the teacher distribute the consent forms to all the pupils in her class and select four of these at random, and in this way ensure that no pupils felt stigmatised by their teacher; before she granted my application (see appendix 8.3). I took her advice and seven consent forms were returned. The teacher reported that the pupils were greatly looking forward to these interviews. This led to many reflections: Will seven interviews be too many considering the limited size of a master's thesis? How will I select only four? Moreover, if the pupils are already looking forward to the interviews, how will the pupils who are not selected feel?

There is no consensus of how many interviewees a qualitative interview study should contain. However, it is recognised that the transcription and analysis process is time consuming and requires both energy and resources, and that this will naturally limit the amount of interviewees needed depending on the size of the thesis and its research question (Thagaard, 2018, p. 59). As the interviewees in question are still quite young, my supervisor, Marit Uthus, recommended that I interview all seven – a recommendation of which I am very grateful. The interviews took three days to complete, and when I

arrived the second day, two more consent forms were returned and I decided to complete these interviews as well to ensure that no pupils felt excluded or overlooked. During this period, my research question was altered for the first time from regarding four to nine pupils.

According to The Constitution (1814), children “have the right to be heard in questions that concern them, and due weight shall be attached to their views in accordance with their age and development” (§ 104). This right is also protected in The Education Act (1998; for instance §9 A-4), The Public Administration Act (1967, § 17) and the Convention on the Rights of the Child (United Nations Human Rights, 1989/2021, article 12). Nine out of seventeen pupils volunteered to contribute to my study, and multiple others approached me with regret as they were not permitted to contribute. Nonetheless, all contributing pupils showed a surprisingly large motivation to speak out about matters that concerned them. Some even stated that they wished the interview had lasted longer or asked whether I could come back and interview them again later. I believe this confirms that even the youngest pupils value their right to be heard. In 2017, a committee was formed to revise The Education Act (1998). The proposal states, “to ensure the pupils’ right to be heard and the consideration of their best interests in all cases, the committee proposes special provisions for these principles” (NOU 2019: 23, 2019, p. 687; my translation). I believe this specific section of the proposal is essential and highly valued amongst the pupils, even those in lower primary school.

Of the nine pupils who consented to being a part of my study, all currently attend the third grade. Two were boys, who I have decided to name *Dylan* and *Conrad*, and seven were girls, and these I have named *Amanda*, *Emily*, *Monica*, *Helen*, *Nora*, *Bernadette* and *Tara*. All pupils reported that they generally enjoyed school and had at least one peer whom they felt they could rely on. Their teacher, who I will refer to as *Rachel*, confirmed this and added that they are usually a positive, engaged and curious group of pupils. She also underlined that she appreciates her job and feels privileged to work with these particular pupils.

### 3.2.1 Children as Interviewees

The child interview can function as a door, in which children can openly include an adult in their thoughts and experiences (Kvale & Brinkmann, 2009, p. 157). However, in order for the children to openly communicate with the interviewer in this way, it is essential that the researcher is accepting and displays genuine interest and involvement towards the child and its perceptions, experiences and narrations (Dalen, 2004, p. 42). When interviewing children, the researcher is interested in how these particular children experience and think about the world around them, as “children are experts in regards to their own reality” (Eide & Winger, 2003, p. 61; 47, my translation). Because I was interested in the pupils’ experiences regarding self-determination and social roles and relations, I decided to ask these particular experts themselves.

In addition, the topics, questions and setting should be tailored to the child’s age, maturity and language development (Woodhead & Faulkner, 2000, p. 24). Therefore, I chose to conduct the interviews at the school in question, and the teacher selected a room where she believed the pupils would be comfortable, as it was often used for song

and dance. It is a challenge to develop an interview guide that is tailored to each individual child's maturity and language development, for various reasons. Firstly, these alterations demand a methodological awareness and an ethical reflexivity in all stages of the interview process (Eide & Winger, 2003, p. 54), in order to protect the participating children. Secondly, in order to tailor the interview in this way, the researcher needs to have some understanding of the child's development, which was especially difficult as I first met the children on the same day as the scheduled interviews, due to the COVID-19 pandemic. Lastly, despite these alterations, it is important to remember the research question, and that the interview guides should reflect this.

According to The National Committee for Research Ethics in the Social Sciences and the Humanities (NESH), children and young adults are to be especially protected when participating in research (p. 20). The pupils I have chosen to interview are below the age of 15, which means that I had to ask for parental consent. However, it is important to treat the child as an independent individual with subjective emotions and opinions, while tailoring the research to their age and maturity (Eide & Winger, 2003, p. 65; NESH, 2016, p. 20). Therefore, I chose to include the child in the consent form and ask for their consent as well. According to Kvale and Brinkmann (2009), the researcher should consider their ethical responsibilities in regards to interviewing children, as they more often than adults are affected by the power-balance between interviewer and interviewee (p. 158). An important implication is to let the child in question know that the interview is not a test situation between a pupil and a teacher, but rather a conversation between two people (Kvale & Brinkmann, 2009, p. 158). I chose to include this notion in the initial phase of the interview, by underlining that the main goal of the study is to gain insight into their subjective experiences and emotions, and therefore, there are no right or wrong answers. This was underlined in order to establish a comfortable and meaningful relation characterised by reciprocity, and to make the children aware that their answers are meaningful regardless of their contribution.

### 3.3 Interview Guides

For this study, I chose to conduct semi-structured interviews, which is the most common type of interview (Thagaard, 2018, p. 91). This entailed that the topics and questions were formulated and planned before the interview. However, it is possible to make alterations during the interview setting, and restructure or add extra questions based on the interviewee's response and interest (Thagaard, 2018, p. 91). Thus, the interview was clearly structured, whilst giving room for important digressions and retaining flexibility in the interview situation. This was comforting as I am new to interviewing, and this approach gave me the opportunity to plan my main questions to obtain relevant information for my study, while still being able to follow-up on the interviewees' statements.

I started working on the interview guides in early January, and continued to work on them whilst reading research and keeping a close dialogue with my supervisor. I read previous research throughout this process because I wanted the interview questions to capture the topics as expressed in my research question. However, I also wished to keep an open mind in case my study took another turn than I expected. This is why I waited to write my theoretical framework, until after I had started the analysis process. It is

important to note that we were three NTNU students who worked within the same project, led by Marit Uthus. All three of us wished to examine self-determination and the TIL-model, but had different areas of focus: behavioural issues, minority language pupils and social relations. Our supervisor advised us to develop the main features of the interview together, and tailor these first drafts to our individual research questions later.

When writing my interview guides, I tried to be attentive to the fact that two interview guides had to be formed in order to adapt the questions to both the pupils and their teacher (see appendix 8.5). However, it was important for me that the questions in the two different interview guides mirrored each other and thus, gave me insight into the same aspects but from two different perspectives. I spent quite some time structuring my interview guides and operationalising theoretical terminology, as this has a great impact on the data material collected, on which the quality of my research project depends.

My interview guides start with a general briefing about the study, and are then sectioned into various thematic topics. I decided to start each new section with at least one introductory question. As these questions are openly formulated, they “can evoke spontaneous, rich descriptions in which the interviewees themselves present what they experience to be the main dimensions of the research phenomenon” (Kvale & Brinkmann, 2009, p. 147). I also had a list of possible follow-up questions with me, which contained questions such as: *Can you tell me more about that? What went through your mind at that time? Do you have an example?* The interview guides are characterised by a funnel approach, where the general topics and questions are asked before the more specific ones, in order to prevent the specific from influencing the general (Dalen, 2004, p. 30). For instance, in my interview guides, I ask if the pupils can tell me about a normal school day, before I ask if there is anything in particular they enjoy. In this way, the interviewees first have the opportunity tell me what they deem the most important, before they are led into the positive aspects. As my study aimed to examine the interviewees’ experiences and thoughts, the open questions and funnel approach gave me an impression of which aspects within each topic the individual interviewee deemed most important, which again helped me adjust and illuminate my research question. Both interview guides are concluded with a debriefing and a giving of thanks to the interviewees.

In order to prepare for my interviews, I conducted a trial interview with a friend who works as a teacher in a lower primary school grade. As I am new to interviewing, this experience was of great help, especially when it comes to being comfortable in the role as interviewer. During this trial-interview, I also realised that some questions were clumsily formulated, or did not lead to answers that were relevant to my field of study and research question. This trial interview resulted in changes to my interview guides, in both the structure and the phrasing of individual questions.

### 3.4 Conducting the Interviews

When I arrived at the school, the teacher, Rachel, met me at the entrance and gave me a short introduction regarding the class in question and their implementation of the TIL-day. During this briefing, she noted that they had not yet implemented group or



pair tasks during the TIL-day to hinder negative social consequences as a result of increased self-determination, such as someone feeling left out or neglected when the pupils are allowed to choose a peer to work with. However, they planned to implement social choices shortly. This required creative and quick thinking on my part, as social relations and self-determination was a prerequisite for my interview guides. However, all pupils had experiences in relation to selecting partners for themselves in an academic context. This resulted in linking these questions to general self-determination, rather than self-determination within the specific TIL-concept. It surprised me how concerned the pupils were of these social choices, and how excited and anxious they were to implement these on the TIL-day. It was made clear to me through the interviews, that the pupils need scaffolding and autonomy support in order to execute self-determination in regards to social relations, as it requires responsible, ethical and moral considerations.

As previously mentioned, Rachel had booked an empty room where the class usually goes to play games, dance or sing a song. In this way, the pupils were interviewed in a familiar and safe environment. Each pupil interview lasted around 30 minutes, while the teacher interview lasted approximately one hour. It took three days to complete the ten interviews. I started each interview with information about the study and use of the tape-recorder, and asked whether the interviewee still wished to contribute. During this phase, I explained that I would be the only individual allowed to listen to their recordings, that these would be deleted once transcribed, and that their names would be anonymised so no one could recognise them based on their contribution. The use of a tape-recorder was rewarding, as it made me more aware and focused in the interview situation, while subsequently allowing me to recount our conversations accurately. Furthermore, in this introductory phase, I highlighted that there are no right or wrong answers, as my study wanted to explore their thoughts, feelings and experiences, and that they were the experts in regards to this. It seemed that the pupils became more confident and secure upon learning that they would be helping my study, and that they in fact were the only experts that could do so. I also informed the interviewees that if I asked questions they did not wish to answer or if they needed a break at some point, they only needed to let me know and we would find a solution together.

When I first arrived, the pupils asked if I was there to conduct the interviews, and were eager to learn who I was. I believe that if the circumstances had allowed it, I would have visited the school prior to the interviews to observe a TIL-day and develop a relation to the pupils. This could have made the interview situation more comfortable for them. However, it is also my ethical responsibility to consider how such a relation might affect the answers given by the pupils. Einarsdóttir (2007) claims, "it can be difficult to remove or even reduce the unequal power relations between an adult researcher and a child" (p. 204). Therefore, a previous relation might be accompanied by expectations and dynamics that shape the interview and answers given. In order to reduce some of the uneven power dynamic, in accordance with Einarsdóttir (2007), I introduced myself as a student who wished to learn from them, as they are the experts regarding their own experiences. I experienced that, after the initial warm-up questions regarding favourite subjects and hobbies, the pupils seemed relaxed and comfortable. I feel it is important to mention that the group of pupils I interviewed were varied in relation to emotional maturity, ability to reflect upon their own and other's situations, and attention span. However, all pupils contributed to my study, and this variation within the interviewees enriched my study greatly. It is notable that this variation also caused the pupils to

answer some questions briefly and with thin descriptions. Nonetheless, I experienced that each pupil was captivated and engaged in at least one question, which meant that when I had finished the interviews, all my questions had solid and reflected answers distributed amongst the pupils. Therefore, I am grateful for both the number of interviewees that volunteered, and the variety within this group.

As I had quite a few interviews to complete, I did not have time to write down my initial thoughts after each interview like I had previously been advised. Instead, I recorded them on my tape-recorder and transcribed them along with the interviews later. This helped me during the analysis process and gave me time to reflect on my role and whether I would like to make some changes between the interviews. The biggest change was made between the first and second interview. My first pupil interview lasted almost an hour because I was afraid that I would not obtain relevant data. Therefore, I insisted on asking all the questions from my interview guide, even though the pupil had already answered them implicitly through other questions. After a while the pupil asked, "haven't you already asked me about this?", which made me realise that I did not need to follow the interview guide exactly. After this revelation, I started crossing off questions as the interviews progressed, and the pupil interviews lasted around 30 minutes.

### 3.5 Language Selection and Transcriptions

During the transcription phase, the data material is converted from an audio recording to written text, in order to make the analysis and presentation process more convenient (Kvale & Brinkmann, 2009, p. 118). In this way, the transcription process is also an abstraction and translation process; from a physical situation, to an audio recording, and then into written text. This translation is not straightforward, and multiple elements are lost along the way, such as body language, tone, gesticulations and so on (Kvale & Brinkmann, 2009, p. 187). It is important to note that my data material has been abstracted an additional time, as it was translated from Norwegian to English. I was aware of this and tried to translate the statements as directly as possible, whilst still capturing the essence and meaning conveyed, in order to stay loyal to my interviewees.

I started transcribing the interviews the day after they were completed. Due to my duty of confidentiality to the interviewees, economical restrictions and the opportunity to review my material, I chose to transcribe the interviews myself, rather than recruiting an external participant for this. During this process, I realised that transcribing the interviews myself gave me valuable repetition of my material and a familiarity, which came in handy later during the analysis. This familiarity also resulted in a closeness to my data, and gave me the opportunity to conduct open analyses. It further allowed me to process my thoughts while very much indulged in the project, and reflect over connections between my data and the theory. In hindsight, this gave me a good overview of my material and allowed it to mature.

In order to transcribe and code more effectively, I decided to use the qualitative data analysis programme NVivo. While transcribing, I wrote notes as references for my understanding of the data at that point, which helped me in the analysis process. I chose to transcribe the interviews in standardised Norwegian Bokmål, rather than use the interviewees' natural dialects. This decision was based on anonymity and to ease my

workload, as it requires more attention to get the dialects correct, which in the end would not have made a difference because I was translating the statements to English. Names of the interviewees, their peers and teacher were anonymised during this process. I ended up with 97 pages worth of transcriptions. After the transcription process was complete, all the audio files were deleted.

### 3.6 The Data Analysis Process

The qualitative research process is often understood as a cyclical affair, as it is characterised by “mutual influence between the construction of the research question, development of data, and analysis and interpretation” (Thagaard, 2018, pp. 27-28; my translation). In other words, all phases of the process affect each other. This was also true for my project. I started the analysis process already during the interviews, and recorded my initial thoughts and reactions. During this first open analysis and interpretation phase, my data contained other interesting findings than I had originally expected, which eventually led to a change in my research question. My final research question sounds as follows: *What experiences do nine pupils in a lower primary school grade and their teacher have with increased self-determination in regards to social roles and relations?* According to Thagaard (2018), a research question should always be guiding for the research process, however, it is important to note that it is in no way unalterable (pp. 46-47). In my case, my inductive approach through the open questions in the interview guides, gave me insight into topics that I had not previously expected, which altered my research question and subsequently the theoretical framework.

In order to examine my data systematically and empirically, I chose to rely on the stepwise-deductive induction method (SDI). This is based on a “consistently inductively driven curiosity, where one works with the collected data as a defining starting point to determine what topics, questions and concepts are of interest” (Tjora, 2021, p. 20; my translation). This means that I started working close to my collected data, or inductively, and thus, tried to view my data for what it was rather than in light of the relevant theories that I had already read. I did this in order to stay true to my interviewees and to retain their voices. After a while, I took a more deductive approach and started to include theory as a tool for understanding my data, and this was when I started writing my theoretical framework. In the following, I will recount how I completed my data analysis process.

Kvale and Brinkmann (2009) claim that the term “codes” refers to a concept in which “one or more key words are linked to a piece of text in order to identify that precise statement at a later point in time” (p. 208; my translation). According to the SDI-method, the coding process is categorised as inductive and empirical, whilst using terminology that is already present in the data material (Tjora, 2021, p. 218). In this way, the codes created are specific for the exact data material, in addition to preserving the interviewees’ voices and avoiding jumping to conclusions by coding into previously asserted categories. In order to complete the analysis process in a structured and organised way, I analysed one interview at a time with my research question in front of me. I selected phrases and words that, to me, seemed central for the data material. During this phase, I was worried about missing important elements that could enrich my thesis. Therefore, I read each interview multiple times and spent quite some time

reading each statement that I wanted to code, so as to develop empirical and inductive codes as described by Tjora (2021). I continued this way until all pupil interviews were coded, and ended up with 426 inductive codes; for instance: "we shouldn't decide so much, because a teacher should be allowed to work as a teacher", which originally was a section consisting of 133 words. I completed the same procedure for the teacher interview, which resulted in 73 inductive codes, such as: "to practice making their own choices, completing their tasks and mastering their work". I chose to use some of these codes as titles for subsections in section 4 about my findings, to remember the interviewees' voices when writing about and interpreting these findings.

Once the codes are created, the researcher turns their focus to the codes that are relevant to the research question and tries to categorise these into different groups based on thematic similarities (Tjora, 2021, p. 229). Through my categorisation process, I printed and cut out the inductive codes, and tried to place them in groups related to their thematic topics. In this way, I developed theme-sorted empiricism. This process was the most challenging for me, as I struggled with creating inductive categories rather than theoretical ones; for instance naming a category "*she says "I know you can" [...] then I feel that I can do it"*, which is taken from my interview with Bernadette, rather than "*emotional support*" or "*verbal persuasion*". When presenting this issue to my supervisors, they reminded me that the theoretical terminology should not appear until the next step of the analysis process, and this helped me a great deal with my frustrations and struggles, and reminded me that I did not need to rush the process. However, Tjora (2021) also mentions that empirical-analytical reference points can be relevant later in the research process, and defines this as the various thoughts and reflections based on theoretical understandings that develop simultaneously with the inductive approach to the collected data (p. 287). Therefore, I wrote down my thoughts and reflections separate from my coding, but used them to write my section about the study's findings and my interpretation of these.

After this process, it was time to determine whether some categories overlapped, and create main categories for my data material. I found this challenging as there were multiple categories that could overlap, at least in part. I used the grouping test, as described by Tjora (2021), in which each code is either added to an existing code group or creates the basis for a new one. In this way, the researcher is left with an unspecified amount of code groups where each is thematically different from the others (p. 232). In this process, the coding and categorising tends to smoothly glide over from an inductive to a deductive approach, where theoretical concepts may be incorporated. I ended up with 12 categories, including a leftover category, but for the scope of this thesis I have decided to present and discuss only four of these. My first main category is "*deciding for oneself*", which is used to contextualise and present my study in section 4.1. Secondly, "*roles*" is used to describe how the teacher and pupils perceive their roles in relation to the other classroom participants and is discussed in section 4.2. "*She sees me*" is the third category, presented in section 4.3, which includes the teacher-pupil relations. Finally, "*groups of three*" helps me shed light on triadic relationships in regards to self-determination, as examined in section 4.4. Typically, when using the SDI-model, the analysis process is concluded with a discussion of the findings that were made clear through the development of relevant codes (Tjora, 2021, p. 21). In the next main section, I will present my categories and codes, and then discuss these findings in relation to relevant theoretical perspectives. However, before turning to my findings, I wish to elaborate on my abductive approach in relation to the development of my

theoretical framework. Subsequently, I will deliberate on how my role, prejudices and participation might have affected the study's results, in light of reflexivity. I will end this section with a discussion of research quality.

### 3.7 The Origin of the Theoretical Framework

When planning my interview guides, I was clearly inspired by self-determination, which is included in my research question, and the TIL-model by Skaalvik and Skaalvik (2018). These concepts are developed and grounded in previous research and theories, and in this way, my starting point was clearly deductive. Even though the TIL-model was the theoretical backdrop at the beginning of my study, I wanted to capture the interviewee's subjective experiences openly, and allow them to further influence the course of the study. As this was my aim, it was crucial to formulate the interview questions in such a way that neither the theory nor I influenced their answers, so that the interviewees' were free to discuss their experiences with self-determination and social relations openly. In order to do so, I had to limit my research on possible relevant subjects and theories, and keep an open mind during the interview situation. In this way, my frame was deductive, but my approach was inductive, where the collected data further guided the study as described by Tjora (2021, p. 289).

Nonetheless, I had to read some previous research, as I wanted the interview guide to reflect my research question and overall topic. This is closely linked to the study's validity (Kleven, 2008; Postholm, 2005; Tjora, 2021), which I will shortly get back to. Therefore, I spent time structuring my interview guides and operationalising theoretical terminology while keeping other questions open. In this way, I alternated between an inductive and deductive approach, which resulted in generally abductive approach (Tjora, 2021, p. 285). In this way, the stepwise deductive-inductive method by Tjora (2021) was particularly well suited. It allowed me to alternate between my open and inductive approach in the initial analysis process, and gradually move towards a more deductive approach. It is important to note that it was first during the reflection in the phase between the analysis and discussion that it became clear to me that the attributional theory of motivation could shed new light on the trust relation between the teacher and pupils, more specifically, the trust from a teacher to her pupils. Nonetheless, this is a notion I will come back to in section 4 and 5.

I did not start actively writing my theoretical framework or formulate my sub-questions until I had started the analysis process. I gained insight into topics that I had not previously expected, such as the interviewees' perception of roles, through the open questions in the interview guides and my inductive approach. This altered my research question and thus theoretical framework. In this way, my theoretical framework came about as a result of my deductive starting point, research question and inductive approach to the collected data. I continued alternating between an inductive and deductive approach, and I altered the theoretical framework throughout the analysis process.

### 3.8 The Researcher's Role, Participation and Prejudices

Due to the interactive nature of the interview process, the researcher's integrity and role is "crucial for the quality of the scientific knowledge and the ethical decisions made in qualitative research" (Kvale & Brinkmann, 2009, p. 92; my translation). Within this context, there is one especially significant aspect of the researcher's role: reflexivity. This can be understood as an internal and ongoing process in which the researcher must critically examine her perceptions of the world, understanding of self and positioning, as well as reflect upon and acknowledge how this may impact the study in question (Berger, 2015, p. 220). In this way, the researcher can be considered the most important tool in qualitative research, as the researcher's values, experiences, knowledge and opinions will form the process, such as the questions asked, the way they are asked and how the answers are interpreted (Kvale & Brinkmann, 2009, p. 92). Firstly, it is essential to mention that this is my first study where interview is used as a method for collecting data. My inexperience with conducting interviews could have altered the atmosphere during the interviews, which again could have influenced the answers given by the interviewees. It is also important to note I reflected upon my role, questions and atmosphere between each interview, and subsequently made changes based on these reflections. In this way, each interview shaped my understanding of what an interview situation should be like, and therefore, how the next was conducted.

Even though I largely waited until the analysis process to read previous research and write the theoretical framework, my previous knowledge on the subject, which I have acquired during my five years in the teacher education programme, may also have left its mark on the whole research process; from the selection of topic to the interpretation of the data. However, I actively reflected upon this and tried to be aware of my own preunderstandings and prejudices. It has been challenging to play the role of the researcher, and try to leave my personal understandings behind in order to try to remain unbiased and true to my data. Nonetheless, according to Dalen (2004), it is "key to draw upon one's preunderstandings in such a way that it opens up the greatest possible understanding of the informants' experiences and statements" (p. 18; my translation). Thus, the point of reflexivity is not to be as objective as possible, but to try to acknowledge and clarify, both to the reader and to oneself, how this may affect the research process.

### 3.9 The Research Quality

The quality of qualitative studies is often assessed through the study's credibility (Thagaard, 2018, p. 181), and three aspects are often highlighted: reliability, validity and generalisability. Reliability is understood as a perception of whether there is "a clear connection between empirical data, analysis and results in a study, and that these are not governed by personal, political or other factors that are unaccounted for" (Tjora, 2021, p. 294; my translation). In other words, reliability entails recounting the research process and the reflections underway thoroughly and transparently, and in such a manner that the reader can decide if the research conducted is reliable and trustworthy. This has been my aim when writing this section about my methodological choices and reflections. In addition to this, there has also been a clear connection between my

empirical data and results, as I adjusted the research question and formulated the sub-questions during the analysis phase. In this way, I managed to formulate open interview questions, which resulted in data that I had not expected in advance, for instance regarding the perception of social roles. Another important aspect of reliability involves a thorough contextualisation of the setting in which the data was collected, and accurate replication of the interviewees' statements (Kvale & Brinkmann, 2009). Earlier in this section, I have explained how I selected my informants. In the next section, I will accurately restate the interviewees' descriptions, in addition to the classroom dynamics and context in which the study was conducted.

A study's validity questions whether a study has examined what it aimed to study, or whether there is a coherence between the research question, the data collected and interpretations made (Tjora, 2021, p. 260). Internal validity may be defined as "validity of inferences from an observed covariation to a causal interpretation" (Kleven, 2008, p. 227). In other words, this phenomenon refers to whether the causal interpretations are logical in relation to the study and research question. Within this study, internal validity can be determined based on whether the teacher and pupils recognise their statements, and whether these actively reflect their experiences and thoughts on the subject (Postholm, 2005, pp. 170-171). It also depends on the coherence between the questions asked in the interview situation and the answers given (Tjora, 2021, p. 262). This is linked to the data I collected, which again is connected to my interview guides, previous knowledge, as well as the way I conducted the individual interviews. My main instrument for collecting data was my interview guides. As previously mentioned, the first draft of these two interview guides were first written in cooperation with two other students. We tried to formulate questions that covered our common topics, such as self-determination, the practical implementation of the TIL-day and motivation. The SDT and TIL-model, as well as our individual research questions, were our guiding framework in this process. It was useful to collaborate in this phase, as multiple perspectives regarding the topics in question were highlighted and discussed, which in my opinion improved and enriched the interview guides. After this initial cooperation, I tailored the interview guides to my study and focus, and wished to formulate relevant and open questions in order to gain data regarding the pupils' and teacher's perspective on social roles and relations in relation to self-determination. Another relevant factor regarding internal validity is whether I managed to accurately convey the essence of the interviewees' statements in my codes, and thus, if the categories created were thematically similar and relevant to my thesis (Postholm, 2005, p. 170). This is closely associated to my preunderstandings and interpretations of the statements, which I have reflected on earlier in this section.

Contrastingly, external validity refers to the "validity of inferences from the context of the study to a wider context or to other studies" (Kleven, 2008, p. 229). In this way, external validity includes the issue of generalisability, which I will come back to, in addition to what Tjora (2021) names as communicative validity. This form of validity occurs when a study's results comply with previous research within the same field (p. 262). In my study, various findings correlate with previous research, for instance regarding the self-determination theory (Ryan & Deci, 2017), self-efficacy theory (Bandura, 1995, 1997), trust (Hoy & Tschannen-Moran, 1999; Lee, 2007; Mitchell et al., 2018) and triadic relations (Eder & Hallinan, 1978; Hallinan & Smith, 1989; Landsford & Parker, 1999). Throughout my paper, I have strived to illuminate my findings in relation to previous research and explain the connection between these.

Generalisability, which is closely linked to external validity, can be understood as the level of relevance in which a study may be applicable to other situations outside that specific study (Kleven, 2008, p. 229; Thagaard, 2018, p. 182). Due to the specific nature of a qualitative study, and the narrow selection of interviewees, direct generalisability is not possible. For instance, the results of my master's thesis cannot be expected to be applicable to other pupils and teachers in different classroom settings. However, through my findings, interpretations and the interviewees' explanations and statements, my study may bring new insight regarding a specific field or phenomenon, which Tjora (2021) also categorises as a form of generalisability (pp. 267-268). Therefore, its results cannot be assumed to apply to all pupils and teachers who have experienced increased self-determination through the TIL-day, but may be of significance for teachers, special needs educators or others who are interested in increased self-determination, relations, the perceptions of roles within the classroom, and the implementation of adapted education.







## 4 Analyses and Interpretations

In this section, I will present and analyse my findings in regards to the previously presented theoretical framework and my research question: *What experiences do nine pupils in a lower primary school grade and their teacher have with increased self-determination in regards to social roles and relations?* I have previously mentioned that the analysis process led to 12 categories of codes, where I selected four as my focus. This section is structured so that each of these four categories coincide with my contextualisation of the study as well as my three sub-questions. Due to this structure, I will present the teacher and pupil perspectives interchangeably when this is relevant, as I wish to highlight both perspectives. In my citations of the interviewees, I sometimes use [...] to mark a jump in the statements. This means that if an interviewee has a statement that is three sentences long, and I only deem the first and last sentence to be relevant, I might cut the second sentence and replace it with [...].

### 4.1 Inclusion and TIL as Contextualisation

In order to provide a more thorough understanding of the study's context and conditions, in addition to the pupils' prerequisites, I will start this section with a presentation of the classroom environment and their TIL-day. As this particular TIL-day is implemented in a third grade, the teacher decided the model needed certain alterations. Therefore, I will present how the TIL-model is implemented, and how it is experienced by the teacher and pupils. I found this to be an interesting aspect of the study, as the context is unique and closely linked to the pupils' adaptation needs and how the individual teacher and school understands the TIL-concept. It is also important to note that for an unspecified period, the pupils had engaged in swimming lessons, and thus not completed the TIL-day.

#### 4.1.1 The Classroom Environment

The teacher, Rachel, describes this class as generally content, hard-working and balanced. I asked nine pupils in her class what they enjoyed the most about school, and all nine responses included an aspect of social activity:

Amanda: *I like recess the best, when I can play with my friends and do fun things.*

Conrad: *That I get to be around my friends all the time, like for quite some time. I can't always, like on Saturdays when I'm not at school, spend as much time with friends as I do at school.*

Helen: *That I get to meet my friends and teacher.*

These statements show that the pupils value their personal relationships, and consider them essential for the enjoyment of school. Amanda specifically mentions recess as a free space where she can play with her friends. Conrad and Helen, however, speak in terms that are more general. Conrad enjoys spending time with his friends throughout the school day, and compares this to the weekends, where he is not able to spend as much time with friends. Later in the interview, he expresses a longing to see his classmates, also during the weekends and holidays. Furthermore, Helen adds a new aspect to the question: the teacher-pupil relation. She expresses that her favourite aspect of school is seeing her friends and teacher. These statements support the study conducted by Adderley et al. (2015), which found that whenever the pupils were allowed to steer the conversation, they often wanted to discuss social dimensions.

The pupils also highlight that the relational aspects, both in regards to their peers and teacher, are essential for their well-being. However, both the teacher and pupils report multiple incidents of quarrelling, especially amongst the girls:

Rachel: *We've had our difficulties, especially amongst the girls, that we have quite a few strong personalities that would like to take on the role as leader. [...] We have struggled a bit and worked a lot on inclusion.*

Emily: *First, someone whispers about someone else, being mean and stuff, and then the others get to know about it [...] and that's when it turns into a quarrel. It makes me feel excluded and left out.*

Monica: *There is like, nothing wrong with our school. It's nice. [...] But I don't always feel so good, especially if we argue. That's no fun. [...] It's like, not everything is like perfect and fair all the time.*

Here, Rachel elaborates on the quarrels, and points out that the group of girls are struggling to find a balance. Later, she specifies that these arguments are often rooted in volition, and the continuous negotiation of who gets to decide and when. The pupils, however, describe how the quarrelling makes them feel. Emily reports frequently feeling excluded and left out during the quarrels. This implies that the arguments hinder her experience and sense of belongingness, as previously underlined by Nordahl (2018). Monica, on the other hand, underlines that it is not an issue with the school, but rather an experience of unfairness and everyday imperfections. She portrays these incidents as if they are merely a part of life; events that will eventually blow over. However, she also emphasises that the quarrelling does not foster positive emotions in her.

In summary, these statements imply that all pupils experience a sense of belongingness and inclusion, at least for the most part. Even the pupils that express periods of exclusion, bullying and quarrelling, notes social relations and friendships as the most important factor for their psychological well-being at school.

#### 4.1.2 Increased Self-Determination and the TIL-day

Throughout the interview, the teacher, Rachel, noted that self-determination is a skill that needs to be practiced within a safe environment. It is not a concept that comes automatically for all pupils, especially the aspect of accountability for their own learning. As the pupils are still quite young, the school has chosen to modify the TIL-day, and focus only on, what they deem to be, the core elements. Every Thursday they set aside two school lessons (2\*45 minutes) for the completion of TIL. During these lessons, the pupils are handed a worksheet with six tasks on them, divided between various subjects. The pupils are then required to number the tasks in the order they intend to complete them. Subsequently, the pupils are responsible for completing the tasks within the given timeframe, and evaluating their progress and efforts at the end of the day.

Their teacher, Rachel, describes a motivated, engaged and industrious group of pupils on the TIL-day:

Rachel: *Mostly, I've observed that they have a completely different and more internalised drive on the TIL-days. Being allowed to decide a little more for themselves does something to their level of motivation.*

Rachel reports that the pupils are more internally motivated and individually driven on the TIL-day. In addition, she believes this spike in motivation is due to their increased self-determination, volition and accountability. This coincides with SDT, which claims that increased self-determination can lead to more intrinsically motivated learning (Ryan & Deci, 2017). However, she also points out that increased accountability is not an easy task, but rather a skill that needs to be learned over time:

Rachel: *And some children find it extremely difficult, this concept of actually deciding for yourself [...]. They feel it's unsafe to suddenly be accountable for their own learning.*

As previously mentioned, Rachel often claims that self-determination does not come naturally, and needs to be taught and practiced over time. In this statement, she underlines that increased accountability does not necessarily lead solely to spiked motivation, but can also trigger a sense of uncertainty amongst the pupils. Since self-determination and accountability are relatively new concepts for this group of pupils, some of them are struggling with how these concepts are to be implemented and performed.

A recurring finding is that the pupils seem to enjoy the TIL-day. They report different difficulties regarding increased self-determination and volition, which is expected as it is still a new concept. However, despite these struggles, they all emphasise that it is a day they enjoy. One of the pupils even mentions the TIL-day and increased self-determination as one of her favourite aspects of school:

Emily: *The best thing about school is that when we have TIL-day we are allowed to decide what we want to do. I think that is just the best.*

It is important to note that Rachel has not yet implemented collaborative tasks on the TIL-day, and that the pupils are rarely allowed to choose their work-partners. Rachel states that it is important for her that all the pupils have a peer to work with and that no pupils are left thinking that they are not good enough because they frequently are not chosen. However, as the pupils are still quite young, she specifies that there is no guarantee that they will remember to include everyone, and thus, she has decided to delay implementing social choices until they are more comfortable with the TIL-concept in general. Nonetheless, the pupils and Rachel report that they are occasionally allowed to decide group compositions. Therefore, the questions I asked during the interviews were not always specifically in regards to the TIL-day, but always linked to the pupils' sense of volition and self-determination.

## 4.2 How are the Teacher and Pupil Roles Perceived in relation to Increased Pupil Self-Determination in the Classroom?

As previously mentioned, Hall et al. (2004) suggest that all participants involved in a school context are subjects acting their part, which is defined by socially constructed norms and expectations. These roles and performances again affect the participants' sense of self and the development of their social identities. These perspectives can help us understand how the pupils and teacher perceive their own roles, the roles around them and the relation between these. This can have implications for their experiences and understandings regarding the relational processes that follow increased self-determination and accountability. In this section, I will first present the pupils' understanding of their roles in regards to their teacher. Then I will shed light on how the teacher understands these roles, before I finally describe how pupils view themselves within their roles as pupils with increased self-determination. These findings arose due to the study's inductive approach. Social roles was not an aspect of social relations that I set out to study, but rather an aspect that the interviewees brought to my attention during the interviews.

### 4.2.1 "Because a teacher has to be allowed to work as a teacher"

Curcru and Healey (1972) describes three aspects of our preformed roles. One of these is the informal aspect, which involves others' understandings and expectations regarding the role in question. During the interview, the pupils express various understandings of the teacher role:

Helen: *During the TIL-day, you can decide what you want, sort of. But we don't get to do it anymore because of the swimming. I really like that we don't get to decide as much anymore.*

Interviewer: *Why?*

Helen: *I just like it. Because a teacher has to be allowed to work as a teacher, so that's why I think Rachel should be allowed to decide a bit more.*

Monica: *At school, it's like the teachers who are supposed to teach the children. So, maybe the teachers should decide the most. And maybe the kids need to decide a little. [...] But I think the teachers should be allowed to decide the most when they are the ones who are supposed to teach the kids.*

In these statements, the two pupils are voicing doubts regarding increased self-determination, as they feel this might obstruct the teacher's ability to perform her role. Helen states that she is glad that the pupils have less self-determination due to swimming practice, because Rachel should be allowed to do her job. This suggests that Helen understands the teacher role synonymously with an adult who makes decisions on behalf of the pupils. She also expresses that increased self-determination and accountability, removes a vital aspect of the teacher's job. Therefore, Helen concludes that Rachel should be allowed to decide more, so that she is permitted to do her job; alternatively, a job that entails the norms and expectations that Helen has socially constructed over time through her meetings with the school system. Consequently, she believes the pupils should decide less.

Monica is also struggling with the concept of self-determination. During the interview, it was made clear that she enjoys making decisions and that this furthers her motivation. However, in this statement, she contemplates a dilemma: she believes that pupils should be allowed to have a bigger impact on decisions regarding their lives; nonetheless, the teachers should also be allowed to do their job. It is clear that Monica also considers the teaching role to be largely about making decisions on behalf of the pupils. Still, she does not use the term "pupils" or "us", but consistently uses the term "kids". This can imply that, in accordance with Hartup (1989), Monica conforms with the vertical relationship that is often found between pupils and teachers. In this way, by using the term "kids", Monica implies that the pupils need the teacher to decide for them, as they are not mature enough to decide for themselves.

The understanding of the teacher role in question, expresses an internalised understanding of horizontal and vertical relationships, as explained by Hartup (1989). Both Monica and Helen insinuate that one of the teacher's many responsibilities is to make decisions that affect the pupils. Helen uses the term "we", while Monica uses the term "kids", but nonetheless, they are both referring to pupils and the understanding that they should not decide more than the teacher. In addition, both these statements suggest that if the pupils are allowed increased self-determination, the teachers are less able to do their job "properly". As Hall et al. (2004) point out, the understanding of these roles are largely socially constructed within each particular classroom and school, thus, it is important to note that this is solely Monica and Helen's understanding of their teacher's role.

#### 4.2.2 "It's the adult's responsibility"

Another important aspect of undertaking roles is the understanding the role taker has of the role in question, namely self-concept (Curcuro & Healey, 1972). Throughout

her interview, Rachel mentions various interesting characteristics that she associates with the teacher role:

Rachel: *In my opinion, I have a good relation to all my pupils. And it's the adult's responsibility, to have this positive relation. [...] It is my responsibility as an adult, to create that relation, no matter how difficult it can be at times.*

Rachel: *I think the pupils really enjoy calling their own shots for a day. Because, it is often the case that the school makes decisions on their behalf, what they are going to do and how they will do it.*

Rachel: *They evaluate themselves at the end of the day. [...] If they've placed a smiley and if I don't think that it accurately represents reality, we need to talk about it.*

These statements all show how Rachel views different parts of the teacher role. In the first statement, she emphasises, in accordance with Hartup (1989), that there is a vertical relationship between a teacher and her pupils. Furthermore, she underlines that the development and quality of this relation is always the teacher's responsibility, in keeping with Hartup (1989) and Moen (2015). In this way, she understands the teacher's role as one that is responsible for developing and maintaining sturdy, solid and positive relations with her pupils.

In the next statement, Rachel claims that the pupils seem to enjoy the increased self-determination and accountability associated with a TIL-day, as they are normally not afforded this on a regular school day. The explanation being that the school often decides what the pupils are to do and how they will do it, without consulting the pupils in question. I find this phrase particularly interesting, as she chooses the term "school" to refer to whomever is in charge. However, when the pupils referred to the same concept, they chose to associate this decision-making role with the teacher. In other words, the pupils and the teacher might have different understandings of whom is actually in charge and has the power to make certain decisions. This phrasing also suggests that Rachel might feel constrained within the tensions that can be found between classroom practices and official documents, such as the new curriculum.

The last statement helps us understand how Rachel fundamentally views "the truth". This is an interesting concept, because, as I previously mentioned, knowledge within this paper is viewed to be socially constructed. The same applies to the "truth" and "reality". In this sense, each individual could have a slightly different understanding of the world and what is fundamentally "true", based on prior knowledge, experiences, and emotions (Kleven & Hjordemaal, 2018; Ringdal, 2018; Thagaard, 2018). However, in regards to Rachel's statement, she implies that she has the power to decide whether the pupils' evaluations are accurate in regards to "reality". This is a complex thought, as it is also believed that pupils need guidance in order to gain the insight required to evaluate themselves in this way. Therefore, Rachel is guiding them in developing self-insight and the ability to evaluate themselves, through her understanding of reality. However, this statement insinuates that the teacher's role also includes defining the "truth".



According to Hall et al. (2004), societal roles and our understanding of these stem from a socialisation process, in which norms, expectations, and relational interactions shape our understanding of how various roles are to be performed. Furthermore, they underline that these understandings are context dependent, which means that each individual is shaped by his or her surroundings. Multiple times during the interview, Rachel notes that the experience of inclusion and belongingness partly depends on the pupils' ability to differentiate between certain roles:

Rachel: *We have struggled a bit and worked a lot on inclusion, and talked about the difference between a classmate and a best friend. That when we're at school we have a responsibility for everyone's well-being, not just the people you enjoy spending your free-time with.*

In this statement, Rachel explains how she has worked with the class in regards to inclusion. This work entails making the pupils aware of specific roles they can take on when interacting with their classmates. She specifically underlines the difference between the role of "best friend" and "classmate". Later in the interview, she specifies that these roles may be intertwined, but they can also be separate. Nonetheless, both roles need to be played actively in order to create an environment where everyone feels included and valued. In this way, Rachel is involving the pupils in a socialisation process regarding the performance of the "friend" role. During this process, she hopes that they learn how to treat everyone with respect regardless of their personal relations. This can be valuable knowledge later, when they will be placed in groups and expected to cooperate with others more frequently.

Furthermore, she also shows great self-insight, and admits to having certain prejudices towards her pupils based on their age:

Rachel: *They don't get to decide where they want to sit. I feel like they are too young to make that decision. It might be my own prejudices, but I just feel like they are too small to decide that. They don't have enough self-insight to reflect upon who they work well with, and who they want to sit with because it is social and fun.*

Throughout the interview, Rachel notes that the pupils often require guidance regarding basic social interactions, as they are still quite young. In this statement, she underlines that it might be her own prejudices, but she assigns certain characteristics to the third grade pupil role based on their age; for instance, that they are too irresponsible and lacking in self-insight to determine where they would like to sit. This is interesting because it largely coincides with the pupils' understanding of their own roles, as I will shortly get back to.

#### 4.2.3 "So that school doesn't end up as a disco party"

Even though the pupils generally state that they enjoy the TIL-day due to increased self-determination and volition, some also express the need for clear boundaries and support from their teacher. This is made evident through their so-called

self-concept (Curcuru & Healey, 1972); the understanding of their own role as pupils in a lower primary school grade:

- Amanda: *The teacher decides the most, but I think that's fine. Because, if the kids are allowed to decide then everything would be completely nonsense. And it's not good if we're always just messing around. [...] Perhaps we'll eat a lot of candy and decide that we'll watch TV and not do what we're supposed to.*
- Conrad: *We get to decide some things, but it's OK that the teachers get to decide some things too, so that school doesn't end up as a disco party.*
- Dylan: *Pupils should not be allowed to decide for themselves, [...] because, perhaps someone would decide that they want to go home. And they can't just do that.*
- Nora: *If we got to decide everything, we would have the world's greatest school! There would be a big TV there with loads of gaming stuff, [...] and a sleepover room. It would be super fun.*

These statements show a tendency amongst the pupils to consider themselves relatively incompetent when it comes to self-determination and increased accountability, especially when performed without boundaries or guidelines. The statements also reveal that the pupils understand self-determination as simply being allowed to decide for themselves, as opposed to the understanding presented by Uthus (2020a), where responsibility and the satisfaction of human needs are prerequisites for self-determination. Amanda claims that if the pupils were to decide, they would only play and dawdle, instead of doing what they should. Thus, within this statement, tension arises between what Amanda considers the ideal portrayal of the pupil role, and how she thinks it would be portrayed if the pupils were in charge. This is also true for Conrad and Dylan's statements. All three pupils believe that teachers should be in charge, so that the pupils can portray their role within the realm of what they believe to be correct. They fear that if the pupils were given increased volition, they would either go home, start a disco party or watch TV. Conrad's use of "disco party" is interesting, because it creates associations to a party that is chaotic: loud music, people dancing, flashing lights etc. I do not believe that he thinks the school will turn into an actual disco party, but rather uses this phrase as a metaphor for a chaotic existence. This is probably also what Amanda is trying to convey through the phrase "completely nonsense" and "just messing around".

Most of the pupils believe that if the teacher were to increase their self-determination, the pupils would wreak havoc on the school, wanting solely to either eat candy, watch TV, go home or hang about. They also deem this unprofitable and pointless. Consequently, they feel that the teachers should decide more than the pupils. However, Nora disagrees with this and claims that if pupils were allowed to decide everything, they would end up with the "world's greatest school" as there are no restrictions and everyone may do as they like. This shows that Nora's perception of the situation is slightly different from the others', who seem to want certain restrictions in order to learn more effectively. Nonetheless, the statements show a large degree of

commonality in the pupils' understandings of their own role in regards to self-determination and volition. They seem to agree that in order to portray the role of "pupil" the way it should be portrayed whilst still being allowed increased self-determination and volition, it is essential to have some restrictions, and that these are best created by performance of the teacher role.

### 4.3 How is the Teacher-Pupil Relation Experienced in view of Increased Pupil Accountability in the Classroom?

The teacher-pupil relation is deemed one of the most important factors when it comes to pupils' learning, motivation and psychological well-being at school (Lee, 2007; Mitchell et al., 2018; Ryan & Deci, 2017). Various factors can affect this relationship, both positively and negatively, and amongst these factors are increased self-determination and accountability. In this section, I will highlight three different perspectives of how the teacher-pupil relation can be experienced in light of increased self-determination. Firstly, I will present how some pupils express a more positive relation to their teacher during the TIL-day, due to an increased sense of trust and self-efficacy. Then, I will elaborate on how the teacher's praise might not have the desired effect on the pupils' belief in their own abilities. Lastly, I will highlight some of the pupils' statements regarding how increased accountability has led them to feel overlooked.

#### 4.3.1 "I feel that I can do it"

Some pupils report an increased sense of self-efficacy and connection when their teacher expresses belief in their abilities to independently plan and complete tasks on the TIL-day:

Bernadette: *Like if I'm going to do something that I really don't want to do, then I go to my teacher, and she says "Bernadette, I know you can. If you really don't feel like it, you don't have to. But if you want, I know you can". Then I feel happy on the inside. A little happier than usual. I feel that I can do it.*

Monica: *She sees me for me. Or, she looks at everyone in the class. She sees that sometimes I have to move a little or something. But other times she sees that I am sitting quietly and being good. But she does that with others too, I'm pretty sure about that.*

In these statements, the pupils explain how increased self-determination and accountability has a positive impact on their relation to the teacher, as they experience increased self-efficacy, belief in own capabilities, and that their teacher has more time for them individually. Bernadette, in accordance with the self-efficacy theory (Bandura, 1995, 1997), expresses an increased belief in her own abilities through the teacher's verbal persuasion and trust. She articulates feeling happier and more capable when her teacher trusts her abilities to complete the task in question, insinuating that she trusts

her teacher's verdict, which is very important in a teacher-pupil relation as emphasised by Lee (2007) and Mitchell et al. (2018). Thus, another element of the teacher-pupil relation is introduced: trust from the teacher to the pupil, which can foster motivation and positive emotions in the pupil. Monica, however, is more focused on the experience of being seen by her teacher. She expresses that Rachel has more spare time during a TIL-day, compared to a normal school day, and that she uses this time to give each individual pupil attention. As previously mentioned, this experience of being seen and taken seriously can foster a strong sense of belonging and a more positive relation to the teacher, and thus a more positive sense of self, identity development and increased motivation (Lee, 2007; Mitchell et al., 2018; Moen, 2015).

Rachel also lists this extra breathing room as one of the most positive effects of the TIL-day:

Rachel: *I feel that I have better time for the kids, and I get to walk around more. [...]. It's probably because, since the kids are working on different tasks, they are not always struggling with the same difficult task at the same time. I feel that I am simply more available, for the kids, on the TIL-day.*

During this interview, it became clear that Rachel values the time spent with her pupils, and often feels that the time at hand during a normal school day is inadequate to give each individual pupil the time and attention needed to further their academic developments and positive relation. However, during a TIL-day, she feels she is more available to the pupils. Traditionally, the teacher introduces a new topic before the pupils work individually on tasks linked to the new concepts. This could easily lead to the pupils struggling with the same tasks at the same time. Nonetheless, Rachel underlines that during a TIL-day, the pupils are working on different subjects and tasks in their own tempos, and therefore, if there is one specific task that is particularly difficult, they will not all be working on it simultaneously. This leaves more time to help each pupil, in addition to checking progress. Later in the interview, she highlights that this spare time can also be used to nourish her relations to the pupils by following up on their concerns and interests regarding life outside school. In this way, increased self-determination and accountability can lead to less stress for the teacher and more time to spend with each pupil, either in regards to relational or academic development.

I have also found that this trust from the teacher to the pupils, as a result of increased self-determination and accountability, comes with an expectation of being trustworthy, and that the pupils are aware and concerned about this:

Amanda: *Sometimes, on the TIL-day, I'm allowed to sit in the windowsill. I'm allowed because I'm quiet and hard-working and my teacher knows that.*

It is clear that Amanda takes great pride in receiving trust from her teacher, and is concerned about being worthy of this trust. She deems herself trustworthy due to her possession of certain qualities, as highlighted in the definition of trust by Hoy and Tschannen-Moran (1999), such as being industrious and dutiful. The claim also shows

that she is aware of certain expectations related to this trustworthiness, which is expressed by her stating that the teacher knows about her qualities.

#### 4.3.2 "Then I feel like we cannot do it"

Nora also experiences increased self-efficacy and additional belief in her own capabilities when her teacher gives her verbal appraisals and trust. However, when asked how she best likes to receive help from her teacher on the TIL-day, she highlights that sometimes, even though she has received appraisal from her teacher, she is incorrect:

Nora: *That we can do it, and it's because I can do it! I made it happen! With help and stuff, but it is so fun! It makes me feel very, very happy. But sometimes I'm not so happy, because sometimes I'm wrong.*

Interviewer: *Even though your teacher has said that you can do it?*

Nora: *Yes. If I'm doing maths, and Rachel says like "yes, you can do it", but then later she comes and says that you were wrong. Then I get a little stressed. Then I feel like we cannot do it.*

In this statement, Nora expresses great joy based on her teacher's faith and trust in her and her capabilities. She has previously mentioned that she often finds the concepts introduced in school difficult and struggles to understand. In addition, she feels that she works slower than the other pupils, and expresses this with great disappointment. Still, through her statement, she articulates a joy of learning, and over her teacher's confidence in her. She states that she is very happy and that the teacher's trust in her gives her faith in her own abilities because "I can do it". The problem arises when she receives verbal appraisal and trust from her teacher and is still unable to solve the task. In these situations, Nora experiences discomfort in the form of stress.

It becomes clear that when the teacher believes in Nora, she believes more in herself and her own abilities. Nonetheless, she also experiences a lack of coherence between the appraisal given and the result achieved. If an individual experiences that their capabilities and abilities do not match the level of verbal appraisals and persuasions given, over time, this can lead to scepticism to both the persuasions and the persuader's credibility (Bandura, 1995, 1997). In other words, if a teacher frequently tells a pupil that they can achieve high academic goals, and the pupil regularly experiences the opposite, they can start to doubt their teacher's persuasions and appraisals. In regards to Nora, this could mean that over time, she could be less likely to believe the teacher's positive encouragements and appraisals, as they have proven to be untrue. This is supported by Nora's experience of stress as expressed in the last section of the statement, and that she loses her expectation of mastery when it comes to this particular task. However, it is clear from the statement that this has not occurred yet, and in the first section, it is evident that Nora very much appreciates and believes her teacher's persuasions and appraisals.

Nora also explains that when her teacher tells her that she can master a task, when in fact she cannot, she experiences escalated levels of stress. This statement can be understood in light of the new curriculum's received critique by Madsen (2020). As previously mentioned, he claims that increased self-determination and accountability can result in elevated levels of stress and decreased psychological well-being. I do not necessarily believe that the stress Nora is expressing is directly related to an expectation of life mastery, as in the context of Madsen (2020). However, it is directly linked to the teacher's expectation that she will master a task, of which she experiences that she cannot. This further makes her doubt her ability to complete the task and similar ones, which leads to negative emotions such as stress and disappointment when she does not live up to her teacher's trust and expectations of trustworthiness. In this way, the combination of increased accountability and lack of mastery despite verbal persuasions, can consequently lead to a diminished sense of belief in own abilities and emotional distress.

Another interesting aspect of this statement is the use of personal pronouns. First, Nora starts by using the personal pronoun "I" in regards to mastery: "I made it happen". She goes on to say that, she, through the personal pronoun "I", might be doing maths when her teacher confirms her answers and gives her verbal appraisals. However, at this point there is a shift in the use of personal pronouns. The story continues with her teacher coming back after some time and pointing out that "you" were wrong. The pronoun has changed from first person singular subject, "I", to a more general second person singular object "you". Furthermore, in the last statement she states, "I feel like we cannot do it". The feeling is still first person singular subject. However, the pronoun referring to the "who" that cannot do it is "we"; a first person plural subject. In this case, and in accordance with the attributional theory of motivation by Weiner (1986, 2000), Nora might be externalising the mistake, and attributing the failure as a collaborative result between her and her teacher, rather than the result of individual factors such as low abilities or efforts. In this way, the term "we" can be interpreted as a sense of belonging and a connection to her teacher. Thus, she did not make the mistake or "fail" on her own, but in unison with a significant other, her teacher. Therefore, Nora's understanding of the situation and the use of "we" can be understood as an effort to protect her self-esteem and motivation.

#### 4.3.3 "Sometimes it feels like I'm invisible, almost like a superhero"

While some pupils report an increase of time that their teacher has to help and acknowledge their efforts on the TIL-day, others report a decrease:

Monica: *There are some who are good at understanding new things and stuff really fast, and there are others who might not be as good at that, and need quite a bit of help. So, I don't always get much help. I don't always get a lot of attention either. But it's not like I need the attention or anything.*

Monica implies that she feels overlooked by her teacher during the TIL-day because she generally does well in school and does not require as much help as some of her peers. She has previously mentioned that she often receives praise from her teacher, as she is

industrious and dutiful. However, during the TIL-day, when the pupils are expected to be internally driven and accountable for their own learning, she experiences that the amount of attention and praise decreases. This can be interpreted in light of the study conducted by Sæteren (2019), which shows that quiet pupils can easily be overlooked by their teacher, probably because other pupils or challenges take their focus. From an outside perspective, this could indicate that the teacher trusts Monica to structure, plan and complete her work in a timely manner, and therefore, does not feel the need to check-up on her progress. Nevertheless, Monica expresses feeling overlooked, which over time can lead to a decline in motivation and her sense of belonging, as highlighted by Lee (2007) and Moen (2015).

When asked whether he feels he can ask his teacher for help on the TIL-day, Dylan answered:

Dylan: *Sometimes, but not always. Sometimes it feels like I'm invisible, almost like a superhero.*

Dylan also expresses that he feels disregarded, especially during the TIL-day, when the pupils are expected to be more internally driven and accountable for their own learning. Dylan has previously mentioned that he often stays silent in a classroom setting, even though he has thoughts he would like to share. Through his own description, he may be placed within the category of children which Sæteren (2019) deems to be at risk of receiving less attention and praise from their teacher, and more prone to be overlooked. At times, he feels invisible and compares this to being like a superhero. This is an interesting simile, as superheroes are often positively associated with helping others and having extraordinary powers. On the other hand, superheroes are also known for having multiple identities, and keeping their role as a superhero secret. In this way, the superheroes can lead a normal life, in addition to their supernatural existence. Thus, this simile can be understood as the downside of a superhero way of life. If superheroes are in this role constantly, they will never receive recognition for who they actually are when portraying the role of themselves. In this way, Dylan's statement can be interpreted as a feeling of disregard and not being seen by his teacher for the individual that he is, outside academic achievements.

#### 4.4 How do the Pupils Experience their Volition in regards to their Social Relations to their Peers?

According to Landsford and Parker (1999), triadic relationships are one of the most unstable and complex relationship configurations, as there are multiple relations, needs and interactions occurring simultaneously. However, despite the complex nature of these relations, there is little research conducted on triadic relationships, as focus has mainly been placed on dyadic relations. I quickly noticed that when the pupils were allowed to talk freely about their social networks and comment on difficulties regarding friendships, triadic challenges were often mentioned. In this section, I will shed light on two different challenges regarding triadic relations: leaving one member of a triad behind when engaging in dyadic activities, and having the volition to choose, but being afraid to

use it. This topic is not one that I explicitly intended to research, and the findings are therefore clearly empirical.

#### 4.4.1 "It's quite difficult to play together in groups of three"

Most of the pupils report that they enjoy selecting peers of their own volition, within learning activities. However, they also find this task challenging, especially when part of a triad:

Tara: *I like choosing who I want to work with, but not always, because me and Kate and Monica usually play together, and we're three. So, we want all three to sit together, and then if only two of us can sit together, it can be unfair for the last one. The one who doesn't get to sit together might get sad and angry, and that makes me feel bad on the inside.*

Amanda: *Sometimes we are three, which can often be difficult because, well, one can feel left out.*

Monica: *Sometimes I feel like it's quite difficult to play together in groups of three, because maybe two want to do one thing and the other doesn't want to do that. And maybe one gets upset and the others don't understand why. So yeah, it can get a bit tricky.*

In these statements, the pupils explain that engaging in triadic relationships can be challenging because one part can often feel excluded, or "left out" to use Amanda's phrasing. In many ways, Tara explains the essence of the issue regarding triads. In a society where a lot of focus is placed on dyadic relationships, both in regards to research and classroom practices (Landsford & Parker, 1999), it can be difficult to be part of a triad, especially if the teachers often plan dyadic learning activities. In this quote, Tara expresses a conundrum: she enjoys getting to choose whom she wants to work with, but the problem arises when she can select only one of her two closest friends. She also explains that it is difficult because they are engaged in relationships that Eder and Hallinan (1978) would characterise as mutual: All three of the parts involved would choose each other, given the chance. However, when having to select only one of her closest friends, she is focused on how the third part may react and feel. It makes her feel sad and uneasy when not all three are allowed to work together, and therefore one has to be excluded. Tara uses "unfair" to describe this phenomenon. This understanding of unfairness can be linked back to the commonness of dyads in society, as expressed by Landsford and Parker (1999), and thus, experiencing this as "unfair" when the frames of which you are expected to conform does not match the context in question.

As previously mentioned, triadic relationships also come with the possibility of two parts forming a coalition, which then excludes the third part (Hallinan & Smith, 1989). This phenomenon coincides with Monica's explanation. She states that it can be difficult to play together in groups of three because two of the parts often wish to engage in an activity that the last part is uninterested in. In this way, two of the parts have formed a coalition in which the third is not a part. She further explains that this can be problematic



as the third part might get upset without the other two understanding what has happened. However, from an outsider perspective, it is reasonable to assume that the third part becomes upset due to feelings of neglect and exclusion, which, according to Hallinan and Smith (1989), is common in triadic relationships.

Triads can also be problematic when the individual relations within the triad are not mutual:

Helen: *Me and Amanda are best friends. And Lisa is our third friend. Sometimes she does things to get me away from Amanda. She says that Amanda says mean things about me behind my back. But Amanda is always trying to be nice to me, but Lisa keeps coming after us when we just want to be alone to talk about stuff. She always wants to hear what we are talking about.*

It is reasonable to assume, based on Helen's statement, that this specific triad has some complications. Firstly, she classifies Amanda as her "best friend" and Lisa as their "third friend". This classification insinuates that Helen does not have the same relationship, nor the same level of affection towards Lisa as she does Amanda. The relationship between Helen and Lisa can be described as either unsymmetrical or null. It is difficult to determine this, as I have not interviewed Lisa, and therefore, I do not know how she perceives their relationship. However, if we assume that Lisa harbours the same feelings towards Helen as Helen does towards Lisa, this relationship can be classified as a null relationship. This is a relationship where neither part would choose the other, given the chance (Eder & Hallinan, 1978).

Nonetheless, the issue is not only that neither part would choose the other, but also that their relationship is affecting their mutual relationship to Amanda. Helen experiences Lisa as a saboteur in her relationship to Amanda, claiming that Lisa spreads rumours about Amanda being mean towards Helen behind her back. She also states that Lisa follows them when the fact is that they wish to be alone. Here, the triad dynamic is very complex. One understanding of this situation is that Lisa is trying to exclude Helen by spreading rumours and always tagging along, even though Amanda and Helen wish to be alone. However, a different interpretation can also be that Helen and Amanda have formed a coalition and thus excludes Lisa through wanting alone time and keeping secrets from her. This particular triad demonstrates that exclusion, jealousy and feelings of neglect can often arise within relationships involving three parts, as previously highlighted by Hallinan and Smith (1989).

#### 4.4.2 "I usually go to Rachel [...] and then she can decide"

As previously mentioned, many pupils report negative feelings regarding the exclusion of a peer, due to their volition. However, another interesting and unexpected finding came up in an interview. It seems that triadic relationships are not simply a problem for the pupils who are not chosen when dyadic relationships must be formed, but also for the selecting pupil. Emily was asked what would happen if her teacher said "work together in pairs, you can decide amongst yourselves who you want to work with":

Emily: *Ehm, suddenly someone asks if I want to sit with them, and for example someone else had also just asked if I wanted to sit with them. Then things become a little strange and awkward. If things get too difficult I usually go to Rachel and tell her that two people want to sit with me, and then she can decide. And then everything works out.*

Interviewer: *So if two classmates want to sit with you, you ask Rachel?*

Emily: *Yes, Because it gets difficult, and I'm scared that the one I don't choose will get upset and feel left out, and then they suddenly might not want to be my friend anymore or play with me at recess. So, I feel the best option is to ask Rachel.*

Emily expresses uneasiness regarding the volition linked to choosing classmates to cooperate with. She describes the situation as awkward, strange and difficult at times, especially if multiple peers offer to be her partner. Again, the complexity of triadic relationships is brought up, as Emily needs to select one of the two possible partners. However, Emily's response to this multifaceted problem is to ask her teacher for help, which shows that she confides in her teacher when she has a difficult and personal issue, and trusts her teacher's ability to take charge and make the right decision. As previously mentioned, this trust from a pupil to her teacher is often defining for the perceived quality of their relation (Bandura, 1995, 1997; Hoy & Tschannen-Moran, 1999; Mitchell et al., 2018). Earlier in the interview, Emily expresses strong opinions regarding children's volition and self-determination, and feels that her school should implement this to a larger extent. This is why I was surprised when she wished to give up her volition in favour of Rachel deciding for her.

Her reasoning behind the choice to ask Rachel for help is made clear in the second part of her statement: to protect her friendships. She is uncomfortable making the choice, as she does not wish to upset the peer that is not chosen and risk them feeling excluded and not wanting to stay friends. As previously mentioned, feelings of exclusion and neglect are quite common within these forms for relationship structures (Hallinan & Smith, 1989). Thus, her solution is to ask an adult that she trusts to make the decision for her. This suggests that the power linked to pupils' volition creates inclusion and exclusion in a way that the teacher's does not. In other words, I believe it is more hurtful for a pupil to experience not being chosen by a peer, because that individual would rather work with someone else, than when pupils have no control over the situation and the choice is placed in the teacher's hands.

Rachel further elaborates on this when asked about the pupils' volition in regards to choosing their own partners for learning activities:

Rachel: *Well, if you don't get chosen, of course it hurts. You'll probably feel that you're second-rate. And that there is a hierarchy where someone is very popular, which can give a form of power which is not exclusively positive. [...] Someone can wind up sitting*

*there and feeling that they're not good enough because they're never chosen.*

In this statement, Rachel claims that the pupils who are not chosen by their classmates might feel that they are not good enough or that they are second-rate. She also states that leaving the pupils to their own devices when such decisions are to be made can result in them being more aware of the social hierarchy within the class. Several times during the interview, Rachel mentions that there is a hierarchy amongst the pupils, especially amongst the girls. She notes that the biggest issue when letting the pupils decide their own groups is that numerous pupils would ask the same individual, and that this is determined by the social status they possess that day. Consequently, others are left feeling less important and recognised as they are less frequently chosen. In this way, the pupils' volition can make this social hierarchy more visible, in addition to making some feel inferior and less valuable. These feelings of inferiority and not being good enough within the social setting of which one is a part, can consequently lead to a feeling of exclusion rather than a sense of belonging and inclusion, as highlighted by Nordahl (2018).



## 5 Discussion

The aim of this study has been to examine how pupils and teachers in the third grade experience their roles and social relations in regards to increased self-determination, which was implemented through the use of the TIL-model. Thus, my main research question for this master's thesis has been: *What experiences do nine pupils in a lower primary school grade and their teacher have with increased self-determination in regards to social roles and relations?* In order to shed light on these complex phenomena, I chose to divide my research question into three sub-questions. These sub-questions work together to examine various important aspects of the main research question, such as the experience of belongingness, social relations, and the perception of roles, in regards to volition and increased self-determination:

1. How are the teacher and pupil roles perceived in relation to increased pupil self-determination in the classroom?
2. How is the teacher-pupil relationship experienced in view of increased pupil accountability in the classroom?
3. How do the pupils experience their volition in regards to their peer relations?

In the last section, I presented my findings and interpretations of these in relation to my three sub-questions. In this section, I aim to discuss my key findings in view of the main research question and theoretical framework already presented. However, some of my findings can advantageously be discussed in light of new references, which was not presented during the section regarding theoretical framework. These new references help shed light on the findings that are clearly empirical.

### 5.1 Trust as a Result of Self-Determination: A Double-Edged Sword?

One of the study's most central findings relates to trust within the teacher-pupil relations and pupil-pupil relations. The trust dimension of a teacher-pupil relationship is often emphasised and deemed important for the pupils' psychological well-being. Pupils who experience a trusting relationship to their teacher, are more likely to involve an adult when difficult circumstances arise, experience increased motivation and joy of learning, and develop a positive sense of self and their own abilities (Lee, 2007; Mitchell et al., 2018; Ryan & Deci, 2017). However, in my study, the pupils reported that increased self-determination and accountability also came with an experience of receiving trust from their teacher. The traditional trust relationship can be interpreted as inverted during the TIL-day, and it is the teacher's trust to the pupil and how it is conveyed that takes focus. Through the pupil perspective, we are afforded new insight into the teacher's significance for the pupils, especially when it comes to the relational dimension and trust from, rather than to, the teacher.

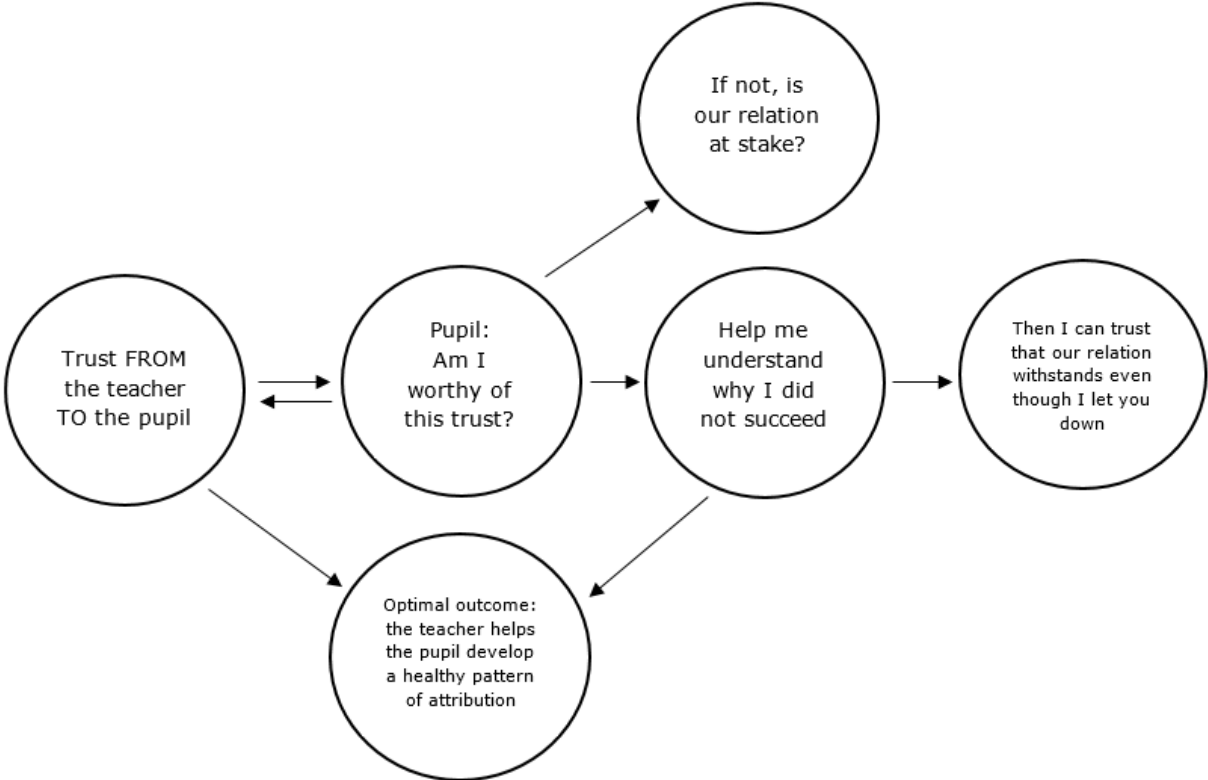
### 5.1.1 Trust and the Teacher-Pupil Relations

The pupils described that the trust they received from their teacher, through verbal appraisals and persuasion, gave them an increased belief in themselves and their abilities to successfully complete a given task. However, this trust can be viewed as a double-edged sword, as trust, in accordance with Hoy and Tschannen-Moran (1999), presupposes that the receiver is deemed worthy. Many pupils reported that they struggled with this trust, due to the prerequisite of trustworthiness. What happens if the pupils do not deem themselves worthy, as is the case with one of the pupils in the study, namely Nora? The teacher gave her trust and expressed it through positive encouragements and verbal persuasion, and thus, expected that Nora would achieve successful results. Nonetheless, Nora was unable to efficaciously complete the task and therefore, live up to the teacher's expectation and trust, which further made her doubt her ability to complete the task and lead to negative emotions of stress and disappointment. The increased self-determination and trust lead the pupils to question whether their lack of efficacy and difficulties with this trustworthiness could negatively affect their relation to their teacher. This was closely linked to their experience of being unable to successfully live up to the trust they were shown through the teacher's expectations and verbal appraisals. Consequently, increased self-determination and trust can make the pupils accountable for not only their own learning, but also, at least partly, accountable for their relationship to their teacher.

The teacher in this study, Rachel, and multiple researchers have claimed that the responsibility for the teacher-pupil relation should always lie with the teacher (see for instance Hartup, 1989; Ministry of Education and Research, 2009, 2010a; Moen, 2015). So, the conundrum remains: how can a teacher show her pupils trust without making them accountable for their trustworthiness and thus shared relation? There are many ways to approach this issue, but the attributional theory of motivation by Weiner (1986) may shed light on the matter. In order for the teacher to resume responsibility for the teacher-pupil relation, whilst still allowing the pupils increased self-determination, it could be valuable to emphasise that despite their trust, other factors can determine whether a task is completed successfully. Within this context, it becomes the teacher's responsibility to help the pupils to understand why they did not succeed, and attribute this to external and controllable factors. The TIL-model provides a learning-oriented environment where the teacher is able to provide scaffolding for the pupils in regards to attribution. Nevertheless, it must not be taken for granted that teachers do this on their own accord and initiative. In the same way as pupils need scaffolding and practice regarding increased self-determination, teachers need guidance in relation to the implementation of this. Therefore, it should be focused on throughout the teacher education programme; a notion I will get back to.

It is especially important to consider this conundrum, as research has shown that a stable and positive teacher-pupil relation is essential for the pupils' psychological well-being, motivation, development of self and their understanding of relations (see for instance Hartup, 1989; Lee, 2007; Mitchell et al., 2018; Ryan & Deci, 2017). In this way, trust as a result of self-determination can be considered a double-edged sword. For many, trust is experienced as a prerequisite for mastery and essential for the understanding of oneself as a responsible and accountable individual. However, this trust cannot be given to the pupils without giving them the autonomy support described by Gagné and Deci (2005) and Skaalvik and Skaalvik (2016), in regards to the development

of healthy and positive attribution pattern. In other words, in order to give pupils trust and increase their self-determination, without making them accountable or responsible for the teacher-pupil relation, the teacher should help the pupils develop a positive pattern of attribution so as not to blame themselves for lack of success or experience themselves as undeserving of the teacher’s trust. This link between trust, trustworthiness, teacher-pupil relations and the attributional theory of motivation does not seem to have been highlighted by previous research. I will therefore visualise these relationships in the following model:



**Figure 2** Trust as a result of self-determination – A double-edged sword?

Nonetheless, whether it is even possible to provide this attributional support is greatly dependent on the teacher density and resources available. Recently, the Norwegian government and the Ministry of Education and Research has questioned the effect and need of higher teacher density in primary school classrooms (see for instance Statistics Norway, 2017). This is a relevant question, and it depends largely on how we view the traditional classroom setting and roles within. If the teaching situation is deemed traditional, in the sense that a teacher spends the majority of the school day engaging in one-way communication, then perhaps the current teacher density guidelines are sufficient. Conversely, on the TIL-day, the teacher role changes from one of dissemination of information to one of scaffolding while the pupils practice self-determination, and are, to a certain extent, accountable for their own learning. The teacher role is then one of support, scaffolding and supervising the pupils’ right to autonomy; which can be a great task considering that each pupil wishes to be seen, helped and acknowledged. Thus, it could be advantageous to increase the teacher density when the teacher role is expanded through the TIL-model.

Still, increased teacher density on the TIL-day or during other activities when self-determination and this specific form of trust occurs might not have a desired effect,

as it largely depends on the teachers in question. According to Ryan and Deci (2017), it is essential for curiosity and intrinsic motivation that the pupils experience their relation to the teacher as stable and robust. As this study focuses on pupils who are still quite young, its findings can be relevant when examining the teacher's significance during the first school years. So, what happens to the experience of trust if it is given from a teacher that has no previous relationship to the pupil in question? The self-efficacy theory states that verbal persuasion only has the desired effect if the pupil acknowledges the teacher and values their opinion (Bandura, 1997). Therefore, solely increasing the teacher density when the pupils are expected to be accountable for their own learning might not have the intended effect, as the teacher-pupil relations are lacking in substance. During the interview, the teacher in this study stated that she experienced more time during the TIL-day to give the pupils the attention and acknowledgement that they required; in addition to helping them complete their tasks. This attention and acknowledgement is vital in developing and maintaining positive relations to the pupils (Lee, 2007; Ministry of Education and Research, 2009, 2019; Moen, 2015). However, she remarked that often this time is spent with the pupils who explicitly need her help in regards to the increased self-determination.

Due to large variations within the pupils' need for support in order to be autonomous, it is a risk that the teacher does not have enough time to acknowledge all pupils, as previously highlighted by Moen (2015) and Sæteren (2019). Some pupils, who have been described as internally driven and structured, mentioned feeling neglected and overlooked on the TIL-day. Others, whom the teacher deemed less autonomous and independent, reported increased scaffolding and attention from their teacher compared to a normal school day. Thus, it is a possibility that pupils who struggle with self-determination and autonomy are more often acknowledged and praised by their teacher, than those who are internally driven. This can indicate large amounts of trust from the teacher to the pupil, as the teacher does not feel a need to monitor and scaffold the pupil in question. However, if the pupil does not experience it as trust or acknowledgement but rather as neglect, the power behind this trust may not benefit the pupil. It can thus be regarded as a "zero sum"-game, where the trust that is meant to have some form of significance, is not effectively conveyed, and the pupil ends up not utilising this potential and therefore ends in "zero". Worst case scenario, the pupil may even wind up feeling overlooked and neglected, and so it might not be a zero-sum game, but have negative consequences for the experience of the relation and result in "minus". In this way, increased self-determination and accountability may risk invisibility of resourceful and internally driven pupils.

In summary, increased self-determination and accountability can be interpreted as a challenge for all pupils, regardless of abilities, relation to their teacher, social differences and so on. As previously mentioned, the trust given from a teacher can make pupils doubt whether they are trustworthy if they are unable to successfully and efficaciously complete the task at hand. In this way, self-determination can be an extra challenge for the pupils who already struggle. However, internally driven and high-achieving pupils have reported negative feelings of neglect and disregard when they are expected to be accountable for their own learning. Thus, this trust can be a double-edged sword for both those who master self-determination, and those who struggle with it. Furthermore, it is often assumed that there are pitfalls for some special groups of pupils when it comes to self-determination; such as pupils who are affected by poverty, challenging home-conditions, neglect, mental illness and so on (Uthus, 2020b). Findings



in this study support these concerns. However, these findings also make clear that increased demands and expectations related to accountability and self-determination can have unfortunate consequences for all pupils, if it is not implemented consciously, reflectively and with autonomy support from the teacher.

### 5.1.2 Trust and Pupil-Pupil Relations

The trust dimension is also highly relevant in regards to the pupil-pupil relations. This was made explicitly clear by one of the pupils, Emily, who, when faced with a choice regarding which peer she would most like to work with, decided to give up her volition in favour of asking her teacher. This occurred specifically when the pupils were to form pairs freely, and more than one peer asked if she wanted to work with them. In this scenario, Emily is trusting her teacher, deeming her trustworthy, to make the right decision for both her and her two peers. This trust is vital within the teacher-pupil relation (Lee, 2007; Ministry of Education and Research, 2019; Mitchell et al., 2018; Ryan & Deci, 2017). Still, this particular situation also opens for a specific pitfall regarding trust and accountability. When the pupils are allowed volition in order to select one partner over another, the teacher trusts their ability to act responsibly within their social relations. In this way, the pupils are made accountable for their peers' feelings and experience of inclusion.

Thus, as in Emily's situation, the pupils are expected to be able to reject a pupil's offer, in favour of another's. Frequent rejections can have a negative impact on the pupils' friendships, but also their sense of self and self-worth. Is this an ethically sound task to give to these young pupils? Like so, pupils' volition and increased accountability regarding the formation of groups can also be viewed as a double-edged sword. On the one hand, increased self-determination has positive effects, as the pupils are allowed to be socially responsible beings who can make decisions for themselves depending on their wants and needs (Ryan & Deci, 2017). On the other hand, it can come at a large cost, and a responsibility for others' well-being and sense of self-worth that can lead to emotional distress and unstable relations amongst the pupils. Therefore, and as self-determination presupposes an aspect of responsibility (Uthus, 2020a), it is reasonable to assume that the autonomy support needed also includes support for responsible social choices.

Through the interviews, it was made increasingly clear that the social relations that form the basis for these choices are developed and nurtured outside the classroom. In other words, when the pupils are allowed to choose partners in academic settings, they often select a member of their clique (Hallinan & Smith, 1989), or in this case, a peer they play with during recess and consider their friend. This goes to show that the pupils are able to practice self-determination and accountability for their personal relations within voluntary play, which again is essential for the selection of partners within learning activities. However, often this form of play is not deemed an important component of school practices (see for instance Haug, 2019). It is important to note that most teachers are aware of the social dynamics within the classroom and in recess. Nonetheless, these aspects have not necessarily been given an adequate position in the discussion of their significance in relation to the pupils' interaction in learning activities. Hence, the results of this study indicate that it is vital for teachers to be conscious of how

these forms of relations influence each other, and how essential the horizontal relations are for pupils' development of social skills, as previously underlined by Hartup (1989).

In relation to the selection of partners for learning activities, Emily stated that she did not wish to choose, as the one not selected might get upset and not want to play with her at recess. This was an empirical finding based on my inductive approach, and thus I had to look for theories that could further help me understand Emily's perspective. The attributional theory of motivation by Weiner (1986) may again be relevant, as it is key to reflect upon how the pupils who are not selected explain this to themselves. However, I have also realised that other theories and research perspectives could be relevant in order to shed light on the matter, even though it is not within the scope of this thesis to elaborate thoroughly on these. Nonetheless, as Emily is left to worry about the consequences of her volition and her peer's pattern of attribution, it seems important to note that mentalisation can bring new understanding to this finding. This regards how we perceive and interpret others' emotions and state of mind based on their overt behaviour (Haugan, 2017; Klomsten & Uthus, 2020). In this way, by worrying about the possible outcomes of her volition, Emily is displaying an ability to mentalise; i.e. deduce that if a peer no longer wants to play with her at recess, they were probably hurt by her decision to work with someone else. It is important to point out that mentalisation and attributional processes are closely linked as one of the components of mentalisation is how we attribute our own and others' actions (Haugan, 2017). Thus, these two complex phenomena are intertwined within a situation that the pupils have deemed difficult and uncomfortable.

The ability to mentalise is vital if the pupils are to be held accountable for their volition in such a way that they are responsible for their peers' psychological well-being and sense of self. The mentalisation process is one that is often found latent; however, children need emotional support, scaffolding and practice in order to optimise this ability (Haugan, 2017; Klomsten & Uthus, 2020). As previously mentioned, making the pupils accountable for their peers' sense of self in this way might not be completely morally sound. If the teacher does not follow up with autonomy support regarding mentalisation and responsible social choices, the pupils' volition could possibly lead to psychosocial costs, such as psychological distress, stress and negative emotions.

## 5.2 Do we have enough Imagination to Envision a new Teacher-Pupil Dynamic in the Classroom?

Throughout the interviews, both the pupils and their teacher gave me insight into their perception of the different classroom roles. How they perceive the role of pupil and teacher and the link between these two roles may impact how they experience the relational processes that follow increased self-determination and accountability. Largely, the teacher role is understood as an adult who should be allowed to decide on behalf of her pupils. If this crucial element is removed, the teacher will, according to the pupils, not be allowed to successfully complete her job. This perception of the teacher role is quite interesting because, in accordance with Thompson et al. (1992), it is rather traditional. It made me wonder: Where does this perception come from? If we were to ask kindergarteners about their perception of the teacher role, would they have answered correspondingly? My hypothesis is that the two groups of pupils would answer

differently. So, what gives these children, who are still quite young, such a clear and analogous understanding of the teacher as one who makes all the decisions?

This understanding may be illuminated by Maslow's five-tier model of basic human needs, and more specifically the need for safety (Skaalvik & Skaalvik, 2018). He claims that all individuals have a fundamental need to feel safe, which is a prerequisite for other needs such as belongingness and self-realisation. In this way, the understanding of the teacher role can be synonymous with the need for a responsible adult in order to make the school setting feel safe and comfortable. Multiple of the pupils noted that if they were allowed too much self-determination, their school existence would turn into chaos, and that they therefore needed the teacher's rules and regulations to make these new concepts feel safe. This understanding also reveals that the pupils do not yet understand the concept of self-determination as one where responsible life choices are made, in keeping with Uthus (2020a). However, the perception of the role can also be understood in a traditional sense: the pupils associate the teacher with an adult who decides because this is the tradition that they have experienced and witnessed. Thus, they have constructed amongst themselves an understanding of what it entails to be a teacher, based on their own experiences with the school system.

The pupils' understanding of the teacher role is also, at least partly, consistent with the teacher's perception of her own role. During the interview, it was made clear that the teacher believes her perception of classroom events are "true", as she is the teacher. Perhaps this is a third explanation of the pupils' perceptions: The teacher perceives her role in a certain way, and the pupils absorb this and make it their own. However, multiple government documents state that pupils' experiences and voices are to be acknowledged and validated (see for instance The Constitution, 1814, § 104; The Education Act, 1998, §9A-4; The Public Administration Act, 1967, § 17; The Convention on the Rights of the Child, 1989/2021, article 12). In this way, the teacher cannot know anything about the pupils' self-determination or social relations without consulting and listening to their experiences and perceptions. Thus, the pupils' subjective understanding of their situation is the closest the teacher can come to the "truth". Therefore, it is impossible to practice self-determination and volition in a social school setting without consulting the pupils.



## 6 Concluding Remarks

Throughout this study, my aim has been to examine how lower primary school grade pupils and their teacher experience increased self-determination in regards to social roles and relations. Self-determination is implemented in Norwegian schools through The Education Act (1998) that claims, “the pupils [...] must develop knowledge, skills and attitudes so that they can master their lives” (§1-1), and the new core curriculum, which underlines that a prerequisite for life mastery is the ability to make “responsible life choices” (Ministry of Education and Research, 2019, p. 13). Self-determination is also proven to have a positive impact on pupils’ perseverance, experience of inclusion and belongingness, and efficacy, which again fosters psychological well-being (E. M. Skaalvik & S. Skaalvik, 2020).

Generally, I found that pupils enjoy making decisions for themselves. However, the increased self-determination also came with a trust from the teacher to the pupils. This trust is important, and in many ways crucial for the pupils to experience themselves as responsible individuals. Nonetheless, it makes demands on the pupils, and requires them to be accountable for their learning and personal relations. In this way, it is ambivalent for them; the power of choice is a heavy burden to bear. Furthermore, the natural trust that occurs on the TIL-day cannot be given without subsequent autonomy support in the development of a healthy pattern of attribution and mentalisation. Thus, the TIL-day and increased self-determination makes new and important demands on the teacher role.

On the TIL-day, the pupils are even more dependent on their teacher to provide autonomy support, scaffolding and guidance in their choices. Even though this is a qualitative study and thus not directly applicable to other contexts (Kleven, 2008; Thagaard, 2018), it may illuminate important implications for the Norwegian teacher education programme. It is vital to provide future teachers with the resources needed in order to scaffold the pupils to master their lives, be self-determined, develop healthy attributional patterns, mentalise and make responsible choices both academically and socially. In addition, teachers may feel constrained within their roles, especially in situations, such as during the TIL-day, where a tension might arise between traditional classroom practices and official documents. As teachers’ classroom developments may be perceived as limited, there is a need for guidance within the implementation of self-determination. This allows space for the teachers to maneuver and embrace their new roles when the traditional teaching situation and roles no longer are in play. The teacher education programme should be aware of their responsibility regarding this.

Nonetheless, increased self-determination and accountability provides an excellent opportunity to implement the new interdisciplinary topic health and life skills, through the development of a healthy pattern of attribution and mentalisation. My study brings new insight into the complex phenomenon of trust in relationships. The findings shed light on how this trust-relation must be taken into account and considered a prerequisite for the implementation of the new curriculum and increased self-determination. This study is also placed within the field of special needs education, and brings new insight into the field in relation to self-determination within a preventive and health-oriented perspective. It is important to note that this study needs to be understood as unique for its particular

context, as the data collected through ten interviews is not sufficient in terms of generalisation. However, some of my findings correlate with previously conducted research, as I have tried to highlight throughout this thesis, which strengthens the study's communicative validity as emphasised by Tjora (2021). However, as there is little previous research regarding self-determination in light of social relations in the classroom, this topic should be investigated further through future research.

During the TIL-day, the pupils and teacher experience a different understanding of their roles and the connection between them, which, to a certain degree, contradict their socially constructed perception of the roles. Some pupils noted that it, at times, made them uncomfortable to have increased self-determination as it hindered their teacher from doing her job. However, many pupils also mentioned that they enjoyed this change of roles as they received more trust from their teacher, which again gave them increased faith in their own abilities. Considering that it has proved difficult to change school practices in the direction of increased self-determination and pupil participation, the question remains: Is a TIL-model and new curriculum needed in order to challenge these traditional perceptions of the roles, and for the opportunities associated with them?







## 7 References List

- Adderley, R. J., Hope, M. A., Hughes, G. C., Jones, L., Messiou, K., & Shaw, P. A. (2015). Exploring inclusive practices in primary schools: focusing on children's voices. *European Journal of Special Needs Education, 30*, 106-121. doi:10.1080/08856257.2014.964580
- Bachmann, K., & Haug, P. (2006). *Forskningsrapport nr. 62: Forskning og tilpasset opplæring*. Retrieved from [https://www.udir.no/globalassets/upload/forskning/5/tilpasset\\_opplaring.pdf](https://www.udir.no/globalassets/upload/forskning/5/tilpasset_opplaring.pdf)
- Baier, A. (1986). Trust and Antitrust. *Ethics, 96*(2), 231-260. Retrieved from <https://www.jstor.org/stable/2381376>
- Bandura, A. (1995). Exercise of personal and collective efficacy in changing societies. In A. Bandura (Ed.), *Self-efficacy in Changing Societies*. New York: Cambridge University Press.
- Bandura, A. (1997). *Self-Efficacy: The Exercise of Control*. New York: W. H. and Freedman Company.
- Baumeister, R. F., & Leary, M. R. (1995). The Need to Belong: Desire for Interpersonal Attachments as a Fundamental Human Motivation. *Psychological Bulletin, 117*(3), 497-529. Retrieved from <https://psycnet.apa.org/fulltext/1995-29052-001.pdf>
- Befring, E. (2019). Spesialpedagogikk - mangfolding fag med mulighetsperspektiver og krevende utfordringer. In E. Befring, K.-A. B. Næss, & R. Tangen (Eds.), *Spesialpedagogikk* (6 ed., pp. 51-73). Oslo: Cappelen Damm Akademisk.
- Befring, E., & Næss, K.-A. B. (2019). Innledning og sammenfatning. In E. Befring, K.-A. B. Næss, & R. Tangen (Eds.), *Spesialpedagogikk* (6 ed., pp. 23-48). Oslo: Cappelen Akademisk Forlag.
- Berger, R. (2015). Now I see it, now I don't: researcher's position and reflexivity in qualitative research. *Qualitative research, 15*, 219-234. doi:10.1177/1468794112468475
- Clements, R., & Musker, J. (Writers). (1989). The Little Mermaid [Motion picture]. In J. Musker & H. Ashman (Producer). United States: Buena Vista Pictures.
- Curcru, E. H., & Healey, J. H. (1972). The multiple roles of the manager. *Business Horizons, 15*(4), 15-24. doi:10.1016/0007-6813(72)90002-X
- Dalen, M. (2004). *Intervju som forskningsmetode* (2 ed.). Oslo: Universitetsforlaget.
- Eder, D., & Hallinan, M. T. (1978). Sex Differences in Children's Friendships. *American Sociological Review, 43*(2), 237-250. Retrieved from <https://www.jstor.org/stable/2094701>

- Eide, B. J., & Winger, N. (2003). *Fra barns synsvinkel: Intervju med barn - metodiske og etiske refleksjoner*. Oslo: Cappelen Akademisk Forlag.
- Einarsdóttir, J. (2007). Research with children: methodological and ethical challenges. *European Early Childhood Education Research Journal*, 15(2), 197-211. doi:10.1080/13502930701321477
- Federici, R. A., & Skaalvik, E. M. (2017). Lærer-elev-relasjonen. In M. Uthus (Ed.), *Elevenes psykiske helse i skolen: Utdanning til å mestre egne liv* (pp. 186-203). Oslo: Gyldendal Akademisk.
- Gagné, M., & Deci, E. L. (2005). Self-determination theory and work motivation. *Journal of Organizational Behavior*, 26, 331-362. doi:10.1002/job.322
- Garm, N. (2004). Den vanskelige inkluderingen. In T. Petterson & M. B. Postholm (Eds.), *Klasseledelse* (pp. 39-54). Oslo: Universitetsforlaget.
- Gudmundsdóttir, S. (2011). Den kvalitative forskningsprosessen. In T. Moen & R. Karlsdóttir (Eds.), *Sentrale aspekter ved kvalitativ forskning* (pp. 15-32). Bergen: Fagbokforlaget.
- Hall, K., Collins, J., Benjamin, S., Nind, M., & Sheehy, K. (2004). SATurated models of pupildom: assessment and inclusion/exclusion. *British Educational Research Journal*, 30(6), 801-817.
- Hallinan, M. T., & Smith, S. S. (1989). Classroom Characteristics and Student Friendship Cliques. *Social Forces*, 67(4), 898-919. Retrieved from <https://www.jstor.org/stable/2579707>
- Hartup, W. W. (1989). Social Relationships and Their Developmental Significance. *American Psychologist*, 44(2), 120-126. Retrieved from <https://psycnet.apa.org/fulltext/1989-25594-001.pdf>
- Haug, P. (2019). Kampen om leiken i første klasse. In A. A. Becher, E. Bjørnstad, & H. D. Hogsnes (Eds.), *Lek i begynneropplæringen: Lekende tilnærminger til skole og SFO* (pp. 27-41). Oslo: Universitetsforlaget.
- Haugan, J. A. (2017). Mentalisering, sosioemosjonell læring og psykisk helse. In M. Uthus (Ed.), *Elevenes psykiske helse i skolen: Utdanning til å mestre egne liv* (pp. 204-226). Oslo: Gyldendal Akademisk.
- Howes, C. (1983). Patterns of Friendship. *Child Development*, 54(4), 1041-1053. Retrieved from <https://www.jstor.org/stable/1129908>
- Hoy, W. K., & Tschannen-Moran, M. (1999). Five Faces of Trust: An Empirical Confirmation in Urban Elementary Schools. *Journal of School Leadership*, 9, 184-208. doi:10.1177/105268469900900301
- Johnsen, B. H. (2019). Spesialpedagogiske røtter og fagets utvikling: Norsk idéhistorie i europeisk kontekst. In E. Befring, K.-A. B. Næss, & R. Tangen (Eds.), *Spesialpedagogikk* (6 ed., pp. 107-131). Oslo: Cappelen Damm Akademisk.

- Kleven, T. A. (2008). Validity and validation in qualitative and quantitative research. *Nordic studies in education*, 28(3), 219-233. Retrieved from [https://www.idunn.no/np/2008/03/validity\\_and\\_validation\\_in\\_qualitative\\_and\\_quantitative\\_research](https://www.idunn.no/np/2008/03/validity_and_validation_in_qualitative_and_quantitative_research)
- Kleven, T. A., & Hjordemaal, F. R. (2018). *Innføring i pedagogisk forskningsmetode: En hjelp til kritisk tolkning og vurdering* (3 ed.). Bergen: Fagbokforlaget.
- Klomsten, A. T., & Uthus, M. (2020). En sakte forvandling. En kvalitativ studie av elevers erfaringer med å lære om psykisk helse i skolen. *Nordisk tidsskrift for utdanning og praksis*, 14(2), 122-139. doi:10.23865/up.v14.2210
- Kvale, S., & Brinkmann, S. (2009). *Det kvalitative forskningsintervju* (2 ed.). Oslo: Gyldendal Akademisk.
- Landsford, J. E., & Parker, J. G. (1999). Children's Interactions in Triads: Behavioral Profiles and Effects of Gender and Patterns of Friendships Among Members. *Developmental Psychology*, 35(1), 80-93. doi:10.1037/0012-1649.35.1.80
- Lee, S.-J. (2007). The relations between the student–teacher trust relationship and school success in the case of Korean middle schools. *Educational Studies*, 33(2), 209-216. doi:10.1080/03055690601068477
- Lillejord, S., Børte, K., Ruud, E., & Morgan, K. (2017). *Stress i skolen: - En systematisk kunnskapsoversikt*. Oslo: Kunnskapssenter for utdanning.
- Lund, A. B. (2017). Mangfold gjennom anerkjennelse og inkluderende praksis. In A. B. Lund (Ed.), *Mangfold gjennom anerkjennelse og inkludering i skolen* (pp. 11-47). Oslo: Gyldendal Akademisk.
- Madsen, O. J. (2020). *Livsmestring på timeplanen: Rett medisin for elevene?* Oslo: Spartacus Forlag AS.
- Maslow, A. H. (1943). A theory of human motivation. *Psychological review*, 50(4), 370-396. doi:10.1037/h0054346
- Mastery. (2021a). In *The Cambridge English Dictionary*. Retrieved from <https://dictionary.cambridge.org/dictionary/english/mastery>.
- Mastery. (2021b). In *Merriam-Webster*. Retrieved from <https://www.merriam-webster.com/dictionary/mastery>.
- Mausethagen, S. (2015). *Læreren i endring?: Om nye forventninger til lærerprofesjonen og lærerarbeidet*. Oslo: Universitetsforlaget.
- Ministry of Education and Research. (2006). *Læreplanverket for Kunnskapsløftet: Grunnskolen - Generell del*. Oslo: Pedlex.
- Ministry of Education and Research. (2009). *Stortingsmelding nr. 11 (2008-2009). Læreren - Rollen og utdanningen*. Retrieved from <https://www.regjeringen.no/no/dokumenter/stmeld-nr-11-2008-2009-/id544920/?ch=1>

- Ministry of Education and Research. (2010a). *Forskrift om rammeplan for grunnskolelærerutdanningene for 1.-7. trinn og 5.-10. trinn*. Retrieved from <https://lovdata.no/dokument/SF/forskrift/2010-03-01-295>
- Ministry of Education and Research. (2010b). *Veileder til opplæringsloven kapittel 9a: – Elevenes skolemiljø*. (2). Retrieved from [https://www.fredrikstad.kommune.no/globalassets/dokumenter/utdanning-og-oppvekst/skole/sag/mal-og-planer/veileder\\_til\\_opplaeringsloven\\_9a.pdf](https://www.fredrikstad.kommune.no/globalassets/dokumenter/utdanning-og-oppvekst/skole/sag/mal-og-planer/veileder_til_opplaeringsloven_9a.pdf)
- Ministry of Education and Research. (2019). *Core curriculum – values and principles for primary and secondary education*. Retrieved from <https://www.udir.no/lk20/overordnet-del/?lang=eng>
- Mitchell, R. M., Kensler, L., & Tschannen-Moran, M. (2018). Student trust in teachers and student perceptions of safety: positive predictors of student identification with school. *International Journal of Leadership in Education*, 21(2), 135-154. doi:10.1080/13603124.2016.1157211
- Moen, T. (2015). Utviklingsstøttende lærer-elev-relasjoner. In M. B. Poltholm, P. Haug, E. Munthe, & R. J. Krumsvik (Eds.), *Lærerarbeid 1-7: For elevenes læring*. Kristiansand: Høyskoleforlaget AS.
- NESH. (2016). Forskningsetiske retningslinjer for samfunnsvitenskap, humaniora, juss og teknologi. Retrieved from <https://www.forskningsetikk.no/globalassets/dokumenter/4-publikasjoner-som-pdf/forskningsetiske-retningslinjer-for-samfunnsvitenskap-humaniora-juss-og-teologi.pdf>
- Nordahl, T. (2018). *Inkluderende fellesskap for barn og unge: Ekspertgruppen for barn og unge med behov for særskilt tilrettelegging*. Bergen: Fagbokforlaget.
- NOU 2015: 2. (2015). *Å høre til – Virkemidler for et trygt psykososialt skolemiljø*. Retrieved from <https://www.regjeringen.no/no/dokumenter/nou-2015-2/id2400765/?ch=1>
- NOU 2019: 23. (2019). *Ny opplæringslov*. Retrieved from <https://www.regjeringen.no/contentassets/0147d443bffd49f9971f54bfc26b5972/nou-2019.pdf>
- Postholm, M. B. (2005). *Kvalitativ metode: En innføring med fokus på fenomenologi, etnografi og kasusstudier* (2 ed.). Oslo: Universitetsforlaget.
- Ringdal, K. (2018). *Enhet og mangfold: Samfunnsvitenskapelig forskning og kvantitativ metode* (4 ed.). Bergen: Fagbokforlaget.
- Ryan, R. M., & Deci, E. L. (2017). *Self-Determination Theory: Basic Psychological Needs in Motivation, Development, and Wellness*. New York: The Guilford Press.
- Simonsen, E., & Befring, E. (2019). Spesialpedagogiske kompetanseløft og pionerinstanser i historisk lys. In E. Befring, K.-A. B. Næss, & R. Tangen (Eds.), *Spesialpedagogikk* (6 ed., pp. 132-150). Cappelen Damm Akademisk: Oslo.

- Simply Psychology. (2020). Maslow's Hierarchy of Needs. Retrieved from <https://www.simplypsychology.org/maslow.html>
- Skaalvik, C., & Skaalvik, E. M. (2020). Innledning. In C. Skaalvik & M. Uthus (Eds.), *Opplæring til selvstendighet: Et sosialt kognitivt perspektiv* (pp. 11-21). Oslo: Universitetsforlaget.
- Skaalvik, E. M., & Skaalvik, S. (2016). *Motivasjon for læring: Teori + praksis*. Oslo: Universitetsforlaget.
- Skaalvik, E. M., & Skaalvik, S. (2017). Prestasjonspresset i skolen: Om skolens målstruktur og elevenes mentale helse. In M. Uthus (Ed.), *Elevenes psykiske helse i skolen: Utdanning til å mestre egne liv* (pp. 47-69). Oslo: Gyldendal Akademisk
- Skaalvik, E. M., & Skaalvik, S. (2018). *Skolen som læringsarena: Selvoppfatning, motivasjon og læring* (3 ed.). Oslo: Universitetsforlaget.
- Skaalvik, E. M., & Skaalvik, S. (2020). Opplæring til selvstendighet i skolen - et bidrag til elevenes psykiske helse? In C. Skaalvik & M. Uthus (Eds.), *Opplæring til selvstendighet: Et sosialt kognitivt perspektiv* (pp. 94-115). Oslo: Universitetsforlaget.
- Statistics Norway. (2017). *Rapporter 2017/39: Effekter av satsing på økt lærertetthet*. Retrieved from [https://www.ssb.no/utdanning/artikler-og-publikasjoner/\\_attachment/332335?\\_ts=16044ba4410](https://www.ssb.no/utdanning/artikler-og-publikasjoner/_attachment/332335?_ts=16044ba4410)
- Sæteren, A.-L. (2019). *Læreren i møte med elever med stille atferd*. Oslo: Gyldendal Akademisk.
- Thagaard, T. (2018). *Systematikk og innlevelse: En innføring i kvalitative metoder* (5 ed.). Bergen: Fagbokforlaget.
- The Constitution. (1814). *The Constitution of the Kingdom of Norway*. (LOV-1814-05-17). Retrieved from <https://lovdata.no/dokument/NLE/lov/1814-05-17>
- The Education Act. (1998). Act relating to Primary and Secondary Education and Training. (LOV-1998-07-17-61). Retrieved from [https://lovdata.no/dokument/NLE/lov/1998-07-17-61#KAPITTEL\\_3](https://lovdata.no/dokument/NLE/lov/1998-07-17-61#KAPITTEL_3)
- The Personal Data Act. (2000). *Act on the Processing of Personal Data*. (LOV-2000-04-14-31). Retrieved from <https://lovdata.no/dokument/LTI/lov/2000-04-14-31>
- The Public Administration Act. (1967). *Act relating to procedure in cases concerning the public administration*. (LOV-1967-02-10). Retrieved from <https://lovdata.no/dokument/NLE/lov/1967-02-10>
- The United Nations Educational Scientific and Cultural Organisation. (1994). The Salamanca Statement and framework for action on Special needs education. Adopted by the World conference on special needs education: Access and quality. Retrieved from

<https://unesdoc.unesco.org/ark:/48223/pf0000098427?posInSet=2&queryId=27004531-5742-4dee-a5fe-d86a79277a7c>

- Thompson, M. S., Entwisle, D. R., Alexander, K. L., & Sundius, M. J. (1992). The Influence of Family Composition on Children's Conformity to the Student Role. *American Educational Research Journal*, 29(2), 405-424. Retrieved from <https://www.jstor.org/stable/pdf/1163374.pdf?refreqid=excelsior%3A691d320e81fc6954bf037e4964cf2656>
- Tjora, A. (2021). *Kvalitative forskningsmetoder i praksis* (4 ed.). Oslo: Gyldendal Akademisk.
- Tjora, A., Skirbekk, S., & Tjernshaugen, A. (2021). Roller. I. *Store Norske Leksikon*. Retrieved from <https://snl.no/rolle>
- United Nations Association of Norway. (2021). Ekstremisme og terrorisme. Retrieved from <https://www.fn.no/tema/konflikt-og-fred/ekstremisme-og-terrorisme>
- United Nations Human Rights. (1989/2021). *Convention on the Rights of the Child*. Retrieved from <https://www.ohchr.org/en/professionalinterest/pages/crc.aspx>
- Uthus, M. (2017a). Den inkluderende skolen: Muligheter og begrensninger. In M. Uthus (Ed.), *Elevenes psykiske helse i skolen: Utdanning til å mestre egne liv* (pp. 130-154). Oslo: Gyldendal Akademisk.
- Uthus, M. (2017b). Et helsefremmende inkluderingsbegrep. In M. Uthus (Ed.), *Elevenes psykiske helse i skolen: Utdanning til å mestre egne liv* (pp. 157-185). Oslo: Gyldendal Akademisk.
- Uthus, M. (2020a). Folkehelse og livsmestring i skolen. Hva sier elever om erfaringer med å bestemme selv i læringsaktiviteter? En kvalitativ intervjustudie. *Nordisk tidsskrift for pedagogikk og kritikk*, 6, 191-206. doi:10.23865/ntpk.v6.2242
- Uthus, M. (2020b). Prestasjonspresset - et individuelt eller kollektivt ansvar? . In A. Mykja & C. Fikse (Eds.), *Perspektiver på livsmestring i skolen* (pp. 23-47). Oslo: Cappelen Damm Akademisk.
- Uthus, M. (2020c). *Spesialpedagogen i en inkluderende skole: Mot nye mål og ny mening*. Oslo: Gyldendal.
- Weiner, B. (1986). *An Attributional Theory of Motivation and Emotion*. New York: Springer-Vederlag
- Weiner, B. (2000). Intrapersonal and Interpersonal Theories of Motivation from an Attributional Perspective. *Educational Psychology Review*, 12(1), 1-14. doi:10.1023/A:1009017532121
- Wendelborg, C., Røe, M., & Buland, T. (2018). *Elevundersøkelsen 2017: Analyse av Elevundersøkelsen, Foreldreundersøkelsen og Lærerundersøkelsen*. Trondheim: NTNU.

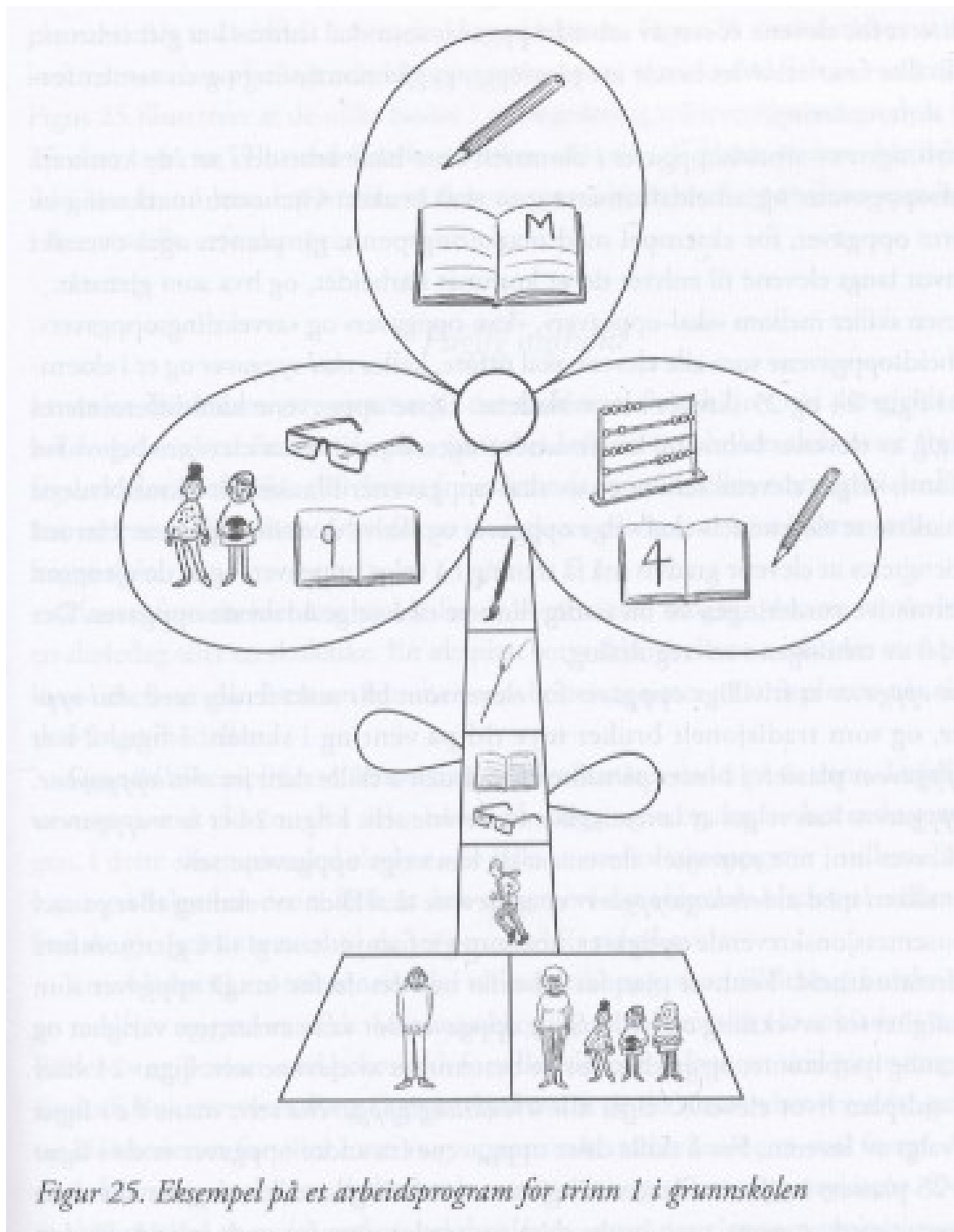
Woodhead, M., & Faulkner, D. (2000). Subjects, Objects or participants? Dilemmas of Psychological Research with Children. In P. Christensen & A. James (Eds.), *Research with Children: Perspectives and Practices* (pp. 9-35). London Routledge.





## 8 Appendices

### 8.1 The TIL-model

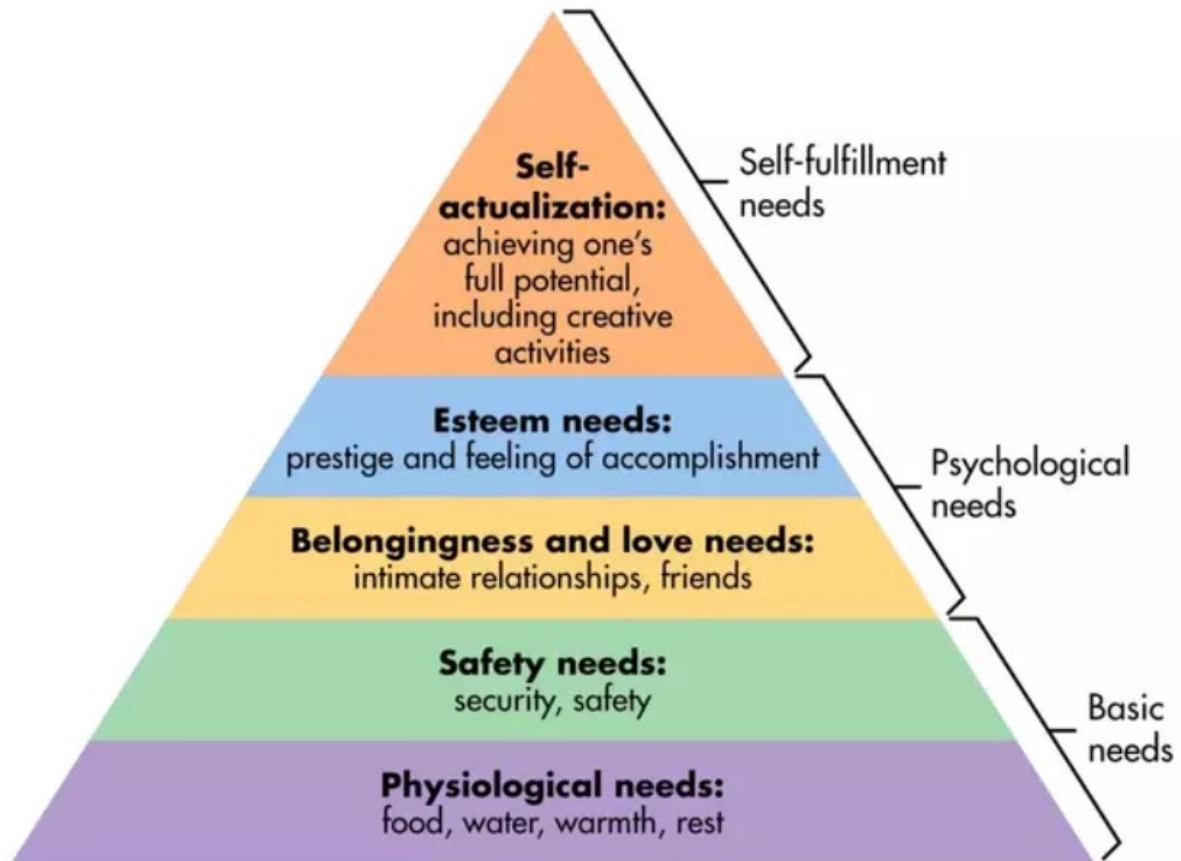


An example of a TIL-model work plan for lower primary school grades.

Retrieved from Skaalvik and Skaalvik (2018, p. 267).



## 8.2 Maslow's Hierarchy of Needs




Retrieved from Simply Psychology (2020), also explained in Maslow (1943, pp. 380-382).



## 8.3 Project Approval from NSD

### NSD sin vurdering

 Skriv ut

#### Prosjekttittel

Elevenes selvbestemmelse i skolen

#### Referansenummer

435104

#### Registrert

29.01.2021 av Marit Uthus - marit.uthus@ntnu.no

#### Behandlingsansvarlig institusjon

Norges teknisk-naturvitenskapelige universitet / Fakultet for samfunns- og utdanningsvitenskap (SU) / Institutt for lærerutdanning

#### Prosjektansvarlig (vitenskapelig ansatt/veileder eller stipendiat)

Marit Uthus, marit.uthus@ntnu.no, tlf: 92650438

#### Type prosjekt

Forskerprosjekt

#### Prosjektperiode

01.02.2021 - 31.12.2021

#### Status

03.03.2021 - Vurdert

#### Vurdering (1)

##### 03.03.2021 - Vurdert

Det er vår vurdering at behandlingen vil være i samsvar med personvernlovgivningen, så fremt den gjennomføres i tråd med det som er dokumentert i meldeskjemaet den 03.03.2021 med vedlegg, samt i meldingsdialogen mellom innmelder og NSD. Behandlingen kan starte.

##### MELD VESENTLIGE ENDRINGER

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

<https://www.nsd.no/personverntjenester/fyll-ut-meldeskjema-for-personopplysninger/melde-endringer-i-meldeskjema>

Du må vente på svar fra NSD før endringen gjennomføres.

##### TYPE OPPLYSNINGER OG VARIGHET

Prosjektet vil behandle alminnelige personopplysninger samt særlige kategorier av personopplysninger om etnisk opprinnelse frem til 31.12.2021.

##### LOVLIG GRUNNLAG

Prosjektet vil behandle personopplysninger om elever og lærere. Elev og lærer vil også uttale seg om hverandre. Prosjektet vil innhente samtykke fra de registrerte til behandlingen av personopplysninger. Foresatte samtykker sammen med elevene.

Vår vurdering er at prosjektet legger opp til et samtykke i samsvar med kravene i art. 4 nr. 11 og 7, ved at det er en frivillig, spesifikk, informert og utvetydig bekreftelse, som kan dokumenteres, og som den registrerte kan trekke tilbake.

For alminnelige personopplysninger vil lovlig grunnlag for behandlingen være den registrertes samtykke, jf. personvernforordningen art. 6 nr. 1 a.

For særlige kategorier av personopplysninger vil lovlig grunnlag for behandlingen være den registrertes uttrykkelige samtykke, jf. personvernforordningen art. 9 nr. 2 bokstav a, jf. personopplysningsloven § 10, jf. § 9 (2).

##### PERSONVERNPRINSIPPER

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

om lovlighet, rettferdighet og åpenhet (art. 5.1 a), ved at de registrerte får tilfredsstillende informasjon om og samtykker til behandlingen

formålsbegrensning (art. 5.1 b), ved at personopplysninger samles inn for spesifikke, uttrykkelig angitte og berettigede formål, og ikke behandles videre til nye uforenlige formål

dataminimering (art. 5.1 c), ved at det kun behandles opplysninger som er adekvate, relevante og nødvendige for formålet med prosjektet

lagringsbegrensning (art. 5.1 e), ved at personopplysningene ikke lagres lengre enn nødvendig for å oppfylle formålet.

#### DE REGISTRERTES RETTIGHETER

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

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

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

#### FØLG DIN INSTITUSJONS RETNINGSLINJER

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

Det er opplyst om at det skal behandles personopplysninger på privat utstyr i forbindelse med prosjektet, da tre masterstudenter utfører datainnsamlingen. Det må avklares at dette er i tråd med NTNU sine interne retningslinjer.

#### OPPFØLGING AV PROSJEKTET

NSD vil følge opp ved planlagt avslutning for å avklare om behandlingen av personopplysningene er avsluttet/pågår i tråd med den behandlingen som er dokumentert.

Lykke til med prosjektet!

Tlf. Personverntjenester: 55 58 21 17 (tast 1)







## 8.4 Consent Forms

### 8.4.1 Teacher Consent Form

Forespørsel om deltakelse i forskningsprosjektet “Elevenes selvbestemmelse i skolen”

#### **Til lærer**

Dette er et spørsmål til deg om å delta i et forskningsprosjekt hvor formålet er å vinne ny forskningsbasert innsikt i hvordan ulike aktører i skolen opplever og bidrar til økt selvbestemmelse for elever. I dette skrevet gir vi deg informasjon om målene for prosjektet og hva deltakelse vil innebære for deg.

#### **Formål og bakgrunn**

Vi er tre masterstudenter, ved navn Kristin Dørum, Oda Sofie Engesbak og Kristin Risheim. Vi har alle studert grunnskolelærerutdanning for 1.-7. trinn ved NTNU, og studerer nå spesialpedagogikk ved Institutt for pedagogikk og livslang læring (NTNU). Våren 2021 skal vi skrive masteroppgaver om elevers selvbestemmelse innenfor rammen av TIL-modellen (TIL-dagen). Dette gjøres under det overordnede prosjektet “Elevenes selvbestemmelse i skolen” med Marit Uthus som prosjektleder. Våre masteroppgaver vil herunder ha tre ulike fokus, henholdsvis «elever som utfordres i møtet med skolens regler og krav», minoritetsspråklige elever og sosiale relasjoner i klasserommet. Målet med studiene vil være å vinne ny innsikt i hvordan lærere kan oppleve og bidra til økt selvbestemmelse for disse ulike elevgruppene.

Spørsmål om deltagelse omhandler Oda Sofie Engesbak sitt fokus; sosiale relasjoner i klasserommet. Problemstillingen for studien er: Hvilke opplevelser har fire elever i småskolen og deres lærer med økt selvbestemmelse i forbindelse med tilhørighet og sosiale relasjoner?

Hvis du ønsker å delta innebærer det et intervju der Oda Sofie Engesbak stiller deg spørsmål om arbeidet ditt på TIL-dagen med særlig vekt på selvbestemmelse i forbindelse med sosiale relasjoner og tilhørighet i klassen. Hensikten med denne studien er altså å vinne ny innsikt i dette når det kommer til elevenes erfaringer med selvbestemmelse innenfor rammen av TIL-modellen. I intervjuet vil vi be deg om å dele dine opplevelser og erfaringer med TIL-dagen, selvbestemmelse blant elevene, sosiale relasjoner i klassen, samt tilhørighet og inkludering.

## Hvem er ansvarlig for forskningsprosjektet?

Norges teknisk-naturvitenskapelige universitet (NTNU) er ansvarlig for prosjektet.

## Hva innebærer det for deg å delta?

- Dersom du samtykker til deltakelse, innebærer det at en av oss kommer til din skole og gjennomfører et intervju med deg i løpet av februar 2021. Intervjuet vil gjennomføres i henhold til gjeldende smittevernsrestriksjoner som følge av COVID-19. Vi vil her understreke at studiene ikke har fokus på «ideelle» holdninger og erfaringer med å legge opp til selvbestemmelse for elevene, men søker å vinne innsikt i både muligheter og utfordringer på dette området.
- Datamaterialet vil registreres både i form av notater og lydopptak som vil bli transkribert. Lydopptaket vil slettes etter transkripsjonen.
- I intervjuene vil vi stille deg noen spørsmål om noen av elevene dine. De av elevene det er snakk om har alle mottatt informasjon om dette - og har samtykket til det sammen med sin/e foresatt/e. Taushetsplikten er med dette ikke til hinder for din deltakelse.
- Elevene som deltar vil bli bedt om å uttale seg om sin opplevelse av deres relasjon til både deg og innad i klasseromsfellesskapet for øvrig.

## Det er frivillig å delta

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

## Ditt personvern – hvordan vi oppbevarer og bruker dine opplysninger

Vi vil bare bruke opplysningene om deg til formålene vi har fortalt om i dette skrevet. Vi behandler opplysningene konfidensielt og i samsvar med personvernregelverket.

- Det er kun masterstudenten Oda Sofie Engesbak og prosjektleder Marit Uthus som vil ha tilgang til datamaterialet.
- For å sikre at ingen uvedkommende får tilgang til personopplysningene vil navn og kontaktopplysningene dine erstattes med en kode eller anonymisert og fiktivt navn. Dette vil lagres på egen navneliste adskilt fra øvrige data, på en egen forskningsserver.
- Alle opplysninger vil bli anonymisert, slik at det verken indirekte eller direkte er mulig å identifisere enkeltpersoner eller skole.

## **Hva skjer med opplysningene dine når vi avslutter forskningsprosjektet?**

Lydopptaket vil slettes etter transkripsjon. Prosjektet skal etter planen avsluttes 31.12.2021. Etter dette vil intervjuet være anonymisert og alle personopplysningene vil være slettet.

## **Dine rettigheter**

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

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

## **Hva gir oss rett til å behandle personopplysninger om deg?**

Vi behandler opplysninger om deg basert på ditt samtykke.

På oppdrag fra NTNU har NSD – Norsk senter for forskningsdata AS – vurdert at behandlingen av personopplysninger i dette prosjektet er i samsvar med personvernreglementet.

## **Hvor du kan finne ut mer**

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

- Masterstudenter Kristin Dørum, Oda Sofie Engesbak eller Kristin Risheim (se kontaktinformasjon under)
- Veileder Marit Uthus på e-post; [REDACTED], eller på telefon; [REDACTED]
- Vårt personvernombud: Thomas Helgesen, NTNU

Hvis du/dere har spørsmål knyttet til NSD sin vurdering av prosjektet kan du ta kontakt med:

- NSD – Norsk senter for forskningsdata AS på e-post; personverntjenester@nsd.no, eller på telefon; [REDACTED]

Med vennlig hilsen

Marit Uthus

Kristin Dørum, Oda Sofie Engesbak og Kristin Risheim

*Prosjektansvarlig*

*Studenter*

(Forsker/veileder)

### Kontaktinformasjon

<b>Student</b>	<b>Telefon</b>	<b>E-postadresse</b>
Kristin Dørum	████████	████████████████████
Oda Sofie Engesbak	████████	████████████████████
Kristin Risheim	████████	████████████████████

---

### Samtykkeerklæring

Jeg har mottatt og forstått informasjon om prosjektet "Elevenes selvbestemmelse i skolen", og har fått anledning til å stille spørsmål. Jeg samtykker til:

- å delta i denne intervjuundersøkelsen

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

-----  
(Signert av prosjektdeltaker, dato)





## 8.4.2 Pupil/Guardian Consent Form

Forespørsel om deltakelse i forskningsprosjektet “Elevenes selvbestemmelse i skolen”

### **Til elev (og foresatt/e)**

Dette er et spørsmål til deg om å delta i et forskningsprosjekt hvor formålet er å vinne ny forskningsbasert innsikt i hvordan ulike aktører i skolen opplever og bidrar til økt selvbestemmelse for elever. I dette skrivet gir vi deg informasjon om målene for prosjektet og hva deltakelse vil innebære for deg.

### **Bakgrunn og formål**

Vi er tre masterstudenter, ved navn Kristin Dørum, Oda Sofie Engesbak og Kristin Risheim. Vi har alle studert grunnskolelærerutdanning for 1.-7. trinn ved NTNU, og studerer nå spesialpedagogikk ved Institutt for pedagogikk og livslang læring (NTNU). Våren 2021 skal vi skrive masteroppgaver om elevers selvbestemmelse innenfor rammen av TIL-modellen (TIL-dagen). Dette gjøres under det overordnede prosjektet “Elevenes selvbestemmelse i skolen” med Marit Uthus som prosjektleder. Våre masteroppgaver vil herunder ha tre ulike fokus, henholdsvis «elever som utfordres i møtet med skolens regler og krav», minoritetsspråklige elever og sosiale relasjoner i klasserommet. Målet med studiene vil være å vinne ny innsikt i hvordan lærere kan oppleve og bidra til økt selvbestemmelse for disse ulike elevgruppene.

Spørsmål om deltagelse omhandler Oda Sofie Engesbak sitt fokus; sosiale relasjoner i klasserommet. Problemstillingen for studien er: Hvilke opplevelser har fire elever i småskolen og deres lærer med økt selvbestemmelse i forbindelse med tilhørighet og sosiale relasjoner?

Hvis du ønsker å delta innebærer det et intervju der Oda Sofie Engesbak stiller deg spørsmål om dine erfaringer med å bestemme selv på TIL-dagen. I intervjuet vil vi be deg om å dele dine erfaringer med din relasjon til læreren, læringsmiljøet, sosiale relasjoner, TIL-dagen, det å få bestemme selv og tilhørighet.

### **Hvem er ansvarlig for forskningsprosjektet?**

Norges teknisk-naturvitenskapelige universitet (NTNU) er ansvarlig for prosjektet.

### **Hvorfor får du spørsmål om å delta?**

I forbindelse med prosjektet ønsker vi å intervjuere elever om hvilke erfaringer de har med TIL-dagen. Da du og din klasse har gjennomført TIL-dagen på skolen, vil det være veldig verdifullt for oss å ha en samtale med deg.

### **Hva innebærer det for deg å delta?**

- Dersom du samtykker til deltakelse innebærer det at en av oss kommer til din skole og gjennomfører en samtale med deg i løpet av februar 2021. Samtalen vil skje på skolen i skoletiden, og vil vare i maksimum 30 minutter. Vi er ute etter dine tanker og opplevelser, og det vil ikke være noen riktige eller gale svar. Samtalen vil gjennomføres i henhold til gjeldende smittevernsrestriksjoner som følge av COVID-19.
- Under samtalen vil det tas notater og bli gjort et lydopptak som senere vil skrives om til tekst. Så fort dette er gjort, vil lydopptaket slettes.
- Om dere ønsker, kan både du og dine foresatte få se spørsmålene vi vil stille deg før selve samtalen. Da er det bare å ta kontakt.
- Vi vil også intervjuere en av lærerne dine, hvor han/hun vil bli bedt om å fortelle om både deg og TIL-dagen generelt. Fokuset vil ligge på selvbestemmelse (at dere elever får bestemme selv) og selve TIL-dagen. Vi tar lydopptak og notater fra dette intervjuet også. Ved å samtykke, godkjenner du også at en av dine lærere kan fortelle om deg. Dette vil si at som en del av denne studien vil kontaktlæreren til ditt barn uttale seg i intervju om barnets erfaringer med å bestemme selv på TIL-dagen.

### **Det er frivillig å delta**

Det er frivillig å delta i prosjektet. Hvis du velger å delta, kan du når som helst trekke samtykket tilbake uten å oppgi noen grunn. Alle dine personopplysninger vil da bli slettet. Det vil ikke ha noen negative konsekvenser for deg hvis du ikke vil delta eller senere velger å trekke deg. Det betyr at du kan trekke deg uten at du trenger å tenke på ditt forhold til skolen eller læreren din, og samtalen med oss er ikke en del av den normale undervisningen.

Det er viktig at du/dere som er foresatt/e formidler informasjonen til barnet på en slik måte at barnet forstår hva deltakelse innebærer. Barnet må også få vite at det selv kan velge å trekke seg selv om foresatt/e har samtykket.



## **Ditt personvern – hvordan vi oppbevarer og bruker dine opplysninger**

Vi vil bare bruke opplysningene om deg til formålene vi har fortalt om i dette skrivet. Vi behandler opplysningene konfidensielt og i samsvar med personvernreglementet:

- Det er kun masterstudenten Oda Sofie Engesbak og prosjektleder Marit Uthus som vil ha tilgang til datamaterialet.
- For å sikre at ingen andre får tilgang til informasjonen om deg, vil navn og kontaktopplysningene dine erstattes med en kode eller anonymisert og fiktivt navn. Dette vil lagres på egen navneliste adskilt fra øvrige data, på en egen forskningsserver.
- Alle opplysninger vil bli anonymisert. Det betyr at både du, dine medelever, lærere og skole blir gitt andre navn i studien, slik at det ikke er mulig å finne ut hvem du er eller hvilken skole du går på.

## **Hva skjer med opplysningene dine når vi avslutter forskningsprosjektet?**

Lyddopptaket vil slettes etter transkripsjon. Prosjektet skal etter planen avsluttes 31.12.2021. Etter dette vil intervjuet være anonymisert og alle personopplysningene vil være slettet.

## **Dine rettigheter**

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

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

## **Hva gir oss rett til å behandle personopplysninger om deg?**

Vi behandler opplysninger om deg basert på ditt samtykke.

På oppdrag fra NTNU har NSD – Norsk senter for forskningsdata AS – vurdert at behandlingen av personopplysninger i dette prosjektet er i samsvar med personvernreglementet.

## Hvor du kan finne ut mer?

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

- Masterstudenter Kristin Dørum, Oda Sofie Engesbak eller Kristin Risheim (se kontaktinformasjon på neste side)
- Veileder Marit Uthus på e-post; [REDACTED], eller på telefon; [REDACTED]
- Vårt personvernombud: Thomas Helgesen, NTNU

Hvis du/dere har spørsmål knyttet til NSD sin vurdering av prosjektet kan du ta kontakt med:

- NSD – Norsk senter for forskningsdata AS på e-post; personverntjenester@nsd.no, eller på telefon; [REDACTED]

Med vennlig hilsen

Marit Uthus

*Prosjektansvarlig*

(Forsker/veileder)

Kristin Dørum, Oda Sofie Engesbak og Kristin Risheim

*Studenter*

## Kontaktinformasjon

<b>Student</b>	<b>Telefon</b>	<b>E-postadresse</b>
Kristin Dørum	[REDACTED]	[REDACTED]
Oda Sofie Engesbak	[REDACTED]	[REDACTED]
Kristin Risheim	[REDACTED]	[REDACTED]

## Samtykkeerklæring

### Delen under skal utfylles av prosjektdeltaker:

Jeg har mottatt og forstått informasjon om prosjektet «Elevenes selvbestemmelse i skolen», og har fått anledning til å stille spørsmål. Jeg samtykker til:

- å delta i denne intervjuundersøkelsen
- at min lærer kan gi opplysninger om meg, omhandlende TIL-dagen og selvbestemmelse

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

-----

(Signert av prosjektdeltaker, dato)

### Delen under skal utfylles av foresatte:

Jeg har mottatt informasjon om prosjektet «Elevenes selvbestemmelse i skolen», og har fått anledning til å stille spørsmål. Jeg samtykker til:

- at \_\_\_\_\_ har foresattes tillatelse til å delta i denne intervjuundersøkelsen

Jeg samtykker til at \_\_\_\_\_ sine opplysninger behandles frem til prosjektet er avsluttet.

-----

(Signert av foresatt til prosjektdeltaker, dato)



## 8.5 Interview Guides

### 8.5.1 Teacher Interview Guide

#### Intervjuguide - Lærer

*Det som står i kursiv er for forskerens egen del, og trenger ikke uttrykkes til intervjupersonen. Likevel er det begrep, konsept eller oppfølgingsspørsmål som det kan være interessant å ta tak i/utdype.*

**Problemstilling:** *What experiences do four pupils in lower primary school grades and their teachers have with increased self-determination in regards to belongingness and social networks?*

#### **Introduksjonsfasen:**

*Mål: å bli bedre kjent med intervjupersonen, samt skape en trygg atmosfære og en god relasjon.*

#### **Brifing:**

- Hilse og takke for intervjupersonens deltakelse
- Beskrivelse av formålet med studien
- Samtykke, NSD, konfidensialitet (anonymitet. Taushetsplikt for både forsker og IP). Ønsker du fremdeles å delta?
- Kommentere på lydopptakeren og dens formål. Er det fortsatt greit?
- Har du noen innledende spørsmål før vi setter i gang?

#### **Bakgrunnskunnskap:**

- Kan du fortelle meg litt om deg selv og din bakgrunn i skolen?
  - *Utdanning, alder, ansiennitet, stilling, rolle, yrkeserfaring.*
- Kan du beskrive deg selv som lærer?
  - *Hva er du opptatt av?*
  - *Hva anser du som viktig i dine relasjoner til elevene?*

#### **Mulige oppfølgingsspørsmål:**

- Hva?
- Hvor?
- Hvordan?
- Når?
- På hvilken måte?
- (Hvorfor? *NB! Forsiktig med dette ettersom intervjuperson kan bli defensiv*)
- Kan du fortelle meg noe mer om det?
- Har du et eksempel?
- Husker du et tilfelle hvor...?
- Hva tenkte du da?
- Hvordan reagerte du?

#### **Fortolkning:**

- Du mener altså at ...?
- Er det riktig at ...?
- Kan uttrykket ... dekke det du nå har sagt?

## **Hoveddel:**

*Mål: Kartlegge lærerens konstruksjon av begrep, forståelse av sosiale relasjoner, opplevelsen av TIL-dagen, økt selvbestemmelse, og tilslutt påvirkningen av denne på de sosiale relasjonene innad i klassen.*

### **Opplevelse av sosiale relasjoner i klassen:**

- Hvordan ville du beskrevet elevgruppen til noen som ikke kjenner til den?
- Hvordan ville du beskrevet klassemiljøet og de sosiale relasjonene i klassen?
  - *Faglig? Sosialt?*
  - *Hvordan opplever du at elevene har det på skolen på skolen? I klassen?*
  - *Opplever du at alle elevene er inkludert i gruppen? Faglig? Sosialt? Har alle minst én venn?*
  - *Har dette endret seg i løpet av den siste tiden? Hvordan? Evt. hva skal til tror du?*
  - *Hvilke styrker har den?*
  - *Spesielle utfordringer?*
  - *Hva trenger elevene ofte støtte til i skolehverdagen? Faglig, sosialt, atferd?*
- Hvordan opplever du samspillet mellom elevene?
  - *I friminuttene? I timene? I gymtimen? I gruppearbeid? I par?*
  - *Hva fungerer godt? Hva kan være utfordrende?*
- Hva er viktig i elevenes relasjon til sine medelever, tenker du?
- Hvordan ville du beskrevet din relasjon til elevene i klassen?
  - *Hva fungerer godt i relasjonene? Har det vært noen utfordringer?*
- Hvordan opplever du elevenes deltakelse i undervisningen?
  - *Passive/aktive? Er noen mer passive/aktive enn andre?*
    - *Initiativ, ta ordet, jobbe selvstendig*
- Hva tenker du på/vektlegger du når du skal bestemme hvor elevene skal sitte i klasserommet?
  - *Når du bestemmer hvor elevene skal sitte?*
  - *Hender det at elevene selv får bestemme hvor de skal sitte? I hvilke sammenhenger får de bestemme dette? Hva skjer da? Hvordan ser klasserommet ut? Hvordan er stemningen? Tror du at elevene liker å få bestemme dette selv? Hvorfor/hvorfor ikke?*

### **TIL-dagen:**

- Hvordan ville du beskrevet TIL-dagen til en lærer som ikke kjenner til den?
- Kan du fortelle meg om dine erfaringer med TIL-dagen?
  - *Hvilke positive erfaringer har du med TIL-dagen? For elevene? For deg selv?*
  - *Hvilke utfordringer har du erfart med TIL-dagen? For elevene? For deg selv?*
  - *Er det noe du synes er spesielt vanskelig/lett på TIL-dagen? Hva?*

- *TPO? Organisering? Planlegging? Oppfølging? Strukturering?*
  - *Hva ser du på som det mest verdifulle/viktigste for elevene på en TIL-dag?*
- Kan du fortelle litt om hvordan TIL-dagen planlegges?
  - *Er det noe spesielt du må tenke på for elevgruppen? TPO? Elev-samarbeid?*
  - *Hvordan vil du beskrive strukturen på TIL-dagen? Ser du noen muligheter/utfordringer med en slik struktur?*
  - *Hvilken betydning har struktur for elevene, tror du?*
- Hvordan er lærerressursene på en slik dag i din klasse?
  - *Hvordan bruker/fordeler dere disse ressursene?*
  - *Synes du selv at du har mer eller mindre tid til hver enkelt elev på TIL-dagen, sammenlignet med en vanlig skoledag? Hvorfor er det slik tror du?*
- Hva vil du si er de største forskjellene på en vanlig skoledag og TIL-dagen?
  - *Hva får elevene bestemme selv på en vanlig skoledag? Fortell.*
  - *Tror du det er noe de har lyst til å bestemme på en vanlig skoledag, som de ikke får bestemme selv? Hva/hvorfor?*
  - *Hvem er det som bestemmer på TIL-dagen? (Du eller elevene?)*
    - *Hva bestemmer du? Hvorfor bestemmer du akkurat det? Hva tror du elevene føler om at du bestemmer det?*
    - *Hva bestemmer elevene? Får de bestemme mer enn vanlig? Tror du de ville bestemt mer eller mindre enn det de får på TIL-dagen? Hva tror du elevene føler om at de får bestemme selv?*
- Hvor mye synes du at barn skal få bestemme selv når de er på skolen? Hva?
  - *Er det noe barn ikke kan få bestemme selv? Hva? Hvorfor?*

### **Selvbestemmelse og autonomistøtte:**

- Hvordan ville du beskrevet elevgruppen på TIL-dagen?
  - *Faglig? Sosialt? Atferd? Samspill? Grupperinger?*
  - *Fungerer noe bedre enn ved en vanlig skoledag? Hvordan merker du det?*
  - *Møter du på andre utfordringer enn en vanlig skoledag?*
  - *Er det noe elevgruppen trenger ekstra støtte til på TIL-dagen i forhold til andre dager? Kan du beskrive hvordan du støtter elevgruppen?*
- Hva synes du elevene mestrer å bestemme selv innenfor TIL-dagens rammer?
- Er det noe som du tenker er spesielt utfordrende for elevene å bestemme selv på TIL-dagen?
  - *Hvorfor er akkurat dette utfordrende for elevene, tenker du?*
  - *Hva trenger de fra deg da tenker du?*
  - *Hva gjør du?*
  - *Noe du ikke får gjort?*
  - *Hvorfor er det slik?*
  - *Hva tenker du om å jobbe på denne måten? Evt. nye erfaringer for deg?*
  - *Hva tenker du er de viktigste verktøyene for å fremme utvikling av selvbestemmelse hos elever generelt?*
- Dere har jobbet med TIL-modellen en stund nå. Opplever du en forskjell blant elevenes erfaringer med å bestemme selv fra dere startet til nå? Hvorfor er det slik tror du?

## Sosiale relasjoner i lys av selvbestemmelse:

- Hvordan fungerer samspillet mellom elevene når de får bestemme selv på TIL-dagen?
  - *Positive erfaringer? utfordringer? Hvordan kommer disse til syne? Likt/ulikt for ulike elever? Eksempler.*
- Hvordan sitter elevene på TIL-dagen?
  - *Klassekart? Faste plasser? Sitte der de selv vil? Bare til bestemte tider?*
  - *Når/hvorfor er det slik?*
- Hvordan opplever du at elevene synes det er å jobbe under TIL-dagen?
- Hvordan legger du til rette for samarbeid på TIL-dagen?
  - *Tilfeldige grupper? Bestemmer elevene selv? Faste grupper/læringspartnere? Sitteplasser? Evt. når får de bestemme det?*
  - *Hvorfor får de/får de ikke bestemme dette selv?*
  - *Hvordan opplever du at dette fungerer for elevene? Muligheter? utfordringer?*
  - *Hva tenker du kan være lett/vanskelig for elevene i en slik situasjon?*
  - *Opplever du at alle elevene bestemmer like mye på TIL-dagen? Er det noen som bestemmer mer? Hva tenker du om det?*
  - *Legger du til rette for at alle elevene skal bestemme like mye på TIL-dagen?*
  - *Hva tror du er viktig for elevene når de skal jobbe sammen?*
- Hvordan opplever du elevenes samspill under TIL-dagen?
  - *Du har tidligere nevnt at du opplever samspillet mellom elevene som ... Endres dette under TIL-dagen? Hvordan?*
    - *Ser du noen forskjell?*
- Hvilke erfaringer har du med samarbeidsoppgaver/valg av grupper på TIL-dagen?
  - *Deler du inn gruppene på forhånd eller får elevene bestemme selv? Blanding? Evt. når? Hvorfor har du valgt å gjøre det akkurat slik?*
- Opplever du at alle har noen å arbeide sammen med hvis elevene får sette sammen grupper selv?
  - *Hvordan påvirkes elevgruppen av dette? Hvordan tilrettelegger du for det sosiale?*
- Se for deg at du står foran klassen din i lyttekroken og forklarer en oppgave. Du avslutter med «jobb sammen to og to. Dere bestemmer selv hvem dere jobber med». Kan du beskrive hva som skjer i klasserommet da?
  - *Hvordan ser klasserommet ut?*
  - *Hva føler du?*
  - *Hva tror du elevene føler? Hva skjer med elevene?*
  - *Får alle noen å jobbe med?*
  - *Hva tenker du det er viktig å ha tenkt igjennom før du sier dette? Hvorfor?*
  - *Opplever du at alle elevene har noen å jobbe sammen med på TIL-dagen om elevene får bestemme grupper selv?*
  - *Føler du at alle elevene har noen å være sammen med når det er TIL-dag?*



### **Begrepsavklaring:**

- Hvordan forstår du begrepet «selvbestemmelse»?
  - *I skolen? I klasserommet? I kollegiet? I læreplanen?*
  - *Hva skal til for at en elev skal oppleve selvbestemmelse? Hvordan kan du tilrettelegge? Iverksetter du tiltak, evt. hvilke?*
- Hva legger du i begrepet «tilhørighet»?
  - *Hva skal til for at en elev skal oppleve tilhørighet? Hvordan kan du tilrettelegge? Iverksetter du tiltak, evt. hvilke?*
  - *Hva med begrepet «vennskap»?*

### **Avslutning:**

#### **Debrifing:**

- Takke for deltakelse igjen! Det hjalp meg med studien, og jeg er glad for at akkurat du ville være med.
- Har du noe mer du ønsker å legge til?
- Tusen takk, igjen! Det er bare å ta kontakt dersom du lurer på noe i forbindelse med forskningsprosessen.



## 8.5.2 Pupil Interview Guide

### Intervjuguide - Elev

*Det som står i kursiv er for forskerens egen del, og trenger ikke uttrykkes til intervjupersonen. Likevel er det begrep, konsept eller oppfølgingsspørsmål som det kan være interessant å ta tak i/utdype.*

**Problemstilling:** *What experiences do four pupils in lower primary school grades and their teachers have with increased self-determination in regards to belongingness and social networks?*

### **Introduksjonsfasen:**

*Mål: å bli bedre kjent med intervjupersonen, samt skape en trygg atmosfære og en god relasjon.*

### **Brifing:**

- Takke for deltakelse.
- Dobbeltsekk: at eleven fortsatt vil være med i studien? Og om eleven fremdeles synes det er greit at jeg bruker lydopptaker?
- Konfidensialitet: ingen får vite hvem som har blitt intervjuet, og lyden slettes etter bruk.
- Litt om temaet vi skal prate om og hva målet med forskningsprosjektet er.
- Understreke at elevene ikke trenger å svare på noe hvis de ikke vil, og hvis de trenger en pause er det bare å si ifra. Vektlegg også at det er elevens opplevelse som er det viktige, og at det derfor ikke finnes riktige og gale svar.
- Har eleven noen spørsmål før vi begynner?

### **Bakgrunnskunnskap:**

- Kan du fortelle meg litt om deg selv?
  - *Hva liker du å gjøre når du ikke er på skolen?*
  - *Fritidsaktiviteter, familie*
- Kan du fortelle meg om en vanlig skoledag?
  - *Favorittfag, hvorfor?*

### **Mulige oppfølgingsspørsmål:**

- Hva?
- Hvor?
- Hvordan?
- Når?
- På hvilken måte?
- (Hvorfor? NB! Forsiktig med dette ettersom intervjuperson kan bli defensiv)
- Kan du fortelle meg noe mer om det?
- Har du et eksempel?
- Husker du et tilfelle hvor...?
- Hva tenkte du da?
- Hvordan reagerte du?

### **Fortolkning:**

- Du mener altså at ...?
- Er det riktig at ...?
- Kan uttrykket ... dekke det du nå har sagt?

- *Hva liker du best med skolen?*
- *Er det noe du ikke liker så godt ved skolen?*
- *Hva synes du er lett/vanskelig på skolen?*
- *Hvordan er friminuttene?*

### **Hoveddel:**

*Mål: Kartlegge elevens konstruksjon av begrep, forståelse av sosiale relasjoner, opplevelsen av TIL-dagen, økt selvbestemmelse, og tilslutt påvirkningen av denne på elevens sosiale relasjoner.*

### **Relasjon til læreren:**

- Kan du fortelle meg litt om læreren din?
  - *Hva liker du best med læreren din?*
  - *Er det noe du skulle ønske læreren din gjorde mer av?*
- Hvordan er læreren din mot deg, synes du? – litt likt, ikke dvel.
- Føler du at du kan spørre læreren din om hjelp?
  - *Kan du huske en gang du ba om hjelp? Fortell.*
    - *Husker du hva du tenkte da?*
  - *Er det noen ganger du ikke ber om hjelp, selv om du trenger det? Fortell. Hvorfor er det slik tror du?*
  - *Får du den hjelpen som du ønsker deg, fra læreren? Fortell.*
  - *Hvordan liker du best at læreren hjelper deg? Fortell.*

### **Opplevelse av sosiale relasjoner i klassen:**

*NB! Kan være sårt. Reflekter over responsen til eleven underveis og vurder hvor inngående spørsmålene kan være og hvor mange oppfølgingsspørsmål du kan stille.*

- Hvordan har du det på skolen?
- Hvordan har du det i friminuttene? Hvorfor er det slik tror du? Evt. hva skal til for at du har det bedre?
  - *Hva gjør du?*
  - *Er det noen andre som bruker å gjøre det samme?*
  - *Er det noen du kjenner som også gjør det? Er de fra klassen din? Er dere venner? Hvorfor/hvorfor ikke?*
  - *Opplever du at alle har noen å være sammen med i friminuttene?*
  - *Hva skjer hvis noen fra klassen din går alene i et friminutt?*
    - *Hva hadde du gjort? Hva tror du andre elever hadde gjort?*
- Hva betyr det å være en venn? (Begrepsavklaring)
  - *Når er man en venn? Hvordan? Er det viktig?*
  - *Hva er viktig for å få en ny venn, tenker du? Evt. hva er det viktig at venner gjør?*
- Hvordan har du det i klassen din? Hvorfor er det slik tror du? Evt. hva skal til for at du har det bedre?
- Hvor sitter du i klasserommet?

- *I selve rommet? Hvor ofte bytter dere? Trives du der du sitter? Får dere bestemme selv hvor dere vil sitte? Evt. når får dere bestemme det?*
- Når du står fast, hva gjør du da?
  - *Spør du noen? (Lærer, medelev?)*
  - *Spør du med en gang?*
  - *Får du god hjelp?*
  - *Hvilken type hjelp får du?*

### **TIL-dagen og selvbestemmelse:**

- Tenk deg at du har en venn som ikke vet hva en TIL-dag er. Hvordan ville du forklart det til hen?
- Hva tenker du om å ha TIL-dag? Hvorfor det?
  - *Hva liker du best med TIL-dagen? Hvorfor?*
  - *Er det noe du ikke liker så godt med TIL-dagen? Hva? Hvorfor?*
  - *Er det noe du synes er spesielt vanskelig/lett på TIL-dagen? Hva?*
    - *Konsentrasjon? Oppgavene – mengde/lett vanskelig? Bestemme selv? Passe tiden? Samarbeid? Gruppesammensetning?*
    - *Hva gjør du når du synes noe er vanskelig på TIL-dagen? Noe læreren gjør for å hjelpe deg? Noe du skulle ønske at læreren gjorde?*
- Synes du at TIL-dagen er likt eller forskjellig fra en vanlig skoledag? Hvordan? Hva synes du om det?
- Jeg har skjønt at elevene får bestemme noen ting selv på TIL-dagen:
  - *Hva får du bestemme selv på TIL-dag? Likt/ulikt en vanlig skoledag? Hvorfor er det slik tror du? Hva synes du om det?*
  - *Er det noe du har lyst til å bestemme selv på TIL-dagen, som du ikke får bestemme selv? Likt/ulikt vanlig dag? Hvorfor er det slik tror du? Hva synes du om det?*
  - *Hvem er det som bestemmer mest på TIL-dagen? Likt/ulikt vanlig dag? Hvorfor er det slik tror du? Hva synes du om det?*
- Hva bestemmer læreren på TIL-dagen?
  - *Hvorfor bestemmer hen det tror du? Hva synes du om det?*
  - *Hvordan har du det inni deg når læreren bestemmer ting for deg?*
  - *Hvorfor er det slik tror du?*
- Hva bestemmer du på TIL-dagen?
  - *Hvorfor bestemmer du det tror du? Hva synes du om det?*
  - *Ville du bestemt mer/mindre, og hvorfor?*
  - *Hvordan har du det inni deg når du får bestemme selv? Hvorfor er det slik tror du?*
  - *Er det noe du synes er lett/vanskelig å bestemme selv?*
  - *Hva gjør læreren din hvis hen merker at du synes noe er vanskelig å bestemme på TIL-dagen?*
  - *Er det noe du skulle ønske at læreren din kunne gjort, når du synes det ble vanskelig å bestemme selv?*
- Hvor mye synes du at barn skal få bestemme, når de er på skolen?
  - *Er det noe barn ikke kan få bestemme selv?*
- Synes du at læreren din har mer eller mindre tid til deg på TIL-dagen?

- Hvordan er det å få utdelt arbeidsplanen på TIL-dagen?
  - *Hva tenker du på?*
  - *Lett/vanskelig? Hvorfor er det slik tror du?*
- Hvordan er det å bestemme rekkefølgen på oppgavene dine på TIL-dagen?
  - *Hva tenker du på?*
  - *Alene/sammen med andre/hjelp fra læreren? Hva tenker du om det?*
  - *Hva starter du med? Hvorfor?*
- Hvordan er det å jobbe med oppgaver på TIL-dagen?
  - *Hva tenker du på?*
  - *Hvordan er det å jobbe alene/sammen med andre? Hvorfor er det slik tror du?*
  - *Hva gjør du først/rekkefølge? Hvorfor?*
  - *Konkurransse? Sosial sammenligning?*
    - *Er det om å gjøre å være best? Eller raskest? Hva føler du da?*
  - *Hva tenker du når du er ferdig med 1. pri oppgaver? Hva gjør du etterpå? (Friminutt, pauseoppgaver, 2. pri oppgaver). Er det sånn at du kan ta deg en pause når du trenger det, på TIL-dagen? Hva tenker du om det?*
- Hvordan synes du det er å bestemme selv når du skal ha friminutt eller gjøre pauseoppgaver?
  - *Hva tenker du på? Planlegger du med noen? Lett/vanskelig?*
  - *Når bruker du å gjøre disse oppgavene på TIL-dagen?*
  - *Hva synes du om å passe tiden selv? Lett/vanskelig? Hva skal til?*

### **Sosiale relasjoner i lys av selvbestemmelse:**

- Hvordan sitter dere på TIL-dagen?
  - *Klassekart? Faste plasser? Sitte med de dere vil? Bare til bestemte tider?*
- Hvordan synes du det er å jobbe i klassen din under TIL-dagen?
  - *Konkurransse? Alene/sammen? Først ferdig?*
- Får du bestemme hvem du vil jobbe med selv på TIL-dagen? Evt. når får du bestemme det?
  - *Hvorfor tror du at du får/ikke får bestemme det?*
- Hvordan synes du det er å samarbeide med andre elever på TIL-dagen? Fortell.
  - *Hva tenker du på? Lett/vanskelig?*
  - *Hva tror du de andre elevene tenker?*
  - *Bestemmer dere like mye, eller er det noen som bestemmer mer? Hva tenker du om det?*
  - *Hva er viktig for deg når du skal jobbe med andre?*
  - *Hva skulle du ønske at de andre elevene gjorde?*
- Se for deg at læreren samler hele klassen i lyttekroken og forklarer en oppgave. Etterpå sier hen «jobb sammen to og to. Dere bestemmer selv hvem dere jobber med». Kan du beskrive hva som skjer i klasserommet da?
  - *Hvordan ser klasserommet ut?*
  - *Hva føler du?*
  - *Hva skjer med de andre elevene?*

- *Hvordan tror du de andre elevene har det da?*
- Opplever du at alle har noen å jobbe sammen med på TIL-dagen hvis dere får bestemme selv?
- Opplever du at alle har noen å være sammen med når det er TIL-dag?

### **Avslutning:**

#### **Debrifing:**

- Jeg er veldig glad for at akkurat du ville snakke med meg i dag. Du har vært kjempeflink til å snakke og fortelle.
- Har du noen spørsmål før vi avslutter?
- Takke for deltakelse igjen! Det hjalp meg masse med studien, og jeg er glad for at du ville være med.

