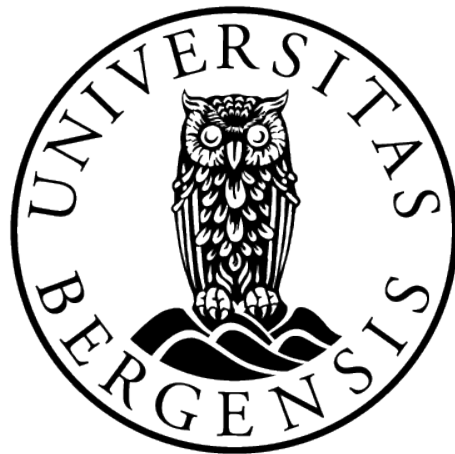


Didactic Opportunities and Challenges When Focusing on 21st
Century Skills. A Case Study of Project Based Learning
Processes in a Lower Secondary EFL Classroom



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Acknowledgements

They say it takes a village to raise a child. The same can be said about writing a master's thesis in many respects.

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So, thanks to my village :)

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Abstract in Norwegian

Norge er på vei mot en ny læreplan, *Læreplanverket for Kunnskapsløftet 2020* (2019). Den gjenspeiler en del tanker beskrevet i rapporten NOU 2015:8 *Fremtidens skole* der dybdelæring og fremtidige ferdigheter har fått fokus. Undervisningen framover skal ha som mål å utvikle en generasjon som kan bruke kunnskapen de lærer i nye og innovative situasjoner, ferdigheter som anses viktige i et ukjent, fremtidig, kunnskapsbasert arbeidsmarked. Denne oppgaven utforsker om og hvordan vi kan implementere disse konseptene i engelskfaget.

Målet med denne oppgaven er å utforske muligheter og utfordringer ved å ha fokus på fremtidige ferdigheter for å utvikle dybdelæring i engelskfaget. Jeg tar utgangspunkt i Fullan og Langworthys (2014) beskrivelse av de fremtidige ferdighetene, ”The 6 Cs”: *collaboration, communication, creativity and imagination, critical thinking and problem solving, character education, og citizenship*. Gjennom prosjektbaserte læringsaktiviteter, alle med utgangspunkt i de fremtidige ferdighetene, skulle elevene lære om levemåtene til ungdom i England.

Studiet er en etnografisk case-studie, hvor deltakerne er 17 niendeklasse-elever. Datamaterialet er samlet inn over en fire ukers periode med tre undervisningsøkter hver uke, og inkluderer refleksjonstekster og et mindre spørreskjema fra alle deltakerne, i tillegg til tre multimodale tekster som ble sluttprodukt fra læringsprosjektet. Det ble også tatt observasjonsnotater.

Funnene indikerer at gjennom prosjektbasert læring fikk elevene jobbe med flere av de fremtidige ferdighetene som kan bidra til utvikling av dybdelæring. De lærte med og av hverandre, og denne kollaborative dialogen viser elevenes evner til kommunikasjon og samarbeid. Elevene måtte bruke kritisk tenkning i valg av digitale ressurser og verktøy, og kreativitet når de arbeidet med de multimodale tekstene. Ved jevnlig loggskrivning fikk elevene jobbe med selvregulering, kategorisert under ferdigheten *character education* av Fullan and Langworthy (2014). Når det gjelder å bruke kunnskapen sin i nye og innovative situasjoner, var det mange elever som viste global kunnskap gjennom bevissthet om hvilken målgruppe de skulle henvende seg til (5.klassinger). Dette tyder på at elevene viste en grad av dybdelæring.

Funnene viser samtidig flere utfordringer der læreren spiller en stor rolle i forhold til å veilede både når det gjelder det faglige, men også i forhold til det tekniske og det sosiale samspillet mellom elevene. Dette blir viktig for å sikre tilpassede og velfungerende prosjekter som tilrettelegger for elevenes utvikling. Holdninger rundt kreativiteten der en del elever tenkte at ferdigheten er medfødt hindret utvikling i det området. Funnene i tillegg viser at flere elever mente at det var utfordrene å bruke muntlig engelsk i samarbeid med medelevene under prosjektarbeidet. Ved å ha fokus på å skape et trygt og støttende klassemiljø, der elevene er trygge å bruke engelsk som arbeidsspråk, kan lærere sikre at elever får mer utbytte av timene under et prosjekt basert læringsaktivitet i engelskfaget.

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List of key abbreviations

CLT--Communicative Language Teaching

EFL--English as a Foreign Language

LK06/13—The current national curriculum in Norway, The *Knowledge Promotion*

LK20--The new national curriculum in Norway, implemented in the Fall of 2020

NRC--National Research Council

PBL--Project based learning

6 Cs--Fullan and Langworthy's six key future skills: collaboration, communication, creativity and imagination, critical thinking and problem solving, character education, citizenship

1. INTRODUCTION

The overall goal of this master's thesis is to provide insight into didactic opportunities and challenges related to promoting deep learning and 21st century skills in the EFL classroom. In addition, it can help teachers understand and incorporate the theoretical ideas that support deep learning and 21st century skills. It will hopefully contribute to our professional practice and not just add to educational research that is "disconnected from the professional practice and teachers' needs" Pring (2015, pp. 10-11). This chapter discusses the context surrounding deep learning and 21st century skills and briefly the theories that can be used to understand them in the perspective of English didactics. Previous research in this area will be discussed and the chapter will conclude with my research question and a structure of this thesis.

1.1 Context of the study

Norway is heading towards a new national curriculum, *Læreverket for Kunnskapsløftet* (2019), commonly referred to as LK20. This curriculum aims at taking into account the rapidly changing needs of tomorrow's society, as well as the learning needs of today's students. A committee, led by Norwegian scholar Sten Ludvigsen, was given the mandate to find out what students will need to learn in a 20-30 year perspective. The result of this work is presented in the Official Norwegian Report (NOU 2015: 8) entitled *The School of the Future: Renewal of subjects and competences*. The report begins with the following introduction:

Primary and secondary education and training shall contribute to developing the knowledge and competences of pupils so they may become active participants in an increasingly knowledge-intensive society....Today's and tomorrow's society has and will have new requirements when it comes to participating in a number of settings like work, organizations, home and leisure.

The same thoughts are shared by other recent scholars (Sawyer, 2008; Pellegrino & Hilton, 2012; Fullan & Langworthy, 2014). In a paper written for the OECD/CERI International Conference on learning in the 21st century in 2008, R. Keith Sawyer reflects on the changing needs of tomorrow's society and the implications this must have on today's educational system:

Standard model schools effectively prepared students for the industrial economy of early 20th century; schools based on this model have been effective at transmitting a standard body of facts and procedures to students.... In recent decades, many OECD member countries have experienced a rapid transformation from an industrial to a knowledge economy (Bell 1976; Drucker 1993). The knowledge economy is based on the 'production of and distribution of knowledge and information, rather than the production and distribution of things' (Drucker, 1993, p. 182). (p.2)

As the needs of society are changing, so too are the needs of education. One of the solutions presented in NOU 2015: 8 is the concept of deep learning, which is also referred to by others as in-depth learning or deeper learning. Here, deep learning is summarized as the student's ability to attain and reflect on knowledge while being given the opportunity to put this knowledge into new contexts. This then requires creativity, collaboration and critical thinking (Fullan & Langworthy, 2014; Pellegrino & Hilton, 2012). Knowledge must be seen as relevant to ensure student motivation (Fullan & Langworthy, 2014). The contrasting view is surface learning where the memorization of facts and procedures catered better to the needs of the industrial society (Sawyer, 2008). The view of deep learning, where among other things critical thinking and creativity are central, is thought to be better suited to the needs of our present and future information society (Fullan & Langworthy, 2014; Pellegrino & Hilton 2012).

As a result of the research laid out by Ludvigsen in NOU 2015: 8, deep learning had an integral position in the new Report to the Storting, number 28 (2015-2016) which was the foundation for the further work in shaping the new curriculum. In LK20 (2019), deep learning is listed under the Principles for learning in section 3.2 titled teaching and adapted education. The Norwegian Directorate for Education and Training, UDIR, has given the following definition of deep learning on their website (my translation):

We define deep learning as the gradual development of knowledge and lasting understanding av concepts, methods and coherence within and between different subjects. It involves reflecting on one's own learning and using what we have learned in different ways in familiar and unfamiliar situations, alone or with others.

As to its presence in LK20 (2019), UDIR says that the core values in education "will reflect deep learning processes so that we develop good attitudes and judgement and the ability to reflect and think critically and to make ethical assessments" (my translation). In other words,

deep learning processes should be reflected in and permeate all school subjects. Deep learning is a concept that will affect the future of education in Norway.

English has been a core subject in Norway since the end of the 19th century. Its continued importance is explained in the purpose statement of the current national curriculum, *The Knowledge Promotion*, where it is described as a universal language used in both leisurely situations as well as in educational and professional situations (2006/2013). Under *The Knowledge Promotion*, communication and intercultural competence are central in the EFL subject curriculum. And as instructed under Principles for learning as explained above, deep learning processes are expected to be an integral part of learning in the subject. Teachers will hopefully be given even more guidance by the directorate, UDIR, on applying the pedagogy of deep learning in the classrooms around the country. Until that time many EFL teachers will surely be attempting to design deep learning tasks, aimed at giving added relevance and motivation to today's students. The aim of this study is to provide insight into some of the didactic opportunities and challenges related to promoting 21st century skills and deep learning in the EFL classroom. This has been explored through a case study of project based learning activities in a ninth grade classroom.

1.2 Central theories and concepts

The theoretical foundation includes definitions of deep learning from central scholars: Pellegrino and Hilton (2012), Dr. R. Keith Sawyer (2008), and Fullan and Langworthy (2014). As mentioned above, Sawyer (2008) differentiates between surface learning and deep learning. He describes deep learning as a process where previous knowledge is built upon and where students are encouraged to apply new knowledge in innovative settings (see section 2.1.1). Pellegrino and Hilton (2012) also define deep learning as the ability to use knowledge and apply it in new situations. Here they refer to the cognitive term “transfer.” They have concluded on the importance of using 21st century skills in classroom activities to help develop deep learning (see section 2.1.2). Fullan and Langworthy (2014) share the same definition of deep learning and are also concerned with allowing the students to be engaged with tasks that involve 21st century skills (see section 2.1.3). They refer to the 21st century skills as key future skills and have categorized some of these central skills into six main categories: character education, citizenship, communication, critical thinking and problem

solving, and creativity and imagination. These are called *The 6 Cs* (see section 2.1.4). The terms 21st century skills and key future skills will be used interchangeably in this thesis.

In addition, I have looked at some of the learning theories and methods that support these concepts. In sociocultural theory, language is seen as being best developed through mediation and in collaboration with others (Lighthouse & Spada, 2013). Communicative Language Teaching with its central concept, communicative competence, has been a prominent approach in English didactics since the 1970s (Skulstad, 2018). This approach supports deep learning, as can be seen specifically in its three methodological principles (see section 2.2). I also describe Project Based Learning (PBL) where learning tasks allow students to use and develop 21st century skills, as well as subject specific content, in authentic real world tasks (see section 2.2.2). Finally, I show how digital competence and intercultural communicative competence can be important factors in deep learning and using the 21st century skills in the EFL classroom (see sections 2.3 and 2.4).

1.3 Previous research

There has been much research done on deep learning. However, there does not seem to be much research on deep learning in the EFL classroom. Through searches on Eric (EBSCO) I have found numerous studies on deep learning in the training of foreign language teachers, but few on the didactic implications of deep learning. Three of the studies that did prove helpful were by Busciglio (2015), Yew et al. (2016) and Aharony (2006).

The study that seems most relevant to my topic is a dissertation written by Daniela Busciglio at the University of Wisconsin (2015). The dissertation is an autoethnographic study which investigates “how, with the integration of deep project-based learning (DPbL) in the language learning classroom, teachers can cultivate autonomy and social agency through democratizing the foreign language curriculum with students at the helm” (p. viii). The study was a qualitative study using an action research approach, which was conducted by the researcher in her various classroom settings. The data and observations were attained through the researcher's own experience in different classes in university level Italian as a foreign language. Her results show that integrated deep project based learning is “one response” to traditional classroom practices where surface learning is often the outcome. The study has

also practical examples, which could be further developed for use in other language learning classrooms.

Although her main focus was social agency, the concepts of learner autonomy, collaboration, and cultural competence are all aspects of deep learning that are discussed in my study. However, my research differs in that I have focused on lower secondary school and used mainly Fullan and Langworthy's (2014) concept of deep learning and key future skills to thematically explore students' reflections around these.

The next study that had some relevance for my own is a research article by Yew et al. (2016). The study was also an action research project where they gathered both qualitative and quantitative data from their own classrooms. The objective of the research question was to explore how deep learning can be achieved by using active learning techniques.

The study is based on the theory of deep learning by Biggs and active learning techniques as discussed by Silberman in 1996 and Bonwell and Eison in 1991. The qualitative data comprised the instructors' observations and reflections as well as the students' reflections; both based on Biggs' notions of deep learning. The results from both the qualitative and quantitative analysis show that the learning context had stimulated students towards deep learning approaches. In my study I will not be using Biggs' definition of deep learning. I decided to base my research on the works of Sawyer and Fullan and Langworthy since these were the researchers used in my council's pilot work on deep learning. I am also drawing on Pellegrino and Hilton's work since it has been referred to in Ludvigson's report, which is one of the foundations of the Norwegian work towards the new national curriculum with strong focus on deep learning. These will be used as the theoretical background for deep learning in my study (section 2.1.2).

The study by Aharony (2006) looked at the differences between students' preferences between surface or deep learning strategies in an Internet EFL environment based on the learners' different socioeconomic backgrounds. The study was conducted on one hundred and forty eight Israeli secondary students and the data was collected through video observations of the students and through questionnaires examining the learning strategies. The results showed that participants from all socioeconomic backgrounds preferred surface

learning strategies and the researcher concluded that students' learning habits did not change with a brief Internet learning environment. While this study also examines surface and deep learning strategies, the context differs greatly as the participants in my study are used to working daily in a digital environment and may have already developed strategies for both surface and deep learning in this environment.

With this in mind I believe that my work will fill a gap in the research. In my study I explore how the concepts of deep learning and 21st century skills can be applied to teaching English as a foreign language in the Norwegian classroom at the lower secondary level.

1.4 The research question

The research question I will seek answers to is:

Which didactic opportunities and challenges may be involved when focusing on the 6 Cs in order to promote deep learning in the EFL classroom?

To answer this research question I have collected data throughout the course of a four-week PBL project with a group of ninth graders. The subject specific goal of this project was for the students to gain insight into the daily life of youth from England and compare differences and similarities to youth in Norway. In small groups of three to four people, they were given the task to gather information from various sources including possible interviews with English youth through already established social networks or by establishing new connections through different digital technologies. The students were then to use the information they had gathered to create a multimodal text in the form of a short, informative video. These videos were to be shown to a group of neighboring fifth graders, giving the project real world purpose and an authentic audience. The overall aim of this educational project was to allow the students to work on the subject specific aim of learning about youth from England while working with the 21st century skills that may promote deep learning.

The data is comprised of the students' reflective logs and a small questionnaire to gain insight into their experiences and perspectives, observation notes of classroom procedures and interactions, as well as the multimodal texts created by the students. In analyzing the data I

have relied on a thematic analysis based on analytical categories derived from Fullan and Langworthy's 6 Cs (2014).

1.6 Structure of the thesis

This thesis consists of five chapters. After the initial introduction chapter I explore different definitions of deep learning and 21st century skills and subsequently discuss how these can be understood in light of English learning theory and didactics. The third chapter provides a rationale as to choice of research design and a description of the research context, materials and data collection procedures. Ethical considerations as well as issues related to reliability, validity and limitations to the study are also discussed. The fourth chapter describes the findings of the study where didactic opportunities and challenges of each of the six key future skills from Fullan and Langworthy (2014) are explored. Findings as to any evidence of transfer in the study are also discussed. The final chapter offers a summary of the main findings and discusses didactic implications. The thesis concludes with possible limitations and suggestions for future research before giving my final remarks on my study.

2. THEORETICAL BACKGROUND

This chapter will serve as a theoretical background for the context of this study. In the first section I will explore different ways of understanding the concept of deep learning. Here I will discuss Sawyer's definition of deep versus surface learning (2008). With this as a background I will explain Pellegrino and Hilton's (2012) definition of deep learning and 21st century skills and show the similarities with Fullan and Langworthy's (2014) definition. I will then look at how sociocultural theory and Communicative Language Teaching support the ideas of deep learning. The suitability of Project Based Learning as a teaching method when working towards developing deep learning will also be discussed. Finally I will look at the importance of both digital competence and intercultural competence and their importance in the development of 21st century skills.

2.1 Deep Learning

In this section I will give a definition of deep learning and how these definitions have been used as a basis of our new national curriculum, LK20 (2019). I will also show how deep learning and working with 21st century skills can be related to the teaching and learning of the English language. In some of the literature one also sees the phrases deeper learning and in-depth learning. In this study I will be using the term deep learning.

2.1.1 Sawyer's deep learning vs surface learning

In 2008, Sawyer discussed the concept of deep learning as he compared this approach to learning to traditional classroom learning. Referring to observations that cognitive scientists made in classrooms in the 1980s, he summarizes that they "had discovered that children retain material better, and are able to generalize it to a broader range of contexts, when they learn deep knowledge rather than surface knowledge, and when they learn how to use that knowledge in real world social and practical settings" (p. 4).

He compares learning knowledge deeply, or deep learning, with learning under traditional classroom practices, referred to as Instructionalism or surface learning, in the following table:

Learning knowledge deeply (findings from cognitive science)	Traditional classroom practices (instructionism)
Deep learning requires that learners relate new ideas and concepts to previous knowledge and experience.	Learners treat course material as unrelated to what they already know.
Deep learning requires that learners integrate their knowledge into interrelated conceptual systems.	Learners treat course material as disconnected bits of knowledge.
Deep learning requires that learners look for patterns and underlying principles.	Learners memorize facts and carry out procedures without understanding how or why.
Deep learning requires that learners evaluate new ideas and relate them to conclusions.	Learners have difficulty making sense of new ideas that are different from what they encountered in the textbook.
Deep learning requires that learners understand the process of dialogue through which knowledge is created, and that they examine the logic of an argument critically.	Learners treat facts and procedures as static knowledge handed down from an all-knowing authority.
Deep learning requires that learners reflect on their own understanding and their own process of learning.	Learners memorize without reflecting on the purpose or on their own learning strategies.

Table 1: Deep learning vs. surface learning (Sawyer, 2014)

Although this comparison has been somewhat modified in later years, it is often used as a standard definition for deep learning. Many of the characteristics listed here under deep learning were prevalent under the previous national curriculum, L97 (1996), with its focus on project work, as well as in today's classrooms where Assessment for Learning has played an important role (*Knowledge Promotion*, 2006/2013). This does not mean, however, that Instructionalism is not present in today's classrooms. Ludvigsen's (2015) call for more cross-curricular learning, focus on learning progression, as well as reducing the specified amount of subject specific curricular aims, is in accordance with Sawyer's definition of deep learning.

Sawyer (2008) also describes findings as to optimal learning environments for deep learning. Here he mentions the following characteristics: customized learning, availability of diverse knowledge sources from books to websites to experts around the globe, collaborative group learning, and assessment for deep learning (pp. 8-9). I will return to how these characteristics will be present in my learning project in the next chapter.

2.1.2 Pellegrino and Hilton's definition of deep learning and 21st century competences

In an extensive project led by Pellegrino and Hilton for the National Research Council (NRC) in the United States, a group of researchers set out to define deep learning (2012). This

theoretical framework, titled *Education for Life and Work: Developing Transferable Knowledge and Skills in the 21st Century*, defined deep learning as “the process through which an individual becomes capable of taking what was learned in one situation and applying it to new situations” (p. 5) or *transfer* as the term is used in cognitive psychology (Pellegrino, 2017). This is in accordance with Sawyer’s comparison of deep learning vs surface learning where the outcome of surface learning is to memorize and recall unrelated facts and knowledge without being challenged to apply this knowledge in new contexts.

In addition, the framework also showed the integral role of 21st century competences in the process of deep learning. In fact, it claims that deep learning and the development of 21st century skills are to an extent co-dependent:

The process of deeper learning is essential for the development of transferable 21st century competencies (including both knowledge and skills), and the application of 21st century competencies in turn supports the process of deeper learning, in a recursive, mutually reinforcing cycle. (p. 8)

As discussed earlier in the text, the 21st century competences are the skills and knowledge that are regarded as key to success in education and work in the present and future knowledge society. The 21st century competences as described in the NRC study are divided into three domains: the cognitive domain, the interpersonal domain and the intrapersonal domain. These are simplified here (Pellegrino, 2017):

The **Cognitive Domain** includes three clusters of competencies: cognitive processes and strategies; knowledge; and creativity. These clusters include skills such as critical thinking, reasoning and argumentation, and innovation.

The **Intrapersonal Domain** includes three clusters of competencies: intellectual openness; work ethic and conscientiousness; and self-regulation. These clusters include skills such as flexibility, initiative, appreciation for diversity and metacognition.

The **Interpersonal Domain** includes two clusters of competencies: teamwork and collaboration; and leadership. These clusters include skills such as co-operation and communication, conflict resolution and negotiation.

It is noted by Pellegrino (2017) that many of these competences are intertwined, where a competency in one domain can affect a competency in another. The ability to communicate and cooperate effectively can, for example, increase one's competence in the cognitive domain by thus developing the skills of reasoning and critical thinking.

According to Pellegrino (2017), developing deep learning and 21st century competences involve the learning theories of both the cognitive perspective and the sociocultural perspective. Whereas processes calling for memorization and perception are needed to learn and retain information, the processes calling for collaboration and use of tools is of equal importance. However, Pellegrino (2017) cites Mayer (2010) when emphasizing that "Meaningful learning (develops deeper understanding of the structure of the problem and the solution method) leads to transfer, while rote learning does not" (p. 229). This again is reflected in Sawyer's differentiation of surface learning vs deep learning.

The NRC framework concluded with a recommendation for pedagogical practices, which can aid in the development of deep learning and 21st century competences. The practices are based on research-based teaching methods, which include skills from all three of the domains (Pellegrino & Hilton 2012, pp. 9-10):

Encouraging elaboration, questioning, and explanation--for example, prompting students who are reading a history text to think about the author's intent and/or to explain specific information and arguments as they read--either silently to themselves or to others.

Engaging learners in challenging tasks, while also supporting them with guidance, feedback, and encouragement to reflect on their own learning processes and the status of their understanding.

Teaching with examples and cases, such as modeling step-by-step how students can carry out a procedure to solve a problem and using sets of worked examples.

Priming student motivation by connecting topics to students' personal lives and interests, engaging students in collaborative problem solving, and drawing attention to the knowledge and skills students are developing, rather than grades or scores.

Using formative assessment to: a) make learning goals clear to students; b) continuously monitor, provide feedback, and respond to students' learning progress; and c) involve students in self- and peer assessment.

In the next section I will be looking at the congruence between Pellegrino and Hilton's (2012) and Fullan and Langworthy's (2014) definitions of deep learning and 21st century skills.

2.1.3 Fullan and Langworthy and The 6 Cs

The definition of deep learning and 21st century skills as presented by Fullan and Langworthy (2014) is in congruence with the definitions explained above. In their text *A Rich Seam*, they are calling for a fundamental change in education where the goals of deep learning “are that the students will gain the competencies and dispositions that will prepare them to be creative, connected, and collaborative life-long problem solvers...who not only contribute to, but also create the common good in today’s knowledge-based, creative, interdependent world” (p. 2). With focus on digital competence and local and global collaboration, Fullan and Langworthy envision a school where both students and educators are active in the learning process.

They argue that tasks developed to enhance deep learning will “restructure students’ learning of curricular content...in more challenging and engaging ways made possible by digital tools and resources,” and “give students real experiences in creating and using knowledge in the world beyond the classroom.” They also describe how deep learning will allow the students to develop key future skills; skills referred to as *The 6 Cs* (p. 22):

Character education: honesty, self-regulation, hard work, perseverance, empathy for contributing to the safety and benefit of others, self confidence, personal health and well-being, career and life skills.

Citizenship: global knowledge, sensitivity to and respect for other cultures, active involvement in addressing issues of human and environmental sustainability.

Communication: communicate effectively orally, in writing and with a variety of digital tools; listening skills.

Critical thinking and problem solving: think critically to design and manage projects, solve problems, make effective decisions using a variety of digital tools and resources.

Collaboration: work in teams, learn from and contribute to the learning of others, social networking skills, empathy in working with diverse others.

Creativity and imagination: economic and social entrepreneurialism, considering or pursuing novel ideas, and leadership for action.

Letting the students work together through “discovering and mastering existing knowledge and then creating and using new knowledge in the world” (Fullan and Langworthy, 2014) is seen as one of the keys in building the bridge from Instructionalism to a more meaningful, relevant, deep learning:

In deep learning tasks, the goal is to develop new knowledge, through integration of prior knowledge with ideas, information and concepts, into a wholly new product,

concept, solution or content. In good deep learning tasks, students also go beyond creating new knowledge to do something with it -- to using that new knowledge in the world. (p. 23)

In the table below one can see the congruence between Pellegrino and Hilton (2012) and Fullan and Langworthy's (2014) definitions of 21st Century skills.

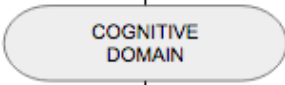
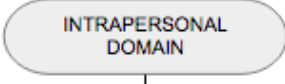
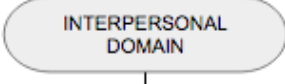
21st Century Skills	
Pellegrino & Hilton	Fullan & Langworthy
Cognitive processes and strategies Knowledge Creativity Critical Thinking Reasoning and argumentation Innovation	Creativity including: pursuing novel ideas Critical thinking including: problem solving project design project management
	
Intellectual openness Work ethics Self-regulation Flexibility Initiative Appreciation of diversity Metacognition	Character education including: honesty self-regulation hard work perseverance self confidence Citizenship including: global knowledge sensitivity and respect for other cultures
	
Collaboration and teamwork Leadership Communication Conflict resolution Negotiation	Collaboration including: working in teams social networking skills Communication including: written and orally using digital resources listening skills
	

Table 2: Comparison of 21st Century Skills

In my research, I will be using the 21st century skills presented by *The 6 Cs* of Fullan and Langworthy. The reason for this is that *The 6 Cs* are terms that my council has worked with before and is what the colleagues at my school are familiar with. I will, however, be using the work of Pellegrino and Hilton (2012) to provide theoretical insight around deep learning and 21st century skills throughout the thesis.

2.1.4 The 6 Cs in the Knowledge Promotion

Under the present Norwegian national curriculum, the *Knowledge Promotion*, the importance of working with skills such as the 6 Cs are prevalent in both the core curriculum and under the individual subject curricula (*Knowledge Promotion*, 2006/2013). In this section I will

briefly explore how these skills are reflected in the *Knowledge Promotion* and discuss these in the context of English didactics.

Collaboration is reflected in the *Knowledge Promotion* in one of the main focus areas, *The Social Human Being*. Here it states that “a person’s aptitude and identity develop in interaction with others” (2006/2013, p. 30). And as described by Vygotsky, language development is a “result of social interaction,” and is thus central in collaborative learning (Lighthouse & Spada, 2013). Central to Social learning theory, the importance of collaboration, and specifically collaborative dialogue, is further discussed in section 2.2.

Communication is described under two of the four main subject areas in the English curriculum as both oral communication and written communication. English is further described as a universal language where the need to be able to communicate in English is important for both private and professional reasons. It goes so far as to say in the purpose statement that “To succeed in a world where English is used for international communication, it is necessary to be able to use the English language and to have knowledge of how it is used in different contexts” (*Knowledge Promotion*, 2006/2013, p.1). The importance of communication, and specifically communicative and intercultural communicative competences, will be discussed further in section 2.2.1 and 2.4 respectively. Communicating through multimodal texts where the use of semiotic resources in the form of meaning bearing elements, or modes, has also become an important aspect of teaching EFL (Skulstad, 2018). This will be discussed further in section 2.3.1.

Critical thinking and problem solving are used as students continually learn new words, expressions and concepts in the EFL classroom. They are also challenged to think critically in their understanding of new concepts and ideas through the meeting with English texts (Hoff, 2016). Learning in the English classroom can aid in the development of media literacy and can facilitate the students’ ability to understand, analyze, evaluate and reflect on issues regarding use of different media (Erstad, 2015). In addition, students are given the opportunity to develop their critical thinking skills as they learn and gain experience with choosing appropriate digital resources and tools (Erstad, 2015; Fullan & Langworthy, 2014; Skulstad, 2018). According to the *Knowledge Promotion*, EFL students should be able to

have a “critical and independent attitude to the use of sources” (2006/2013, p. 4). Using critical thinking skills in regards to digital tools will be discussed further in section 2.3.

Citizenship is an integral part of the subject curriculum where the students are to “develop knowledge about, understanding of and respect for the lives and cultures of other people” (*Knowledge Promotion*, 2006/2013). Fullan and Langworthy describe gaining “sensitivity to and respect for other cultures” and having global knowledge as important aspects of citizenship. This is central to the concept of intercultural competence, which will be discussed in more detail in section 2.4.

Creativity and imagination can be developed as the students use new ways to use the language to communicate their message both written and orally. This can either be through traditional media/forms such as essay writing or live communication, or through the use of new technology, media and digital tools. Multimodal texts allow for the students to *create* a text where the use of digital resources allows the learner to combine pictures, sound and text in order to communicate their message (Erstad, 2015; Skulstad, 2009). Meaning-making through the use of semiotic resources is central (Skulstad, 2018). This is discussed further in section 2.2 where it is explored how creating multimodal texts can enhance communication. Creativity and imagination are also developed as learners meet different cultures through texts as they are given the opportunity to explore others’ experiences (Hoff, 2016).

Character education can be seen as an overlapping competence with the other competences. It is strongly reflected in the *Knowledge Promotion* where the concept of *Bildung* is important. Klafki (1996) distinguishes between different types of *Bildung*. In *material Bildung* learning is seen as acquiring content knowledge. Fenner (2012) describes Klafki’s *formal Bildung* as having the aim of “personal development, focusing on processes like learning to master various tools, developing skills, ways of thinking, and values,” or, as she summarizes, “formal *Bildung* traditions emphasize the subjective aspect of education” (p. 374). However, Klafki (1996) argues that *categorical Bildung* is seen as ideal where both *material Bildung* and *formal Bildung* play central roles in the learning process. Character education can thus be understood as this development of *Bildung* in the Norwegian educational system. According to Fullan and Langworthy (2014), one important aspect of character education is self-regulation. Zimmerman (2002) defines self-regulation as the

ability to set goals and choose strategies when faced with a learning task. It is also the ability to evaluate oneself in the course of a learning assignment and to be able to make necessary adjustments. These reflections can then be used in future learning situations. He describes learners who have the skill of self-regulation as being “proactive in their efforts to learn because they are aware of their strengths and limitations and because they are guided by personally set goals and task-related strategies” (2002, p. 65). Learning is not viewed as a passive action but one in which they must actively and strategically work for to attain. This is also central in critical thinking and problem solving skills but is here discussed under character education since this is where Fullan and Langworthy (2014) have chosen to categorize it. Closely related to self-regulation is the term learner autonomy. Fenner (2012) explains the similarities in that learner autonomy “entails controlling and supervising one’s own learning and changing strategies according to needs” (p. 291). Williamson (2015) describes self-regulation as “one’s ability to think metacognitively, motivationally and behaviourally” (p. 25). She argues that this is not a fixed trait but a skill that can be developed if given the proper guidance. In defining the role of metacognition in relation to self-regulation Williamson explains that it is “associated with the learner’s ability to monitor, plan, organise and evaluate their own learning” (2015, p. 26). In respect to foreign language didactics, Haukås (2014) describes the importance of helping students develop their language learning strategies to increase their metacognition in the language learning process. Despite this importance, Haukås found in her own study from 2013 that 61% of the teachers in Norway who had been asked, responded that they needed more instruction on how to guide students’ language learning processes even though this has been a competence aim in the national curriculum for many years (Haukås, 2014). The *Knowledge Promotion* (2006/2013) contains aims directed at developing self-regulation. The following are aims taken from the 10th grade English subject curriculum (*Knowledge Promotion*, 2006/2013, p.8):

- Use different situations, working methods and learning strategies to develop one’s own English-language skills
- Comment on own work in English
- Select different digital resources and other aids and use them in an independent manner in own language learning

With Assessment for Learning (Norwegian Directorate for Education and Training, 2015), where one of the four main principles for assessment is allowing students to be involved in their own learning processes by assessing their own work and development, teachers have

been made more aware of self-regulation and the importance of among other things self assessment and setting personal goals.

As explained by Pellegrino and Hilton (2012) “Deeper learning and the development of 21st century competencies do not happen separately from learning academic content. Rather, deep learning enables students to thoroughly understand academic content and to recognize when, how and why to apply that content knowledge to solve new problems.” Klafki (1996) also discusses the importance of offering learners knowledge that they feel they can apply in real life situations and providing learning activities that reflect their interests so as to attract and retain the learners’ attention and desire to learn (p. 189). One of the teaching methods that has been suggested by Pellegrino and Hilton (2012) does just that and is called research-based learning. In the next section I am going to explore the roots of research-based learning and put this in a language-learning context. I will, however, be briefly discussing sociocultural learning and communicative language teaching before I look specifically at a research-based teaching method called project-based learning.

2.2 Sociocultural learning theory

With focus on *The 6 Cs*, the definitions of deep learning and 21st century skills discussed in this paper can be seen as compatible with and building on the concepts of sociocultural learning theory and Vygotsky’s view on learning. According to this view, language development arises and develops in communication and collaboration with others (Lighthouse & Spada 2013). In the sociocultural perspective we learn with and of other members in our society where “learning is situated’ within, and emerges from, the practices in different settings and communities” (Pellegrino, 2017). When referring to the development of thought and language Vygotsky uses the term “coconstruction,” emphasizing the importance of interactiveness (John-Steiner & Mahn, 1996).

This can also be seen in one of sociocultural learning theory’s most fundamental ideas: mediation. As Lantolf and Thorne (2006) explain, “mediation is the process through which humans deploy culturally constructed artifacts, concepts and activities to regulate...the material world or their own and each other’s social and mental activity” (p. 79). As described by Lighthouse and Spada (2013):

Vygotsky's theory assumes that cognitive development, including language development, arises as a result of social interactions...Speaking (and writing) mediates thinking, which means that people can gain control over their mental processes as a consequence of internalizing what others say to them and what they say to others. (p. 118)

Thus, learners given the opportunity to collaborate in their language learning are given the opportunity to develop their critical thinking skills by being prompted to mediate thoughts through language, newly acquired or otherwise, and other artifacts, symbolic and/or material. This can also be seen in the learners' meeting with literary texts as an artifact. Through conversation about literature, students are introduced to new ideas and thoughts and can thus develop critical thinking (John-Steiner, 2007; Hoff, 2016).

Digital technology as a tool has also proven an important mediational artifact in our society. The access to information and new modes of communication through digital technology is allowing for a surge of opportunities to expand language skills as well as 21st century skills. I will come back to this in section 2.2.2 on Project Based Learning and 2.3 on digital competence.

With regards to second language learning, Swain (2000) discusses his concept of *collaborative dialogue* as "linguistic problem-solving through interaction" p. 104. Lightbrown and Spada (2013) further describe collaborative dialogue where "learners co-construct linguistic knowledge while engaging in production tasks (i.e. speaking and writing) that simultaneously draw their attention to form and meaning" (p. 119). Learning the language through actively using the language is key. John-Steiner and Mahn (1996) quote Chang-Wells and Wells who explain:

As well as the presentation of new information, there needs to be extended opportunity for discussion and problem-solving in the context of activities, in which meaning and action are collaboratively constructed and negotiated. (p. 197)

In summary, working together is central in sociocultural learning theory. It argues that collaboration can lead to a development of critical thinking and the co-constructing of new knowledge. In regard to deep learning where the definition is the ability to use knowledge in new and innovative ways, we see that sociocultural learning promotes deep learning.

2.2.1 Communicative competence and Communicative Language Teaching

Communicative Language Teaching (CLT), based on sociocultural learning theory, has been prominent in today's English as a foreign language classroom (Savignon, 2006; Skulstad, 2009; Richards & Rogers, 2014). CLT arose in the 1960s as an alternative to Situated Learning Theory where the rehearsal of linguistic structures in controlled forms was dominant (Richards & Rogers, 2014). According to Sawyer's definition of deep learning vs surface learning one may argue that this rehearsal in controlled forms can be defined as surface learning. In contrast, the focus on communicative competence in CLT where the learner will learn to understand and use the language appropriately in authentic situations reflects deep learning where language is learned and used in various, unrehearsed situations. In this section I will describe further what communicative competence is and how it and CLT are compatible with deep learning and the development of 21st century skills.

The term communicative competence is central in CLT. In short, the term communicative competence describes how "language and communication are interdependent in the sense that language must serve the purpose of communicating the speaker's objectives" (Richards & Rogers, 2014, p. 86). In other words, the goal of learning a second language is to be able to communicate effectively. The term was first used by Dell Hymes and was used in contrast to Chomsky's theory of linguistic competence. Richards and Rogers (2014) refer to Chomsky's work from 1963 where he wrote:

Linguistic theory is concerned primarily with an ideal speaker-listener in a completely homogenous speech community, who knows its language perfectly and is unaffected by such grammatically irrelevant conditions as memory limitation, distractions, shifts of attention and interest, and errors (random or characteristic) in applying his knowledge of the language in actual performance. (p. 88)

Whereas Chomsky viewed the focus of language learning on grammatical perfection, Hymes argued that his view "omits everything of sociocultural significance" (Hymes, 1972). He argues further that

A normal child acquires knowledge of sentences, not only as grammatical, but also as appropriate. He or she acquires the competence as to when to speak, when not, and as to what to talk about and with whom, when, where, in what manner. (p. 277)

According to Hymes, the ability to use the language appropriately is as important as having a degree of linguistic competence if a language user is to be seen as competent. The term communicative competence has been built upon by others and now incorporates several subcompetences including grammatical competence, sociolinguistic competence, discourse competence, strategic competence, sociocultural competence and social competence (Skulstad, 2018).

Based on social learning theory and the concept of communicative competence, I will argue that Communicative Language Teaching (CLT) supports deep learning. This is evident in CLT's three methodological principles (Richards & Rodgers, 2014):

Communication principle: activities that involve real communication promote learning.

Task principle: activities in which language is used for carrying out meaningful tasks promote learning.

Meaningfulness principle: language that is meaningful to the learner supports the learning process. (p. 90)

The three principles show the compatibility of CLT and deep learning. Fullan and Langworthy (2014) say that tasks designed to enhance deep learning will give students real experiences in creating and using new knowledge in the world beyond the classroom. In meaningful tasks, based on the competences laid out in the *Knowledge Promotion*, learners can be given the opportunities to learn more about themselves and others, building both the 21st century skills of character education and citizenship, as well as critical thinking and problem solving, and creativity and imagination.

In addition to these 21st century skills, collaboration and communication are central. Richards and Rogers (2014) mention the following processes which can be seen as reflected in CLT:

...collaborative creation of meaning, the interaction between the learner and the users of language, learning as social mediation between the learner and another during which socially acquired knowledge becomes internal to the learner, learning facilitated through scaffolding by an expert or fellow learner and learning through collaborative dialogue centering on structured cooperative tasks. (p. 91)

Again, and as mentioned with regards to sociocultural learning theory, learning together using the language actively, in addition to using the language in meaningful tasks, will be an

important aspect of language learning in deep learning projects. This is further described in the next section where I will explain the learning method called Project Based Learning (PBL).

2.2.2 Project Based Learning

Pellegrino (2017) recommends PBL as an effective teaching method when working towards deep learning. He writes that “Project and problem-based learning and performance assessments that require students to engage with novel, authentic problems and to create complex, extended responses in a variety of media would seem to be prime vehicles for measuring important cognitive competencies related to transfer” (p. 243); transfer as in the ability to apply knowledge in a new context. As explained in section 2.1.2, the pedagogical practices of research based teaching methods, such as PBL, can also help students develop their 21st century skills (Pellegrino & Hilton, 2012).

Boss and Krauss (2014) describe PBL as a teaching method which promotes active learning where students are “investigating open-ended questions and applying their knowledge to produce authentic products” (p. 16). Projects are designed to be technology rich, building on and incorporating the students’ digital competence and used in real world projects. Students are encouraged to develop their project management skills as well as their communication and collaboration skills through reflection around their learning and experiences. Teachers take on the role of mentor and guide during the project, with the bulk of the work being in the planning and evaluating stages. The projects end in products that have real target groups or audiences, thus adding to the learning motivation. This leads to the students being “content creators, not just content consumers” (p. 27).

Although the learning is student driven and the teacher is taking on more of the role of mentor, there will still be need for instruction. According to Mergendoller (2018) scaffolding is important. He explains “before launching a project...teachers assess the skills and knowledge necessary for project success, and determine how to prepare students before the project begins and/or provide lessons or other scaffolds once the project starts” (p. 3). This also reflects Vygotsky's concept of the *Zone of Proximal Development* where instruction is planned to meet the learner at his or her level so that interaction with interlocutors may aid in language learning (Lighthouse & Spada, 2013). Integrating instruction in real time, and based

on the needs the students have in order to proceed successfully in their project, make learning meaningful. He explains further that “Structuring learning around a problem to be solved or a task to be completed has a number of advantages. When students learn something to be able to use it – rather than to simply remember it – and then use what they have learned, their learning is more meaningful and more easily remembered in the future” (p. 2). Bell (2010) also stresses the importance of scaffolded instruction in the process of project based learning where students new to the method “are in a discovery process when they first learn the structures of PBL, and they require much support and monitoring” (p. 41).

Mergendoller (2018) describes a framework which promotes high quality project based learning tasks. For a project to be of high quality it must include five aspects. The first is that it must contain an intellectual challenge. The task that is being asked to be solved must be “a challenging problem, an intriguing question, or multi-sided issue” (p. 2). The project must also result in a public product with a real audience where the students use creativity to make something based on what they have learned. This gives added meaning to the learning in that “it matters to someone in addition to the teacher” (p. 6). Project management is also a feature of a high quality project where students are asked to learn how to plan, manage and evaluate their own projects. In addition, projects must allow for reflection, both on the subject content as well as the learning process. Finally, projects must be seen as authentic where the project is “meaningful and relevant to their culture, their lives and their future” (p. 4).

In developing 21st century skills, PBL allows the students to work on all of the 6 Cs: communication, collaboration, creativity and imagination, critical thinking and problem solving, citizenship and character education--in addition to the subject specific goals in the foundation of the project design. In regards to EFL, several studies have shown that authentic communicative activities involving real world tasks and requiring authentic language use have contributed to improved language skills (Fragoulis, 2009). The PBL project which provided a basis for the current study reflects all of the attributes explained above. The students were presented with an open ended question which prompted them to use technology to gather information, which was then used as a basis for creating authentic products--informative videos which were to be shared with groups of fifth graders. Making a product for fifth graders required adjusting the language so that it would be understandable to this group. They were also asked to use their communication and collaboration skills in their

project management, which was reflected on through weekly logs as well as a summative text. The educational project is described in detail in section 3.2.1. In the next section I will show how digital competence can be used to facilitate implementation of real world tasks in the EFL classroom.

2.3 Digital competence

Digital competence has taken an increasing central role in both society and the classroom and was an integral aspect of the educational project in my study as the students were asked to use various digital tools in each lesson (see section 3.2.1). In the *Knowledge Promotion* from 2006, digital competence was added as a basic skill in all curricular subjects. Under the subject of English, digital skills are explained as follows:

Digital skills in English means being able to use a varied selection of digital tools, media and resources to assist in language learning, to communicate in English and to acquire relevant knowledge in the subject of English. The use of digital resources provides opportunities to experience English texts in authentic situations, meaning natural and unadapted situations. The development of digital skills involves gathering and processing information to create different kinds of text. Formal requirements in digital texts means that effects, images, tables, headlines and bullet points are compiled to emphasise and communicate a message. This further involves using digital sources in written texts and oral communication and having a critical and independent attitude to the use of sources. Digital skills involve developing knowledge about copyright and protection of personal privacy through verifiable references to sources. (p. 4)

In regards to deep learning, Fullan and Langworthy (2014) describe the role of digital resources in the *6 Cs*, but even more specifically in the following excerpt:

When pedagogical and deep learning capacities are clearly defined and developed, digital tools and resources enable the: 1) discovery and mastery of new content knowledge; 2) collaborative, connected learning; 3) low-cost creation and iteration of new knowledge; 4) use of new knowledge with authentic audiences for “real purposes”: and 5) enhancement of teachers’ ability to put students in control of the learning process, accelerating learner autonomy. (p. 33)

When given learning tasks based on CLT’s three methodological principles, and enabling the learners with the skills to use the world as their classroom, the learners can fully utilize what

Sawyer (2006) described as the availability of diverse knowledge sources from books to websites to experts around the globe.

2.3.1 Media literacy

Erstad (2015) uses the term “media literacy” when discussing digital competence. He argues that the term literacy reflects the “ways we make meaning of information from resources in our environment, and how we communicate by using different means, not only understood as ‘reading’ and ‘writing’ written text” (p. 89) and that this is constantly changing as technology is constantly developing. Reading is discussed in terms of *information access* and writing in terms of *producing and expressing content*. As to media literacy in terms of 21st century skills, he suggests ten categories that can be used when discussing students’ use of digital tools in an educational setting, as shown in table 3.

Basic skills	Be able to open software, sort out and save information on the computer, and other simple skills in using the computer and software.
Download	Be able to download different information types from the Internet.
Search	Know about and how to get access to information.
Navigate	Be able to orient oneself in digital networks, learning strategies in using the Internet.
Classify	Be able to organize information according to a certain classification scheme or genre.
Integrate	Be able to compare and put together different types of information related to multimodal texts.
Evaluate	Be able to check and evaluate the information one seeks to get from searching the Internet. Be able to judge the quality, relevance, objectivity and usefulness of the information one has found. Critical evaluation of sources.
Communicate	Be able to communicate information and express oneself through different mediational means.
Cooperate	Be able to take part in net-based interactions of learning, and take advantage of digital technology to cooperate and take part in networks.
Create	Be able to produce and create different forms of information as multimodal texts, make web pages, and so forth. Be able to develop something new by

	using specific tools and software. Remixing different existing texts into something new.
--	--

Table 3: Different aspects and categories of media literacy (Erstad, 2015, p. 92)

In addition to communication, collaboration and being creative, skills such as critical thinking are used in terms of media literacy where students need to learn how to navigate through sources and evaluate them critically. Erstad (2015) argues that this needs to be taken into consideration when discussing learning strategies:

The development of information sources on the Internet has created greater challenges in respect of student competency when searching for information, evaluating such sources and using information to build knowledge. In addition, students need to develop good strategies for how they can use information to learn more; that is to learn how to learn. (p. 98)

2.3.2 Multimodality

Erstad (2015) uses the term remixing when describing the process of using existing elements found on the Internet in innovative ways. One of these ways is by creating multimodal texts: texts that are comprised of more than one mode, or semiotic resource. These semiotic resources can be, among other things, visuals (pictures, written text, illustrations, video clips, graphs and tables etc.) and sound files, either in the form of background sound files or the spoken word. What is important is that these “multiple semiotic resources ... combine and interact to make meaning” (Skulstad, 2008, p. 258). Working with multimodal texts allows for a variety of semiotic resources to be used together in communicating a message. Critical thinking as to the choice of these semiotic resources is important. Bezemer et al. (2012) explain “That is one of the key premises of multimodal social semiotics; that meaning-makers always draw on a multiplicity of modes to make meaning. These modes are put together, organized, arranged, into a multimodal design” (2012, p. 3). Skulstad (2018) summarizes Cazden et al.’s (1996) categorization of the modes that can be used to make meaning based on the following design elements: visual design, linguistic design, audio design, spatial design and gestural design. Skulstad explains that “this integration is central in judging how successful a multimodal text is in terms of how well it communicates in relation to the text constructor’s communicative purpose(s)” (p. 264). The design elements

that are chosen need to work together to show an understanding of the topic and to strengthen the communication of the text. The ability to do this successfully is termed *multimodal textual competence* (Skulstad, 2018).

Technology rich learning projects may allow the learner to transfer and use their English language skills and knowledge in meaningful tasks, which may further their language development and development of 21st century skills. In the next section I will discuss how intercultural communicative competence can be developed as an integral part of learning in the EFL classroom.

2.4. Intercultural Communicative Competence

Global knowledge and sensitivity to and respect for other cultures make up the competence Fullan and Langworthy (2014) call citizenship. In my educational project the main competence aim was to learn about youth in England and thus gain such global knowledge (see section 3.2.1). Under the English subject curriculum in the *Knowledge Promotion* (2006/2013) it says:

Development of communicative language skills and cultural insight can promote greater interaction, understanding and respect between persons with different cultural backgrounds. Thus, language and cultural competence promote the general education perspective and strengthen democratic involvement and co-citizenship. (p. 1)

This is a reflection of the term Intercultural Communicative Competence (ICC) which entails the ability to use a foreign language to communicate with and understand people of other cultures. Byram (1997) defines someone with intercultural communicative competence as being “able to interact with people from another country and culture in a foreign language” (p. 71). He argues that equipping foreign language learners with the “means to analyse and thereby understand and relate to, whatever social world their interlocutors inhabit” will give them the ability to be “social actors engaging with other social actors” (p 21). These means are explained in Byram’s model describing what he refers to as the *savoirs* (1997).

In brief, these *savoirs* include five subcompetences. The first of these, called *savoirs*, includes two types of knowledge. The first type of knowledge, being about “social groups and their cultures in one's country” (p 35), is “relational” -- usually acquired within socialization in

one's own social group" (p.36). Thus, learning about another "culture" will vary from place to place dependent on, amongst other things, the relation that the learner's country has to the country being studied. Understanding this process may help lead to the development of the other type of knowledge which is the "knowledge of the process of interaction at individual and societal levels." (p. 35). Being aware of how knowledge of other cultures is acquired is "fundamental to successful interaction" (p. 35). In addition, there are two sub-competences which describe skills. *Savoir comprendre*, includes the skills to interpret and relate to documents and events from other cultures, and *savoir apprendre/faire* describe the skills of discovery and interaction. Attitudes are an important factor in intercultural competence and are described as *savoir être*. The attitudes, which help develop a language learner into a competent communicator, consist of "attitudes of curiosity and openness, of readiness to suspend disbelief and judgement with respect to others' meanings, beliefs and behaviours" (Byram, 1997, p. 34). The final *savoir* is *savoir s'engager*. This includes political education and critical cultural awareness. In regard to political education, Byram (1997) discusses foreign language learning and the concept of *Bildung*. He refers to a parallel with foreign language learning, critical cultural awareness and *Bildung* in that they all deal with evaluative attitudes. These are reflected in the 21st century skills of both character education and citizenship.

The *savoirs* can also be seen in Pellegrino and Hilton's (2012) description of the cognitive aspects of transferable knowledge (p. 85, table 4.2). Whereas language and discourse in forms of procedures and strategies can lead to effective linguistic competence, and belief in one's own language learning can help develop effective learning strategies, the factual and conceptual knowledge can serve as the basis for intercultural communicative competence.

2.4.1 Interculturality in the 21st century

Although it is far from a new concept, globalization is becoming an increasingly relevant aspect in our lives. English as a lingua franca, along with technology, is facilitating our opportunities to interact with people across the globe. Because of this, it is important to reflect over the term culture, which seems so prominent in the discourse of foreign language education. The term culture, has in fact, been problematized in recent years by several scholars (Kramersch, 2006; Dervin, 2016).

Dervin (2016) dismisses the concept of culture arguing that it is a misnomer for an ever changing, many faceted identity of an individual who may or may not, share common history, behavior or attitudes with other members of a certain group. The differences between members of a cultural group may vary as widely as with members from across cultural lines. The use of the term intercultural competence implies that understanding other cultures may lead to tolerance and sensitivity and thus promote harmony between cultures. Dervin (2016) argues that by focusing on what makes cultures different, we can promote “othering,” a term which can encourage stereotypes: “The labelling of persons, with the best intentions of respect and tolerance, can easily lead to the othering or...”boxing” a person wrongly” (p. 47). When describing the concept of culture when learning the English language, Kramsch (2006) describes a postmodernist view where:

Ultimately the lesser importance given to culture in the teaching of ESL than in other foreign languages might just be part of an ideology that likes to think of English as a multinational, culture-free language, or lingua franca that speaks all cultures and none in particular, and that can be appropriated and owned by anyone to express their own local meanings. (p. 18)

Dervin (2016) discusses the paradox of education, in that while efforts are made in encouraging students to see the similarities between people and cultures, there is also emphasis on identifying that which makes people from other cultures different. This is what he termed differentialist bias. Hoff (2018) explains the difference between essentialist and non-essentialist views on culture. The essential view explains cultural identity as “tied to a country or a language, and that a person from a given culture is essentially different from someone with another cultural background” whereas the non-essential view “sees culture as dynamic and complex, in the sense that it may change, intermingle and cut across national frontiers” (p. 73).

In my PBL project, and in the EFL classrooms in general, it is important that learners are made aware of the possible consequences of othering while at the same time making the learners conscious of how differences and similarities can be used to strengthen human relations. I believe that, in essence, intercultural competence is in many ways the same as a fundamental social competence that fosters respect and tolerance of all individuals. In Fullan

and Langworthy's (2014) future skill of citizenship it includes "active involvement in addressing issues of human and environmental sustainability." Thus, intercultural competence needs to include understanding culture as a dynamic and nuanced concept, dependent on a high degree of respect and tolerance.

2.5 Summary of the theoretical background

I have used the theoretical background to discuss the definition of deep learning and show how deep learning must be seen in regards to the development of 21st century skills. I have also shown how working with these skills is congruent with sociocultural learning theory, and in particular Communicative Learning Teaching and Project Based Learning. The dependence on digital competence in order to make technology rich learning activities has also been touched on. Lastly, I explained how intercultural competence is also congruent with the key future skill of citizenship, which has been a part of the learning project that served as the base of my data collection. In the next chapter I will be describing my material and methods in detail.

3. METHODS AND MATERIALS

In this chapter, I will explain the choice of research design and give a description of the material, as well as the procedures involved in collecting and analysing the data. The choice and description of the participants will be given and I will reflect upon issues that have affected the study's reliability and validity. Since I have conducted research in a classroom where I acted as both teacher and researcher I will also discuss this dual role as well as other ethical issues. Finally, I will explore possible limitations of the methods and materials.

3.1 Choice of research design

There are two main types of research: quantitative and qualitative (Creswell, 2012). Quantitative research aims at objectively finding trends or explanations to certain phenomena. The research relies on a statistical and numerical analysis of a larger population using instruments that can produce measurable data. Qualitative research on the other hand aims at gaining insight into the views of fewer individuals as to explore a central phenomenon in greater detail. This is typically information that is not easily measurable; and instead of a numerical analysis, a qualitative study looks more often at the words used by its informants. It does not claim to be generalizable to the larger population or to offer factual data, but instead offers information that can lead to a better understanding of the phenomenon being researched.

3.1.1 Rationale for a qualitative study

The purpose of my study was to explore the didactic opportunities and challenges involved when focusing on the 6 Cs in order to promote deep learning in the EFL classroom. To be able to achieve this, a primarily qualitative research approach has been chosen. Data has been collected through student texts, videos that the students made during the project based deep learning project I designed, as well as observational field notes. I have, however, added an element of quantitative research in the form of a brief attitudinal questionnaire. Creswell notes that the mixture of elements from both types of research is not uncommon (2012, p. 33). Using this questionnaire and the numerical data, added only slightly to the overall picture of the students' experiences and will be explained further in section 3.3.2. However, it

did allow for an extra element in the triangulation of the data, as I was able to compare the responses here with the other data sets.

I have used a constructivist approach in my research and a relativist perspective “acknowledging multiple realities and having multiple meanings, with findings that are observer dependent” (Yin, 2018, p. 16). As opposed to a realistic approach where research is objective and results are generalizable, a constructivist approach allowed me to use my personal interpretation and perspective based on the data collected where findings cannot be automatically generalizable (Nygaard, 2017). Other interpretations are to be both expected and welcomed to the discourse of this research. That said, as part of my research was to explore the possible implications that deep learning activities may have for the teaching and learning of EFL, there will be a small degree of generalization. Justification for my findings, however, will be documented fully, through the extensive use of illustrative citations from the participants and references to the theoretical framework both in this chapter where I describe the methods I have used, as well as in the results and discussion in chapter 4.

3.1.2 Rationale for the case study approach

The research I have conducted is an ethnographic design in the form of a case study. Using Yin’s definition, “a case study is an empirical method that investigates a contemporary phenomenon (the “case”) in depth and within its real world context” (2018, p. 15): here, the case being a project based deep learning activity with a focus on 21st century skills and where the real world context is in an EFL classroom.

The use of a case study design allowed me to explore a small amount of participants, which led to a more in-depth understanding. To be able to gain a nuanced insight, case studies rely on multiple forms of data (Creswell, 2012). My study was based on information from 17 participants and as described above, the data was collected in the form of reflection logs, observational field notes, and multimodal texts in the form of videos, as well as responses to the small attitudinal questionnaire; all of which are accessible to the reader in the appendices. Comparing the different forms of data allowed for an examination of the students’ reflections over time as the students wrote texts weekly throughout the project. In addition, it allowed for an examination and cross verification of the consistency of the students’ self-reporting with

the other data sets. Both the triangulation of data and including all of the data gave my research added transparency and validity, as will be discussed in section 3.6.

3.2 Research context

To be able to explore the possible opportunities and challenges of having focus on 21st century skills to develop deep learning in an EFL classroom, I designed and carried out a PBL learning project called *Youth in England*. As explained in section 2.2.2, Pellegrino (2017) recommends PBL as an effective teaching method when working towards deep learning. For this reason, I designed a learning project based on the principles of PBL as discussed in section 2.2.2.

3.2.1 Choice of participants

The data I have collected are from participants from a ninth grade class in a public school in Norway. I chose to conduct this study in an English class at my own school since working as a teacher in a 100% position would have made taking time off to conduct this study at another site problematic for both my employer and the students in my current classes. I did not conduct the study on one of my own classes as I was teaching eighth graders at the time and was hoping to have a group that was a bit more mature. I was therefore allowed to conduct my study in a ninth grade class at my school. Here, I had the dual role of teacher and researcher. Issues in regard to this dual role and how they may affect the study's reliability are discussed in section 3.6, while ethical issues in the same regard are discussed in section 3.7.

The participants were 14 years old and had been studying English for nine years making them a homogeneous sampling (Creswell, 2012) in terms of age and linguistic proficiency. Although there is always variation as to language proficiency in a class, this group did not contain students who had individual plans deviating from the national plan containing aims for the ninth grade level. Based on this, I considered this group to comprise a purposeful sample, which could provide useful information and insight into the research question. The group of students was described by their teacher as positive and where most of the students were motivated learners. She said that making groups for collaborative work in this class was always an easy task because almost all of the students worked well together. She reported

that they did not speak English only in class but that many did speak freely during class discussions. The students had their own digital devices, Chromebooks, which they had been using for over a year.

Each member of the class was given a letter of consent (Appendix A). Of the 29 students in the class, 17 turned in these letters of consent. Those who agreed to be a part of my study agreed to let me use information from texts they had written throughout the project, content from the videos, a questionnaire that they had responded to, as well as my observations. They were informed that all data would be treated anonymously.

3.2.2 Description and rationale of the educational project

In short, 17 students in a ninth grade class were put into seven groups where the main learning goal was to gather and process information on topics related to youth in England. They were then to use what they had learned to make a multimodal text in the form of a video, which was to be presented to a neighboring group of fifth graders. During the project the students were assigned personal log writing tasks to reflect on their learning processes. As a final task, the students were asked to write a summative text where they reflected on the use of the 6 Cs as well as what they had learned as to the main learning goal. The project was initially planned as a three-week project. Due to unforeseen changes in the students' plan, the project ended up lasting around four weeks. The students had one block of English that lasted ninety minutes and one block that lasted forty-five minutes each week. I will now explain the didactic rationale behind the project.

The main competence aim the students were working on was to be able to “discuss and elaborate on the way people live and how they socialize in Great Britain, USA and other English-speaking countries and Norway” (*Knowledge Promotion*, 2006/2013). In specific, the students were to learn about the lifestyles of youth in England where they could then compare this lifestyle with their own and assess any differences or similarities, thus working on developing intercultural competence (see section 2.4). This reflects Fullan and Langworthy's (2014) key future skill of *citizenship* (see section 2.1.3). As described by Mergendoller (2018), one of the tasks of the teacher in a PBL project is to assess the students' previous knowledge and skills prior to the project to be able to start the project off with the needed instruction (see section 2.2.2). In this respect, we had a lesson with a brainstorming

session about everything that the students thought and knew about teenagers in England. The students ended up with the following topics they wanted to find more information about: spare time activities, school, family life, music, food, special traditions, religion, language, politeness and social media habits.

Fullan and Langworthy (2014) describe the key future skill of *character education* as pertaining to among other things honesty, self-regulation, hard work, perseverance and empathy (see section 2.1.4). The students were given the opportunity to reflect on these skills through weekly logs; at the beginning of the week to plan the week's work (Appendix 3) and at the end of the week to summarize (Appendix 4). They were asked to reflect on their critical thinking and problem solving skills as well as their own learning strategies. As explained by Sawyer (2006), deep learning requires that students reflect on their own understanding and their own process of learning as described in section 2.1.1. The further importance of self-regulation was described in section 2.1.4.

In working towards the main project goal, the students were also given the opportunity to work with and reflect upon Fullan and Langworthy's (2014) other key future skills: *collaboration, communication, creativity and imagination* and *critical thinking and problem solving* (see section 2.1.4). As noted by Pellegrino (2017), many of the 21st century skills are intertwined and can often overlap each other (see section 2.1.2). In the following I will describe the link between the above-mentioned 21st century skills and the didactic rationale as they pertain to working towards the main learning goal of this educational project.

Vygotsky has explained that language development is a "result of social interaction" and is central in collaborative learning (Lighthouse & Spada, 2013). In this project, the groups needed to work together in reaching the main learning goal but were also challenged to use English as the working language during the course of the project to maximize the full language development potential of the group work. This, of course, is also central to communication and the development of communicative competence (see section 2.2.1). In the English subject curriculum, it is stated that learners are to be able to communicate with different audiences and with people both locally and globally (*Knowledge Promotion*, 2006/2013, p. 1). In addition to collaborating in English, the students were challenged to use their global, social networking skills to get interviews, if possible, with youth from England

who serve as a source of information. Living in a community with many international oil companies with ties to England, many of the students already knew of people they could possibly interview. Being able to interview their sources supports the communication principle according to CLT: activities that involve “real communication” (see section 2.2.1). Three of the groups managed to interview people from England. Other than the information gained by the three groups from the interviews, the remainder of the information was found on sites on the Internet.

Communicating with a variety of digital tools, as well effective decision making using digital tools, both describe different aspects of the 21st century skills communication and critical thinking and problem solving as described by Fullan and Langworthy (2014). These skills were needed when collaborating on the video they were going to make. The videos were products that would be used for a real purpose: informing a younger audience. This is in accordance with the task principle as described by CLT, Mergendoller’s definition of a high-quality project (2018) and Fullan and Langworthy’s description of deeper learning activities (2014) as described in chapter 2. The activity was designed to be a meaningful task where acquired knowledge was to be used in a new and innovative way. In accordance with sociocultural learning theory, this collaboration could allow for the students to engage their critical thinking and creativity skills as the knowledge was to be mediated through the video (see section 2.2). Used as a tool for mediation, students were given the opportunity to create multimodal texts with meaning-bearing elements to be able to show an understanding of their acquired knowledge in a new context, as well as develop their multimodal text competence (see section 2.3.2). According to Pellegrino (2017), this transfer of knowledge, could be seen as an important part of deep learning (see section 2.1.2).

At the end of the project, the students had a summative writing task. This task allowed me insight into the learners’ thoughts on the use of 21st century skills during the project, as well as their own perceptions of how and whether the project had an impact on their intercultural understanding (see section 2.4). Also, this task was aimed at allowing for development of deep learning where the students could again apply, or transfer, what they had learned about their topic in a reflective text.

3.3 Materials

I have collected multiple types of data throughout this learning project in order to answer my research problem. I have used reflection logs and a questionnaire, observational notes and the multimodal texts created by the students. As explained in the beginning of the chapter, these multiple sources of data allowed for triangulation to increase the study's validity (Creswell, 2012; Yin 2018). As described by Yin, "the case study's unique strength is its ability to deal with a full variety of evidence--documents, artifacts, interviews, and direct observation, as well as participant observation" (2018, p. 12). In this section, I will describe the types of data that have been used and the instruments used in obtaining this data.

3.3.1 Reflection logs and questionnaire

To gain insight into the students' perspectives and experiences I gathered information through reflection logs (see Appendices 3, 4 & 5) and a questionnaire (see Appendix 6). The reflection logs included weekly logs and a longer summative text at the end of the project. All of the students delivered both the weekly and the summative texts making the total seventeen.

The weekly reflective logs contained questions on the learning process. They were asked to describe their plan for the week and possible problem solving strategies, as well as a summary of the week's work where they were asked to describe reflections around possible skills that were employed during that week (see Appendix 3 and Appendix 4).

The summative text was in two parts. Part 1 was again focused on asking about their thoughts around their learning process and around their use of each of the 6 Cs during the project. In part 2 they were asked to describe what they had learned about the youth in England and how they could compare this to the life of youth in Norway. They were also asked to offer any reflections on the concept of stereotyping. was focused on what they had learned about youth in England (see Appendix 5).

I chose to use student texts instead of conducting interviews to be able to gain a large amount of data from many participants in a short period of time. Interviewing and transcribing the audiotapes from the same amount of students would be more time consuming. These reflection logs do, however, have some of the same strengths as interviews have, providing possible insight into the thoughts around the research question where the students had the

opportunity to reflect and give explanations and personal views (Yin, 2018, p. 114). Examining these texts and the students' metacognition might also have allowed for insight into the strengths and weaknesses of the task design itself.

As explained in the introduction to this chapter, I decided to add an element from quantitative research: an attitudinal questionnaire (Appendix 6). As Yin describes, results from a questionnaire in a case study gives it yet another added component (Yin, 2018, p. 121). Here that component was information on the degree to which the students felt that the project gave them the opportunity to use the key future skills of communication, collaboration, critical thinking and problem solving, creativity and imagination and character education. A five level ordinal scale was used to gather information about the extent to which the students felt they had the opportunity to work with these 21st century skills during the project (Creswell, 2012, pp. 184-185). The answer options ranged from "not at all" to "every lesson" with an option in the middle to answer "not sure." In addition, they were asked how much they felt they had learned using PBL as a method compared to learning in a more traditional teacher-led lesson using texts and tasks from the textbook. Ørevik (2018) describes this type of teacher-led lesson where "A traditional factual text in an EFL textbook is written by a knowledge authority transmitting information to a learner, and a traditional classroom discussion is led by the teacher" (p. 244). The type of scale used here was also a five level ordinal scale to express rank order, from "much less" to "much more" with "about the same" in the middle. This qualitative data is of course limited as the students are given only five possible responses. However, triangulating the results here with other data sources allowed me to analyze for consistency with the students' texts, as well as opened up for any additional information not revealed through the primary sources. This said, the data gathered through the questionnaire played a subordinate role as my primary interest was in the students' experiences as they were described in their own words.

3.3.2 Observation notes

To serve as triangulation I have used observation notes of classroom procedures and interactions. Because of the nature of project-based learning, where the teacher is more of a facilitator and guide, I had the opportunity to act as a participant observer where I could be actively involved in the learning project (Creswell, 2012; Yin, 2018). My observations of the

project were recorded through the use of fieldnotes (Appendix 8). Here, I noted general information at the beginning of each session with a column for descriptive field notes of directly observed behavior. The aim of these field notes was to cross-check the students' self reporting and information in the multimodal texts, but in addition to also document any occurrences that might prove noteworthy to the project as a whole. I also had a column for reflective notes to be used during the analytical process under analysis.

3.3.3 Multimodal texts

I have also analyzed three of the videos that were turned in (Appendix 9). The reason for choosing these three videos was that these were the videos that contained only students who had agreed to participate in my study. The other groups contained a mixture of students who both had and had not agreed to participate in the study. The analysis was based on the videos and observational notes containing information on the design of the videos based on the use of different semiotic resources as described in section 2.3. The analysis of the videos gave my study additional information and a "new dimension" to the students' own responses when reflecting upon their own work (Yin, 2018, p. 122).

3.4 Data collection procedures

The data used in this study was collected during the course of the four-week long educational project at the beginning of 2019. Each week the students turned in logs pertaining to the planning of each week and one log where that week's work was summarized and reflected upon. These logs were written and turned in digitally on the school's ICT platform Google Classroom. Observational notes were made digitally throughout the project. The students were given a ninety minute period to write their summative texts in our last lesson together where they both reflected over 21st century skills as used during the project and over what they had learned as to the subject specific aim. These texts were also written digitally and turned in on Google Classroom. The questionnaire was made digitally using Google Forms and was administered through Google Classroom. Each group, with the exception of one, turned in their videos via Google Classroom.

3.5 Analyzing the data

After all of the data was collected and the project had ended I had to organize all of the information that had been gathered. All of the data sets were anonymized and the students were given numbers (Student 1, Student 2 etc.). Where students wrote in Norwegian, I translated the text into English and put this in parentheses directly after the Norwegian. The observation notes on the students' collaboration throughout the project was anonymized. The responses from the questionnaire were also anonymized with the corresponding student number. The three videos which were used for analysis were also commented on with observational and reflective notes. This observation gave me as a researcher an additional and broader perspective under analysis where I was, in some cases, able to see possible evidence of learning that the students perhaps did not report (Yin, 2018). My observation gave me the opportunity to use my thoughts and ideas around the observed behavior under analysis (Creswell, 2012, p. 238). All of these data sets were then printed out.

I have based my case study on a descriptive framework (Yin, 2008) around Fullan and Langworthy's six key future skills: collaboration, communication, creativity and imagination, critical thinking and problem solving, character education and citizenship (2014). To be able to explore the data based on this framework I have chosen to use a deductive, theoretical thematic analysis (Braun & Clarke, 2006) with these 6 skills serving as the main themes.

After an initial reading of the data, each of the data sets were then re-read to start the coding process. Here, ideas and thoughts were noted in the margins. The notes led to codes, which were then inductively comprised into subcategories. For transparency reasons, an example of this coding process is given in Appendix 10. These subcategories are all relevant to the main research question on how students experience deep learning activities and which, if any, implications this may have on the teaching and learning of EFL. As noted by Pellegrino (2017), many of the 21st century skills are intertwined where competences can overlap and affect one another (see section 2.1.2). Project management for example can describe both communication and critical thinking and problem solving just as critical thinking can also be described as creativity. This made for the placing of the subcategories challenging. Where this is the case it is described in further detail in the analysis. The themes and subcategories are shown in the following table.

Themes and subcategories

Collaboration

- Collaborative dialogue: evidence of learning from or sharing knowledge with others
- Global collaboration: evidence of using social networking skills to find information
- Challenges: evidence of difficulties working with others

Communication

- L2 communication: evidence of using English with fellow students during the project and evidence of using English effectively in the video
- Multimodal communication: evidence of choosing tools to enhance mediation and communication

Creativity and imagination

- Opportunities: evidence of using new ideas in their work
- Challenges: evidence of attitudes and behaviors that hindered creativity

Critical thinking and problem solving

- Time management: evidence of time management in the group and evidence of using digital tools and sources effectively
- Decision making in regards to digital tools and sources: evidence of making decisions as to tools and sources

Character education

- Intrapersonal skills: evidence of hard work, perseverance, empathy
- Self regulation: evidence of showing reflection around one's own learning and learning strategies

Citizenship

- Similarities: evidence for seeing similarities between the information found on youth in England and their own
- Differences: evidence for seeing differences between the information found on youth in England and their own
- Stereotyping and generalizing: evidence for showing awareness around stereotyping and generalizing or the lack thereof
- Misrepresentations: evidence of students presenting wrong information as to English culture

Transfer of knowledge: evidence of transferring knowledge in a different or new context

Table 4: Categories and su-categories for analysis

After the themes and subcategories were established, the data sets were re-read for analysis. I read the students' written texts and highlighted evidence or counter evidence as it pertained to the subcategories. The observational notes from the project as well as from the videos were used to see if any comparisons could be made as to the students' own reflections. The

responses from the questionnaire were analyzed by converting the raw data into a chart. This was then used to describe and visualize any trends or tendencies in the data. This information could be used to give any additional insight into the students' experiences of their learning process and experience. The analysis and cross checking of the findings of the data sets served as a triangulation. The findings were then organized into what I see as didactic opportunities and challenges that may be involved in project based learning processes when focusing on the 6 Cs in order to promote deep learning.

3.6 Reliability and validity

Two terms are important in conducting scientific research: reliability and validity. Although qualitative research is subjective by nature, especially where the researcher also has the role as teacher, the study still needs to take into consideration its reliability and validity. In a case study, validity refers to the "accuracy with which a case study's measures reflect the concepts being studied," whereas reliability describes the degree in which a study will yield similar results if the same study were to be conducted in the same manner at a later date (Yin, 2018, p. 286). Ensuring validity and reliability in qualitative research is not so that future researchers can conduct the same study and attain the same results. It is in the nature of qualitative research, and especially in a case study, that the focus is on the uniqueness of the case under investigation (Yin, 2018). Through the different data sets, this case study explored one groups' experiences with a PBL project aimed at the development of both deep learning and 21st century skills. The findings here are not automatically generalizable but instead give us insight into some of the opportunities and challenges that were evident in this case study. However, findings from qualitative research can provide analytic generalization as it has "an opportunity to shed empirical light on some theoretical concepts or principles" (Yin, 2018, p. 38).

This being said, it is of equal importance that case studies are designed to be both reliable and valid. Creswell (2012) and Yin (2018) describe the term construct validity where a test is constructed so that it successfully tests that which is intended to be tested. Some of the issues that may have affected the reliability and validity of the study pertained to my dual role as researcher and teacher. The students' reflection logs may have reflected participant bias as they may have been affected by my guidance during the learning process. The observation

was also limited due to the large number of participants. Having to assist individual students during the lessons while at the same time taking observational notes was challenging and resulted in limited observations. However, I aimed at ensuring construct validity in my study by using triangulation on multiple sources of evidence, as explained in section 3.4 on the data collection. To ensure reliability, I have fully documented the procedures that have been used. Detailed descriptions about participants, data collection and analysis have been provided and the data sets can be found as appendices, all giving the study added transparency.

3.7 Ethical considerations

Since I have done research with students who were under the age of 16 and were students at the school where I am a teacher, it was important to be aware of any ethical issues affecting my research. Parents and children have the right to transparency of the research so that they are fully informed as to the content and intentions of the research. A consent form with this information was sent to the guardians two weeks before the study began. The participants have the right to participate voluntarily (Skaalvik, 1999). By obtaining consent forms from both the students and their guardians, the right to voluntary participation was secured. According to Skaalvik (1999), consent from both the students and the guardians is important. Since the students are considered children, guardians are given the opportunity to exclude their children from the study if they feel that the child's safety or personal privacy could be jeopardized; something the children themselves may not be able to deem. On the other hand, it was important that the children also had the right to refrain from participation even if the guardians consented. In addition, I had to address the issue whether the students would feel compelled to participate in fear of social isolation or consequences from the other students or teacher. I do not believe that this was the case since the educational project included the whole class, as a part of the mandatory class lesson plan. All of the students participated in the learning project. But the volunteering participants allowed me to use their documents and videos as well as my observations in the study. Students who agreed to participate were also informed that they were free to retract their consent at any given time. Participants have the right to not be subjected to research that may cause any type of harm; whether the harm be psychological, physical, social, economical or judicial (Skaalvik, 1999). The participants in my research were not at risk of suffering from any type of harm.

It was also important to be aware of participation bias having the dual role as teacher-researcher: How would my role as a teacher affect the way the students show reflection in their texts? There is always a power imbalance between the teacher and students. A teacher is ultimately in a position of affecting the students' academic future through grades given in their coursework. Would this lead the students to answering what they thought I wanted to hear? I therefore regarded it as important in this respect that their work was not given any type of formal assessment. This might have reduced their feeling of having to report what they thought I wanted them to report. In addition, the students were reassured that by declining to participate, their relationship with me would not have been affected.

The project was approved by the Norwegian Centre for Research Data, NSD (see Appendix 1) and consent forms were gathered from the participants and their guardians (see Appendix 3).

3.8 Possible limitations of the materials and methods

As in all studies, there can be several possible limitations related to the choice of material and methods. This can be particularly evident in a thesis written by an unexperienced researcher. In this section, I will discuss some of the specific limitations of the materials and methods in my study.

First of all, there may be limitations in the data I have collected. By choosing to base my study on reflection logs rather than interviews I did not have the opportunity to ask for clarification or pose follow up questions that could add important detail and insight. This could have resulted in bias or partial information due to "poorly articulated questions" (Yin, 2008, p. 114) in the tasks given to the students. In addition, when relying on information from the participants in writing it is important that they were able and interested in sharing these thoughts. To ensure that they were able to put their perspectives on the learning process in writing, I allowed the pupils to write in either English or Norwegian. However, in the final summative text reflecting on what they had learned according to the subject-specific goals, they were to write in English to show their ability to communicate about their topic in English. It was important that they were given ample time to write so that they did not feel pressured to be finished as fast as possible, leading to short, incomplete responses. This

proved to be the case, as the summative tasks took longer than I anticipated and there was less time to answer part 2 of the summative task than I had hoped.

It is also worth noting that although there were seventeen students who agreed to participate in my study, many of these students were absent due to sickness during the course of the learning project. At times only half of the class was present and many of the students were absent for up to a whole week. Because of this, there was not as much data as I had hoped to obtain.

Another limitation was my dual role as teacher and researcher, as discussed under ethical considerations in section 3.7 and under reliability and validity in section 3.6. By not having this dual role, I would have been able to observe undisturbed and more systematically and there would be less chance of my presence and input as the teacher affecting the reflections in their texts.

CHAPTER 4: RESULTS AND DISCUSSION

This chapter presents and discusses the findings of my thematic analysis as I have explored different data sets, which together complimented each other and resulted in giving light to my research question:

Which didactic opportunities and challenges may be involved when focusing on the 6 Cs in order to promote deep learning in the EFL classroom?

As described in the previous chapter, data was collected in the form of reflection logs and a questionnaire to gain insight into the students' perceptions and experiences, observation notes of classroom interaction and procedures and multimodal texts created by the students.

The chapter takes the form of a narrative discussion (Creswell, 2014) which is based on the overall findings from the data sets and is explored thematically according to Fullan and Langworthy's key future skills (2014): the 6 Cs. These are collaboration, communication, creativity and imagination, critical thinking, citizenship and character education and have been explained in detail in chapter 2. Where there is an overlapping of themes, this will be specified. For each of the themes I begin with an introduction and then present the findings from the questionnaire in the form of bar graphs. Subsequently I discuss each theme in terms of the didactic opportunities and challenges that were evident from the data sets. I use quotes from the students and screen shots from the multimodal texts to substantiate and illustrate my findings. In addition to the 6 Cs, I will also be discussing the concept of transfer (see section 2.1.2) and whether or not there is any evidence of this in the students' multimodal texts and reflection logs. The quotes are taken from the students' summative texts and reflective logs as well as from the multimodal texts. I have not changed any of the spelling or grammar mistakes in the quotes from the students' texts. The quotes that are translated from Norwegian are followed by "my translation" in parenthesis.

4.1 Collaboration

The 21st century skill of collaboration includes among other things the ability to work in teams, learn from and contribute to the learning of others, social networking skills and empathy in working with others (see section 2.2). Collaboration is central in sociocultural learning theory and Communicative Language Teaching where language learning is said to

develop through working and speaking with others (Lighthouse & Spada, 2013). This discussion will focus on how the *opportunities* and *challenges* related to collaboration were evident in the different data sets.

According to the survey asking the students the degree to which they felt that they were able to use this skill, the majority answered that they felt they were able to use collaboration skills in many or every lesson. None of the students responded that they did not use their collaboration skills or were unsure if they had used them. In other words, all of the students felt that they were able to use their collaboration skills at some point during the course of the learning project.

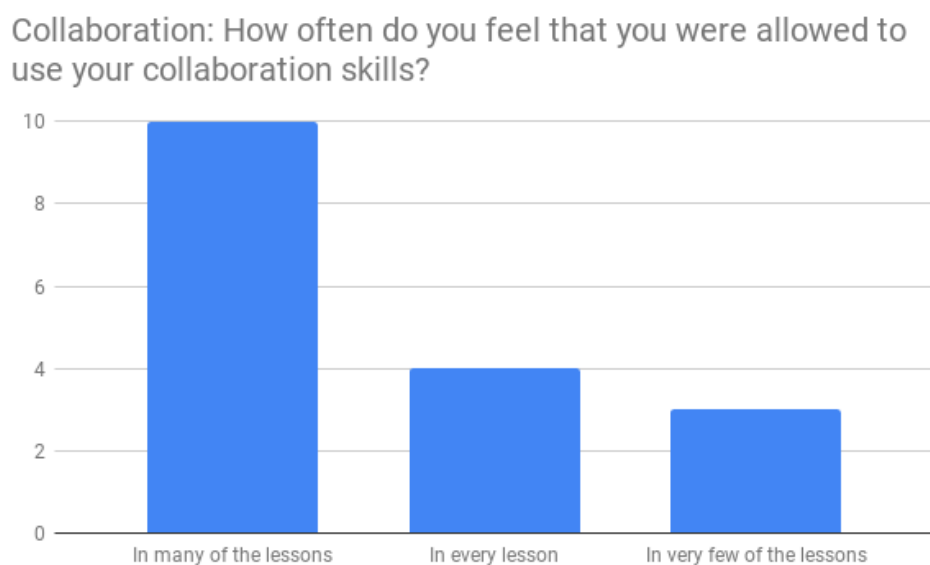


Figure 1: Student response to frequency of using collaborative skills

4.1.1 Opportunities

In my analysis of the students' written documents, I found that many students reported on how they learned from each other during the project. They reported that they both learned from the other students as well as were able to teach the others in their group about what they had learned. This collaboration is central to sociocultural learning theory in which Vygotsky argues the importance of communication in the development of language as learners are functioning as 'experts' mediating their peers' understanding (see section 2.2). In the weekly planning logs (Appendix 3) each group reported that there was a delegation of tasks.

According to the observation notes, this delegation of tasks was questioned as to how it would affect the overall learning in the project:

Delegation: are they going to only learn and present the information that they find without learning what all group members have found? (Appendix 8)

However, as the project proceeded it was noted that many of the groups were working in a cyclical pattern, together planning and sharing thoughts and knowledge and then individually working on their own by researching and working with the material, to then working together again in their groups. This working together in groups exemplifies Swain's *collaborative dialogue* (2000) where the students were "co-constructing" knowledge to solve the project's task. This is described here by the following students (Appendix 5):

I like working with others and learn for friends because I feel you remember more from your friends insted of a teacher talking. (Student 5)

I had to use my leadership skills since I had to give tasks to people sometimes when we got a little stuck. When we had done our tasks we had to share them so we learned from each other. (Student 3)

This "sharing" of information is also reported by other students, showing that although they delegated some of the tasks, they ultimately co-constructed the knowledge into what would be their own representation of what they had learned. This is described in the following quote:

We all had to co-operate to reach a common goal. We had to have a common thread to know which tasks we had. Not everyone had the same things and different things had to be connected. (Student 12, my translation, Appendix 5)

Being able to discuss new content knowledge between themselves to understand, make sense and organize it to find and show a "common thread" indicates purposeful and meaningful collaboration to ensure the multimodal texts' success.

By the end of the project, when the students were making their videos, there was full collaboration as most of the groups worked together as a team to create their multimodal texts. The information these students gathered individually in the beginning of the project was now being put together and taking form in a "collaborative creation of meaning"

(Richards & Rogers, 2014, p. 91). This collaborative creation of meaning was also reflected in two of the videos where the content was well structured and supported by different meaning-bearing elements that enhanced the videos ability to communicate its message. This will be discussed more in section 4.2.1.

Another opportunity that was shown in the data sets was the ability to collaborate globally. In this project, the students were on their own as to which sources they were to use but were encouraged to try and find teenagers from England who could give them information about their topic, adding the potential aspect of global collaboration to their project. This made the task two-folded: they were to find information on a cultural issue pertaining to youth in England while using their language skills to attain this information. This reflects one of the goals of intercultural communicative learning as presented in the purpose of the English subject curriculum in the *Knowledge Promotion* (2006/2013) where it states that "English as a school subject is both a tool and a way of gaining knowledge and personal insight" and being able to communicate with people from other cultures "can promote greater interaction, understanding and respect between persons with different cultural backgrounds" (p. 1). Ørevik (2018) also discusses the opportunities that digital technology has added to the EFL classroom by using digital tools in the exploration of information, creation of texts and collaboration with people outside of the classroom. Most of the groups attained their information from different websites. However, three of the groups were able to get interviews with people from England. One girl got in contact with her sister's friend from England where she gained insight into many of the activities that teenagers at her school had, as well as information about a special type of coded language that the teenagers are using called X-ing. Another student had an interview with his uncle from England who talked about what he considered to be traditional English food. This was used in the final project where the habits of teenagers' food preferences were compared to the preferences of the older generation. A final group had an interview with a girl from England who gave them her thoughts around her social media habits. This information was used in their video as added information to statistics found on a web page. Lund (2006) describes how on-line communication has re-conceptualized EFL learning "as learners become exposed to these resources and opportunities and empowered to explore and exploit them" (p. 186). There was unfortunately no information in the students' texts as to their thoughts around using digital technology to get first hand information from people across national lines. This would have

been interesting to explore and reflects one of the limitations of the study as it was based on written, pre-determined questions.

4.1.3 Challenges

Whereas collaborative dialogue contributed to a “collaborative creation of meaning” as discussed above, there was evidence that this dialogue was lacking in some of the groups. For example, in Video B the students had some of the same information in each of the slides making the content repetitive. This reflects that there was some lack of communication and collaboration and shows that the knowledge was not fully co-constructed. It also shows that the suspicion of mere delegation of tasks in the process to be somewhat evident in this group (Appendix 9).

Some of the students expressed concerns over group members who did not contribute to their project, leading to another challenge with collaborative work. One of the students reported in her summative text (Appendix 5):

I tried my best to get the hole group in work, and include it, but it was hard. I think it depends on your group if your job is good or not. I don't think that my group was a very good match because we have very different thoughts and opinions. I did my very best to let them decide more because I didn't feel we had enough time to discuss. (Student 15)

Working with others who have “different thoughts and opinions” exemplifies how the EFL classroom is a democratic arena where students need to learn how to be tolerant of and respect views differing from our own and is emphasized in the English curriculum in the *Knowledge Promotion* (p. 1, 2006/2013). This same student also wrote that she preferred working with homogenous groups where “people who work much, should work together, and opposite. People who usually don't work, need to work then.” She also expressed that her optimism towards making the group work toward a common goal diminished as the project developed. When answering the question if she thought she got any better at collaborating in the final summative task, she answered:

Kind of. I actually like to job by myself better because I can decide everything then, but I know I need to collaborating with other people later to. So every time i collaborate with people, I feel I get better. (Appendix 5, Student 15)

Although she admitted to preferring to work alone, she expressed here that she realized that the ability to collaborate will be important for her in the future.

One student explained the challenges she experienced when she had to use extra time translating to Norwegian for one student who was having a hard time understanding the English. This shows how the learners' varying levels of language proficiency was a factor that influenced the process. However, instead of leaving the student on her own or letting the teacher do the extra explaining, this student showed empathy towards another person's needs and took the time to help. In Vygotsky's term, she functioned as an "expert" who mediated other pupils' learning (Richards and Rogers, 2014). What was experienced as a challenge for this student was an opportunity for another.

4.2 Communication

Communication is one of the main subject areas in English in the national curriculum, the *Knowledge Promotion* (2006/2013). It is a 21st century skill comprising the ability to communicate effectively orally and in writing, as well as being a good listener. It also comprises being able to communicate with a variety of digital tools. Using digital skills "to communicate and to acquire relevant knowledge" is also specified in the *Knowledge Promotion* (2006/2013), in regards to English. As discussed in chapter 2, many of the 21st century skills are intertwined where competence in one area can affect competence in another. This is clearly seen in communication and collaboration where the very essence of collaboration is dependent on some form of communication. In addition, communication in a multimodal text, such as the video the students made for the project, is also dependent on creativity and the use of a range of meaning-bearing elements. In my analysis here I have focused on the didactic opportunities which involved communication, as well as the challenges the students faced in the same regard.

The students were asked to answer to what degree they felt that they were able to use their communication skills in the questionnaire (Appendix 6). These communication skills were specified as the ability to communicate orally and written using a variety of digital skills. In the figure below we can see that the majority of the students reported that they felt that they

were able to use their communication skills in every or many of the lessons they had during the project.

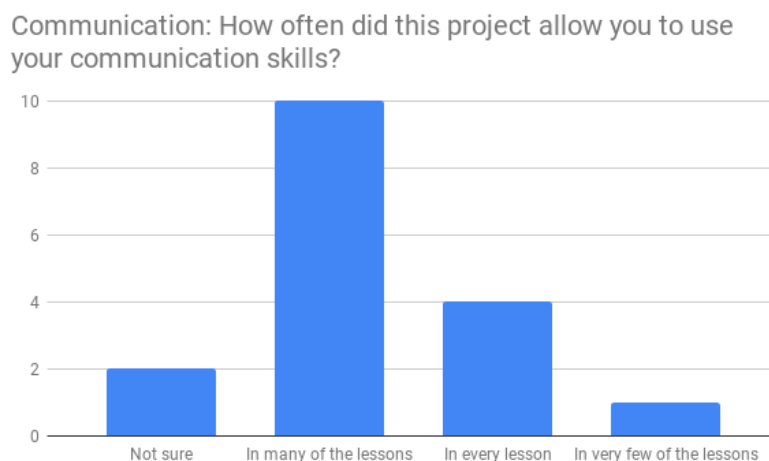


Figure 2: Student response to frequency of using communication skills

4.2.1 Opportunities

Communicative tasks involve using the target language, not as a goal but as the means in gaining new knowledge (Skulstad, 2018). There were two groups who seemed to use English-only throughout the project. Both of these groups reported positively to feeling that their communication skills developed over the course of the project. In answering the question if they thought their communication skills had improved, one student said:

Yes, I have definitely gotten better at oral English. I think that it is sometimes uncomfortable speaking in front of others but I have gotten better and more confident after this project. I have gotten better when we speak English and also when my group speaks English. (Student 14, Appendix 5)

Another student reported:

I've seen a bunch of videos on Youtube, on English. So maybe my listening skills have improved a bit. I also think my english language orally have improved a bit, because we've spoken so much English the last weeks. (Student 13, Appendix 5)

One girl reported that she liked her group because the boys in her group knew so much English and spoke English most of the time. She also reported that there was a lot of laughing during the project. One of the boys spoke English fluently. Commenting on collaboration she wrote “I worked with others. I learned how to speak better English from my group” (Student 1, Appendix 5). This student also summarized by saying “I think I am better in English because we used alot of English and I hope that. I am trying to do my best in this language but it is hard” (Appendix 5). This illustrates yet again the positive aspects of collaborative dialogue (Swain, 2000). This type of learning environment where students feel comfortable speaking English and learn from their fellow students should be the goal for all EFL collaborative projects.

The students were also given the opportunity to practice their communication skills through the creation of multimodal texts. In my learning project the students used what they had learned about youth in England in informative, multimodal texts in the form of videos. Erstad (2015) discusses the term media literacy as the ability to make meaning of different digital resources and suggests that one of the categories of media literacy is the ability to create, among other things, multimodal texts (see section 2.3). Multimodal texts are texts based on using different meaning-bearing elements, or modes, to strengthen the communication of a text (Skulstad, 2018). These modes can be pictures, illustrations, written text, sound files, videos etc. As the students’ task was to communicate to a given audience, fifth grade students in the neighboring schools, the choice of modes could affect their ability to communicate effectively and thus show communicative competence. Skulstad (2018) describes this as *multimodal textual competence*. The creation of this video needed elements, both linguistic and other, that aided in the communication of their message to this particular audience. This reflects another of Erstad’s (2015) media literacy categories, *communication*, where one needs to be able to “communicate information and express oneself through different mediational means” (p. 92). Multimodal textual competence was shown in some of the videos (Appendix 9).

In Video A, where the topic was special traditions, the students had a seven-slide presentation:



Figure 3: Slides from Video A

In addition to the visual images and written text, the video also had sound files. These were voice-overs using the Screencastify app where the students had pre-recorded their information and applied these sound files to each slide in the presentation. The students seemed to be reading from a manuscript written in their own words, as there were quite a few grammar mistakes. Most of these mistakes did not affect the communication. The pronunciation was not always clear and did however affect the communication somewhat. Because of this, the oral communication was at times hindered. However, the addition of the images and written text as meaning-bearing elements aided in communication. The modes used together complimented each other and thus enhanced the videos' ability to communicate its purpose, showing a degree of multimodal textual competence (Skulstad, 2018). Had the presentation consisted of only the spoken language it might have been difficult for the audience to understand. Students learning how to create and use multimodal texts effectively can thus compensate to some extent for a lack of linguistic skills.

Video C was about how youth in England use social media and also showed multimodal textual competence. The target audience was an age group where many are exposed to different types of multimodal texts through social media; such as TikTok, Snapchat and Youtube. The composition of this video resembled the types of video clips that are often shown through these media. It was made up of many different meaning-bearing elements and contained gifs, small video clips, illustrations and small dramatizations made by the group members themselves. In all, there were 14 different visuals that made up the video; and all of

which were made relevant to the topic: social media. The steady but constant changing of the visuals, in addition to background music and voice-overs throughout the video, strengthened the message of the video and enhanced its ability to communicate.

Five of the visuals were images where four of these illustrated social media:



Figure 4: Visuals from Video C

As the images were displayed, there was an upbeat background soundtrack and the following information:

Social media are platforms, websites or apps where you can be social over the internet. You can share pictures, information and texts. You can also communicate. In this video we are going to talk about English youths and social media. (Student 11, Appendix 9)

Here, there were four modes applied in the multimodal text: images, written text, a sound file with the students speaking, and a sound file with background music. Although only the first three are meaning-bearing elements; the fourth, the background music, tied the other elements together in an effective multimodal ensemble.

The group also chose to use some gifs, which are short videos. One example is when one of the students discussed the idea of social media being a platform teenagers use to portray a perfect life. The commentary to the following pictures was “When they do that they doesn’t get time to live their not perfect life outside social media” (Student 10, Appendix 9):

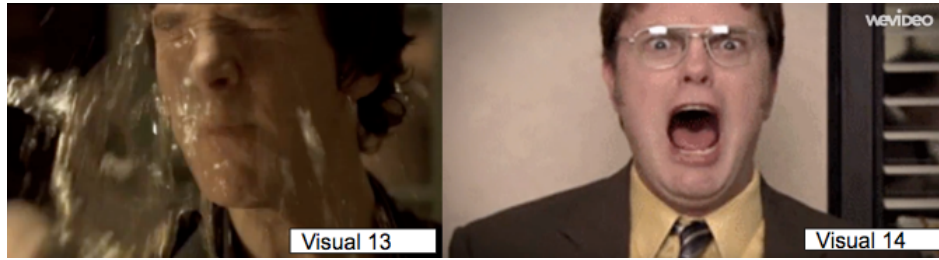


Figure 5: Visuals in the form of gifs from Video C

The first gif is a video of a man throwing a glass of water on his face and the other gif is a video of a man screaming. Both of these visuals were chosen to illustrate situations where life is not perfect and the images enhanced the message in the sound file in addition to offering the audience a bit of humor.

The language in this video was clear and natural despite minor grammatical mistakes, which did not affect the communication. The low background music and good visuals in the form of pictures and text enhanced how the video communicated with the audience. As with the former video, if a speaker here was unsure in his or her pronunciation or grammar, the added effects took some of the attention away from the mistakes as the viewer was given additional context, which aided in the overall communication. This is as Skulstad (2009) explains as some of the opportunities multimodal texts give the learner: the different modes of sound, text and pictures can all aid in the learner's ability to communicate his or her message.

4.2.2 Challenges

Although I initiated the project as an English-only project in a communicative task, it was evident both from the students' self-reporting in their reflection logs (Appendix 4 and 5) and my own observations (Appendix 8) that this was not necessarily the case and that many found this difficult. The students were not used to speaking only English in a collaborative project. Having Norwegian as the native language shared by all members of the group allowed some students to resort to it when the English they needed to express themselves was not easily available. The working language in projects before, as well as generally in the class, had been Norwegian. Many of the students reported that the use of English in working with the others in their groups was limited. Two of the students reported that they would speak English to the group but would be answered in Norwegian, as described by student 2:

It was hard actually, because sometimes my group partners spoke to me in Norwegian and it was weird to talk back to them in English. So we haven't really been speaking English a lot. (Appendix 4)

Another student said that he used more English during a "normal" English lesson, as opposed to in this project, where he explained:

I didn't use my English quite as much as I would do in a normal English lesson. For example: If there was a word or sentence that I was struggling with I just said it in Norwegian, but in a normal English lesson I have to talk around it or explain the word. (Student 10, Appendix 5)

When talking about a "normal" English class, he was referring to a teacher-led lesson where the students raise their hands to contribute to class discussions or to answer questions from the teacher.

And where the above-mentioned multimodal texts showed examples of how communication can be enhanced through the use of different meaning-bearing modes, this was not always the case. In the videos where fewer modes were employed, where there was for example only a powerpoint presentation with key words and a voice-over, the language mistakes were much more dominant and audible. This led at times to communicative hindrances and thus potentially having a more significant impact on how the video communicated with its audience. Many of the groups used too much time gathering information and left the creating of the video as the last task. In some cases, this was done in the last lesson. This resulted in multimodal texts that reflected a lack of multimodal textual competence.

4.3 Creativity and imagination

Creativity and imagination are described by Fullan and Langworthy (2014) as, among other things, the ability to consider or pursue novel ideas. Mergendoller (2018) asserts that one of the aspects of high quality project based learning is that it must result in a public product. In this sense, being creative is seen as the ability to create something based on ideas. This was explained to the students at the beginning of the project when talking about the 6 Cs. The project was designed to allow the students to use their creativity and imagination in making the multimodal texts where the creative use of different modes could enhance their videos' ability to present different aspects of the lives of youth in England as touched upon in the

previous section in relation to communication. In this section I will be looking at how the students used the opportunity to consider or pursue new ideas as well as how some of the students expressed challenges regarding being creative.

In the questionnaire (Appendix 6), the students were asked how often they felt that they were allowed to use their creativity during the project. Six of the students answered that they were not sure how often they had been allowed to be creative. Three answered that creativity was only used in very few of the lessons, while eight felt that they were allowed to be creative in many of the lessons. So, while all of the students were, in fact, contributing to the creation of the text, many of the students reported that they were not sure or that they only used creativity in few of the lessons. This indicates that many of the students did not understand what was meant by the concept of being creative. The challenges that arose from this will be discussed in section 4.3.2.

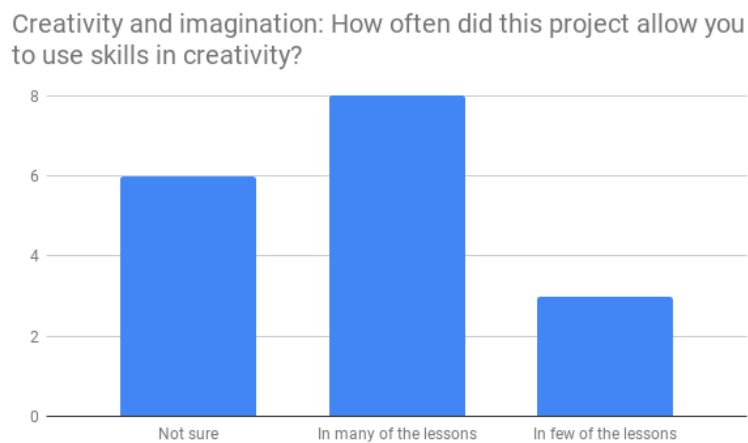


Figure 6: Student response to frequent of using creativity

4.3.1 Opportunities

The ability to use digital tools opens up for many creative opportunities. As discussed in section 4.2 the students were creating multimodal texts to show their knowledge about youth in England. In chapter 3, I explained that in the first lesson the students reported that they did not feel that they had much experience making videos, apart from using the voice-over tool Screencastify in combination with a power point presentation. Because of this they were shown examples of previous videos made in similar projects and there was a discussion as to

what they felt made the videos effective or not. The students were given a lesson on how to use WeVideo and Adobe Creator, giving instruction in “real time” based on the students’ real needs (Mergendoller, 2018). These are video applications and allow students to easily and effectively combine semiotic resources to enhance the multimodal texts’ message. These tools were intended to equip the students with the ability to pursue their ideas, thus further developing their creativity skills.

In the summative text (Appendix 5) the students were asked to explain how they used their creativity and imagination “in using ideas and what they had learned in the project in new ways.” The responses here were mostly vague and either confirmed or denied being creative without explaining how. However, whether they were aware of it or not, the students were using their creativity in creating the multimodal texts.

The choice of semiotic resources in Video C shows both creativity and imagination. As discussed in section 4.2.2 the students chose many different modes to express what they had learned about social media. Many of the visuals illustrated directly what they were talking about in the voice-over. Others did not, but instead were a result of their creativity in finding visuals that could indirectly enhance the communication of the texts message. This can be seen in Figure 5 above. Another example is where a student said that there is nothing special about the teenagers use of social media in England. The visual accompanying this was a gif of a man running his fingers around the sides of his mouth and down to his jawline, seemingly showing that this was useful, new or interesting information:

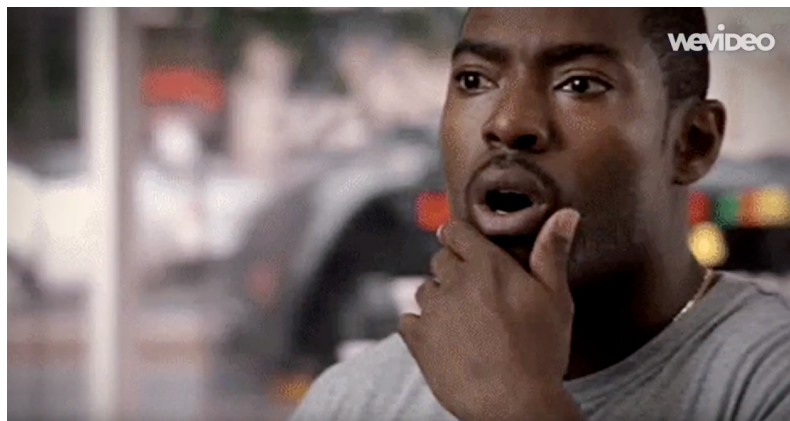


Figure 7: Creativity in choice of visuals from Video C

These ideas were not necessary in terms of relaying the subject specific information they had gained but were rather a result of creativity and showed complementary functions of the modes (Skulstad, 2018). It also shows that the students can express a degree of understanding, and reflect this, indirectly, through other modes.

In addition, the group also chose to make two short role-plays, which were recorded and incorporated into the video. Both were used to illustrate information they had received from their interview. In the first dramatization the audience was given a view over the shoulder of one of the students who was on his phone and looking at a picture of two “perfect” bodies.

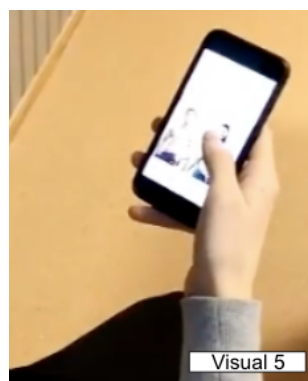


Figure 8: Screenshot of dramatization from Video C

The voice-over said “She says nobody is learning us about the consequences and some of the platforms have become a place to create body pressure” in referring to information obtained from the youth that they had interviewed on the negative effects of social media (Student 10, Appendix 9).

Creativity and imagination were also shown in the two other videos. In Video A, the group used their creativity as to the choice of visuals that represented the subject specific content as shown in figure 3. Video B started with the use of a sound file of a British woman saying “We have found some incredible information on leisure activities” followed by a hip hop beat lasting 20 seconds in the introduction. The choice of music indicates a degree of intercultural awareness in the sense that hip hop music is representative of the pop-subcultures in both Norway and England. This also shows audience awareness; both to the fifth graders and to their class who were going to be able to see the product when finished. One of the group members commented that he thought that this was creative and liked this part of their video.

When showing their video to the class, the group received positive response to this part in the form of smiles and laughter.

4.3.2 Challenges

One of the challenges that was evident in the reflection logs pertained to the learners' attitudes towards creativity. It showed that many of the students regarded creativity as an innate skill and as something exclusively positive. By believing that this skill is innate, one can easily avoid activities that may lead to its development and the opportunities creativity can offer in terms of expressing ourselves and communicating our messages. Thus, learning strategies which can aid in the development of creativity may never be employed.

When reflecting on being creative some of the students expressed that if they contributed with good ideas or used good effects in their video, they felt that they were being creative. Student 2 reported the following as to how he used his creativity:

I didn't really use much of my creativity while in the group, but I feel like I got creative while making the video. I don't know where I got the inspiration from to format the video like that, But I was really satisfied with the result. (Appendix 5)

Equally, if the students were not satisfied with their final product, they reported that they were not very good at being creative, as illustrated in the following quotes:

We dint use any special effects we just hadde a normal presentation.
(Student 17, Appendix 5)

I didn't feel like it (using creativity in the videos) did much when making the video. It was like only recording the screen and our voice. (Student 7, Appendix 5)

Student 17 equated special effects with being creative. As these reflections were written after the class had seen all of the videos, these special effects can be referring to the different meaning-bearing elements that were used in the other groups' videos. The creation of a "normal presentation" was not seen as being creative. The same seems to be said in the quote by student 7. This implies that the students equated creativity as the number of modes they included. So while a video that contained visuals and a voice-over with Screencastify under previous projects might have been seen as creative, they now had seen and experienced videos containing more modes and sat a new standard to what was considered creative.

Some of the students also wrote that they thought that being creative was something that was innate; they were either creative or they were not:

I don't have so much creativity, so the rest of the group did that job. (Student 15, Appendix 5)

I just don't feel like creativity is something you can learn.
(Student 2, Appendix 5)

In the summative text, after being asked how they used creativity and imagination in the project, they were given a follow up question asking them if they feel that they had gotten any better at this skill (Appendix 5). Student 15, who above stated that he did not feel that he was good at being creative, answered this question by again reiterating the sentiment that creativity is innate. He had decided that he is not creative and would thus not partake in activities demanding creativity:

I don't feel any more creative or imagination full I chose to not take a big part of that job, otherwise to create the video, because I know that I'm not so good at that part.
(Appendix 5)

However, creativity, as well as the other key future skills, are not innate and can be developed (Fullan and Langworthy, 2014). Creativity as a skill that could be developed through practice was discussed at the onset of the project, but, as shown by student 15 in the quote above as well as by other students, some of the students still reported the belief that they were either creative or not. This shows that educators need to reassure the students that creativity *is* a skill that can be developed. And where the students in this project processed information and used it in some way in the video, then they were, in fact, being creative. They were being creative in making a multimodal text and acting as “content creators, not just content consumers” (Boss & Krauss, 2014, p.27) by communicating content in an artistic manner with a particular audience, the fifth graders, in mind. As described above, many of the students contributed to the creation of the videos; being creative and using their imagination in choosing images, video clips, text, and sound files to accompany the subject specific knowledge they had learned about the youth in England.

4.4 Critical thinking and problem solving

Fullan and Langworthy (2014) describe the skills of critical thinking and problem solving as the ability in thinking critically to design and manage projects, solving problems and making decisions using a variety of digital tools and resources. We again see the overlapping of skills, as thinking critically while designing projects also demands creativity, and managing projects and problem solving are also central in collaboration and communication. Erstad (2015) discusses critical thinking in regards to media literacy in being able to navigate and evaluate sources on the Internet (see section 2.3). Critical thinking is also important in self-regulation which will be discussed in section 4.5.1 under character education, as well as in 4.7 under the section discussing transfer. In addition, critical thinking is important as students encounter foreign cultures as they try to understand and reflect on what they learn (Hoff, 2016). This will be looked at in section 4.6 in relation to citizenship. When addressing problem solving the students reported mainly on issues pertaining to deadlines or technical issues, which while not directly an issue in English didactics, can affect students' abilities to work effectively on projects. It will therefore be mentioned briefly in this section. In addition I will be discussing the opportunities and challenges that arise in terms of decision making in regards to digital resources.

In the questionnaire (Appendix 6), the students were asked to what degree they were able to use the skills of critical thinking and problem solving during the project. 13 of the 17 students reported that they used these skills in every or most of the lessons.

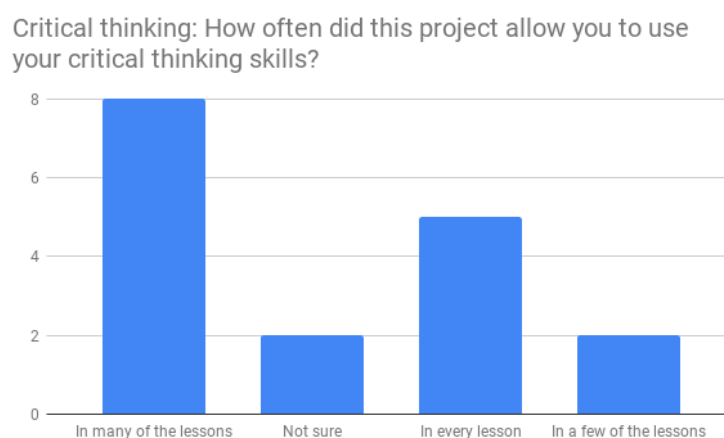


Figure 9: Student response to frequency using their critical thinking skills

This learning project involved solving problems on two levels. On the overarching level, the “problem” that was to be solved was the task on hand: using their knowledge to make the videos. On another level, and perhaps the problem solving that the students were referring to in the questionnaire, were the problems that the students reported on in their reflection logs (Appendix 5): not having enough time to finish the task, student absences or unmotivated group members that affected the progress of their work, technical difficulties and either having too little or too much information to process for the final product. As to the question of whether they felt that they had become any better at using their critical thinking and problem solving skills: a majority of the students said that they had, while some said that they had not.

4.4.1 Opportunities

The analysis indicates that many students were able to show some degree of critical thinking in regards to the use of digital resources. As mentioned in chapter 2, the curriculum in English in the *Knowledge Promotion* describes developing digital skills where the students have a “critical and independent attitude to the use of sources” (2006/2013, p. 4). This demands critical thinking as to which informational resources were reliable sources. Ørevik (2018) points out the importance of the teachers’ roles as mediators between sources and students and guiding the students in their development of critical thinking towards the sources they use on the Internet. Ørevik quotes Buckingham (2007) who explains that:

Informed users of media need to be able to evaluate the material they encounter, for example, by assessing the motivations of those who created it and by comparing it with other sources, including their own direct experience. In the case of information texts, this means addressing authority, reliability and bias.... (p. 245)

I observed through initial class discussions that the students already had quite a bit of knowledge on what made a website reliable and some of the students also questioned the authorship and authority of different sites. In addition, the students were given suggestions for narrowing their searches so as to find web sites where the language could be more understandable; for example using “k-12” or “for kids.”

Some of the students showed critical thinking as to the resources they were using. One of the students, when explaining his searching for information about how religion played a part in teenagers lives in England, explained:

There was like none information about the term we had about (religion), so we didn't fin so much. And on the few pages we found the information was really not neutral.
(Student 6)

Erstad (2015) discusses this ability to critically evaluate sources as an important part of a person's media literacy. Being able not only to find appropriate sources of information but assess if the sites are "neutral" requires not only the vocabulary to carry out the search but also the ability to understand and evaluate the site's bias which this student indicated. It is nevertheless important to help the students navigate the Internet and give them continual guidance as to reliable and trustworthy information sites.

When asked about where they found their information, the students in the social media group all answered this question differently:

I found my information for my project at trustable sources on the internet. (Student 10)

<https://learnenglishteens.britishcouncil.org/topics/social-media/term>

<https://social-media.co.uk/list-popular-social-social-networking-websites>

<https://www.wired.co.uk/article/social-medias-teenage-kicks> (Student 11)

We found alot of the information on the internet where there were interviews or texts written by English people. I managed also to get an interview with an English girl.
(Student 12, my translation).

Student 10 made a point out of the fact that he used "trustable" sources. Although he did not elaborate on this, he at least showed awareness that one needs to be critical when choosing sources. Student 11, on the other hand listed up these sources. Student 12 wrote that the sources that were used from the Internet were "written by English people" showing that he regarded first-hand information as reliable. Each of these students, in varying ways, showed some degree of a "critical and independent attitude to the use of sources" as stated in the English subject curriculum (*Knowledge Promotion*, 2006/2013, p. 4). Having continual focus on critical thinking towards reliability of sources over time, through for example reflection logs, can help the students on their way to mastering this skill. It is also important that

teachers encourage students to use their critical thinking when assessing the reliability of first-hand sources, especially if the information gained is then used to generalize about cultural aspects.

My observations of the project (Appendix 8) support the students' self-reporting in the texts that they used their problem solving skills when learning and or using new digital tools. In addition to basic skills, Erstad (2015) categorizes the ability to produce and create different forms of information, as part of a person's media literacy. The students in this project explained some of the challenges they met in using digital tools. In the weekly summative log after week 1 (Appendix 4), one student described the difficulty in using the app WeVideo: "We struggle to find out how to use WeVideo even though we have watched the tutorials" (Student 16). As explained in section 4.2.1, this app allows for the use of several modes in a video, which can lead to enhanced communication of the multimodal text. In the observations of the videos I noted that this group in the end did not use WeVideo but instead relied on Screencastify with a presentation including images and a voice-over. In the summative text at the end of the project the same student wrote, "Our presentation was boring and I wish we could've done more with it" (Appendix 5). This student expresses dissatisfaction with his groups' ability to solve the problem at hand: using the digital resources available to make an effective informative multimodal text. It does however show that the student is aware of the opportunities that meaning-bearing elements can bring.

4.4.2 Challenges

In addition to being challenged to use new technology when creating their video, the students were faced with the challenge of deciding which resources they were going to use. Apart from the few groups who had interviews with people from England, the majority of the information came from the Internet. When asked in the summative text (Appendix 5) where they found their information, most of the students wrote "the internet." The lack of elaborate responses here could be due to the question not specifying for the students to expand upon their choice of sources (see question 6, Appendix 5). However, the challenges in finding and using digital resources is shown where Student 16 wrote "First we found out what we wanted to talk about and then we just searched up some things surrounding that theme and started reading" (Appendix 5). This again shows the importance of teachers being actively involved

in all steps of the learning process to be able to give appropriate guidance especially as to finding and choosing appropriate digital resources.

As mentioned in the beginning of this section, many students reported that time management was the problem that they most focus on in this project. Notably, some of the students discussed how not having enough time affected their ability to be creative, again showing how the 6 Cs are overlapping and intertwined skills: they had used so much time in gathering the data that they did not feel that they had enough time putting the information together in designing the video. This is seen in some of the reflections on the use of creativity and imagination in the summative text (Appendix 5):

I don't use a lot of creativity because I need more time to do a perfect video. so if I could get more time next project, I will do this better. (Student 1)

We had one idea but we didnt't get to do that because the time so insted I feel we did it very boring. (Student 5)

We didn't get that far. (Student 6)

Experience and reflection around learning processes could lead to better project management skills; which can, in turn, allow learners to develop other skills being used, such as creativity in this case. In a later project these students might remember not having enough time making the video and thus try to be more effective in the data searching process. It is also important for teachers to be aware of this challenge so that they can encourage students to balance time between the different phases of the project work.

4.5 Character education

Fullan and Langworthy (2014) describe honesty, hard work, perseverance, empathy for contributing to the safety and benefit of others, self-confidence, personal health and well being, career and life skills and self-regulation all as different personal attributes belonging to what they have seen as the key future skill of character education. In this section, I will explore the opportunities and challenges around interpersonal skills and self-regulation, as these were the attributes that were most reported on and evident in the data sets.

In the questionnaire (Appendix 6) the students were asked to answer how often they felt they were given the opportunity to develop skills pertaining to character education such as honesty, work ethics, caring for others and empathy. The majority of the students reported that they were able to use these skills in many or all of the lessons:

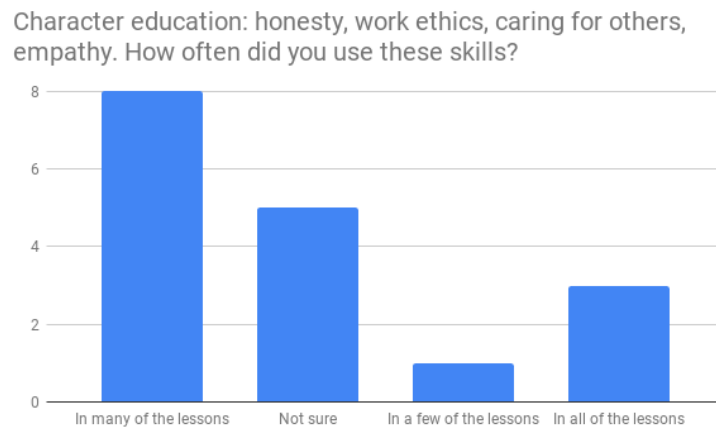


Figure 10: Student response to frequency of using character education skills

4.5.1 Opportunities

In their written reflections, both in the weekly logs and in the summative texts, the students often commented on how they used their interpersonal skills to ensure collaborative learning. In regards to being honest, many mentioned being honest in the respect that they felt they had to say their opinion about each other's ideas:

We had to be honest about what we thought about each other's ideas and we all wanted the video to be as good as possible. We all wanted everyone to succeed. (Student 3, Appendix 5)

This student expressed that honesty was needed to ensure a favorable outcome as to the groups' video. The student also showed empathy in contributing to the benefit of others as she described how the whole group wanted everyone to do well on the project. This, again showed that interpersonal skills were integral in promoting collaborative dialogue, as discussed in section 2.2, as individuals are working together where "meaning and action are collaboratively constructed and negotiated" (John-Steiner & Mahn 1996, p. 197).

Other students also reported that they had shown or had been shown empathy by their fellow students. In some of the cases this was explained by others having to do extra work because of student absences due to sickness:

I experienced that the other on my group cared for me. They did the work when I was sick, and i appreciate that. So I know that if one of my teammates can't do their work because of real reasons, then I can do it for them. (Student 11, Appendix 5)

Another student showed empathy while taking the time to do extra translating from Norwegian to English throughout the project. Even though the student expressed that this was at times trying and difficult, she continued to show empathy for the benefit of the student who needed extra help as well as the group and the final product. Empathy in this situation played a role in promoting a positive sociocultural learning environment where this student acted as the “expert” and scaffolded the other student’s learning (John-Steiner, 2007).

In addition to be able to use their interpersonal skills to promote a positive learning environment many of the students also showed the ability to regulate their own learning. The concept of self-regulation is discussed in section 2.1.4. It is defined by Zimmerman (2002) as the ability to set goals and choose strategies when faced with a learning task. It is also the ability to evaluate oneself both during a learning assignment and to be able to make necessary adjustments, as well as after. I also explained how self-regulation is closely linked to learner autonomy (Fenner, 2018) and metacognition (Williamson, 2015). Sawyer (2008) specifies that the ability to reflect on and understand one's own learning is a requirement of deep learning. And in PBL projects, self-assessment is one of the criteria for a high quality project (Mergendoller, 2018). Haukås (2014) argues that allowing EFL students time to reflect on their own learning has a positive effect on their language learning process.

The students all showed metacognition as they reflected on their learning processes through reflective logs both during and after the learning project. One example is Student 15 who made a visual plan which was a shared digital document with her group (see Table 5). The plan shows her ability to set goals, both for herself and the rest of the group. She also shows the ability to choose learning strategies, although somewhat vague: “find all the information, sort it, and find out what you think is the most important thing to bring to the video” (Appendix 3).

Week	(My note: student writes own name here)	(My note: student writes another student's name here)	(My note: student writes another student's name here)
Week 1	The hole school system From secondary school, difference between England and Norway.	What do they learn from kindergarten until lower secondary school.	compare the schools / school systems
Week 2	Find all the informasjon, sort it, and find out what you think is the most important to bring in to the video.	Find all the informasjon, sort it, and find out what you think is the most important to bring in to the video.	Find all the informasjon, sort it, and find out what you think is the most important to bring in to the video.
Week 3	Creating the video, try to finish it.	Creating the video, try to finish it.	Creating the video, try to finish it.
Week 4	finish the video	finish the video	finish the video

Table 5: Planning scheme made by Student 15

The following examples illustrate what Zimmerman (2002) describes as self-regulation being the ability to set one's own goals and the ability to make adjustments in the learning process to stay on task. These two students showed reflection on strategies that could be used in reaching their goals:

We need to make a system on how we show the information we have found.
(Student 12, Appendix 3)

My group and I have a special way of planning and what we have done is done a list over the things we want to include and talk about it in the presentation. (Student 2, Appendix 3)

This student described their group's ability to take corrective action and adjust their strategies underway in the project:

We had to adjust a couple of times in the process and everything went as planned. We were, even though, good and flexible and could adjust the plan according to need.
(Student 3, Appendix 5)

Two of the students also showed how experiences from this learning project could be used in future learning activities, also showing a degree of self-assessment that can lead to a developed self-regulation:

I think I've gotten a bit better at the planning part, because I haven't thought about planning it so detailed. I think that in the future I would be more prepared for tasks, because I know what to plan. (Student 10, Appendix 5)

I've gotten better at planning what to do instead of just doing it on the go. I think it's good I got better at that because it can make my presentations much better if I have a plan of what to do. (Student 16, Appendix 5)

4.5.2 Challenges

There were, however, issues in regards to both interpersonal skills and self-regulation. Frustration was expressed, especially from two of the students, over fellow students who did not contribute to the project. This was reflected in the students' texts:

...it's not easy to show empathy for others, when you have to do all the work. (Student 6, Appendix 4)

I think that people who work much, should work together, and opposite. People who usually don't work, need to work then. (Student 15, Appendix 5)

In the end, the videos of these two students' groups were not turned in. Although there were issues due to student absence, the process and collaboration in these groups was not optimal. The data also indicates that in a group project it is not sufficient that only one group member works with a degree of self-regulation, whereas others do not. And while the planning scheme shown above in table 5 was positive for that particular student it also shows the challenge when one student delegates tasks. The others were not regulating their own learning; they were only "following orders." The reflections from both the groups who reported positively and those who reported negatively to working with others indicate that the fact that they collaborated on a joint product played a role in promoting skills such as honesty, work ethics and empathy. Where students had positive experiences, they acknowledged that these factors played a role in the learning process. Where the students had negative experiences, they did not.

4.6 Citizenship

Fullan and Langworthy (2014) describe the key future skill of citizenship as involving global knowledge, sensitivity to and respect for other cultures, and active involvement in addressing issues of human and environmental sustainability. This is reflected in the English subject curriculum which states that the "development of communicative language skills and cultural insight can promote greater interaction, understanding and respect between persons with

different cultural backgrounds” and can strengthen “co-citizenship” (*Knowledge Promotion*, 2006/2013, p. 1). This is also central in intercultural communicative competence which entails the ability to use and understand a foreign language to communicate with and understand people of other cultures, as discussed in section 2.4. In that section, I described while Byram (1997) argues for the need to understand other cultures in order to achieve successful communication, later scholars such as Kramsch (2006) and Dervin (2016) argue that this may lead to “othering,” where groups of people are put into predefined cultural boxes and ascribed cultural attributes that may or may not apply to themselves. Hoff (2018) explains this non-essentialist view of culture as dynamic and shaped by a number of factors, which may cross national lines. The notion here is that despite similarities every individual is different, regardless of culture or nation.

That being said, the current subject curriculum does have a competence aim which reflects Byram’s notion of intercultural competence. This aim says that students should be able to “discuss and elaborate on the way people live and how they socialize in Great Britain, USA and other English-speaking countries and Norway” (*Knowledge Promotion*, 2006/2013, p. 9). This provided a foundation for my learning project, where as explained in chapter 3, the key future skill of citizenship was worked with the following subject specific goal: *explore and describe the way of life for youth in England and compare this to the way of life for youth in Norway*. The topics that the students chose to explore were language (here they were interested in slang used by teenagers), food, special traditions, religion, spare time activities, social media, politeness, school and family life. In this section I will draw on the students’ texts to provide insight into the opportunities working with citizenship led to as well as the challenges.

4.6.1 Opportunities

Working on the project gave the students the opportunity to gain global knowledge both in learning about similarities between different cultures but also about differences. In learning about another culture and to avoid the “othering” as explained above, it can be helpful for students to acknowledge that despite geographical differences there can, in fact, be similarities between people from different cultures. Finding these similarities can lead to a development in what Byram (2008) describes as *attitudes*, as in “curiosity and openness,

readiness to suspend one's disbelief about other cultures and belief about one's own" and *knowledge* "of social groups and their products and practices in one's own and in one's interlocutor's country, and of the general processes of societal and individual interaction" (p. 69), both of which could lead to a development of intercultural competence. Most of the students concluded that the lives of youth in England compared to that of Norwegians were very similar. One of the similarities that were commented on was the use of slang words where the Norwegians used the same English slang words as the English youth did. Other similarities were eating fast food like McDonalds and Burger King, sports, use of social media, gaming and being with friends. Some of these reflections are seen in the following quotes:

I think they live a pretty similar life, compared to ourselves. They're going to school, they have spare time activities such as football and gaming, they're polite. They're normal people, such as we are. (Student 13, Appendix 5)

We had about religion, and it's pretty much the same in the UK, and Norway. both of the countries have christianity as the biggest religion, but most of the teenagers doesn't believe in anything. Even though 60 percent of the Norwegian youth goes to confirmation. (Student 6, Appendix 5)

Although we as adults recognize these similarities as due to relative close geographical proximity and a shared "Western" set of values, younger people are still in the process of discovering the world around them. These findings to them are actually quite important as they learn to recognize that although England is a foreign country, there are still many similarities. Byram (1997) argues that learners need to be equipped with the "means to analyse and thereby understand and relate to, whatever social world their interlocutors inhabit" (p. 21). This knowledge can therefore be seen as contributing to the development of intercultural competence. One student commented on the use of social media and said that "there is nothing special about teenagers in england" and continued by saying that "it seems like the whole world uses social media in the same way" (Student 10, Appendix 7). Finding similarities such as these is a good foundation for further work on intercultural competence where we can then challenge the students to study individual differences, stereotyping and the concept of "othering." At the same time, we can use time discussing notions as expressed by Student 13 above where he said "they are normal, such as we are." When defining

something or someone as “normal” we are indirectly saying that those that differ are not “normal.”

Although many of the groups found similarities with the youth of England there were also a couple of areas where students found differences. One of the areas concerned the school system where school uniforms, school rules and the educational possibilities students had after they turned 16 were commented on. The other difference that was commented on was that of politeness. One of the students in this group explained:

Both british people and Norwegian people are polite, but in different ways. In England being polite means “keeping to yourself”, that everyone should mind their own business. In Norway being polite is often speaking about yourself, and being open and honest. (Student 13, Appendix 5)

Although while there is generalization in this comment, this type of cultural insight is what Byram describes as “fundamental to successful interaction” and is part of the *savoirs* as discussed in section 2.4. This could lead to an understanding of a behavior from a person from England as not being uninterested or “cold” but as of actually just trying to be polite.

In the summative task, the students were given the opportunity to reflect on the concept of stereotypes in regard to what they had learned about youth in England (Appendix 5). Not many of the students answered this question. This may be due to time constraints as this was the final task in the summative task and is thus reflecting a possible limitation of this study. Some of the stereotypes which were mentioned were the preconceptions that youth in England love football, drink tea, wear school uniforms, and are polite. The student writing about politeness explained that although this is a stereotype, she still found truth to it:

I think that a stereotype is that they say may I or please and I think that is true because if you visit they say it just like the movies. (Student 14, Appendix 5)

Having this insight, however stereotypical, could add to her intercultural competence when interacting with people from England. This same information is given by this student in the video, not as a stereotype but as a fact: “The biggest difference is that in English that it’s in their culture to be polite” (Appendix 7). This supports what the student said in her summative text.

4.6.2 Challenges

One of the challenges that was observed was the students' tendency to generalize. Student 7 wrote in his summative task that it is a stereotype that boys in England play football (Appendix 5). In the video, the same student discussed the same thing, however not stated as a stereotype but as a fact: "So the teenagers in England have the same spare time activities like the rest of Europe. They play soccer..." (Appendix 7). This indicates that although the student could identify a stereotype in one context, he was not able to avoid this in another. In other words, he did not transfer this knowledge onto the content of the video.

The student texts were filled with generalizations. Some students specified that their findings related to *some* English youth but many used the all encompassing *they* when talking about the differences or similarities. Many wrote that the youth are not that different from us, categorically putting all English teenagers in one box and all Norwegian teenagers in another. Some other examples are:

When teenagers in Norway go out to eat here in Norway they never go out to formal restaurants (Student 2, Appendix 5)

They have big formal proms and big birthday celebrations (Student 3, Appendix 5)

So, in England they often hang out with friends and don't really spend that much time with family (Student 7, Appendix 5)

The quest for exploring new cultures and finding differences and similarities leads to the danger of stereotyping and generalizing. And while Byram (2008) discusses that knowledge of other cultures may develop intercultural competence, Dervin (2016) argues that it is important to avoid labeling people from different cultures and to be aware of individual differences across and within cultural lines. It would have been good to have a discussion activity as a summative task to the project where more time could have been used discussing differentialist bias and essentialist views of culture, where focus is on the notion that people are different based on geographical or linguistic factors, as discussed in section 2.4.1. Hoff (2018) writes that the development of intercultural competence is complex and takes time and it is important that educators treat it as such.

Another challenge that was found came from my observations of the videos. There I found that there were a few misrepresentations of English culture. Erstad (2015) discusses issues concerning students' practices when remixing information in the production of multimodal texts. Some of these issues can be seen in the following examples. The first example is from Video B. The introductory slide is written text on top of the flag of the United Kingdom. Although this may be an easy mistake to make, it also shows a lack of knowledge (savoirs) as to the difference between England and the United Kingdom.



Figure 11: Use of UK flag instead of English flag

Another misrepresentation is seen in the video on special traditions. The image of a driver on the right hand side does not depict a typical driving lesson in England where people here drive on the left hand side.



Figure 12: Image of driving of the left-hand side

In addition to the visuals there was also misrepresentation in the form of wrong information. This can be seen in the following quote:

Em, other sports...the children in their spare time at school is normally skateboard, rollerblading and bmx bikes and when they're done with school it's judo and computer games. (Video B, Appendix 7)

This quote is not only generalizing but is also misrepresenting English youth culture. It states that children do judo and computer games after school. Taken literally the fifth grade audience are led to believe that this is what all children do after school. They are also led to believe that children are allowed to skateboard, rollerblade and ride bmx bikes during the school day, something that I am unaware of being true.

All of these misinterpretations could however have been good starting points for in-class discussions before the students turned in their finished products. Mergendoller (2018) discusses the role of the teacher in project based learning where the teachers are mentors giving guidance during the project. This is especially important when project products are to be shared with authentic audiences. Had I, as the teacher of this class project, observed this earlier on, I could have had a brief lesson where I pointed out and discussed these issues, thus offering scaffolding and integrating instruction in real time based on the students' needs (Mergendoller, 2018). The group then could have corrected these misrepresentations. Mergendoller further argues that this type of instruction "when students learn something to be able to use it – rather than to simply remember it" makes learning more meaningful. Much of the video editing, unfortunately, happened at the end of the project and these misrepresentations were not visible to me until they were presented in the last lesson. Good routines for the teacher to closely monitor and guide the students on both the process and content during the project are vital if the projects are to be successful. Structured group and pupil meetings at regular intervals could be advantageous in this regard.

4.7 Transfer of knowledge

In chapter 2, I explored the concept of deep learning. Sawyer (2008) points out that one of the differences between deep learning and surface learning is that in surface learning one can memorize and recall factual information but not necessarily use this information in a different setting. Pellegrino (2017) argues that deep learning, on the other hand, is the ability to use new information and knowledge in new and innovative contexts. This ability to use subject specific knowledge in new situations, is referred to as *transfer* (Pellegrino, 2017). He argues that this can be attained by allowing students to use 21st century skills in their learning activities. He also argues that "deeper learning and the development of 21st century skills do not happen separately from learning academic content" (p. 232, 2017). They are dependent on each other if deep learning is to be developed. Although assessing whether the students in

this project attained deep learning in this four-week period is beyond the scope of this study, some interesting findings can be made which will be discussed in this section.

The data showed that there was variation in the students' ability to process information and make meaning out of it. In part 1 of the summative written task, the students were asked what they did to learn the information they had gathered to make it their own. The answers here varied. Student 17 replied: "copy into a document and tell my group what I've found" (Appendix 5). In light of Sawyer's (2014) definition of deep versus surface learning, this statement indicates that this student had not evaluated these ideas or tried to make meaning out of them by relating them to previous personal knowledge. It seems as though the student treated the knowledge and facts as "static knowledge handed down from an all-knowing authority" (p. 4) and was treated as isolated bits of knowledge; two of the strategies that Sawyer describes as leading to surface learning. Ørevik (2018) also discusses the challenges of this "copy and paste" issue where some students take information from other sources without fully understanding the content. Many students struggle with processing information from sources and using them in their own texts and need to be given instruction on how to do this. Teachers need to ensure that students develop their reading and processing strategies as well as ensuring that they have a full understanding of the ethical issues in regards to copyright.

Another student showed more reflection as to the steps in his learning process:

I tried to like remember the main parts of the info, and write it down. And also because we were going to present the video to fifth graders, we had to make the language more simple and easy to understand. (Student 13, Appendix 5)

This student indicated that in addition to reflecting on his own process of learning, the newly acquired knowledge was worked with; making meaning out of the knowledge in a way the fifth graders could comprehend the information. This reflects Hymes' (1972) definition of communicative competence as the student worked on making the language appropriate and shows the competence "as to what to talk about and with whom, when, where, in what manner" (p. 277). By working with and adjusting the language the student is going beyond surface learning and "transferring" the knowledge through his own words.

Transfer of knowledge could have been shown two ways: in the making of the multimodal text and in part 2 of the summative task where the students were asked what they had learned from the project concerning youth in England. As to the video, my analysis indicates that some of the students did not process the information they had gathered and merely read the information as a voice-over in the video. There was a clear difference in those who were able to communicate effectively and those who were not (Appendix 9). Some of the students were evidently reading from a manuscript. Often this led to a monotonous reading which seemed at times laborious and affected by pronunciation mistakes. At times the language was incoherent and difficult to comprehend. The language sometimes seemed to reflect rote learning and showed the ability or lack thereof of pronouncing the words in the text. This would be *at best* what Sawyer would describe as surface learning. Others, however, were able to share their knowledge much more effectively where they spoke clearly and fluently in an easy to understand language. And although some of these students also had grammatical mistakes or mistakes in pronunciation, they were still able to communicate effectively. Some of the videos showed creativeness both in the ability to show a transfer of knowledge where bits and pieces of information from different sources made up the content of their video, as well as using digital tools and modes to enhance their communication. This also reflected the students' ability to use and choose appropriate digital tools to mediate their own thoughts. Fullan and Langworthy (2014) describe critical thinking skills as, among other things, pertaining to the ability to make decisions effectively as to the use of digital tools (see section 2.1.3). Through the creative process, where mediation of thoughts and ideas led to the students' own artifacts, the multimodal texts, critical thinking may have been developed and transfer of knowledge allowed.

However, whether the students showed any transfer of knowledge through the videos or not, they each had a chance to show what they had learned of subject specific knowledge in the last summative text (Appendix 5). This text allowed the students to show the ability to transfer any knowledge learned during the project in a new text where, in addition to recalling factual information, they were also given the opportunity to reflect on the information in a comparative text. The students were asked to describe what they had learned about the way of life for youth in England and any differences or similarities to the way of life of the youth of Norway.

Of the twelve who gave responses to this task, two of them gave very short answers when describing what they had learned:

I have learned that they teenagers lives ca like us, and they do most of the stuff like us. (Student 8, writing about sparetime activites, Appendix 5)

Yeah they go to school with uniforms we don't do that. (Student 17, writing about family life, Appendix 5)

These short responses were not due to lack of time on their part as the log information shows the tasks were turned in before time was up. In Student 17's answer here about what he had learned, he wrote about something that one of the other groups made a video about and nothing about what his group had presented. Whatever the reason for not answering more fully, these responses show that this PBL project was not sufficient in helping these students express their reflections or transfer their knowledge in the last summative text. It also indicates that further work on cultural stereotypes is needed in order to promote a more nuanced understanding of cultures.

There were, however, students who were able to use what they had learned during the project in their texts where they compared the youth of England with the youth of Norway. One example is shown here:

I have learned that the youth in England isn't really different from Norway or the rest of the world. We have our things in common such as slang words, love for fast food and spare time activities such as football and other sports. I feel that it's really positive that all young people from different countries and cultures have things in common, because then it'll be so much easier to communicate with one another, because we have something in common to talk about. (Student 2, Appendix 5)

This student demonstrates aspects of intercultural competence (Byram, 1997) as he explained how his knowledge of youth in England and what he perceived as commonalities can lead to an openness to future interactions with people from that country. He had transferred what he had learned in this project in a text showing reflection and insight. This also describes how cultural insight “can promote greater interaction, understanding and respect between persons with different cultural backgrounds” as stated in the English subject curriculum (*Knowledge Promotion*, 2006/2013, p. 1).

In the next chapter I will discuss some of the conclusions made based on my findings. I will also tie these thoughts into the new national curriculum, LK20 (2019), which was released in November 2019.

5. CONCLUSION

The aim of this study was to gain insight into the opportunities and challenges that may be involved when focusing on the 6 Cs in order to promote deep learning in the EFL classroom. My research was designed as an ethnographic case study where I could focus on one group of ninth grade students as they participated in a PBL project aimed at learning more about youth in England. The data sets included reflection logs, student multimodal texts, classroom observation and a smaller quantitative questionnaire. This chapter provides a summary of my main findings, as well as a discussion of the didactic implications of these opportunities and challenges. Furthermore, I will discuss possible limitations of my study and offer suggestions for further research. I will end the chapter with my concluding remarks.

5.1 Summary of main findings and didactic implications

The concept of deep learning has been a hot topic in Norwegian educational discourse the last few years. There have been varying definitions as to what deep learning is and varying opinions as to its importance. The new national curriculum, LK20 (2019), is nevertheless a result of documents where deep learning has been central: *The School of the Future* (2015) and the *Report to the Storting nr. 28* (2015-2016). The aim of the present study was to explore which implications a focus on 21st century skills has for teaching and learning in the EFL classroom, in the context of the *Knowledge Promotion* (2006/2013). Key findings from this study are nonetheless relevant to LK20 (2019) and will be discussed in my final remarks in section 5.3. My study has been based on the concept of deep learning as defined by Pellegrino and Hilton (2012) and Fullan and Langworthy (2014) as discussed in chapter 2. In this section I will first discuss how each of the 6 Cs did or did not contribute to a deep learning about the youth of England. Subsequently, I will discuss the didactic opportunities and challenges of working with each of the 6 Cs.

5.1.2 Evidence of the 6 Cs contributing to deep learning

One of the goals of the learning project was for the students to be able to use newly learned information in new and innovative contexts. Pellegrino (2017) describes this as transfer and argues that this is fundamental to deep learning. The overlapping and co-dependent nature of the 21st century skills as described in section 2.1.2 was evident in my study as many of the 6

Cs contributed to deep learning about youth in England. Many of the students used collaborative dialogue when discussing new content knowledge between themselves to understand, make sense and organize it in their work towards making the multimodal texts, indicating that there was a “collaborative creation of meaning” (Richards & Rogers, 2014, p. 91). This involves the skills of both collaboration and communication. The students also worked on their communication skills as they learned how to communicate through their multimodal texts. Erstad (2015) describes this type of communication in his media literacy categories, where one needs to be able to “communicate information and express oneself through different mediational means” (p. 92). The data indicates that some of the students also used creativity and critical thinking to achieve this. Their choice of modes, or meaning-bearing elements, in the multimodal texts showed an understanding of the content knowledge as the modes enhanced the purpose of their message, leading to what Skulstad (2018) describes as multimodal textual competence.

Citizenship, in the form of global knowledge, was the main subject-specific goal of the project. The data indicates that many of the students were able to use and transfer the information they had learned about the youth in England to some degree in both the multimodal texts they had made as well as in the summative texts. In the summative texts they were asked to compare the lives of the youth in England with the lives of the youth in Norway. Many reported learning that there were similarities as well as pointing out some differences which could lead to a more successful interaction at a later date, especially the group learning about politeness. Being able to use this knowledge in the two different situations shows a degree of global knowledge. The data also indicates that a few of the students were not able to show the knowledge expressed in their videos when later writing about what they had learned in the summative text. This could lead one to question if any learning had taken place and if it was an example of temporary surface learning that could not be transferred in another situation at a later point in time.

There was however one of the 6 Cs that did not seem to contribute to deep learning about the youth of England: character education. In my study I focused on empathy, hard work, honesty and self-regulation in regards to character education. Sawyer argues that being able to reflect on one’s learning processes, or self-regulation, is essential to deep learning (2008). While my study indicates that some of the students worked actively on self-regulation skills,

as well as expressing being hard working, showing empathy and being honest, there is no data that indicates that this contributed directly to deep learning about the youth of England. This may reflect a limitation of this study where the prompts were predetermined and did not allow for follow up questioning.

5.1.3 Didactic opportunities and challenges

Whereas the above section describes specifically any evidence of the 6 Cs directly contributing to deep learning, the study did reveal many opportunities and challenges when working with these key future skills in the EFL classroom. As discussed in chapter 1, the needs of society are changing and dependent on people who can work well together and think creatively and critically when solving tasks. By incorporating working with these skills in the EFL classroom, we are helping the students in their on-going development while learning English.

Collaboration skills encompass the ability to work in a team and to learn from others (Fullan and Langworthy, 2014). With a couple of exceptions, the students reported positively to working together on this project. As to the questionnaire, an overwhelming majority of the students reported that they felt that they were able to use their collaborative skills in every or most of the lessons indicating that project based learning was a good way to encourage development of this skill. This study shows that both opportunities and challenges arose when focusing on the key future skill of collaboration. One of the opportunities was the ability to experience global collaboration where a few of the students used their social networking skills to obtain information from people in England. In addition, my findings suggest that collaborative dialogue was used by many of the students who were being able to learn not only from external sources but also from each other, co-constructing their knowledge.

A few of the videos, however, did not reflect collaborative dialogue as much of the same information was repeated by more than one student in the same video representing one of the challenges. Students need instruction, practice and guidance on how to turn delegation of tasks into meaningful learning for all members of a group.

Another finding was that although many reported positively to working with others, there were also challenges as some reflected on the difficulties working with others who either had different opinions or a different work ethic. As a 21st century skill, students need to learn to work with many different types of people (Pellegrino, 2017 and Fullan & Langworthy, 2014). This can be developed through experience both working with others and with self-reflection, through for example self assessment (see chapter 2.1.2). Collaborative projects such as Project Based Learning show how the EFL classroom is a democratic arena, dependent on tolerance and democratic values. Teachers need to help the students to work together successfully in a collaboration where each student deserves to be heard, and decisions involving all members of a group need to be made. This can be attained by giving students guidelines for group work, where group meetings are structured around the participation of each group member and planned regularly. Teacher intervention and guidance, both on the group level and on the individual level, is also necessary when students meet difficult challenges in working with others, as discussed in the NRC's guidelines for pedagogical practices in section 2.1.2.

As for communication skills, these are described in the English curriculum as entailing the ability to write and speak effectively, as well as to be a good listener and use digital tools effectively (*Knowledge Promotion*, 2006/2013). The questionnaire showed that the majority of the students reported that they were able to use their communication skills in every or many of the lessons they had. This indicates that project based learning activities can serve as a good framework for allowing students to actively work on their communication skills. The students who reported using English only during the project were also those who reported to having felt that their communication skills had developed over the course of the project, showing one of the opportunities of working with communicative tasks. Teachers should work on developing positive learning environments that encourage, support and expect that students use English in communicative tasks to ensure a greater development of oral communicative competence. By discussing the importance of a positive learning environment and involving the students in making class rules to ensure this, teachers can then refer back to these rules if one or more student has difficulties following them.

In addition, my analysis of the videos showed that some of the students were able to effectively use various modes of sound, image and text to enhance their communication in

the multimodal texts and effectively show their knowledge. Where the information was processed, the students were able to show fluency in using their own words to relay their knowledge. These students showed a greater level of communicative competence. This shows the challenge that arises when not all students feel that they master the tools needed to use these modes. Magne Rogne (2008) argues that the use of visual elements in texts is going to be increasingly important in the future and that students need instruction and guidance on design in multimodal texts to be able to enhance the meaning potential of the modes and their digital communication skills. It also shows that students need guidance on reading and processing strategies to be able to make meaning out of information.

Fullan and Langworthy (2014) describe the skills of creativity and imagination as, among other things, the ability to consider or pursue novel ideas. This study shows that students used their creativity in making the multimodal texts as different modes were chosen to allow for self-expression. However, the most interesting finding describes the challenge that the students had in regards to their attitudes towards the concept of creativity. The findings from the questionnaire as to how often the students felt that they were able to use their creative skills during the project, show that only under half of the students felt they were able to be creative in many of the lessons. Findings from the students' texts show that many of the students felt that being creative was an innate skill and often led them to shy away from partaking in what they considered "creative" tasks in the project. This also led to their reporting that they did not feel that their creativity skills had got any better during the course of the project. As Project Based Learning is based on the students producing some type of product, it is important for students to understand creativity not just in terms of making something aesthetically pleasing or solely positive, but in general terms of using knowledge and ideas to create a product. Fullan and Langworthy (2014) discuss the importance of using digital tools in the creative process as they state that deep learning activities will "give students real experiences in creating and using knowledge in the world beyond the classroom" (p. 22). Teachers need to equip the students with the tools that can be used to be creative while learning English. Many apps such as Adobe Spark, WeVideo, Book Creator and Creaza to mention a few, are tools that are relatively easy to learn and can allow students to develop their creativity. Students need to be shown model texts that can serve as inspiration and be given ample situations for practice. This combined with formative

assessment can guide students on their way to developing creativity as a 21st century skill as recommended by the NRC guidelines (see section 2.1.2).

When addressing the key future skills of critical thinking and problem solving most of the students reported that they were able to use these skills in every, or most of the lessons. One of the opportunities the students had to use their critical thinking skills was through the choice of digital resources. Many of the students were able to show this through their choice of and reflection around the sources of information they had gathered from the Internet.

Analysis of the other data sets showed that the students often mentioned challenges pertaining to critical thinking and problem solving where time management and the use of digital tools and resources were often mentioned. The findings indicate that students who had problems with time management used too much time searching and processing the information, leaving too little time to use the information in the creative process making the video and in some cases not reaching deadlines. Some of the students also expressed frustration over not having the skills to use several of the digital tools that the other groups were working with. And whilst many of the students showed that they could use information from the Internet critically, others showed the need to further develop their media literacy skills in this regard showing yet another didactic challenge. In regards to critical thinking and problem solving teachers need to help students develop their time management skills. This could be achieved through weekly planning and summary logs as well as conducting teacher-student meetings. In addition, adapted instruction needs to be given as needed to help students develop media literacy (Cf. Erstad, 2015).

The aspects of character education that were most prevalent in my findings were self-regulation, empathy, honesty and attitudes towards work ethics. The findings in my study show that some students experienced empathy in the collaborative dialogue in their groups, helping each other out in the learning process. The findings also indicate that it was easier for students to show empathy when working in groups where a group member was struggling with the language, as opposed to group members who were perceived as unfocused or unmotivated. Bell (2010) discusses the role of the teacher as mentor in PBL projects and explains that students new to the method need extra guidance in the process. Differentiation, where needed, could help students who struggle with contributing to group work. This could

be in the form of short, clear and easy to understand tasks but also even more guidance as to sources that match their language level and are easier to understand. This could help the students work more independently and on-task and feel that they are contributing to the project.

Sawyer (2008) argues that the ability to reflect on and understand one's own learning is essential to deep learning. The findings in this study indicate that many of the students were able to make and assess weekly goals and some were able to explain the adjustments needed to be taken as to the next steps in their project. Working in project based activities allowed the students to regularly reflect on their learning strategies. Through the use of planning logs and summaries students can be given the opportunity to think through their learning processes and to adjust accordingly, showing self-regulation. In addition, teachers can gain insight into how the students are thinking and give them guidance as needed. Haukås (2014) discusses the role of metacognition and self-regulation in the classroom of the future and says that many teachers need more knowledge in this area if they are to be able to guide the students in their development. She also cites studies that show that time used in the EFL classroom on reflection around learning strategies has a positive effect on the language learning process (2014, p. 6). As EFL teachers, one aspect of our job is to make students aware of the benefits of self assessment and self-regulation and equip them with the tools needed to develop these skills so that they can regulate their strategies in future learning.

Citizenship is the “C” which is most closely related to the subject-specific goal of the project, as discussed under the previous section in regards to deep learning. It is an important aspect in the EFL classroom where an aim in the *Knowledge Promotion* is to be able to discuss the way people live in different English speaking countries thus gaining a better understanding and respect of other cultures. The data in my study indicates that many of the students gained global knowledge in this project. Examples of similarities between the youth of England and the youth of Norway often referred to slang words, use of social media, spare time activities and food preferences. The analysis did however show some challenges as many of the students generalized quite often and the videos showed a few examples of cultural misrepresentation. The framework of Project Based Learning allows the integration of instruction to take place in real time, as the needs arise (Mergendoller, 2018). These misrepresentations, had time allowed, should have been the basis of classroom discussions

and shows that collaboration amongst students alone is not sufficient in learning about difficult and nuanced issues. This finding illustrates the importance of teachers utilizing the opportunities for real time instruction as the students are in a situation where what is being taught is directly relevant to what they are doing and helps them to develop their project successfully, making learning more meaningful.

5.2 Potential limitations and suggestions for future research

Norwegian EFL students' reflections while working in a project based framework to promote deep learning have not, to the best of my knowledge, been previously studied. This thesis, although specific in the sense that it is a case study with a focus on project based learning, builds on the notion that deep learning and the use of 21st century skills are co-dependent in learning subject specific knowledge and has thus by nature a very broad context. So, although exploring this topic in depth is not possible in a master's thesis, its exploratory nature is a good starting point for further research. In this section I will look at some of its limitations and offer suggestions to future research.

Reflections were gathered in the form of student texts with a predetermined set of questions. Because of this there was no ability to ask follow up questions. This resulted in limited responses in many of the reflection logs. Future research could be designed with open-ended interviews so that the researcher could ask follow up, in-depth questions and be able to explain concepts or ideas in case of misunderstanding (Creswell, 2012). This could result in a more nuanced insight into the students' experiences.

One of the limitations of using a case study design is that it does not offer generalizations to its findings. Designing a study using a grounded theory approach could produce more generalizable findings (Creswell, 2012). By studying the process of developing 21st century skills and deep learning in the English classroom, one can generate a theory grounded in the data and thereby offering an explanation to the research question.

It could also be interesting to work on the same subject specific aim with two groups: where one group worked in a project based framework and the other in a more traditional teacher-led lesson. This could give insight into the didactic advantages or disadvantages of project based learning in the EFL classroom as to the development of 21st century skills.

The Project Based Learning activity that served as the framework of this study had a time frame of four weeks. This was equivalent to around two hours per week, six hours in total. This was not sufficient and resulted in having too little time for follow up guidance throughout the project and when the students were writing their summative texts. Future research would benefit allowing more time for both the project work and the summative texts.

5.3 Final remarks

Norway is set to implement its new national curriculum, LK20 (2019), in the Fall of 2020. This curriculum has had a goal of ensuring that the education of today's students will equip them with the skills that will be needed in an ever-changing information society. These skills are important when working on subject specific skills and are seen as an integral part of deep learning (Pellegrino, 2017). The majority of the participants in this study have reported that learning in the EFL classroom in a Project Based Learning framework has given them the opportunity to use many of these skills. My analysis of the students' multimodal texts also indicates that many of the students have used these skills in creating their products. However, there were many challenges and EFL teachers themselves will need to have a certain degree of media literacy and insight into how working with such key future skills can affect the learning outcome of their students if such project work is to be successful.

LK20 (2019) expresses the importance of 21st century skills in its educational core values where collaboration, communication, creativity, critical thinking are central. Understanding of democratic processes and the importance of intercultural competence are also discussed. Under its Principles for learning and development, it explains that curricular learning is dependent on developing social skills such as empathy and tolerance for individual differences. In addition, there is also a whole section dedicated to the importance of self-regulation.

The English subject curriculum under LK20 (2019) also reflects these values and key future skills, as can be seen in the following excerpt:

English is a central subject for cultural understanding, communication, character education (danning) and development of one's identity. The subject is to give the students a foundation to communicate with others locally and globally, independent of cultural or linguistic background. English is to contribute to develop the students' intercultural understanding of differing ways of life, ways of thinking and communication patterns. The subject is to prepare the students for an educational, societal and work life that demands competence as to reading, writing and oral communication in English. (p. 2, my translation)

A Project Based Learning framework can be a suitable method in learning both subject specific knowledge in English as well as developing 21st century skills (Pellegrino & Hilton, 2012). This can be particularly useful when working towards the two cross-curricular topics in LK20 (2019): *Democracy and Citizenship* and *Health and Life Skills*. Here students can explore different themes pertaining to the overarching topics and transfer what they have learned to various products for authentic audiences, thus giving their learning relevance and meaning.

This new curriculum, with its demands on encouraging among other things active learning, critical thinking, media literacy and self-regulation, also requires that educators are equipped with the competence to carry out these learning activities. Pellegrino (2017) discusses the challenges facing educators in this respect:

Both novice and experienced teachers will need time to develop new understandings of the subjects they teach as well as understanding how to assess 21st century competencies in these subjects, making ongoing professional learning opportunities a central facet of every teacher's job. Certainly, teachers will need support from administrators as they struggle with the complexity and uncertainty of revising their teaching practice within the larger effort to institutionalize a focus on deeper learning and effective transfer. (p. 12)

At the beginning of the thesis I cited Pring (2015) who says that good educational research is something that could better the practice and help the teachers' with their needs. I believe that this thesis does just that. It has given voice to the students' experiences during a project based deep learning activity in EFL, as well as explored different aspects of 21st century skills and deep learning in an EFL context, offering teachers both theoretical and practical insight into the didactic opportunities and challenges that this presents.

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Appendix 1: Consent from NSD

4.3.2020

Meldeskjema for behandling av personopplysninger



NSD sin vurdering

Prosjekttittel

Dybdeelæring i engelsk som fremmedspåk

Referansenummer

992914

Registrert

30.09.2019 av Sharon Le Duc Dahl - Sharon.Dahl@student.uib.no

Behandlingsansvarlig institusjon

Universitetet i Bergen / Det psykologiske fakultet / Institutt for pedagogikk

Prosjektansvarlig (vitenskapelig ansatt/veileder eller stipendiat)

Hild Elisabeth Hoff, hild.hoff@uib.no, tlf: 98643527

Type prosjekt

Studentprosjekt, masterstudium

Kontaktinformasjon, student

Sharon Dahl, sharon.dahl@sola.kommune.no, tlf: 90201460

Prosjektperiode

03.01.2019 - 29.05.2020

Status

21.11.2019 - Vurdert

Vurdering (1)

21.11.2019 - Vurdert

BAKGRUNN Prosjektet ble igangsatt høsten 2018. Det ble vurdert dithen at prosjektet ikke skulle behandle personopplysninger, og derfor ikke meldt til NSD. I løpet av prosjektperioden endret dette seg, og det ble klart

at prosjektet behandlet personopplysninger i form av navn, e-postadresse, IP-adresse eller annen nettidentifikator, bilder eller videoopptak av personer, og lydopptak av personer. Opplysningene ble samlet inn fra januar/februar 2019.

<https://meldeskjema.nsd.no/vurdering/5d91dde8-96d8-4e24-afbb-2d9c11f5ffa1 1/3>

4.3.2020 Meldeskjema for behandling av personopplysninger

Prosjektet ble meldt til NSD 30.9.2019. Dette betyr at det har foregått en behandling av personopplysninger som ikke har blitt dokumentert, noe som innebærer et brudd på prinsippet om lovlighet, rettferdighet og åpenhet (art. 5 a). Dette avviket rettes på ved at prosjektet nå meldes inn og behandlingen dokumenteres.

Informasjonen som ble gitt til utvalget, datert 9.1.2019, inneholder de fleste sentrale punkter etter personvernforordningen, som formål, navn og kontaktopplysninger til student og prosjektansvarlig, dato for anonymisering og prosjektslutt, og det ble understreket av deltakelse var frivillig og at man kunne trekke seg og få opplysningene anonymisert. Skrivet manglet derimot utvalgets resterende rettigheter og kontaktopplysninger til NSD og til behandlingsansvarlig institusjons personvernombud. Likevel vurderer NSD at det ikke regnes som et brudd på informasjonsplikten da de viktigste punktene var inkludert. Det skal i tillegg gis ny informasjon til utvalget for å rette på manglene.

NSD vurderer at avviket ikke er av en alvorlig grad, og må ikke meldes til Datatilsynet.

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

https://nsd.no/personvernombud/meld_prosjekt/meld_endringer.html Du må vente på svar fra NSD før endringen gjennomføres.

TYPE OPPLYSNINGER OG VARIGHET Prosjektet vil behandle alminnelige kategorier av personopplysninger frem til 29.5.2020.

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

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

NSD vurderer at informasjonen om behandlingen som de registrerte vil motta oppfyller lovens krav til form og

<https://meldeskjema.nsd.no/vurdering/5d91dde8-96d8-4e24-afbb-2d9c11f5ffa1 2/3>

4.3.2020 Meldeskjema for behandling av personopplysninger

innhold, jf. art. 12.1 og art. 13.

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

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

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

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

Lykke til med prosjektet!

Kontaktperson hos NSD: Håkon J. Tranvåg

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

Personopplysninger er behandlet slik at det foreligger brudd på

Prinsippet om lovlighet, rettferdighet og åpenhet (art. 5 a)

<https://meldeskjema.nsd.no/vurdering/5d91dde8-96d8-4e24-afbb-2d9c11f5ffa1> 3/3

Appendix 2: Consent form and follow up information

Vil du delta i forskningsprosjektet ”Dybdeløring i engelsk som fremmedspråk”?

Dette er et spørsmål til deg om å delta i et forskningsprosjekt hvor formålet er å analysere elevenes refleksjoner rundt utviklingen av dybdeløring i engelsk undervisning. I dette skrevet gir vi deg og dine foresatte informasjon om målene for prosjektet og hva deltakelse vil innebære for deg og ditt barn.

Formål

Formålet med studiet er å finne mer ut om hvordan elever reflekterer rundt sin egen utvikling av dybdeløring og 21. århundrets ferdigheter i engelsk faget. Dette er temaet jeg undersøker i forbindelse med min masters oppgave. Prosjektet varer i tre uker og innebærer gruppearbeid der elevene skal bruke teknologi til å samle inn informasjon om levestil til ungdom i andre land. Denne informasjonen skal da bearbeides og brukes som kilde til å lage sine egne digitale tekster som presenteres til noen utvalgte barneskoler i nørområdet. Elevene skal skrive refleksjonstekster underveis og i etterkant. Det er informasjon i disse tekster som skal anonymiseres og brukes i min datainnsamling. I tillegg skal jeg bruke egne observasjoner av prosessen. Her blir informasjonen også anonymisert.

Problemstillingen jeg skal analysere utifra elevtekstene er: Hvordan reflekterer en gruppe av 8. klasseelever i engelsk som fremmedspråk rundt kunnskap om ungdom fra engelsktalende land og utviklingen av sin egen dybdeløring og 21. århundrets ferdigheter gjennom aktiviteter som kan fremme dybdeløring .

Hvem er ansvarlig for forskningsprosjektet?

Sharon leDuc Dahl fra Tananger ungdomsskole og Hild Elisabeth Hoff fra Universitet i Bergen er ansvarlig for prosjektet.

Hvorfor får du spørsmål om å delta?

Du har blitt spurt om å samtykke da din klasse har blitt utvalgt til å delta i prosjektet.

Hva innebærer det for deg og ditt barn å delta?

Du skal være med i undervisningsopplegg som en del av den vanlige oppløringen. Hvis du samtykker til å delta, vil jeg få anledning til å bruke deler av dine tekster som datagrunnlag i studiet. Innsamlet data vil bli anonymisert.

Det er frivillig å delta

Det er frivillig å delta i prosjektet. Hvis du velger å delta, kan du når som helst trekke samtykke tilbake uten å oppgi noen grunn. Alle opplysninger om deg vil da bli anonymisert. 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 fra dine tekster til formålene vi har fortalt om i dette skrevet. Vi behandler opplysningene konfidensielt og i samsvar med personvernregelverket.

Hva skjer med opplysningene dine når vi avslutter forskningsprosjektet?

Prosjektet skal etter planen avsluttes 20. juni 2020. Opplysning som er gitt til prosjektet vil bli slettet.

Hva gir oss rett til å behandle personopplysninger om deg?

Vi behandler opplysninger fra dine tekster basert på ditt samtykke. Norsk senter for forskningsdata AS vurderer dette prosjektet til ikke meldepliktig siden den innsamlet data ikke gir identifiserbar informasjon.

Hvor kan jeg finne ut mer?

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

- Universitet i Bergen ved Hild Elisabeth Hoff hild.hoff@uib.no

Med vennlig hilsen

Hild Elisabeth Hoff
Prosjektansvarlig, Universitet i Bergen

Sharon leDuc Dahl
Student ved Universitet i Bergen

Samtykkeerklæring

Jeg har mottatt og forstått informasjon om prosjektet *Dybdelæring i engelsk som fremmedspråk*, og har fått anledning til å stille spørsmål. Jeg samtykker til:

- å delta i å la mine tekster, som blir anonymisert, bli brukt som data i prosjektet. Jeg forstår også at anonymiserte observasjoner kan også bli brukt i studiet.

Jeg samtykker til at mine opplysninger behandles frem til prosjektet er avsluttet, ca. 20. juni, 2020.

Underskrift av prosjektdeltaker, dato

Underskrift av foresatt, dato

Additional information to the participants

16. November, 2019

Tilleggs informasjon til foresatte og elevene som har valgt å delta i mitt forskningsprosjekt “Dybdelæring i engelsk som fremmedspråk”.

Viser til samtykkeerklæringen som dere har skrevet under datert 13.01.19. I ettersyn har det vist seg at prosjektet mitt var meldepliktig til Norsk senter for forskningsdata (NSD) og meldeskjemaet er nå sendt inn og vurdert. Vurderingen dokumenterer at jeg behandler personopplysninger på en lovlig måte.

I samtykkeerklæringen ble dere informert om at deltakelse var frivillig og at dere hadde rett til å trekke samtykket uten grunn. I tillegg har dere rett til:

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

I samtykkeerklæringen fikk dere kontaktinformasjon til prosjektansvarlig på Universitet i Bergen. Jeg har blitt informert av NSD at dere skal i tillegg få kontaktinformasjon til NSD og personvernombud ved Univeristet i Bergen.

NSD: e-post nsd@nsd.no telefon 55 58 21 17

Personvernombudet ved Universitetet i Bergen: e-post janecke.veim@uib.no telefon: 55582029

Jeg er godt i gang med forskningsprosjektet og ser fram til resultatet som er ferdig Juni 2020!

Dere kan også ta kontakt med meg hvis dere har spørsmål.

Med vennlig hilsen,

Sharon leDuc Dahl
sharon.dahl@sola.kommune.no
Telefon 90201460

Appendix 3: Weekly planning

1. What does your group need to do this week? (Find sources, make questions, decide on the final product?)
2. What are YOU going to do to contribute to the project?
3. What problems may occur (working in the group or in gathering information)? What could I do if this happens?

Student 1:

My group needs to find facts about the language they use in England.

My job is to find information about English and a little bit of fun fact.

I think one of the problems that will occur is that we will not be done or something like this.

Student 2:

My group and I have a special way of planning and what we have done is done a lists over things we want to include and talk about in the presentation. We are only going to find information about those points because it is much more organized and it would make it easier for us to find info. The information is written in our own document we have created,

What we are going to do this week is just find as much information as we can on the points we want to talk about and then find a way to structure the video so the quality is as top notch as possible.

I am going to help with everything I can, since we haven't organized what people are going to work with.

Student 3:

Spør (my note: writes a girl's name who is referred to as another girl's exchange student) om det er noen tradisjoner de har i England som de ikke har i Norge.

(My translation: Ask...if there are any traditions they have in England that they don't have here in Norway)

Student 5:

My group need to find information and find something that can seem to be interesting. I am going to find information about tradisjoner that is in England with asking my sister who have a friend in England.

Student 7:

1. What activiti they have. How much time do they use on the activities. (My note: student identifies herself here as the person who is to carry out this task)
2. What they do after school and when they start and end the school. (My note: student identifies student 9 as the person who is to carry out this task)
3. Find diagrams. (My note: student identifies student 8 as the person who is to carry out this task)
4. We don't do things home and don't get finished by the deadline.

Student 8:

1. What activiti they have. How much time do they use on the activities. Lindsay.
2. What they do after school and when they start and end the school.
3. Find diagrams.
4. We don't do things home and don't get finished by the deadline.

Student 10: (My note: it seems as though this was a document used throughout the whole project?)

Sources: <https://learnenglishteens.britishcouncil.org/topics/social-media/term>
<https://social-media.co.uk/list-popular-social-networking-websites>
<https://www.wired.co.uk/article/social-medias-teenage-kicks>

Question:

- How much time do they use social media (global)?
- Which social media is the most popular media in England?
- How do they use social media?
- When do they use social media?
- In which way do social media affect the way they are living?

Final product:

- Movie:
- Slides (pictures)
- Roleplay - instagram vs snapchat

Slides:

Planning:

What do we need to do this week:

1. Find useful and safe sources to take information from

What WE are going to contribute with in this project:

- (My note: student writes name of student 12 here):
- Finding information
- Planning the methods
- Working together
- (My note: student writes name of student 11 here): I'm going to find information about how teenagers use social media and what they use.
- (My note: student writes his own name here): I'm going to set up the script to the movie. Find information and sort it.

Problems that may occur:

- The information could be hard to find. If that is the situation we need to
- We could also run out of time. If that is the situation we just need to cut things out, and make the product smaller.

Movie: 30 seconds to 1 minute

- Ka sociale medier er (My translation: what social media is)
- kossen det brukes (My translation: how it is used)
- positive og negative (My translation: positive or negative)
- fun fact
- forskjellig bruk (My translation: different uses)

Student 13:

We just started on our project, so the main focus/goal this week is to find information, both at home and on school. On school were going to discuss what were found at home and if the info is relevant. After that we'll work further on our project.

In week 1 both (my note: student lists up group member's names here) are going to find information at home. This is going to be the foundation for the further process.

Our main problem is that we may collect too much info, and therefore make it harder for ourselves on the other bits of the project. We just have to keep it simple, and not overcomplicate things. Otherwise its going great.

Student 14:

Politeness

We are going to gather a lot of information and start to find out what we are going to talk about and focus on. Discuss how we are going to present the information

I need to help the other and do my part of the job and work hard at school and at home. At home we need to do is gather information with sources.

Our problem could be that there is too much to choose from and that we could get lost but w I and we are going to focus and do our best. We have to focus on our to things not 10.

At home our job is to gather information and get a good start.

Student 15:

Week	(My note: student writes own name here)	(My note: student writes another student's name here)	(My note: student writes another student's name here)
Week 1	The hole school system From secondary school, difference between England and Norway.	What do they learn from kindergarten until lower secondary school.	compare the schools / school systems
Week 2	Find all the informasjon, sort it, and find out what you think is the most important to bring in to the video.	Find all the informasjon, sort it, and find out what you think is the most important to bring in to the video.	Find all the informasjon, sort it, and find out what you think is the most important to bring in to the video.
Week 3	Creating the video, try to finish it.	Creating the video, try to finish it.	Creating the video, try to finish it.

Week 4	finish the video	finish the video	finish the video
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(My note: student also had this document uploaded in the week's planning)

Student 16:

This week we're just going to find some general knowledge about English families and just start on our text/presentation.

Week 2:

1. What does your group need to do this week? (Find more information/sources, start working with the information you have gathered, start planning the video?)
2. What are YOU going to do to contribute to the project?
3. What problems may occur (working in the group (communication, collaboration, creativity) or in gathering information or planning the video (critical thinking and problem solving, creativity)? What could YOU do if this happens?

Student 1:

Found more information, to find out when we can do our video and do the script done. The problems can be for example our script isn't done or someone of the group will be sick.

Student 2:

- 1: We have found the information we need for what we wanted to talk about, and now we're converting that information into a script for the video.
- 2: I will (together with someone else in the group) finish writing the script
- 3: There might be a problem with what software we are going to use to make the video. I have imovie on my Ipad, but we'll see

Student 3:

At alle skriver minst ett avsnitt i lekse, og på skolen planlegger vi videoen. (My translation: That all of the students write at least one paragraph as homework, and at school we'll plan the video)

Student 4:

Bli ferdig med det vi skal si i videoen og laga videoen. (My translation: Finish what we are going to say in the video and make the video)

Student 5:

We need to work on the information we have and start planning the video. I will make sure my things in the project will be done this week. If there are any problems I think it would be that not all of us are going to be done.

Student 7:

1. We have to find more information for the video.
2. I am going to search the internet to find spare time activities.
3. Maybe we are not able to find enough information for the video in time. Or maybe something bad happens. If it happens then I or someone have to take the lead and try to find as much as possible.

Student 8:

- 1: We have to find more information about our theme, and start working with the information.
- 2: I am going to find a lot more about my question and tasks
- 3: Maybe we communicate enough and we don't get ready

Student 10:

1. My group needs to find more information
2. I am going to find new sources and more information.
3. We could run out of time (in that case we need to make the video shorter to finish), and we could have troubles with finding information (in that case we could ask the teacher for it or switch theme)

Student 12:

1. We are going to find more information and put it together. We need to make a system on how we show the information we have found.
2. I am going to look for some more facts and see if they are correct. Put it together, with my group.
3. Some of the information can be wrong, but we can check that. Control the time.

Student 14:

This week we need to choose information. We have a lot of information and we need to pick out the best and do it our own. We also need to plan the video more than we already have. We need to interview a person from England. I am going to work hard do what I am supposed to do and focus and help the others. The problems that can happen is that we can't find someone to interview and if that happens we need to find another way to gather that type of information.

Student 16:

1. We got most of the information we need but we could gather a little more
2. I'm going to start on the script for the video and I'm also going to find some fact.
3. I don't think we will encounter any problems that I can think of

Week 3:

Shortly, but specifically, what do you and your group need to do this week?

(My note: No responses for this week's planning. Could this be due to lack of time? Look at observational notes. I believe this was their last class hour to work and they could have just jumped into the work without writing down the final planning--time not allotted in class for this)

Appendix 4: Weekly summary

Answer the following questions:

1. How was it using English only under the project--explain.
2. Did you have any problems this week (finding/understanding sources, agreeing who would do what)?
3. If so, what did you do to fix the problem?
4. Were you able to use your skills and strengths this week? If so, which are these and how did you use them? (Communication, leadership, critical thinking, problem-solving, digital tools, teamwork, creativity, hard work, others?)

Student 1:

It was funny to use only English. We didnt have any big probelms. There was more teamwork this week. There was also cretivity and hard work. But we didnt have so much "hard work" today.

Student 2:

1. It was hard actually, because sometimes my group partners spoke to me in norwegian and it was weird to talk back to them in english. So we haven't really been speaking english a lot.
2. We have only had problems with the script. We were worried if it was too long
3. We decided to cut out some parts, and made the script more informative instead of having small comedy bits.
4. Leadership, by coming up with ideas for the movie, and creativity for being able to come up with that stuff

Student 5:

1. It was hard because not everyone did understand what you say and then you had to translate everything. (My note: student referring to student 4 who needs extra help in the subject)
2. We just had a littel problem with the video but we have fix it.
3. We are going to film the video with a phone.
4. We didnt have much agian so we are just teamworking about the video

Student 8:

- 1: It was good
- 2: I think that it was a bit difficult to find good information about our theme
- 3: I just keep trying to find more information
- 4: Yes, I used communication, teamwork and other thing

Student 14:

1. I think it is okay i dont hav enay problems with it.
2. No i thaought every thing was going to be okay because our group is doing okay and getting things done.
3. we didnt have any problems
4. I think that i used some off them bit not all. I think i used me communication and hard work this week.

Student 15:

1. It was fun, I feel I have been better ass well.
2. It has been a bit hard to get Mohammed in to hit work. We tried alot, but did'nt make it work.
3. We did'nt make it.
4. I talked with my groop, and tried to do my best.

Student 16:

1. It was pretty good, we understood eachother so it was good communication
 2. We struggle to find out how to use WeVideo even though we have watched the tutorials
 3. Didn't get that far
- We used good communication, teamwork and hard work. We got a lot of things done and we only have to make the video then we're done

Week 2:

Answer the following questions:

1. How was it using English only under the project--explain.
2. Did you have any problems this week (finding/understanding sources, agreeing who would do what)?
3. If so, what did you do to fix the problem?
4. Were you able to use your skills and strengths this week? If so, which are these and how did you use them? (Communication, leadership, critical thinking, problem solving, digital tools, teamwork, creativity, hard work, others?)

Student 1:

Using only English was ok. We didn't have any problems, big problems this week. It was only a little bit funny today, when we recorded. We stoped laughing and we are done. I use critical thinking, teamwork, and communication.

Student 10:

1. It was quite easy to understand each other when we talked English because we helped everyone in the group to find the words to say. In the other hand it was a bit difficult to always find the right word. It went well.)
2. We had some problem with the video, because we couldn't upload it.
3. We switched all the videos that were not ours. In that way "Wevideo" accepted to finish the video. (we have a free version).
4. Personally I think that problem solving and creativity was the strengths that I used the most (because of problem with video).

Student 13:

1. Yeah. It was a bit challenging at sometime, but for mostly of the time it was fine!
2. Because I was sick the whole last week, I didn't really do anything + I was sick at Monday, and I haven't had time to work with the project this week, so I maybe feel that I am a little bit after the time schedule. But Simon and Guro have done an amazing job, and I think I'm going to work a bit on the project. I think we'll be done in time!
3. It isn't/wasn't really a problem.
4. The only lesson I've had this week, was today. But today I used digital tools, maybe teamwork and communication (get the other people in my group with me), maybe a tiny bit of creativity (making/beginning to make the presentation)

Student 15:

1. It was OK. It wasn't hard to talk in English to my classmates, but I didn't get an answer on English. I feel I learned something from it also.
2. No, actually not. Everyone knew what they're going to do and we were effectively.
3. We didn't have anyone.
4. I only talk English. Maybe I used some of my leadership skills so we were effective.

Appendix 5: Summative texts

Write a text where you answer the following questions. You can write in Norwegian or English.

Collaboration:

Explain how you used your 21st century skills during the project: *Collaboration*: working with others, project management, learning from others, sharing your knowledge with others.

Student 1:

I worked with others, I learned how to speak better English from my group, and I think that I and my group learned a little bit more facts about English.

Student 2:

I collaborated with my group buddies in the way that it was easy to work. The way we planned it, made the process of gathering information and doing the video much easier. The group functioned well together.

Student 3:

Jeg brukte mine "21st century skills" i hver time vil jeg si. Vi måtte alltid være i stand til å samarbeide, være ærlige og si om hva vi synes om forskjellige ting. Jeg måtte å ha lederegenskaper for jeg måtte gi oppgaver til folk av og til når vi sto litt fast. Når vi hadde gjort oppgavene våre måtte vi dele dem, så lærte vi av hverandre.

My translation: I used my "21st Century skills" in every lesson I would say. We always had to be ready to work together, be honest and say what we mean about different things. I had to use my leadership skills since I had to give tasks to people sometimes when we got a little stuck. When we had done our tasks we had to share them so we learned from each other.

Student 4:

This summative text was not submitted.

Student 5:

I like working with others and learn for friends because I feel you remember more from friends instead of a teacher talking. The only thing I don't like with group project is when it's only girl's on the group. It can be very boring and sometimes it's hard to put together ideas.

Student 6:

By, communicating, I regularly asked them if they agreed, what thoughts they have

Student 7:

We had to work together to find a way to do the project. Then we had to use collaboration. I also used learning from others a bit. When we were going to find out what teenagers do we kind of guessed a little bit in the start. Then we shared with each other.

Student 8:

Of course we worked together and used the skills to communication, to know what kind of information we should find.

Student 9:

Well I use all my skills to make the project, like the knowledge, collaboration and learning from others.

Student 10:

I used my 21st century skills to make our group work. In order to do that I had to work with others in an effective way. We needed to start fast, and we needed to assign tasks to each other. Something that worked great. Then we found our information and sources, and started sharing with each other. So we did learning from each other and we shared knowledge with each other.

Student 11:

We split a bit up and found some information and shared it at the end. I found a little information about what social media that is the most popular in England. I also learned a bit about how to make a good video for 5th graders.

Student 12:

Vi måtte alle samarbeide for å nå et felles mål. Vi måtte ha en rød tråd å vite hvilke oppgaver vi hadde. Alle kunne ikke gjøre det samme og de forskjellige tingene måtte henge sammen.

My translation: We all had to co-operate to reach a common goal. We had to have a common thread to know which tasks we had. Not everyone could do the same and the different things had to be connected.

Student 13:

I think I used collaboration in many ways. I worked with my group in school at the project. We discussed what we're going to do at school, together as a group. I also feel I have used a lot of project management in this project. Together with the others in my group, I participated in making the final product done.

Student 14:

Jeg klarte og bruke de fleste egenskapene jeg hadde i dette prosjektet. Det var en veldig fin måte og lære på og det har i tillegg vært gøy.

My translation: I managed to use most of the skills I had in this project. It was a very nice way to learn and it has been fun in addition.

Student 15:

I tried my best to get the whole group in work, and include it, but it was hard. I think it depends on your group if your job is good or not. I don't think that my group was a very good match because we have very different thoughts and opinions. I did my very best to let them decide more because I didn't feel that we had enough time to discuss.

Student 16:

We collaborated well. We helped each other find facts and we helped each other write a good script for the presentation. We shared knowledge to help each other understand more as well.

Student 17:

we did just gather as much information as we could. And we sorted it out what we want to use and what we don't want to use. I learned some more stuff about the teenagers in the UK. What they eat how did they spend their spare time.

Do you think that you have gotten any better at collaborating? Explain how.

Student 1:

I'm not sure. But I hope that other people see that I am better than before. I am better because I learned from others and the whole group worked with this project. I did my best, I spoke English, I tried.

Student 2:

I feel like I've always been good at collaborating when working in groups, so this wasn't really an area that improved while working on this project.

Student 3:

Jeg tror jeg allerede var ganske flink, men øving gjør mester og jeg tror at hver gang du jobber med noe blir du bedre.

My translation: I think I was already pretty good, but practice makes perfect and I think that every time you work with something you get better.

Student 4:

This summative text was not submitted.

Student 5:

I think you are more creative when boys and girls are together on project because then you have to mix it with what the boys' and girls' want. That's why I don't think I haven't gotten any better at collaborating.

Student 6:

Now, not really, we were a lot away, so we didn't get time to work together.

Student 7:

I think I have gotten a little bit more. We had to work together when we were working.

Student 8:

I don't feel that I have got much better at collaborating, but maybe a little bit. Because it's not the first time that we have worked with project like this, and I feel that our group didn't use it so much.

Student 9:

Yes definitely every time I collaborate someone always gets better.

Student 10:

I do think that I have gotten a little bit better at collaborating. I haven't learned so much, but I got a lot better in planning and finding sources for each other's tasks.

Student 11:

I didn't get a big chance to get in to all the work because I was sick in week 3, but I think I am better now. Because we got together after I came back to school, and the other ones on the group helped me understand how they did it.

Student 12:

Me var avhengige av å samarbeide. Jeg føler jeg klarer det ganske bra fra starten av men det var noen problemer vi fikk når noen var vekke. Da måtte vi forklare dem det grundigt.

My translation: We were dependant on cooperating. I feel that I manage this pretty well from the beginning but there we got some problems when some of the people weren't at school. Then we had to explain things to them thoroughly.

Student 13:

I don't really think so. I've always felt that I've been good at collaborating with others. So I don't think that i have gotten any better at it.

Student 14:

Ja, jeg tror jeg har blitt bedre fordi dette var et tema jeg ikke visste så mye om og da måtte vi jobbe sammen og dele all informasjon og jobbe sammen for og få alt til og fungere. Jeg synes at vår gruppe fikk til og jobbe sammen.

My translation: Yes, I think I have gotten better beacuse this was a topic I didn't know so much about and then we had to work together and share all the informasjon and work together to be able to do this and work out. I think that our group were able to work together.

Student 15:

Kind of. I actually like to job by myself better because I can decide everything then, but I know I need to collaborating with other people later to. So every time i collaborate with people, I feel I get better.

Student 16:

I think I've become better at collaborating because I now communicate much more with other people.

Student 17:

No I don't think i have gotten better in team work because that just a ting I know how to do.

Communication

Explain how you used your 21st century skills during the project: *Communication*: spoken English, written English and using English with a variety of digital tools/resources, listening skills.

Student 1:

I spoke a little bit English, and a little bit of Norwegian in this project. I written, listened and read English.

Student 2:

I think I communicated well with my group, despite not knowing each other well. I made my points and instructions clear, and we worked well.

Student 3:

Most of the time in the group we spoke English, and our lines for the video was written in English. I got better at making videos on the computer and it was very important that everyone listened to each other during the time we found the facts.

Student 4:

This summative text was not submitted.

Student 5:

When is speakt with my sister to tell her what she have to ask her fiend about it was easyer to use english so you could get the answer on what you realy wanted to have information about. In the group it was difficult to speak english all the time because it were allways one that didnt understand and it was easy to change the theme.

Student 6:

I, spoke english, found information.

Student 7:

We used it when we were gonna record the video and in the classroom. We had to read in english and write it when we were gonna find sources.

Student 8:

To be honest, so didn't my group and I used so much English to communicate with each other, but a little. But we used "english with a variety of digital tools/resources" to be sure that our information was correct.

Student 9:

I always spoke english to my gruppe and written a lott of written , digital tools.

Student 10:

I didn't use my English quite as much as I would do in a normal English lesson. For example: If there was a word or sentence that I was struggling with I just said it in Norwegian, but in a normal English lesson I have to talk around it or explain the word. And if there was an English website I could just translate it, something that I couldn't do if it was in the textbook.

Student 11:

I think that I am better now to speak English with other people. It's a great idea to have a project where there is English only. I think this will help during the summer holidays in countries where they speak English.

Student 12:

Jeg har blitt bedre på å høre engelsk, lese engelsk og snakke engelsk. Det er fordi alle kildene var på engelsk. Når vi skulle videre fortelle en kilde var det lettere og bare si det på engelsk og da lærte du å høre bedre etter.

My translation: I have gotten better at listening to English, reading English and speaking English. This is because all of the resources were in English. When we had to re-tell a source it was easier to just say it in English and then you learned how to listen better.

Student 13:

Vi har jo alltid snakket engelsk de siste ukene, så jeg har i hvertfall det. Hele manuset til videoen er på engelsk, noe jeg har vært med på å forme. Jeg har sett en del på Youtube etter gode klipp anngående temaet vårt, politeness/høflighet, som var på engelsk. Da brukte jeg listening skills.

My translation: We always spoke English the last weeks, I have at least. The whole manuscript for our video is in English, some of which I have helped to develop. I have looked for good video clips on Youtube about our topic politeness which were in English. Then I used my listening skills.

Student 14:

Jeg tror jeg fikk brukt de og har også blitt bedre på disse egenskapene.

My translation: I think I got to use them and have also gotten better at these skills.

Student 15:

Since my group had a lot of different thoughts, I spoke nice and gentle to them. If I was disagree I said it in a nice way, and tried to solve our problems in the best possible way.

Student 16:

We used written English to make a script that was correct, grammarly, so people could understand what we were talking about. I used listening skills to listen to hear what other people on my group had to say if they wanted me to change something in the presentation or something like that.

Student 17:

easy

Do you think that you have gotten any better at these communication skills? Explain how.

Student 1:

I think that I'm better in English because we used a lot of English and I hope that. I am trying to do my best in this language but it's hard.

Student 2:

I feel like I have gotten better, because these people were kind of unknown. I still got to speak to them somehow. So my communication with people I don't know, I feel like has gotten better.

Student 3:

I think I learned a few new words, because when I was trying to explain what we were going to do I didn't know all the words and then I translated and found out the words.

Student 4:

This summative text was not submitted.

Student 5:

I think I have gotten a little better to write English but I don't think I have gotten any better with spoken English because I always had to translate what I said and after that we just speak in Norwegian.

Student 6:

Yeah a bit, since we communicated a lot together.

Student 7:

I think I have improved my speaking because I spoke English a little more than I used to.

Student 8:

I feel that I have got a bit better in communication, because I feel that I get better and better for each time I speak English, and I feel comfortable with speaking to my group, but not for many people.

Student 9:

No is just the same.

Student 10:

I don't really think that I have gotten any better in communication skills, because it was a small project and it didn't have as much English communication as a normal class would have.

Student 11:

Yes, I think I have gotten better, because I feel more calm when I speak. I stuttered a little before, and couldn't get out a word, but I know I'm better now.

Student 12:

Jeg har blitt bedre på dette for jeg har sagt det sjøl, viss det var feil har gruppen sagt det. Har hørt når andre har sagt noe og lært fra de.

My translation: I have gotten better at this because I have said it myself, if it was wrong my group has said it. Have listened when others have said something and learned from them.

Student 13:

Maybe. I've seen a bunch of videos on Youtube, on English. So maybe my listening skills have improved a bit. I also think that my English language orally have improved a bit, because we've spoken so much English the last weeks.

Student 14:

Ja definitivt har jeg blitt bedre på det muntlige. Jeg synes at det noen ganger er litt ubehagelig og snakke foran andre men jeg har blitt bedre og tryggere etter dette prosjektet.

Jeg har blitt bedre når vi på snakke Engelsk og når gruppen min snakker også Engelsk. Det er veldig annerledes og snakke Engelsk hjemme en på skolen. Jeg føler at jeg har blitt mye tryggere på dette stadiet.

My translation: Yes, I have definitely gotten better at oral English. I think that it is sometimes uncomfortable speaking in front of others but I have gotten better and more confident after this project. I have gotten better when we speak English and also when my group speaks English. It is very different speaking English at school than at home. I feel that I have gotten much more confident at this stage.

Student 15:

I don't think so because I feel that I can control how I speak to people very well. If I needed to learn that better, I don't think I would practice it in that way either.

Student 16:

Not really

Student 17:

yeah maybe a bit just like to say the words better .

Creativity and imagination:

Explain how you used your 21st century skills during the project: *Creativity and imagination*: using ideas and what you have learned in new ways. (Did making videos let you use your creativity to express what you have learned?)

Student 1:

I don't use a lot of creativity because I need more time to do a perfect video. So if I could get more time next project, I will do this better.

Student 2:

I didn't really use much of my creativity while in the group, but I feel like I got creative while making the video. I don't know where I got the inspiration from to format the video like that, but I was really satisfied with the final result.

Student 3:

We tried to have some role play in our video, but we didn't know how to make the video that way. But we did plan it, and we were very creative.

Student 4:

This summative text was not submitted.

Student 5:

We had one idea but we didn't do that because the time so instead I feel we did it very boring.

Student 6:

We didn't get that far.

Student 7:

I didn't feel like it did much when making the video. It was only like recording the screen and our voice. I did like it when we were using the music in the start.

Student 8:

PS: bruker norsk for jeg bruker litt for lang tid med å skrive engelsk. Jeg føler at jeg fikk bruke litt av min kreativitet i videoen og kom på noen ideer som kunne gjøre videoen mer interessant.

My translation: P.S.: using Norwegian because I use too much time writing in English. I feel that I got to use a bit of my creativity in the video and came with some ideas which could make the video more interesting.

Student 9:

I think use any of my imagination or my creativity, just my friend since he did good at it.

Student 10:

I used my creativity when I had to make the video, because I haven't done that so much before and definitely used those programs. We had brain storms to think what the video should look like, and it went very well. So yeah, I had to use my imagination and creativity to make and form ideas on how the video should be.

Student 11:

I didn't get a chance to make the video (because I was sick), so I didn't get to use my creativity there. But I think that the video let the others know what I learned and knew.

Student 12:

Når vi lagde filmen brukte vi kreativiteten vår. Vi brukte også kreativiteten når vi prøvde finne fun facts

My translation: When we made the film we used our creativity. We also used creativity when we tried to find fun facts.

Student 13:

?

Student 14:

Jeg brukte de når jeg skulle samarbeide med de andre i gruppen. Da måtte vi dele ideer og da fikk jeg brukt disse egenskapene.

My translation: I used them when I was to cooperate with the others in my group. Then we had to share ideas and then I used these skills.

Student 15:

I don't have so much creativity, so the rest of the group did that job. The video making didn't go very well either, so I don't feel that the ending of this project went very well.

Student 16:

Unfortunately we decided to use screencastify to make our presentation so in the end it was boring because we couldn't edit it so I would say we didn't use much creativity.

Student 17:

we didn't use any special effects we just had a normal presentation

Do you think that you have gotten any better at these skills? Explain how.
--

Student 1:

I don't think I've been better at these skills because I don't use them a lot. I am not sure.

Student 2:

No, I just don't feel like creativity isn't something you can learn. It just comes by itself when you need it.

Student 3:

As I said before, I think that every time you do something you get better at it, and it gets better the next time.

Student 4:

This summative text was not submitted.

Student 5:

I think I gotten a littel better with understanding if you use you creativity it's more fun and you learn better. To the next time I will defently use my creativity.

Student 6:

Yeah, a bit when we spoke together and read english texts.

Student 7:

I do not think so. I feel like I am at the same level from where I started.

Student 8:

Jeg føler ikke at jeg har blitt noe spesielt bedre i det, for jeg føler at jeg ikke fikk brukt det i oppgaven.

My translation: I don't feel that I have gotten especially better at this because I feel taht I didn't get to use it in this project.

Student 9:

Nope

Student 10:

Yeah, I think that I have gotten a bit better in being creative, and to use other, new programs to create the video on, and new sources to find information on.

Student 11:

I don't actually think that I've gotten any better to use a video to express my knowledge, but I can always learn from the other classmates. I used screencastify before, but now i know that there are greater applications.

Student 12:

Vi har prøvd flere ganger og gått gjennom videoen for å se om vi selv likte de. Jeg føler jeg har blitt bedre for å finne en god måte å lage en video som passer for alle. Selv om noen av effektene kostet penger måtte vi bare finne andre løsninger.

My translation: We tried many times and went through the video to see if we liked them ourselves. I feel that I have gotten better at finding a good way to make a video that fits everyone. Even though some of the effects cost money we just had to find other solutions.

Student 13:

?

Student 14:

Ja jeg mener jeg har blitt bedre fordi du er nødt til og bruke de for og samarbeide.

My translation: Yes, I believe that I have gotten better because you have to use them to be able to co-operate.

Student 15:

No, I don't feel any more creative or imagination full. I chose to not take a big part of that job, otherwise to create the video, because I know that I'm not so good at that part.

Student 16:

Not really.

Student 17:

idk

Critical thinking:

Explain how you used your 21st century skills during the project: *Critical thinking*: problem solving, planning, project management

Student 1:

I used a little bit of critical thinking. I thought that we don't going to be done. We must to do a lot of this script today. The hole group planned what we are going to do next time.

Student 2:

I used my critical thinking to make a plan for the project. The plan was too only find information about the things we wanted to talk about in the video, so that we didn't waste time finding irrelevant information.

Student 3:

Vi måtte tilpasse oss et par ganger i prosessen, og alt gikk ikke som planlagt. Vi var fordeom flinke og fleksible og kunne justere planen etter sånn det passet seg.

My translation: We had to adjust a couple of times in the process and everything went as planned. We were, even though, good and flexible and could adjust the plan according to need.

Student 4:

This summative text was not submitted.

Student 5:

We didn't have actully any problems except the time to use or creativity. We did also had planned what we were doing so I dont understand how we didn't do what we had planed with the creativ once.

Student 6:

When we met on pages that weren't neutral, we hat to chek, and be critical.

Student 7:

We planned our project or video so I guess we did use our 21st century skills. But we didn't use it too much I think.

Student 8:

Jeg føler ikke at jeg fikk bruke det så mye, fordi jeg føler at vi ikke fikk et tema der vi trengte å tenke så mye, og at det allerede var en fasit i oppgaven vår.

My translation: I don't feel that I got to use it so much because I feel that we didn't get a topic where we had to think that much and that there was already a solution in our task.

Student 9:

No response given

Student 10:

I/we used planning in a dominant way in the project. We looked at what we planned under the entire project, and if we needed to change something: we did it.

Student 11:

Before we found information and begun to write, we planned what the different person in the group should search for. We asked questions too, to see if we could answer and get overview.

Student 12:

Først lagde vi en plan og fordelte oppgavene, vi lagde planen mest mulig effektiv og rettferdig. Vi måtte også være kritiske til kildene våre, sjekke de opp med andre.

My translation: First we made a plan and delegated the tasks, we made a plan that was as effective and fair as possible.

Student 13:

I've defintally used planning this project. Together as a group we planned what we were going to do at home, as our homework. Sadly I was sick for a whole week, and therefore I couldn't do anything. Jeg har jo også, på en måte, brukt critical thinking. Jeg har prøvd å vært kritisk til kildene mine. (My translation: I have also, in a way, used critical thinking. I have tried to be critical to my sources.) (My note: using critical thinking with sources actually demands quite a control of the English language--assessing who wrote the content, if the content is neutral or biased....)

Student 14:

I used them when we didn't have a lot of time left we had to solve the problem to work hard. And that taught us a lesson. We got back on track after we solved the problem and we work together better than before.

Student 15:

I feel that I have solved some problems that we had. I took a big part of the planning and project management as well.

Student 16:

We used planning to plan which day we were going to do what. We didn't have to use critical thinking or problem solving.

Student 17:

I don't really know because I was sick one week so I didn't meet and tjælendsje

Do you think that you have gotten any better at any of these skills? Explain how.

Student 1:

I thought more critical so I am better now in this skill.

Student 2:

Making this kind of smart moves will be helpful in the future so I guess I know how to plan things better now.

Student 3:

As I said before, I think that every time you do something you get better at it, and it gets better the next time.

Student 4:

This summative text was not submitted.

Student 5:

No I think I just did what I always do but for sure I will use the time better with being creative.

Student 6:

Yeah as I said, I spoke English, learned more about religion.

Student 7:

No I do not think that I have gotten any better than before we started this project.

Student 8:

Jeg føler ikke at jeg har blitt noe bedre i det, fordi jeg ikke fikk brukt det, pga temaet vi fikk.

My translation: I don't feel that I have gotten any better at this because I didn't get to use it because of the topic we got-

Student 9:

Nope I have not

Student 10:

I think I have gotten a bit better at the planning part, because I haven't thought about planning it so detailed. I think that in the future I would be more prepared for tasks, because I know what to plan.

Student 11:

I think that I have gotten better to plan the work before I start. Because as I said before, I get an overview over what I know and what I can find out. It's always better to plan the work, and not just rush into it. Then you have control all the time.

Student 12:

Jeg føler jeg har blitt bedre på dette, fordi vi møtte mange slike sittversjoner. Noen ganger måtte vi bruke hverandres løsninger, for å få den beste løsningen.

My translation: I feel I have gotten better at this because we met many of these kinds of "sitt" versions. Some times we had to use each others solutions to get the best solution.

Student 13:

Jeg føler ikke at jeg har blitt bedre på noe av disse. Mye kunne jeg fra før av, som å være kritisk til kildene mine. Jeg fikk ikke planlagt så mye, pga at jeg var syk, så derfor føler jeg ikke at jeg har blitt bedre på det.

My translation: I don't feel that I have gotten any better at any of these. I know a lot from the beginning, like being critical to my sources. I didn't get to plan so much since I was sick so therefore I don't think that I've gotten any better at it.

Student 14:

Yes I think I did because we had to use them so I got to challenge myself

Student 15:

I'm not sure. Maybe I learned something, or I will do it in a better way next time, but I don't feel that I learned so much so far. Maybe I realize that I have later.

Student 16:

I've gotten better at planning what to do instead of just doing it on the go. I think it's good I got better at that because it can make my presentations much better if I have a plan of what to do.

Student 17:

Idk

Character education:

Explain how you used your 21st century skills during the project: *Character education:* honesty, work ethics/hard work, caring for others, empathy.

Student 1:

I used hard work, I tried with my group to do this done. It was hard because we didn't focus from the start. It was hard to be done and start this whole project. But now we are done.

Student 2:

I didn't use this a lot, but I was honest to my group, I told them about things we could do better so that the video had the best quality as possible.

Student 3:

Med måtte være ærlige om hva man synes om folks forskjellige ideer, og så hadde alle lyst at videoen skulle bli så bra som mulig. Vi ville og alle skulle lykkes.

My translation: We had to be honest about what we thought about each other's ideas and we all wanted the video to be as good as possible. We all wanted everyone to succeed.

Student 4:

This summative text was not submitted.

Student 5:

I feel I have worked on the information more than the other because they were just sitting there and didn't write down any information. Also feel that I care for others because I did actually thing to them so they could understand.

Student 6:

Yeah, my group was very lazy, and they didn't do anything, so I had to use the one with caring for others

Student 7:

We kind of did it but not so much because the group did work really well I think.

Student 8:

Jeg føler ikke at dette var et prosjekt der jeg stresset mye og at det ikke trengte at vi jobbet så hardt. Og ellers føler jeg at jeg ikke fikk brukt de andre ferdighetene

My translation: I don't feel that this was a project where I stressed a lot and that we didn't need to work so hard. And other than that I feel that I didn't get to use the other skills.

Student 9:

Some hard work was made in to this project

Student 10:

I don't think that I did any of that, except that I had to care for others in a way that every idea should be considered in the project.

Student 11: I experienced that the other on my group cared for me. They did the work when I was sick, and I appreciate that. So I know that if one of my teammates can't do their work because of real reasons, then I can do it for them. Because that's what's friends are for.

Student 12:

Vi måtte se alle sine situasjoner, og gjøre det best for alle. Ingen kunne lyve om faktaene, fordi alle var inne på samme tema. Vi måtte tenke på hva folk ville gjøre, og hva noen ikke klarte.

My translation: We all had to see everyone's situations and make it the best for everyone. No one could lie about the facts because everyone was on the same topic. We had to think about what people wanted to do and what some weren't able to do.

Student 13:

I think I used most of these 21st century skills. I've been honest about how much work I did home, I tried to motivate the others in my group, at school, but that wasn't always so easy. I cared for the others in my group, asking them questions about how much they did at home, if there was any problems, and what we had to do further. I tried to get everybody involved, but sometimes it was hard.

Student 14:

I got to use them when i we were working together and finding information.

Student 15:

I do feel that I had to work hard, because the hole group didn't work, and I don't understand that actually. I understand that people thinks that the school is boring, and I don't care if my classmates does their homework or not. But I care if they do their group work or not, if they don't it goes outward on me, and that wrong.

Student 16:

Didn't really use any of these.

Student 17:

we just worket and got i true

Do you think that you have gotten any better at any of these skills? Explain how.

Student 1:

No I dont. I dont I am better in empathy and caring for others because I didn't use it.

Student 2:

NO

Student 3:

As I said before, I think that every time you do something you get better at it, and it gets better the next time.

Student 4:

This summative text was not submitted.

Student 5:

No I don't think I have gotten any better because I feel the best skills you can have is being honest and I think I am missing much of that.

Student 6:

Not that much, because it's not easy to show empathy for others, when you have to do all the work.

Student 7:

No I do not think so.

Student 8:

Siden jeg ikke fikk brukt de så mye så har jeg ikke blitt så mye bedre i de.

My translation: Since I didn't get to use them so much I have gotten better at them.

Student 9:

Yes team work has been better after .

Student 10:

No, I don't think that I have gotten any better in that place.

Student 11:

I think that I have gotten a bit more perspective on it. I can help other people when I was away from school myself, and i got help.

Student 12:
Jeg føler jeg har blitt bedre, fordi vi måtte endre på noe, som noen ikke klarte/ville gjøre

My translation: I think that I have gotten better because we had to change something that someone couldn't/didn't want to

Student 13:
I don't think so. I think that I've always cared about other, showed people empathy, and I always try to be honest to everyone.

Student 14:
I don't think i got any better at these patriculer. Buti might gotten better but i am not sure then i didn't realise it.

Student 15:
Not actually. I feel that I'm on the same track as I was. Maybe I learned more about to respect that other people don't work.

Student 16:
No response given.

Student 17:
idk

2. Where did you find information for your project?

Student 1:
I googled "fun facts about english" and some website came up.

Student 2:
We found information for the project at different top ten foods in england sites. If you search popular food in england the sites we used will probably pop up in the top results. (My note: they also had an interview)

Student 3:
By a british friend of Lises sister.

Student 4:
This summative text was not submitted.

Student 5:
The information for the project I have find from my sisters friend in England, so I just akst her about what we needed.

Student 6:
There was like none information about the term we had about (religion), so we didn't fin so much. And on the few pages we found the information was really not neutral.

Student 7:
I found my information from the internett. Youtube for the interview.

Student 8:
I found most of the information on the internet, but I also got information by myself.

Student 9:
The pc or the internet was the best resource

Student 10:
I found my information for my project at trustable sources on the internet.

Student 11:
<https://learnenglishteens.britishcouncil.org/topics/social-media/term>
<https://social-media.co.uk/list-popular-social-networking-websites>
<https://www.wired.co.uk/article/social-medias-teenage-kicks>

Student 12:
Vi fant mye av informasjonen fra internettsider hvor det hva interviewer eller tekster skrevet av engelske folk. Jeg klarte også å få et intervju med en engelsk jente.

My translation: We found alot of the information on the internet where there were interviews or texts written by English people. I managed also to get an interview with an English girl

Student 13:

I found info for my project on these sites:

<http://www.longhill.org.uk/school-life/school-rules/>

<https://www.youtube.com/watch?v=3yzeG0m5EII>

<https://www.quora.com/Why-are-British-people-so-polite>

<https://englishlive.ef.com/blog/english-in-the-real-world/polite-english-2/>

<http://www.thelondonsalad.com/british-politeness-and-etiquette/>

Student 14:

I found information on the internet and i knew som before we started. But I also found some information from the other members.

Student 15:

I find all of my information on the internet, but i know had some other in my group had an intervju or something like that with someone.

Student 16:

First we found out what we wanted to talk about then we just searched up some things surrounding that theme and started reading.

Student 17:

we search on the internet.

3.What did you do to learn the information and make it your own?
--

Student 1:

I read a lot of times our script. I also read facts from different website.

Student 2:

I just kind of changed how the phrases were made. So that they would have the same meaning but in a different form.

Student 3:

We learned it and rephrased it.

Student 4:

This summative text was not submitted.

Student 5:

I write the information down in stick words and after that I makes sentens out of it.

Student 6:

Read, it and then wrte with my own words.

Student 7:

I read what the information said and just switched some of the words and kind of said it like I was gonna say to someone.

Student 8:

I feel that it can be a little bit difficult to make a text to your own, but it think I made it

Student 9:

Not that muse i already know from before

Student 10:

No response given.

Student 11:

Vi så litt på tall og statistikk, men vi fikk også et innblikk om hvordan livene deres var der borte. For eksempel så leste vi at når skoleklokken ringte, gikk de hjem for å nesten leve et helt annet liv, nemlig på sosiale medier. Så da fikk vi litt oversikt over hvordan de fleste liv er.

My translation: We looked abit at numbers and statistics, but we also got insight into how their lives were over there. For example, we read that when the school bell rang, they went home to live almost a totally different life, on social media. So we got a little oversight over how most of their lives are. (My note: uses numbers and stats to generalize)

Student 12:

Jeg leste hele teksten og gjenfortalte den til gruppa. Fant ut om informasjonen passet, var riktig, og skrev inn det jeg husket. Etterpå dobbeltsjekket jeg det.

My translation: I read the whole text and re-told it [what it was about] to the group. Found out if the information fit, was correct, and wrote in what I remembered. I double checked it afterwards.

Student 13:

I tried to like remember the main parts of the info, and write it down. And also because we were going to present the video to fifth graders, we had to make the language more simple and easy to understand.

Student 14:

I learned to right sources myself better and i understood the information better when i got to y\ understand it to right it my own,

Student 15:

I wrote it down in keywords, and made it to my own words. I don't think that that's a hard work to do.

Student 16:

We wrote it into our own words. If there were any hard words we also simplified them so some people could understand us easier.

Student 17:

copy it into a document and tell my group what i've found

4. Did you learn any new English words or phrases? Explain what these mean?

Student 1:

I don't remember, I don't think so.

Student 2:

I did not learn any new phrases

Student 3:

The X system the youth in England use to text in code. You can learn about it in our presentation.

Student 4:

This summative text was not submitted.

Student 5:

I have learn some code words but not so much more. XXX = to a girl you like. XXX+ = fliting.

Student 6:

No

Student 7:

No I did not learn any new English words.

Student 8:

Actually i didn't learn many new English word or phrases, because I would not use advanced word in my presentation.

Student 9:

Nope

Student 10:

No response given

Student 11:

Knowledge - Kunnskaper

Student 12:

Jeg lærte ikke noen nye ord, fordi det er et tema nesten alle er veldig kjent med. Viss det er et vanskelig ord blant sosiale medier, har de fleste hørt det før. My translation: I didn't learn any new words because it is a topic where almost all of the words everyone knows about. If there is a difficult word in social media, most of the people have heard it before.

Student 13:

I didn't learn any new English words or phrases.

Student 14:

No i didn't learn any new phrases.

Student 15:

No, I don't think so.

Student 16:

No

Student 17:

no

5. Did you like this way of working in English class? Explain.

Student 1:

I liked it because I like to do some projects with other people.

Student 2:

I did really enjoy this way of working, but maybe the one thing that could be better is the groups, maybe placing people that know each other in the same group can make them more active orally, and more willing to help.

Student 3:

Yes, I find it more interesting when we mix it up sometimes and do something different. Then it doesn't get boring.

Student 4:

This summative text was not submitted.

Student 5:

I like that we have to find information self and had could use free creativ but I wish all the groups were boy's and girl's.

Student 6:

Yeah is a better way to know classmates in, and i like to work in groups.

Student 7:

A little bit. Because we got to work in groups and I like that very much. I didn't like when we were gonna show the video in front of the class. My voice sounds so different from what I am used to. It was okay though.

Student 8:

I like it, because it much funnier to work with this instead of working just in text-book and other boring stuff.

Student 9:

Yes i like when we have a team it makes everything easy for ever body

Student 10:

Student 11:

I liked this working method because it helped me when we couldn't speak norwegian. And I love group work, because everyone can share their knowledge and compare them. This is nearly a perfect method fore me.

Student 12:

Jeg likte det ganske mye, fordi vi måtte finne informasjonen selv, og samarbeide med andre mennesker for å få det til å passe på en bra måte.

My translation: I liked it alot, because we had to find the information ourselves and work together with other people to make it fit well.

Student 13:

Yes. I liked that we worked together as a group. It was fun doing something different than sitting on my chair and listen to the teacher.

Student 14:

Yes I liked it a lot and I learn a lot more when we do it like this and it was also fun and i was always looking forward to these classes

Student 15:

Kind of. It's more fun than reading in a book, but I think that the groups depends if it ends well or not. I think that people who work much, should work together, and opposite. People who usually don't work, need to work then.

Student 16:

Yes i did because it was much more fun than just reading in a book and i learned a lot about how family life is in England compared to Norway

Student 17:

Yeah sure

6.Are you satisfied with your product? Give it two stars and a wish.

Student 1:

I happy that we were done, and I liked my group because these boys can a lot of English. I think that we could do better video.

Student 2:

I am satisfied with my product. I liked that our video was really fun to watch, it was like attractive. I am also very satisfied with my group because they did what they needed to do and what they got told to do. Maybe next time we can get to making the video faster, because I had to edit the whole video this weekend and that was really time consuming.

Student 3:

I am not satisfied with the finished product. I wished i knew how to make a proper video, and that we made the language a little easier to read for (my note: mentions student 4). But we did use all the information that we gathered, and made a video.

Student 4:

This summative text was not submitted.

Student 5:

One wish were to be more creativ and use it. One star is that I fond good information.

Student 6:

We didn't finish, but i am happy with the work i did. I wish my group mates would have done more, but we were all sick, so it's okay. We had an okay teamwork.

Student 7:

My first star is the intro I felt like the others liked it too. My second star is our voice I think it sounded clear to me. My wish is for it to be a little more exciting like more videos maybe of us and stuff like that.

Student 8:

No response given

Student 9:

The teamwork and creativity and the wish that we could pratece before we made the video

Student 10:

No response given.

Student 11:

I think that the video were very cool. We had a lot of cool stuff that can help 5th graders to concentrate more. I also think that our information were relevant. I wish that we didn't have to pay in the program, because the video would be even better then it is now.

Student 12:

eg er ganske fornøyd med flyten vi fikk i prosjektet, hvordan alt passet sammen. Vi planlagt bra og fant god informasjon som vi klarte å sette sammen bra.Efektene kunne vært gratis, derfor måtte vi bytte noen ut.

My translation: I am satisfied with the work flow we had in the project, how everything fit together. We planned well and found good information which we managed to put together well. The effects could have been free, therefore we had to replace some of them.

Student 13:

Two stars: I really liked how our final product looked like, with the music and pictures and stuff. I felt that everyone on my group were always positive, even if things weren't that good.

A wish: Next time, the others on my group, should take a bit more responsibility. I felt sometimes that everything layed on me, and that I was the boss, something I didn't really want to. When I was sick the others in my group should have done a bit more.

Student 14:

I think that the way it looked was very cool I like the information The sound could be better and my english pronunciation could be better.

Student 15:

No, I'm not.

- I found the information I was going to find, and I did all of my parts in the working process.
- I did my very best to solve our problems, although I didn't make it.
- I wished that we could make the video finished, I think it actually would be good.

Student 16:

We worked hard. We finished in time. Our presentation was boring and I wish we could've done more with it.

Student 17:

yeah a bit. I maybe want to get better at saying to words in english. It was a nice presentasjon

Part 2: The answer to this task should be in English

Write a text where you describe what you have learned about 1)the way of life for youth in England and 2)the differences or similarities with the way of life of the youth of Norway? Can you say anything about stereotypes?

Student 1:

(No response given)

Student 2:

I have learned that the youth in England isn't really different from Norway or the rest of the world. We have our things in common such as slang words, love for fast food and spare time activities such as football and other sports. I feel that it's really positive that all young people from different countries and cultures have things in common, because then it'll be so much easier to communicate with one another, because we have something in common to talk about.

Similarities are as I mentioned earlier, our slang words. Most of it is influenced by the english language. We also say word like mate, and thicc just for fun, but I think the fact that it's english makes it 10 times funnier. Another similarity is the food that we eat. When teenagers go out to eat here in norway, they never go out to formal restaurants, but they go to mcdonalds or burger king. The english teens also do that.

Student 3:

I have learned that the youth in England is not as different from us. We could say that they are a little more extra than we are. Because the different is just that they have big formal proms and big birthday celebrations. In Norway we like to keep it casual. They also have get their driver's license before we do.

Student 4:

This summative text was not submitted.

Student 5:

No response given

Student 6:

We had about religion, and it's pretty much the same in the UK, and Norway. Both of the countries have christianity as the biggest religion, but most of the teenagers doesn't believe in anything. Even though 60 percent of the Norwegian youth goes to confirmation.

Student 7:

So in England they often hang out with friends and don't really spend that much time with their families. They have after school activities. That is when the school is finished they organise an activity so the students can play till their parents come and pick them up.

So there isn't much of a difference between youth in England and youth in Norway. I think we in Norway spend more time with our families than in the UK. So a stereotype in England and Norway is that the boys often play soccer after school and that girls often go out shopping and stuff.

Student 8:

I have learned that the teenagers' lives are like us, and they do most of the stuff like us,

Student 9:

1) Everything in England just sounds the same as in Norway and do the same. 2) Play games, play sport is white there, family it is just the same as us.

Student 10:

Student 11:

No response given

Student 12:

I have learned that it is not a lot of differences between the two nations, with in social media. England have a lot of people, and some of them mean that they don't get the information they need to know about social media. It is not any huge differences between the stereotypes. Someone lives by doing it, someone only watch it, and someone gets depressed by watching others' perfect body.

Student 13:

1) I have for example learned that:

The youth in England do a lot of the same activities on their spare time. They do a lot of the same stuff as we do here in Norway, for example gaming and football. They have a lot of rules on school. They also have to wear uniforms, which is a difference between the English youth and the Norwegian. In their way of being polite to each other, they keep things less personal. Everybody should mind their own business.

2) Both British people and Norwegian people are polite, but in different ways. In England being polite means "keeping to yourself", that everyone should mind their own business. In Norway being polite is often speaking about yourself, and being open and honest.

A typical stereotype for England youth is that they love football. A lot of teenagers in Norway also love football, but I think it's a bigger stereotype for the English people. But both youths love football.

I think they live a pretty similar life, compared to ourselves. They're going to school, they have spare time activities such as football and gaming, they're polite. They're normal people, such as we are. We like being with our friends, get more interested in teenager things, such as ourselves.

Student 14:

I learned that it is in their culture to be polite and that they are polite by keeping things to themselves. I think that a similarity is that we are polite but in a different way and some of the school rules are the same. But a big difference is Mrs, Ms, Mr and they wear school uniforms. I think that a stereotype is that they say May I or please and I think that is true because if you visit they say it just like the movies.

Student 15:

I learned how their school system was, and some parts of what they learned as well. I also learned something about how to use different videomakes. I don't feel that I learned a lot in that project, otherwise than the school system.

In both of the countries you are allowed to finish primary school (grunnskolen). This lasts until you are 16 years old. You can then almost choose to do what you want to do/study. You have a lot of more options after the primary school in UK than in Norway.

Student 16: I learned about how much time teenagers spend with their family. I also learned that there isn't many differences between Norwegian and English families except for the fact that they maybe start school later but end later. Some stereotypes are that English people love tea and they wear uniforms to school.

Student 17:
yeah they go to school with uniforms we don't do that.

Appendix 6: Questionnaire responses

Timestamp	Name: (This is only for me to know whose answers I can use in my research. The answers will be made anonymous in my work.)	Do you feel that this project allowed you to use the following 21st Century Skills? Communication: Communicate orally and written and with a variety of digital tools.	Do you feel that this project allowed you to use the following 21st Century Skills? Critical thinking: problem solving, project management	Do you feel that this project allowed you to use the following 21st Century Skills? Creativity and imagination: using ideas in new ways	Do you feel that this project allowed you to use the following 21st Century Skills? Collaboration: working with others, project management, learn from others, share your knowledge with others	Do you feel that this project allowed you to use the following 21st Century Skills? Character education: honesty, work ethics, caring for others, empathy	Compared to working on a topic about youth in England where the source is the textbook and the activities are taken from the same book, how much do you feel that you learned working on this project?
1/28/2019 10:53:18	Student 17	Not sure	In many of the lessons	Not sure	In many of the lessons	In many of the lessons	More
1/28/2019 10:53:51	Student 14	In many of the lessons	Not sure	In many of the lessons	In every lesson	Not sure	Much more
1/28/2019 10:53:54	Student 2	In many of the lessons	In every lesson	Not sure	In many of the lessons	In a few of the lessons	More
1/28/2019 10:54:01	Student 15	In every lesson	In many of the lessons	Not sure	In very few of the lessons	In many of the lessons	Much more
1/28/2019 10:54:08	Student 9	In many of the lessons	In many of the lessons	In many of the lessons	In many of the lessons	In many of the lessons	About the same
1/28/2019 10:54:22	Student 12	In every lesson	In many of the lessons	In many of the lessons	In every lesson	In all of the lessons	Much more
1/28/2019 10:54:27	Student 3	In every lesson	In every lesson	In many of the lessons	In every lesson	In many of the lessons	About the same
1/28/2019 10:54:36	Student 11	In many of the lessons	In every lesson	Not sure	In many of the lessons	Not sure	More
1/28/2019 10:54:38	Student 1	In many of the lessons	In many of the lessons	In few of the lessons	In many of the lessons	In many of the lessons	Less
1/28/2019 10:54:54	Student 16	In many of the lessons	In a few of the lessons	In many of the lessons	In very few of the lessons	Not sure	Much more
1/28/2019 10:55:01	Student 7	In many of the lessons	In many of the lessons	Not sure	In many of the lessons	Not sure	About the same
1/28/2019 10:55:03	Student 13	In many of the lessons	Not sure	In few of the lessons	In many of the lessons	In many of the lessons	More
1/28/2019 10:55:13	Student 3	In every lesson	In every lesson	In many of the lessons	In every lesson	In many of the lessons	About the same
1/28/2019 10:56:33	Student 5	Not sure	In many of the lessons	In few of the lessons	In very few of the lessons	In many of the lessons	About the same
1/28/2019 10:57:54	Student 8	In many of the lessons	In a few of the lessons	Not sure	In many of the lessons	Not sure	About the same
2/1/2019 13:06:19	Student 6	In many of the lessons	In every lesson	In many of the lessons	In many of the lessons	In all of the lessons	About the same
2/1/2019 13:06:25	Student 10	In very few of the lessons	In many of the lessons	In many of the lessons	In many of the lessons	In all of the lessons	Less

Appendix 7: Transcription from the videos

Video 1 Topic: Language

Student 1: Video not available for transcription

Video 2: Topic: Food

Student 2: First we are going to talk about the traditional dishes. The most traditional dish from England has to be the roast dinner. It consists of roast meat, Yorkshire pudding, and some vegetables. The dish is eaten in some households every Sunday just for tradition and some other households eat it for special occasions such as Christmas, Easter or Mother's Day. According to some friends of my Dad in England the dish is really loved by their grandkids and is the perfect dish for the whole family.

Student 2: The English people have slightly different times to eat than we do here in Norway. We Norwegians usually eat when we wake up, which can range from 7 and 9 in the morning. The English people share the same time as us. They also eat breakfast at this time.

Video 3: Topic: Special traditions

Student 3: We are going to talk about the traditions for the teenagers in England. In England they are very polite and say please after they ask for things and they say pardon or excuse me if they didn't hear what someone said or if they are trying to get past a group of people and they say thank you for everything. But the teens from Norway we are not as polite as the teens from England.

Student 4: They are very proud of their school system and think they are the people that learns best. The school system also say that they have to wear uniforms. They will use it to stop bullying.

Student 5: When they leave high school they have a big prom where all the girls buy dresses and the boys wear nice suits. On the prom they eat and dance all night. The prom in England is more formal than proms in Norway. Everyone takes it very seriously and the girls often begin prepping for the ball months ahead and they try to find the perfect dress. And they take a lot of pictures and you often bring a date to the prom.

Student 4: 16. Most of the (inaudible) in the England have the sweet 16 birthday when they turn 16 boys don't have a sweet 16 birthday. 17. In England can you to drive (inaudible) when you are 15 years old and 19 months and can lean[sic] to drive. Then you once start driving car when you are 17 but you can also drive when you are 16 if you get or have a (inaudible) for to get or have feedback that you are good and can pay to drive a 16.

Student 3: They use alot of code words with x in England. as an example: xx, a girl you like or xx+, flirting. It is to tell the person you speaking with what you feel for them without using words.

Video 5: Topic: Spare time activities

Student 7: From an interview from 2012 I found some spare time activities. In their spare time they often play soccer, they listen to music and often read. Some teenagers even play tennis but most of them hang out with friends and go out with shopping. So the teenagers in England have the same spare time activities like the rest of Europe. They play soccer, they like to read and to hang out with friends.

Student 9: Eh, sports. Cricket. A team made of 11 players each. Eh, the ball is small and normal like any other balls. Eh, the bat's shaped..the bat is shaped like a paddle and the teams are set up in 20 meters apart. The game is the same like baseball just that every time you have to get a point you have to run back and forward. Eh, rigby. It's the same as American football. You carry the ball and tackle each other. Em, other sports...the children in their spare time at school is normally skateboard, rollerblading and bmx bikes and when they're done with school it's judo and computer games.

Student 8: In the UK the school offers that students activities that they can do after school. It is one thing that they do in the UK and not here in Norway. (Inaudible) it can be pretty good for the parents that the kids can go after to activities after school so the parents can pick them up when they are finished at work. In the first place, young people in the UK spend most of the time watching tv. Otherwise they spend a lot of time being with other people. And keeping their hobby and leisure activities like playing video games, playing soccer and other activities. Thank you for listening.

Video 6 Topic: Social media

Student 11: Social media are platforms, websites or apps where you can be social over the internet. You can share pictures, information and texts. You can also communicate. In this video we are going to talk about English youths and social media. We interviewed a British girl. She says nobody's learning us about the consequences and some of the platforms has become a place to create body pressure.

Student 10: There is nothing special about teenagers in England. It seems like the entire world uses the social media in the same way. According to wired.co.uk who interviews teenagers in the UK about social media they say that some of them uses too much time on social media. When they do that they don't get time to live their not perfect lives outside social media.

Student 12: In the start of social media's appearance most of the people was scared of (inaudible), now people are scared of not having it and not getting information. Some of the elders are still afraid of the social media.

Video 7 Topic: Politeness

Student 14: General facts. We are going to start to talk about some general facts. In England they are very, very polite. That's their culture to talk in a polite way. They often say phrases like "May I.." or "please." That's just many of the polite words they say. But a very important thing is that they can get mad sometimes they too, cause they're normal people and everybody gets mad. But it's in their culture to be polite and they say that everybody should mind their own business. Everybody gets mad sometimes but in public, the English people are very polite because that how they are raised.

Student 13: (Inaudible) phrase you have heard of is the Mr., Mrs and Miss phrases. But what do they actually mean? First off, Miss and Mrs. are used for women and Mr. are used for men. Mrs. are used for married girls and Miss are used for unmarried girls. Mr. are used for men often older than yourself, for example, a teacher named Mr. Brown. Mr. Mrs. and Miss are used to show respect and politeness to the people who are talking.

Student 14: The American way of being polite to one another is to be open and share information with others. When British people are being polite and may not be telling anything about themselves. Often they won't either ask questions. They're keeping things less personal.

Student 13: There's a lot of differences in Norway and England on how we are being polite. In Norway, we don't always say sorry before we ask something. We're speaking in a more direct way to each other and honesty is a much more important thing in Norwegian politeness. The English way of being polite is more to hold things for yourself and keeping things on your own business.

Student 14: The biggest difference is that in English that it's in their culture to be polite but it's not like we are not polite, we are just polite in a (inaudible).

Video 9 Topic: Family life

Student 17: We are going to talk about English families and how they compare to families in Norway. We're going to talk about what family does together and how much time they spend together and some other things. What does the family do together when it's not the weekend? Kids usually don't spend a lot of time with their parents because they go to school, they maybe have football training or maybe just prefer to play games. Nowadays they spend the family most together during dinner because gaming is very popular [sic].

Student 16: How important is family compared to friends? The family's just as important as good friends because good friends might be easier to talk to than family. Reasons for this can be that it's embarrassing to tell the family like puberty. If you tell that to a good friend he will probably understand because he is also in puberty. Some people might say that it's easier to talk to family because they don't trust your friends as much as family. How much time does the average family spend together? 34 minutes is the average time a family spends together at one day because a family has activities to do. If they spend time together is the most common thing watching tv but if you are also in a cabin then you're most likely to play physical games. That means playing cards, Monopoly or other card games. Now the families don't spend any time together because they have activities like football practice or parents have more work to do. the people who can or don't have any activities will more likely spend time with the families if they are busy.

Appendix 8: Observational field notes during the project

Date: January 7th

Length of observation: 2 x 45 minutes

General notes: Introduction to the project

<p>Direct observation:</p> <p>Pupil asks if their group can find out about religion</p> <p>Student 15 made a planning table, shared this with the others and they started planning on this.</p> <p>Student 14: group (politeness) wondered about the difference between Mr. Mrs. and Miss.</p> <p>Student 14's group spoke lots of English. Had to remind the others to speak English.</p> <p>Many of the groups used time thinking and googling a bit.</p>	<p>Reflective notes:</p> <p>Good that they can use their own interests when possible. They were given permission.</p> <p>Delegation: are they going to only learn and present the information that they find without learning what all group members have found?</p> <p>Could teach the group what they wanted to know according to their own needs. This also applies to names of school (lower--secondary--college). Could show this to the group or class.</p> <p>It seems to be hard for most of them to collaborate in English. Will keep reminding them.</p> <p>See that this isn't an easy task for all groups especially for example family life. Gave them suggestions about what type of info they could find.</p>
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Date: January 10th

Length of observation: 45 minutes. Short class session so time was used talking directly with each group.

<p>Direct observation:</p> <p>Gr 9: got the mail, gonna interview his dad (he speaks Norwegian back to me)</p> <p>Gr 8: has a friend that can help out here, gave tips</p> <p>Gr 7: tried on Instagram, talked about how they would do that, one unsure of what to do, group told to help him out. Lots of english</p> <p>Gr 6: working well, haven't thought about interview yet. All english</p> <p>Gr 5: gave them tips about narrowing their search, using synonyms, using net only for info</p> <p>Gr 4: doing good</p> <p>Gr 3: found 5 major traditions, have a possible contact through a sister that was in on an exchange, trying now to find info about traditions that are special to youth in england, "i dont know what to look for" (in norwegian) one pupil</p>	<p>Reflective notes:</p> <p>Interesting that the one student who speaks English fluently consequently answers in Norwegian back. Ask him why this is? Ask if he speaks English with the others when I'm not there?</p>
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<p>helped out right away with spelling of the words</p> <p>Gr 2: Student 2 very good at reflection. English only, the rest are silent Gr 1: just found out about slang and going to have a focus there. Found this out themselves</p>	<p>Seems as though student 2 is expected to do all the talking in English. They should be asked to reflect upon this and how this can affect their own learning.</p>
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Date: January 14th

Length of observation: 2 class hours (90 minutes).

Notes: Many students absent. 2 stops today. How to make a WeVideo. What are stereotypes.

<p>Direct observation:</p> <p>Gr 1 and 9: seem unfocused. Gr 7: asked to used their phone to access social media to find someone to interview. Working well Gr 8: one pupil gone. Not too much communication going in. Gr 6: english, working well Gr 3: working well together</p> <p>Almost all of the pupils are speaking Norwegian today.</p> <p>11:18: The class got really quiet all of a sudden</p>	<p>Reflective notes:</p> <p>General thoughts: 3 pupils are hard to motivate. They are given concrete tasks which I should believe are motivating enough (learning and trying to make videos) they still wander on the net and use time not related to their project.</p>
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Date: January 17

Length of observation: 45 minutes

Many students absent today

<p>Direct observation:</p> <p>When talking to a group, a student nods to another student indicating that that person is the "spokesperson" for the group in English</p> <p>Student 2: imovie , spoke english, norwegian y un poco español</p> <p>Encouraged gr 9 to learn weVideo (vs screencastify)</p>	<p>Reflective notes:</p> <p>Easy to delegate who speaks to me to the person they feel have most competence. Asked why this was and he said that he didn't feel like speaking. When I said that that affects his own learning he said that was ok for him. I said I knew he didn't mean that. When I continued speaking to the group he started speaking English. Good making them aware of these things--really lack of self confidence is what was probably the cause here. His English was understandable.</p>
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Date: Thursday the 24th

Length of observation: 45 minutes

<p>Direct observation:</p> <p>Today most focus was on getting the product together.</p> <p>One group asked for technical help on making a video--in English</p> <p>Used time finding group rooms for everyone.</p>	<p>Reflective notes:</p> <p>The students realized this was the last class session they had to work at school together as a group. Some last minute delegation of tasks were taking place. Some will be editing the videos at home before the next session where we will be presenting the final products.</p> <p>Giving help as needed. Nice that they spoke so much english. They listened attentively and also learned a new video app called adobe spark which was very easy to use they thought.</p> <p>Many were therefore out of sight but it seemed as though everyone was working well.</p>
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Date: Monday the 28th
Length of observation: 2X45 minutes

<p>Direct observation:</p> <p>2 groups had not turned in the video</p> <p>Some students did not look at their own video when it was their turn.</p> <p>There was not that much time to write the texts</p>	<p>Reflective notes:</p> <p>Said there were technical difficulties</p> <p>We talked about character education and going through with things that may be uncomfortable--mindset--and facing fears. He stayed.</p> <p>Think this may affect the quality of the answers.</p>
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Appendix 9: Transcription of the videos with observational field notes

Video A Topic: Special traditions

Transcript:

Student 3: We are going to talk about the traditions for the teenagers in England. In England they are very polite and say please after they ask for things and they say pardon or excuse me if they didn't hear what someone said or if they are trying to get past a group of people and they say thank you for everything. But the teens from Norway we are not as polite as the teens from England.

Student 4: They are very proud of their school system and think they are the people that learns best. The school system also say that they have to use uniforms. They will use it to stop bullying.

Student 5: When they leave high school they have a big prom where all the girls buy dresses and the boys wear nice suits. On the prom they eat and dance all night. The prom in England is more formal than proms in Norway. Everyone takes it very seriously and the girls often begin prepping for the ball months ahead and they try to find the perfect dress. And they take a lot of pictures and you often bring a date to the prom.

Student 4: 16. Most of the (inaudible) in England have the sweet 16 birthday when they turn 16 boys don't have a sweet 16 birthday. 17. In England can you to drive (inaudible) when you are 15 years old and 19 months and can lean [sic] to drive. Then you once start driving car when you are 17 but you can also drive when you are 16 if you get or have a (inaudible) for to get or have feedback that you are good and can pay to drive a 16.

Student 3: They use alot of code words with x in England. as a example: xx, a girl you like or xx+, flirting. It is to tell the person you're speaking with what you feel for them without using words.

Observational notes:

Visuals: 7 slides in a presentation form. Slide one was the introduction and contained a picture of the English flag with the written words "Traditions in England" The next 5 slides were relevant pictures and illustrations of an under topic. The last slide was the conclusion which contained the words "Thanks for listening."

Audio files: The students chose to use a voice over (Screencastify) where their voices were recorded and places as a sound file on top of the visual slides.

Reflective notes:

Much of the video comprised of what seemed like students reading from manuscripts. However, it seemed as though they were using their own words as there were often grammar mistakes which most often did not affect communication. But there was not always not a clear pronunciation. This affected the communication in the video. Seems that student 4 may have done some direct translating from a Norwegian text in her part about youth and driving as much is incoherent.

No sources given as to information or to pictures used.

Video B Topic: Spare time activities

Transcript:

Student 7: From an interview from 2012 I found some spare time activities. In their spare time they often play soccer, they listen to music and often read. Some teenagers even play tennis but most of them hang out with friends and go out with shopping. So the teenagers in England have the same spare time activities like the rest of Europe. They play soccer, they like to read and to hang out with friends.

Student 9: Eh, sports. Cricket. A team made of 11 players each. Eh, the ball is small and normal like any other balls. Eh, the bat's shaped..the bat is shaped like a paddle and the teams are set up in 20 meters apart. The game is the same like baseball just that every time you have to get a point you have to run back and forward. Eh, rigby. It's the same as American football. You carry the ball and tackle each other. Em, other sports...the children in their spare time at school is normally skateboard, rollerblading and bmx bikes and when they're done with school it's judo and computer games.

Student 8: In the UK the school offers that students activities that they can do after school. It is one thing that they do in the UK and not here in Norway. (Inaudible) it can be pretty good for the parents that the kids can go after to activities after

school so the parents can pick them up when they are finished at work. In the first place, young people in the UK spend most of the time watching tv. Otherwise they spend a lot of time being with other people. And keeping their hobby and leisure activities like playing video games, playing soccer and other activities. Thank you for listening.

Observational notes:

Visuals:

Video of a powerpoint presentation. Slide one with the British flag in the background and the text “Activities in England: Made by....”(and the students’ names). Slide two with the same British flag and four keywords: soccer, music, friends, shopping as well as three pictures in the corners: a pile of money, earphones and a footballer with a trophy. Slide 3 with the same flag, the title Sports and three key words underneath: cricket, rugby and other. Slide 4 had four key words on the picture of the British flag: The school offers activities, Not here in Norway, watching tv, being with friends. Picture of American sitcom Friends in right hand corner.. Last slide “Thank you for listening. Fortnite for life.”

Audio files:

Screencastify used where the introduction was a sound file of a British woman saying “We have found some incredible information on leisure activities” followed by a hip hop beat lasting 20 seconds.

After this it was a powerpoint with voice only of the students.

Reflective notes:

Not always coherence with what they are talking about and the pictures being shown.

Presentation a bit monotone with what seemed like a reading of information from a source for both students 7 and 8. Did not seem to use their own words in the video. Not very communicative.

Student 9 seemed to be able to use more of his own words, at times, and speak with a more natural tone of voice.

Some of the same information repeated between slides. Lack of communication, project management? Delegation instead of collaboration?

Student 7 mentioned a source, no other sources mentioned. Quite a bit of generalizing here. Touches in on differences between schools offering activities in England but not here in Norway

Video C Topic: Social media

Transcript:

Student 11: Social media are platforms, websites or apps where you can be social over the internet. You can share pictures, information and texts. You can also communicate. In this video we are going to talk about English youths and social media. We interviewed a British girl. She says nobody’s learning us about the consequences and some of the platforms has become a place to create body pressure.

Student 10: There is nothing special about teenagers in england. It seems like the entire world uses the social media in the same way. According to wired.co.uk who interviews teenagers in the uk about social media they say that some of them uses too much time on social media. When they do that they doesn’t get time to live their not perfect lives outside social media.

Student 12: In the start of social media’s appearance most of the people was scared of (inaudible), now people are scared of not having it and not getting information. Some of the elders are still afraid of the social media.

Observational notes:

Visuals: Video made up of 13 different clips using WeVideo. Clip 1: picture of a cell phone, clip 2: picture of colored chalk with social media symbols, clip 3: video clip from the Simpsons with a man looking at the Facebook symbol, clip 4: picture of the different social media symbols, clip 5: video role play of student on phone, clip 6: picture of a phone, clip 7: video, man showing phone, clip 8: video man on phone where a twitter bird jumped out and hit him on the face, clip 9: illustration of the logo to a source of information being discussed Wired.co.uk, clip 10: video of a girl scrolling on her phone, clip 11: video of a person on their phone, clip 12: video of a man throwing water in his face, clip 13: video of a role play where one student is running, scared, away from a cell phone followed by

Reflective notes:

Language was pretty clear and easy to understand. Seemed like their own language due to grammatical errors, communicated well nonetheless (thought: much better than some who were dependent on reading from a source with difficult language).

Communication and message also made more enjoyable and easy to understand due to the effects in the multimodal text.

the same student running towards a cell phone (correlating to the audio message that explains that people were afraid of cell phones in the beginning but are now afraid of being without them), clip 14: last slide, written text “English teenagers and socia meida”

Audio files:

Background music throughout the video, voice-overs throughout the video

Last text on video with bad spelling mistake
“English teenagers and socia meida.”

Appendix 10: Example of the coding process

English.

Collaboration:

Explain how you used your 21st century skills during the project: *Collaboration*: working with others, project management, learning from others, sharing your knowledge with others.

Student 1:
I worked with others, Learned how to speak better English from my group, and I think that I and my group learned a little bit more facts about English.

Student 2:
I collaborated with my group buddies in the way that it was easy to work. The way we planned it, made the process of gathering information and doing the video much easier. The group functioned well together.

Student 3:
Jeg brukte mine "21st century skills" i hver time vil jeg si. Vi måtte alltid være i stand til å samarbeide, være ærlige og si om hva vi synes om forskjellige ting. Jeg måtte å ha lederegenskaper for jeg måtte gi oppgaver til folk av og til når vi sto litt fast. Når vi hadde gjort oppgavene våres måtte vi dele dem, så lærte vi av hverandre.

My translation: I used my "21st Century skills" in every lesson I would say. We always had to be ready to work together, be honest and say what we mean about different things. I had to use my leadership skills since I had to give tasks to people sometimes when we got a little stuck. When we had done our tasks we had to share them so we learned from each other.

Student 4:
his summative text was not submitted.

Student 5:
I like working with others and learn for friends because I feel you remember more from friends instead of a teacher talking. The only thing I don't like with group project is when it's only girls on the group. It can be very boring and sometimes it's hard to put together ideas.

Student 6:
communicating, I regularly asked them if they agreed, what thoughts they have

Student 7:
had to work together to find a way to do the project. Then we had to use collaboration. I used learning from others a bit. When we were going to find out what teenagers do we of guessed a little bit in the start. Then we shared with each other.

Student 8:

Learned a lot lang. + culture through collab.

+ teamwork project management

charact. ed. Leadership collab. dialogue

+ Social Learning

liked same sex groups worked better

making sure every one has a voice

together to plan

