

Classroom culture

Running from 2012-2014, Classroom Culture, Inclusion and Absence Control was a research and development project under the Danish Ministry of Education's development plan for the theoretically oriented high school programs.

An increasing number of young people attend a high school with theoretical focus rather than practical. This imposes demands on both management and teachers in regards to motivating and including a highly differentiated group of students with different qualifications.

The project developed and tested innovative methods to promote and support good classroom culture, thereby increasing inclusion, motivation and learning of all groups of students. The project further contributed to the development of the student and teacher roles. Students should increasingly be able to take an active role in several ways and in different situations. The development of the role of the teacher focused on classroom management and teacher collaboration.

"It's something I've never tried before. I feel such... Not satisfaction, but when a teacher pats me on the back and tells me it's good to see that I participate... I've never tried that before. And it's really cool because it has always been more like... I have always had my parents being contacted because I have not done my homework and so on.

Asbjørn, student

Evaluation Upcoming

Based on the experiences and results, the research team at the Danish Center for Youth Research (Cefu) will summarize the broad conclusions about what works as well as highlighting recent issues and development needs. Conclusions and recommendations will be presented in a simple and concise form. The recommendations will be used for further development in the field of theoretical high school programs.