Tilgjengelighet av publiserte instrumenter for potensielle temaer i Elevundersøkelsen

Forstudie for Utdanningsdirektoratet

Stephan Daus, Tz-Shiuan Wang og Cathrine Pedersen

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www.nifu.no

Forord

Utdanningsdirektoratet ønsker å revidere Elevundersøkelsen. I denne prosessen har Utdanningsdirektoratet valgt ut temaer basert på juridisk hjemmel i opplæringsloven og læreplanen. Som et ledd i prosessen med revidering, har NIFU bistått med å identifisere hvilke temaer som egner seg, og ikke egner seg, for operasjonalisering i instrumenter som kan inngå i undersøkelsen, basert på teoretisk og psykometrisk litteratur. Arbeidsnotatet oppsummerer arbeidet som ble gjennomført av NIFU i april 2022. Over 100 relevante instrumenter er opplistet i vedlegg B.

I lys av at Stortinget ba om en gjennomgang av arbeidet med kvalitet i grunnskolen ble det satt ned et partssammensatt utvalg som skulle gjennomgå Nasjonalt kvalitetsvurderingssystem (NKVS). I tilknytning dette ble det besluttet at arbeidet med revisjon av Elevundersøkelsen skulle utsettes til utvalget har framlagt sin rapport. Publisering av dette arbeidsnotatet ble derfor utsatt.

Stephan Daus er hovedforfatter for alle deler av arbeidsnotatet. Tz-Shiuan Wang har utført søk, samlet og kodet instrumenter. Cathrine Pedersen har skrevet om undertemaet motivasjon og mestring. Enhver (feil)tolkning av temaer, definisjoner av disse samt valg av instrumenter er hovedforfatters eneansvar.

Vi ønsker å takke to eksterne kvalitetssikrere Rolf Vegar Olsen ved Centre for Educational Measurement (CEMO, UiO) og Julius Kristjan Bjørnsson ved Institutt for lærerutdanning og skoleforskning (ILS, UiO). Ove Edvard Hatlevik (OsloMet) har gitt innspill på dømmekraft-instrumenter. Vi takker Utdanningsdirektoratet ved Frode Restad, Elin Flatebø, Beate Tislevoll og Ga Young Yoon for nyttige samtaler og innspill underveis i prosessen.

Oslo, 07.11.2022

Cay Gjerustad
forskningsleder

Vibeke Opheim
direktør

Innhold

Forkortelser

CFA	Confirmatory Factor Analysis
ICCS	International Civic and Citizenship Education Study
ICILS	International Computer and Information Literacy Study
IEA	International Association for the Evaluation of Educational Achievement
IRT	Item Response Theory
OECD	Organisation for Economic Co-operation and Development
PIRLS	Progress in International Reading Literacy Study
PISA	Programme for International Student Assessment
TIMSS	Trends in Mathematics and Science Study

1   Bakgrunn og metode

I dette arbeidsnotatet presenterer vi en gjennomgang av temaer som er omtalt i Utdanningsdirektoratets utkast til revidering av Elevundersøkelsen. Elevundersøkelsen er en årlig undersøkelse der elever får si sin mening om læring og trivsel i skolen, og svarene brukes av skolen, kommunen, staten og i forskning. Vi beskriver i dette kapittelet hvordan notatet er utført. Deretter følger ett kapittel per tema.

1.1   Oppdragets bakgrunn og mandat

Bakgrunn for oppdraget var et behov for en gjennomgang av hvilke etablerte forskningsbaserte instrumenter som kan benyttes i operasjonaliseringen av avgrensede tema (jf. vedlegg A) for en ny elevundersøkelse, samt en vurdering av i hvilken grad tilgjengelige instrumenter kan gi relevant og pålitelig informasjon om ulike forhold ved norsk skole. Følgende problemstillinger belyses i notatet:

1. Hvilke etablerte forskningsbaserte instrumenter kan gi pålitelig informasjon om de temaene Utdanningsdirektoratet har identifisert i sin foreløpige avgrensing?

2. I hvilken grad kan disse instrumentene gi relevant informasjon om forholdene vi ønsker å undersøke i en norsk kontekst med elever i grunnskole og videregående opplæring?

3. For hvilke av Utdanningsdirektoratets avgrensede tema vil det være vanskelig å finne etablerte forskningsbaserte instrumenter som kan gi relevant og pålitelig informasjon om de forholdene som vi ønsker å undersøke?

1.2   Foreslåtte temaer og arbeidsdefinisjoner

De foreslåtte temaene, gjengitt i vedlegg A, er temaer som samlet avgrenser hva Utdanningsdirektoratet *kan* spørre om i Elevundersøkelsen. Vi benytter de foreslåtte temaene fra utkastet fra Utdanningsdirektoratet som påfølgende kapitteloverskrifter og underoverskrifter: Trygt og godt, Krenkelser, Fysisk skolemiljø, Elevmedvirkning, Fellesskap som fremmer læring, utvikling og trivsel, Læring som fremmer forståelse og Motivasjon og mestring. Temaene er hentet fra

opplæringslovens 9A og overordnet del av læreplanen, men er ikke ytterligere definert. Midlertidige arbeidsdefinisjoner ble utviklet for dette notatet for å gjøre søkene meningsfulle og brede nok. Dette er også viktig, fordi ethvert instrument kun er et utvalg av et hypotetisk univers av mulige måter å fange opp et begrep på. Vi har prioritert definisjonenes bredde og avgrensing, altså hva slags aspekter man kan dele opp temaet i. Vi har nedprioritert å definere hvorfor temaet er viktig for, eller korrelerer med, andre utfallsmål samt historiske utviklinger i forståelsen av temaet.

I nesten alle undertemaene diskuteres ulike dimensjoner av relevans. En dimensjon som ikke omtales, men som alltid er til stede, er valens, altså om elevene vurderer situasjonen/temaet som dårlig eller god/godt. Denne dimensjonen inkluderer vi implisitt gjennom svarkategoriene og formuleringene. Dette er ikke åpenbart, fordi man alternativt kunne ha spurt om typer, forklaringer, begrunnelser, osv., uten ordinale skalaer.

1.3 Skolemiljø og undervisningskvalitet

Et sentralt begrep i litteraturen er skolemiljø (school climate), som på flere måter passer inn i dette notatet. For det første reflekterer det et flerdimensjonalt syn på hva skolen «tilbyr». For det andre er slike instrumenter veldig ofte (dog ikke alltid) basert på elevenes perspektiver. I et nylig systematisk sammendrag av litteraturen, som endte med 18 instrumenter for skolemiljø, konkluderte Lewno-Dumdie mfl. (2020) at fem aspekter går igjen: (1) fysisk og emosjonell trygghet, (2) relasjoner (sosial støtte fra voksne og medelever, respekt for mangfold), (3) undervisning og læring, (4) det fysiske miljøet og (5) skoleforbedringsprosesser. Også en uavhengig, eldre gjennomgang i Ramelow mfl. (2015) av 12 instrumenter landet på omtrent samme aspekter. Det tredje aspektet, undervisning og læring omhandler det som i litteraturen ofte omtales som undervisningskvalitet (instructional quality; Blikstad-Balas, 2022), som igjen måles gjennom flere domener, f.eks. klasseromsledelse, elevstøtte og kognitiv aktivering (se Wisniewski mfl. 2020 for oversikt over flere modeller og Wisniewski mfl., 2020 for et godt validert og relevant instrument). Sett fra den konstruktive siden er det noen tydelige koblinger til Utdanningsdirektoratets foreslåtte temaer og undertemaer.

1. Fysisk og emosjonell trygghet ≈ Trygt og godt skolemiljø.

2. Relasjoner ≈ Fellesskap som fremmer læring, utvikling og trivsel.

3. Undervisning og læring ≈ Læring som fremmer forståelse.

4. Det fysiske miljøet = Fysisk skolemiljø.

5. Skoleforbedringsprosesser ≈ Følge med/gripe inn, elevmedvirkning.

Det finnes altså et visst teoretisk belegg for de juridisk baserte (foreslåtte) temaene. Det er derimot to temaer i Utdanningsdirektoratets utkast som ikke dekkes i skolemiljøbegrepet slik det oftest omtales, nemlig krenkelser, og motivasjon og mestring. Krenkelser er en naturlig utvidelse av skolemiljøbegrepet i betydning av hva skolen «tilbyr» (eller forhindrer i dette tilfellet). Derimot er motivasjon og mestring en opplevelse som er en *indirekte* indikasjon på hva skolen tilbyr, som også fanger opp individets livssituasjon generelt. Dette diskuteres mer i kapittel 8.

Sett med et kritisk blikk er det derimot vanskelig å finne instrumenter med en solid teoretisk bakgrunn for flere av de foreslåtte temaene, slik de nå er strukturert.

1.4   Avgrensninger

For å svare på oppdraget gjør vi et litteratursøk for å identifisere minst ett instrument til hvert av de avgrensede temaene. Dette vil gi et svar på at det finnes relevante instrument for hvert av disse temaene i litteraturen. Fagnotatet vil ut ifra dette ikke kunne gi et svar på om de enkelte temaene egner seg godt til operasjonalisering i en ny elevundersøkelse. Det vil ikke kunne si noe om antall instrumenter som er tilgjengelig for å måle disse fenomenene. Fagnotatet vil heller ikke kunne si noe om andre måter å tolke de aktuelle temaene på, eller hvordan instrumentene samlet sett forholder seg til hverandre. For hvert identifisert instrument, vil vi redegjøre kort for hva slags type evidens som blir rapportert, men uten å gjøre en fullverdig analyse av instrumentenes validitet eller reliabilitet. Så langt rammen for oppdraget tillater, vil vi også gjøre supplerende søk og analyser på temaer der vi innledningsvis ikke finner åpenbare instrumenter.

Vi valgte å anse Elevundersøkelsen som primært å angå hvordan eleven vurderer skolens kvaliteter, tilbud, osv., enten gjennom direkte vurderinger (Skolen vår er fin) eller indirekte (Jeg har venner på skolen). Vi ser bort fra elevens vurderinger av seg selv (Jeg er flink), forhold utenfor skolen (Jeg spiller fotball på fritiden), og vurderinger gjort av andre enn eleven. Forhold som er knyttet til elevenes stabile trekk, som f.eks. personlighet vil derfor utgå. Vi ser bort fra instrumenter publisert i litteratur vi anser som utenfor fagfeltet, for eksempel treff i klinisk psykologi, medisin- og helsestudier, psykiatri, lingvistikk, osv. Vi beholder derimot treff i generell kognitiv psykologi, ettersom det er en glidende overgang mellom dette og utdanningsforskning via utdanningspsykologi.

Vi har også gjort en ytterligere avgrensing ved å kun søke til vi finner et dels egnet instrument og har derfor ikke utforsket alle tilgjengelige instrumenter for hvert tema. Vi har derimot forsøkt å dokumentere de systematiske søkene slik at man i fremtiden kan fortsette denne utforskingen.

Vi inkluderer kun studier i fagfellevurderte tidsskrifter der instrumentvalideringen er hovedformål med studien, med følgende unntak: Storskalaundersøkelser fra IEA og OECD, ettersom disse er godt validerte, og enkelte norske rapporter som tilbyr instrumenter som passer godt i den norske konteksten (f.eks. Teknisk rapport fra utviklingen av spørreskjema i Evalueringen av fagfornyelsen). Vektleggingen av fagfellevurderte tidsskrifter innebærer at andre lands undersøkelser som tilsvarer Elevundersøkelsen (se Dahl & Utmo, 2022) ikke blir med om det ikke er blitt publisert valideringsstudier på disse.

1.5   Litteratursøk

For å gjøre søkene etterprøvbare og til et fundament for videre utvikling, bygget vi dem opp rundt et felles sett med søkeord og kriterier. Vi har likevel ikke dokumentert dette som et fullverdig systematisk søk, ettersom omfanget innebar at vi søkte til vi fant noe – ikke til vi hadde kartlagt alt. Søkene ble gjort i Web of Science og ERIC. Første sett med søkeord avgrenser til instrumenter, andre sett avgrenser til elever, og tredje og fjerde sett avgrenser til valideringsstudier – i motsetning til studier som kun sekundært omtaler et egenutviklet instrument benyttet i en korrelasjonsanalyse. Det femte settet unngår studier i fagfelt av liten interesse for utdanning (helsefag, klinisk psykologi, osv.) og ble tilpasset det enkelte søket. De sjette og syvende settene spesifiserte fagfelt i Web of Science som ble ansett som relevante og ikke-relevante.

I tillegg til de målrettede søkene gikk vi gjennom artikkeltitler og abstrakter fra de siste 10 årene i Journal of Psychoeducational Assessment, samt de første 300 treffene i et generelt søk etter fagfellevurderte validerte instrumenter i databasen ERIC for utdanningsforskning.[1]

Til slutt anser vi det viktig for oppdragets mandat at de faktiske indikatorformuleringene og svaralternativene er gjengitt i studien, noe som ofte ikke er tilfellet.

1.6   Prinsipper for vurdering av kvalitet

Å identifisere hvilke temaer som egner seg for operasjonalisering basert på hvilke instrumenter i forskningslitteraturen som er tilgjengelige, er vanskelig å skille fra det å vurdere kvaliteten på de tilgjengelige instrumentene. De mest fremtredende teoriene og rammeverkene for validitet og pålitelighet påpeker at validitet i stor grad henger sammen med formålet og at validitet ikke egentlig kan løsrives fra validitetsargumentet (APA, AERA, NCME, 2014; Kane, 2005). Omfanget av denne

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[1] (instrument OR inventory OR battery OR "latent variable" OR measurement) (validation OR validity) (reliability) (student OR pupil) -"preservice teachers"

kartleggingen gjør derimot at vi tillater oss å beskrive noen typer evidens som er fremlagt for de instrumentene vi finner. Denne listen er ikke uttømmende, og det er svært viktig å påpeke at selv om det er publisert en analyse av f.eks. pålitelighet, så innebærer ikke dette at instrumentet er pålitelig – bare at pålitelighet er blitt undersøkt.

Det er også viktig å påpeke at psykometriens førstevalg for vurdering av kvalitet på et instrument er å benytte flere påstander eller spørsmål, samlet ofte omtalt som indikatorer, som samlet sett forsøker å måle et overordnet, uobserverbart, latent begrep. Den grunnleggende antagelsen er at ingen indikatorer i seg selv er perfekte og uten målefeil. De aller fleste kvantitative, psykometriske metoder er dermed basert på at man må ha minst fire slike indikatorer for å kunne utforske eller justere for denne målefeilen. Dersom man skulle trekke ut enkeltindikatorer fra et instrument som har gyldig validitet for et nærliggende bruksområde, vil man dermed ikke lenger være sikker på at man har benyttet de beste indikatorene.

Instrumenters kvalitet kan inndeles etter to hovedkriterier: validitet og pålitelighet[2].

1.6.1 Validitet

Validitet kan konservativt sett beskrives som at det man forsøker å måle (f.eks. trivselsnivå) forårsaker variasjonen i svarene man observerer (f.eks. svarene på trivselsinstrumentet; Newton & Shaw, 2015). Liberalt sett kan man også si at validitet handler om at måten man har tenkt å benytte målingene støttes ut fra ulike kriterier, deriblant etiske og praktiske hensyn (Newton & Shaw, 2015).

Dimensjonalitet. Et instrument bør måle ett spesifikt begrep (unidimensjonalitet), men det er tenkelig at begrepets underliggende aspekter/undertemaer representeres ved sterkt sammenfallende, men likevel distinkte, faktorer (flerdimensjonalitet). Dersom indikatorene ikke samlet sett måler en faktor, er det tegn på at andre faktorer forstyrrer målingen.

> Begrepsavklaring: Dimensjon er en spesifikk type inndeling. For eksempel kan krenkelser inndeles etter dimensjon *tema* (mobbing, vold, diskriminering, trakassering), eller etter dimensjonen *aktør–mottaker* (opplevd mobbing mot en selv, opplevd mobbing mot andre, mobber selv andre). Aspektene er da de ulike typene (dvs. eksemplene i parentesene i forrige setning).

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[2] Det finnes langt flere kvalitetskriterier for validitet, pålitelighet, m.m. i litteraturen enn hva vi har rettet søkelyset mot. For eksempel er utvalgsstørrelse og skjevhet i utvalget, kulturelle sammenligninger mellom studien og Elevundersøkelsens formål, frekvenser og tak- og gulveffekter, kjente-grupper-validitet, minste observerte endring, effektstørrelse/sensitivitet, osv.

Måleinvarians. Et instrument som fungerer forskjellig på tvers av grupper, vil ikke kunne brukes til å måle forskjeller mellom gruppene. Slike forskjeller kan oppstå dersom en eller flere av indikatorene ikke synes å være en (like viktig) del av instrumentet i den ene gruppen som i den andre gruppen. Invarians, altså at instrumentet måler likt på tvers av grupper, er nødvendig dersom man ønsker f.eks. å konkludere med at elever ved en skole skårer lavere på trivsel enn elever ved andre skoler. I denne sammenheng er det også viktig at elever med varierende lese- og språkferdigheter, ulike aldersgrupper, kjønn, elever med ulike fagvalg, forstår indikatorene på tilsvarende lik måte. Måleinvarians er derfor svært viktig, men er i begrenset grad sjekket i litteraturen, og ofte er det kun sjekket på tvers av kjønn.

Kognitiv prosess. En særdeles viktig form for validitet som ikke kan besvares med kvantitative analyser, er om respondentene som har krysset av på en spørreundersøkelse, faktisk har forstått indikatorene og tenkt slik som forventet, og at observert variasjon i f.eks. meninger fanges opp slik som forventet. Dette vurderes typisk gjennom såkalte «tenk høyt»-intervjuer med et knippe respondenter, og muligens også observasjoner.

Begrepsdekning. Dersom indikatorene kun måler ett snevert aspekt av begrepet, bør dette reflekteres i hva begrepet kalles. For eksempel er det tenkelig at fire indikatorer om motivasjon for å lære i et fag ikke kan kalles «Skolemotivasjon». Dette er en kvalitativ vurdering som ofte kun i begrenset grad diskuteres i studiene, men er svært viktig for å støtte meningsfulle diskusjoner av situasjonen ved skolen. Lykkes man ikke med god begrepsdekning kan man oppleve skinnenighet og skinnuenighet.

Konvergerende og divergerende validitet. Dersom skårer fra instrumentet vi er interessert i korrelerer godt med skårer fra eksisterende distinkte instrumenter for et lignende begrep, tyder dette på konvergerende validitet. En særlig relevant sjekk vil være å korrelere elevenes vurderinger opp mot lærernes egenvurderinger. Tilsvarende, dersom instrumentet ikke korrelerer med instrumentet for andre begreper – som bør være relevante for konteksten – tyder dette på divergerende validitet.

Oversettelsesvaliditet. Når instrumenter oversettes fra et språk og kulturell kontekst til en annen kan viktige nyanser endres. Gjennom tilbake-oversettelser øker man sjansen for at de oversette ordene, begrepene og setningene får samme mening på tvers av språk.

1.6.2 Pålitelighet

Pålitelighet er et synonym for kriteriet reliabilitet, og beskriver hvor treffsikker/stabil/konsistent skåren for en elev er over flere gjennomføringer med

instrumentet (Lane mfl., 2016). Fordi man sjelden har mulighet til å gjennomføre mange ganger, har man ulike måter å vurdere påliteligheten indirekte på.

Skalapålitelighet. Den sannsynligvis oftest rapporterte evidenstypen på instrumentkvalitet er også den mest misforståtte og misbrukte, særlig Cronbachs alfa (for en nylig oppklaring, se Sijtsma & Pfadt, 2021). Skalapålitelighet defineres som 1 minus forholdet mellom målefeilvarians og den totale variansen. I praksis betyr høy skalapålitelighet at indikatorene samlet sett gir konsistent måling av elevens skår i et instrument. Lav skalapålitelighet betyr mye usikkerhet.

Test-retest-pålitelighet. Pålitelighet over tid betyr at målingen gir omtrent samme skår for samme person over tid, gitt at begrepet anses som stabilt. Merk at det i skolesammenheng kan være naturlig at elevers motivasjon og trivsel påvirkes av dagshumøret, skoledagen, hendelser, osv., slik at skårene kan svinge noe.

Parallelle former-pålitelighet. Dersom man har mange mulige indikatorer tilgjengelig for å måle et begrep, kan man lage to eller flere tilsvarende instrumenter som man gir til de samme elevene. Dersom skårene på disse instrumentene for det samme begrepet korrelerer høyt, har man evidens for parallelle former-reliabilitet.

Interrater-pålitelighet. Høy grad av samsvar mellom elevene i deres vurderinger av f.eks. lærer og skole vil bety mer presise estimater og høy enighet, som gjør det enklere å tolke funnene. Lav grad av samsvar kan tyde på at elevene forstår påstandene ulikt, eller at elevene er sterkt uenige med hverandre.

Vi har ikke alltid kunnet vurdere i hvilken grad det er skjevheter i utvalgene kontra populasjonen. En relativt høy svarprosent er ikke ensbetydende med at utvalget man sitter igjen med representerer utvalgsrammen (de man hadde invitert til å delta), eller at utvalgsrammen representerer den faktiske populasjonen man ønsker å trekke konklusjoner til. Det er ofte et problem at skoler i både frivillige og lovpålagte undersøkelser beskytter sine svakest-presenterende elever eller elever med spesielle behov fra å delta. I de aller fleste studier, bortsett fra lovpålagte studier som TIMSS og PISA i Norge, må man anta at det til tider er betydelige skjevheter, særlig med tanke på elever med spesielle behov.

1.7 Struktur

Innenfor hvert hovedtema og undertema nedenfor vil vi først beskrive de forskjellige relevante aspektene for konseptualisering av undertemaet. Dette vil utgjøre vår arbeidsdefinisjon av temaet, med fokus på innhold og inndelinger, fremfor hvorfor temaet er viktig. Vi eksemplifiserer så temaet med tilgjengelige instrumenter, og kommenterer kort om hvor dekkende kvalitetssikringsdokumentasjonen er for instrumentet, basert på prinsippene for vurdering av kvalitet. Til slutt drøfter vi våre vurderinger for i hvilken grad temaet kan og bør operasjonaliseres,

og forhold som bør vurderes nærmere. Kapittel 9 oppsummerer de overordnede vurderingene.

Underveis i notatet vil vi foreslå å flytte og kombinere temaer for å styrke koblingen til mulige instrumenter, uten at det skal gå ut over lovgrunnlaget. Notatets struktur reflekterer i varierende grad den opprinnelige listen over foreslåtte temaer fra Utdanningsdirektoratet, med unntak av kapitlene 3 Krenkelser, 4 Fysisk skolemiljø og 5 Elevmedvirkning, hvor vi har strukturert underkapitlene ut fra disse forslagene. I kapittel *9.2 Oppsummering av forslag til restrukturering av temaer* sammenfatter vi disse endringene i en liste.

Vedlegg B lister opp alle de omtalte instrumentene.

2 Trygt og godt skolemiljø

Det øverste formålet med Elevundersøkelsen kan sies å være å sikre at elever i Norge har et trygt og godt skolemiljø, og alle temaene bør bygge opp under dette. At det utgjør et eget hovedtema, kan fremstå som inkonsekvent. I kapittel 9 vil vi foreslå en restrukturering.

2.1 Helse

Helse kan ved første inntrykk synes å angå forhold utenfor skolen og områder som gjelder private forhold ved eleven som ikke egner seg for hva Skole-Norge kan spørre om. Men for det første er helse en svært viktig faktor for at læring og andre viktige utfall fra utdanning skal kunne finne sted. For det andre er det en side ved helse som angår skolens tilbud, som ikke krever at eleven oppgir eller indikerer noe ved sin egen helse. For det tredje kan enkelte områder være for sensitivt eller pinlig til å ta opp gjennom andre kommunikasjonskanaler (elevråd, foresatte, direkte med skoleansatte), som for eksempel mental helse og seksuell helse. Dermed egner noe av dette seg for Elevundersøkelsen. Samtidig er skolens helsetilbud bare en av flere kilder for helsetjenester, og det kan tenkes at Ungdata vil kunne gi en mer samlet dekning av dette temaet.

Skolens påvirkning på elevens helse kan foregå på flere måter (aspekter). Vi fokuserer på elevenes opplevelse av skolens tilrettelegging av følgende helsepositive faktorer.

a. *Fysisk aktivitet* inkluderer organisert fysisk aktivitet, kroppsøving og bevegelse i undervisningen. Man kan forvente noe variasjon i dette, ettersom skoler kan ofre kroppsøving til fordel for ulike prosjekter, prøver, eksamener, Operasjon Dagsverk, osv. Bevegelse i undervisningen er også et viktig tiltak mot overvekt, men prioriteres ikke likt. Et relatert aspekt til fysisk aktivitet er trygghet rundt fysisk aktivitet, som delvis overlapper med Fysisk skolemiljø/Utearealer. Q-SPACE-instrumentet (Robertson-Wilson et al., 2007; Martin et al., 2011) tilbyr indikatorer for både fysiske og sosiale aspekter ved skolemiljøet knyttet til fysisk aktivitet. Det har noe svak dimensjonalitet, middels høy skalapålitelighet og lav test-retest-pålitelighet.

Likevel er det et rimelig utgangspunkt for videreutvikling, særlig ettersom man kan forvente at indikatorene er relativt spesifikke. Det gjør at de sannsynligvis er enkle å besvare og tolke i ettertid, selv om de dermed i mindre grad måler ett begrep.

b. *Ernæring* inkluderer mat- og helsefaget i 4., 7. og 10. trinn, skolemåltider, tilgang på (u)sunn mat i nærheten av og på skolen. Ettersom Elevundersøkelsen skal være faguavhengig, gir det lite mening å gi vurdering av mat- og helsefaget i seg selv. Tilgang på (u)sunn mat i/utenfor skolen vil være interessant for forsknings- og statistikkformål, men dette kan innhentes gjennom f.eks. spørringene (og slike forhold endres sjelden). For skoleledelse er dette uviktig informasjon å innsamle. Dessuten er det kanskje tvilsomt om alle elevene vil uttrykke misnøye med tilgang på usunn mat. Derimot er skolemåltidene, spesifikt hva som skjer rundt måltidet, sannsynligvis en viktig sak i forskning og «foreldrepolitikk». Observasjoner synes også å bekrefte stor variasjon mellom klasser og skoler, der noen lærere setter på TV-en, mens andre leser høyt fra en bok. Noen klasser har tvungen sitte-og-spise-tid, mens andre lar elevene løpe ut med det samme. Det finnes antageligvis ingen instrumenter for skolefriaktiviteter, men det virker mulig å utvikle noen indikatorer.

c. *Mental helse* kan inndeles i positive og negative mentale helsefaktorer. Positive faktorer ved skolen dekkes godt under temaet trivsel. Negative faktorer ved skolen dekkes til dels av temaet krenkelser, men man kan oppleve krenkelser uten at det påvirker ens mentale helse, og man kan ha dårlig mental helse uten å ha opplevd krenkelser. Det er derfor naturlig å separere krenkelser fra mental helse. Man kan også fange opp PPT-tilbud og kvalitet på disse, samt skolestress – et begrep av økende interesse og med mange tilgjengelige instrumenter. Det er fortsatt ukjent hvordan skolestress oppstår, og kanskje er det behov for mer forskning fra andre kilder før slike instrumenter inngår i undersøkelsen – det kan tenkes at slike indikatorer som omtaler skolestress (eller skolevegring), i seg selv kan trigge stresset. Ønskes likevel instrumenter for skolestress, finnes blant annet Samdal mfl. (2016).

d. *Seksuell helse* er særlig relevant i en skolespesifikk definisjon av helse. Seksualopplæring/-undervisning, helsetjeneste, tilgang på prevensjon, osv. er viktig for hele aldersspennet som tar Elevundersøkelsen. Ettersom seksuell helse også i stor grad spenner over mental helse (grensesetting, kjønnsidentitet, osv.) kan de to aspektene av praktiske hensyn sees i sammenheng.

e. *Fysiske helsefaktorer ved skolemiljøet* dekkes i undertemaene i hovedtemaet Fysisk skolemiljø (luft, akustikk, osv.).

Enkeltinstrumenter som dekker aspektene a–d ovenfor finnes nok ikke. Men man kan enkelt utvikle et sett med indikatorer som fanger opp elevenes fornøydhet med skolens «tilbud» på disse aspektene.

Man må med dette undertemaet vurdere hva som faktisk varierer på tvers av elevene, og hva som kan forventes å være ganske stabilt. For eksempel er det lite effektiv bruk av Elevundersøkelsen å spørre om det finnes PPT-tilbud, når dette kan registreres av skoleansatte i GSI. Kvaliteten på PPT-tilbudet derimot er noe annet. Man bør samtidig vurdere om PPT er noe som alle elevene vet hva er, og særlig sikre at elever som ikke har behov for PPT ikke utilsiktet havner i samme svargruppe som elever som er misfornøyd med tilbudet.

2.2 Trivsel

Helsedirektoratet definerer trivsel, et begrep som tilsvarer det flertydige engelske begrepet well-being, som å favne «positive følelser og tilfredshet, samt en opplevelse av muligheter, vekst, utvikling og sosiale relasjoner» (Helsedirektoratet, 2015). I den veletablerte psykologiske litteraturen om trivsel (subjective well-being) er det vanlig å dele inn trivsel langs (minst) to dimensjoner (Luhmann, 2017). Den første dimensjonen deles i det affektive/emosjonelle aspektet og det kognitive aspektet. Grovt sett kan vi si at det affektive aspektet omhandler følelser og det kognitive aspektet omhandler tanker. Den andre dimensjonen er livsområde. Grovt sett kan vi snakke om livet generelt eller «skolelivet». Man kan tenke seg en tredje dimensjon for trivselsnivået. Disse dimensjonene er viktige når vi tar for oss de ulike operasjonaliserte instrumentene for trivsel, som kan være veldig forskjellige. Vi ser på to ulike tilnærminger for operasjonalisering av skoletrivsel i praksis og hvordan de to forholder seg til dimensjonene ovenfor.

Den første tilnærmingen er mer affektiv og livsgenerell. I operasjonalisering av begrepet trivsel i skolen tar Evaluering av fagfornyelsen-prosjektet i bruk begrepene generell livskvalitet og spesifikt tilstedeværelse av positive og negative følelser (Brandmo mfl., 2021). De benytter det anerkjente psykologiske instrumentet Positive and Negative Affect Schedule (PANAS; Watson mfl., 1988), med svært gode psykometriske kvaliteter. Evalueringen ender opp med å bruke en modifisert versjon (PANAS-X; Laurent mfl., 1999). Hovedformuleringen som benyttes i evalueringen, er «Tenk på hvordan du har følt deg de siste 7 dagene. I hvilken grad

var du ... <følelse>?» Altså er ikke søkelyset på skolen eller skolens bidrag til disse følelsene, men livet generelt. [3]

Ulemper med denne tilnærmingen er at det er en risiko for at hendelser utenfor skolen påvirker humøret. Det kan bety at elevenes sosiale bakgrunn i større grad påvirker responsene enn kun skolekontekstuelle forhold, og skoleleder må dermed ta hensyn til dette i tolkningene. Eksterne livshendelser synes også å være sterkere relatert til kognitiv, fremfor affektiv/emosjonell, trivsel, mens personlighetstrekk synes å være mer knyttet til affektiv/emosjonell trivsel enn til kognitiv trivsel (Schimmack, Schupp, & Wagner, 2008). Man kan også vurdere om en slik tilnærming til trivsel passer bedre med Helsedirektoratets forståelse og den mer helseorienterte UngData-undersøkelsen. En siste, og mindre, ulempe med instrumentet er at det er relativt langt med hensyn til antall underspørsmål, selv om hvert underspørsmål er kort. En fordel ved denne tilnærmingen er at vi ved f.eks. skolevegringsfenomenet ser at opplevelsen av skolen kan smitte over på humøret utenfor skoletid, og dermed er generell tilstedeværelse av positive og negative følelser nyttige indikatorer. Videre kan instrumentet tenkes å gi et totalinntrykk ved skolen med nok respondenter, slik at eventuelle private hendelser (f.eks. dødsfall i familien) ikke påvirker det store bildet. Støtten i psykologisk litteratur og relativt korte underspørsmål (ett ord for en følelse) trekker også opp. En mulighet for å styrke koblingen til skolekonteksten er å spisse hovedformuleringen til f.eks. «Tenk på hvordan du har følt deg *på skolen* de siste 7 dagene. [...]».

Den andre tilnærmingen til skoletrivsel vektlegger i mindre grad følelsesindikatorer og er mer skolespesifikk. Instrumenter i denne tilnærmingen følger også en teoretisk videre inndeling i relasjoner til lærere/ansatte, relasjoner til medelever og akademisk tilfredshet.[4] Denne tilnærmingen benyttes ofte i storskala skoleundersøkelser (se nedenfor). Fordelen med en slik tilnærming er at koblingen til skolen er mye tydeligere enn ved humør-tilnærmingen. Enda viktigere er at svarene sannsynligvis gir mer informasjon som et styringsverktøy, ettersom man kan innrette hver indikator mot et område (nevnte inndelinger ovenfor). Et sett med slike spesifikke indikatorer kan også i en samleskår (en latent faktor) gi en indikasjon på overordnet skoletrivsel, dersom psykometriske analyser støtter dette. Forskning på generell kontra spesifikk trivsel har også pekt på at den spesifikke skoletrivselen i større grad vil kunne identifisere elever med større risiko for lave prestasjoner (Renshaw & Chenier, 2019). Det er derimot tre ulemper ved tilnærmingen. For det første, god dekning av ulike forhold av betydning innebærer oftest

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[3] Et lignende instrument benyttes i The Wellbeing and Engagement Collection Survey i Australia (omtalt i Dahl & Utmo, 2022), der elever får spørsmål om lykke, optimisme, tilfredshet med livet, tristhet, nedstemthet, og elever over 10 år får også spørsmål om stress og psykisk motstandsdyktighet. Vi har ikke lyktes å finne verken spørsmålene eller valideringsstudier av undersøkelsens instrumenter.

[4] Denne teoretiske inndelingen er også gjenfunnet i analyser av tidligere gjennomføringer av Elevundersøkelsen (Helland & Næss, 2005).

mer tekst å lese i spørreskjemaet. For det andre, til tross for ofte svært god dokumentasjon og validitet er ikke alltid instrumenter i storskalaundersøkelser bygget på fyldig teorigjennomgang med fokus på analytiske distinksjoner. Det er mange hensyn å ta i utviklingen av en storskalaundersøkelse, og det gjenstående instrumentet kan i enkelte tilfeller være en samling av nært beslektede, men likevel distinkte, indikatorer. Følgelig vil disse instrumentene, slik man finner dem i litteraturen, i større grad trå over på de andre foreslåtte temaene. Det er uklare skiller mellom f.eks. akademisk tilfredshet og (faglig) motivasjon, og mellom relasjoner til lærere og læringsstøtte. Videre er gode relasjoner en forutsetning for, men ikke ensbetydende med, trivsel. Altså vil det være behov for å rydde i de aktuelle instrumentene og de foreslåtte temaene for å unngå unødvendig overlapp. Instrumentene nedenfor fra storskalaundersøkelser eksemplifiserer denne tilnærmingen.

Et instrument for generell trivsel og gode relasjoner på en skole finnes i ICCS 2016 (S_STUTREL; IS3G19A-I, Schultz et al., 2018). Men dette instrumentet dekker ulike aspekter og er ikke rettet mot kun trivsel. For eksempel inkluderer det påstander om relasjoner til lærere («Most teachers treat me fairly», «Most of my teachers listen to what I have to say», «If I need extra help, I receive it from my teachers»), og til medelever (f.eks. «Most students at my school get along well with each other»). Også IEAs REDS-studie har et instrument for relasjoner til lærere/støttende lærere (Q21; IS1G21A-H; UNESCO & IEA, 2022) – opprinnelig formulert for perioden under covid-pandemien, men som kan tilpasses Elevundersøkelsen. REDS har også et instrument for trivsel under koronapandemien (Q23; IS1G23A-G). PIRLS 2016 har et instrument for elevenes følelse av tilhørighet til skolen (SSB; ASBG12A-E, Martin mfl., 2017), med god unidimensjonalitet og høy skalapålitelighet i det norske utvalget. Instrumentet inkluderer indikatorer for om man liker skolen, føler seg trygg på skolen, føler at man tilhører skolen, at lærerne behandler en rettferdig og om man er stolt av å gå på denne skolen. For mer vektlegging av mistrivsel og negative aspekter kan School Alienation-instrumentet være interessant (Morinaj mfl., 2017). Første dimensjon består av tre aspekter: medelever, lærere og læring. Andre dimensjon består av kognitiv og emosjonell, men distinksjonen er ikke sentral i de empiriske funnene. Instrumentet er utviklet på en god måte, har god dimensjonalitet og høy skalapålitelighet (alfa > 0,74), er invariant på tvers av aldersgrupper og utdanningssystemer, og korrelerer som forventet med andre relevante variabler. Uheldigvis er ikke påstandene oppgitt i artikkelen.

Sammenlignet med de to tilnærmingene synes nåværende elevundersøkelse å vise en slags pragmatisk miks av de to, med én indikator for generell trivsel på skolen og den andre mer spesifikk, for om man har medelever å være sammen med

i friminuttene. Den akademisk orienterte trivselen dekkes ikke under trivselstemaet, men grenser til motivasjon.

Med tanke på formålet med Elevundersøkelsen, synes det mest relevant å legge seg nærmere mot den første tilnærmingen, men spisse den mot f.eks. hvordan man føler seg på skolen eller tanke på å dra til skolen om morgenen.

2.3   Læring

Det har vært vanskelig for forfatterne å forstå hva dette temaet innebærer. Vi vurderer det slik at dette uspesifiserte temaet kan flyttes til og slås sammen med læring som fremmer forståelse. De øvrige temaene i dette hovedtemaet angår enten viktige utfallsmål (helse, trivsel, inkludering) eller skolens/lærernes aktivitetsplikt (følge med/gripe inn).

2.4   Inkludering

Inkludering kan tolkes som enten det generelle sosiale miljøet ved en skole (utenfor læringssituasjoner), eller i læringssituasjoner. Det kan gjelde både inkludering blant medelever, men også det ansvaret læreren har for å sikre at alle inkluderes i mer organiserte aktiviteter og læringsprosesser. Uansett tolkning foreslår vi at dette undertemaet flyttes til *Fellesskap som fremmer læring, utvikling og trivsel*, ettersom dette angår nettopp fellesskap. Gitt overlappet kan det vurderes å kombineres med undertemaet Mangfold og forskjellighet, som del av et generelt instrument for gruppedynamikk og fellesskap.

Vi velger å definere undertemaet Inkludering som elevers opplevelse av fellesskapsfølelse eller samhold. En dekkende definisjon av samhold i skolekonteksten er sammensatt av to dimensjoner, én for attraksjon mot gruppen (ATG) kontra oppfattet gruppeintegrasjon (GI), og den andre dimensjonen er sosial begrunnelse kontra læringsbegrunnelse (Schürer mfl., 2021):

1. ATG-sosial: et ønske om å tilhøre gruppa på grunn av deltakerne,
2. ATG-læring: et ønske om å tilhøre gruppa på grunn av læringsmiljøet,
3. GI-sosial: oppfatning om tette sosiale relasjoner mellom deltakerne i gruppa,
4. GI-læring: oppfatning av et godt læringsmiljø.

Table 1. Concept of Cohesion in the Context of School.

	Social	Task
	(Spending time and playing together)	(Learning and working together)
ATG	Wish for social interaction beyond lessons (e.g., during break time and leisure time) and for participation in group activities	Wish for participation during lessons (e.g., in cooperative tasks)
GI	Perception of similarity and connectedness between children of the class in terms of social activities beyond lessons	Perception of similarity and connectedness between children of the class related to working and learning together

Note. ATG = attraction to the group; GI = group integration.

Tabell 1. Tabell hentet fra Schürer mfl. (2021), side 274.

Schürer mfl. argumenterer at inndelingen er viktig fordi man kan ha høy attraksjon, men lav integrasjon (en elev ønsker å være med, men er selv ekskludert), osv. Men ettersom Elevundersøkelsen bør angå skolens påvirkningsmuligheter kan delen om attraksjon sløyfes da det i større grad angår elevens personlighetstrekk. Man kan ha lavt ønske om å inngå i et fellesskap (ikke ukjent for tenåringer) grunnet ens personlighet, uten nødvendigvis å oppleve at fellesskapet er dårlig.

Schürer mfl. tilbyr også et instrument med 16 indikatorer som følger denne inndelingen. Instrumentet har god flerdimensjonalitet og høy skalapålitelighet innenfor hver av de fire aspektene. Instrumentet fungerer delvis likt på tvers av trinn.

Et svært nærliggende og delvis overlappende begrep er elevens opplevelse av *egen* inkludering og tilhørighet, i motsetning til vektleggingen av fellesskapet i instrumentene ovenfor. Dette samsvarer med undertemaet i Inkludering under Trygt og godt skolemiljø. Et svært hyppig brukt[5] instrument for dette er Psychological Sense of School Membership (PSSM; Goodenow, 1993). Dimensjonaliteten omtales som kontroversiell (Abubakar mfl., 2016), ettersom det er svært vanskelig å finne et tydelig svar på hvilke indikatorer som bør inngå, og om tilhørighet er unidimensjonelt eller flerdimensjonelt.

I tillegg finnes blant annet instrumentet Integrated Sense of Community Scale, som består av 22 indikatorer fordelt på tre aspekter for klasserommet (Cho mfl. 2014): Felles målsettinger og medansvar, relasjon til læreren, felles elevengasjement og relasjon til medelever. Disse benevnelsene kan tilsynelatende flyte over til trivselstemaet (egne relasjoner til andre) og elevengasjement (en form for selvvurdering), men de aller fleste indikatorene er rettet mot klassen generelt («Students in this class know they can get help from each other» og «Students in this course treat each other with respect»). Med hensyn til Elevundersøkelsen kan man omgå aspektet Felles elevengasjement for å fokusere mer mot temaet mangfold og forskjellighet. Uni- og flerdimensjonalitet er noe under kriteriene, og skalapåliteligheten er svært høy – også innenfor hvert aspekt. Dette tyder på at man kan

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[5] Et søk på Google Scholar gir 3000 treff.

fjerne indikatorer som ikke passer godt inn. Instrumentet fungerer delvis likt på tvers av grupper med online-undervisning og fysisk undervisning.

Grazia og Molinaris (2021) skolemiljøinstrument inkluderer aspektet School Sense of Belonging, basert på fem indikatorer. Selv om det er et lite instrument dekker det både attraksjon (ATG) og gruppeintegrasjon (GI), men ikke spesifikt læringsperspektivet. Dimensjonalitet er akseptabel og skalapålitelighet er høy (alfa = 0,88) i to uavhengige utvalg i Italia.

Instrumentet Institutional Integration-High School (Vo mfl., 2021; French & Oakes, 2004) inkluderer aspektene Academic and Intellectual Development, Peer-Group Interactions, Interactions With Teachers og Teachers' Concern for Student Development and Teaching. Fordi indikatorene ikke er publisert, har vi ikke vurdert dette instrumentets kvalitet og relevans.

Storskalastudiene TIMSS og PIRLS benytter et instrument for «Students' Sense of School Belonging», som består av 5 indikatorer. Indikatorene er en blanding av blant annet relasjon til lærer («Teachers at my school are fair to me»), trivsel («I like being in school»), læringsutbytte («I learn a lot at school») og tilhørighet (resten). Unidimensjonaliteten er god, og skalapåliteligheten er ganske høy (alfa = 0,80) for det norske utvalget i 8. trinn i 2015.

2.5 Følge med og Gripe inn

Skolens aktivitetsplikt innebærer at «alle som arbeider på skolen har plikt til å følge med, gripe inn og varsle hvis de får mistanke om eller kjennskap til at en elev ikke har et trygt og godt skolemiljø» (Utdanningsdirektoratet, 2017). Vi velger å kombinere dette og neste tema (gripe inn), ettersom det er rimelig å anta at de to henger sammen, særlig i instrumenter. Dette temaet innebærer i hvilken grad skolen reagerer på alle de andre temaene og avvik fra de forventede forholdene. Det angår derfor ikke et ytterst utfallsmål for et godt læringsmiljø, men et premiss for dette. Derfor foreslår vi at dette flyttes til Fellesskap som fremmer læring, utvikling og trivsel. Selv om vi har funnet flere instrumenter hvor skolens og lærernes interesse for elevenes ve og vel inngår er dette hovedsakelig formulert som del av relasjoner. I det systematiske sammendraget av skolemiljøinstrumenter i Lewno-Dumdie mfl. (2020) inngår temaet «School improvement process» og undertemaet «Professional capacity», som synes å være det nærmeste temaet som angår mer skoledekkende forhold og skolens evne til å respondere. Dessverre inngår ingen av instrumentene det å følge med og gripe inn.

3   Krenkelser

Krenkende atferd er ikke bare vanskelig å få bukt med, men også vanskelig å definere, kategorisere og måle. Tilsynelatende er Utdanningsdirektoratets foreslåtte undertemaer – mobbing, vold, diskriminering og trakassering – tydelige begreper. Det er likevel en utfordring å definere og strukturere disse som uavhengige av hverandre. I en omtale av Elevundersøkelsen 2013/14 skrev Wendelborg at «*Det kan tenkes at noen elever opplever at de har svart på spørsmålet om krenkelser, og når de får spørsmål om mobbing, så opplever de at dette har de allerede svart på eller at det spørres om noe annet enn krenkelser*» (Wendelborg, 2015). Slik sett er dagens struktur med mobbing som innordnet krenkelser god, men avhenger av formuleringene.

Videre er vold en type mobbing dersom det skjer gjentatte ganger, men ikke all vold er mobbing (f.eks. utilsiktet vold). Arbeidstilsynets definisjon av trakassering inkluderer både enkelthendelser og gjentatte hendelser. Deres definisjon av mobbing inkluderer kun gjentatte hendelser og «er en form for trakassering». Selv om disse begrepene har klare koblinger i jussen, er det usikkert om slike finmaskede og analytiske inndelinger mellom trakassering, vold, diskriminering og mobbing er nyttige for skoleledere og -eiere eller forståelige for elevene i Elevundersøkelsen. Det er heller ikke alltid at barn og unge oppfatter krenkelsene som mobbing – selv om det mer objektivt sett oppfyller kriteriene. Det kan derfor være noe problematisk å stille konkrete spørsmål der begrepet mobbing inngår, som for eksempel tidligere utgaver av Elevundersøkelsen. Det kan av den grunn være nyttig heller å konkretisere indikatorene, slik de ofte blir i instrumentene nedenfor.

Vi foreslår derfor en annen analytisk tilnærming og inndeling som i større grad konkretiserer intensitet (dimensjon 1), form (dimensjon 2), fokus (dimensjon 3) og aktør (dimensjon 4)[6], samtidig som indikatorene konkretiseres mer. En indikasjon på alvorlighetsgrad/lovlighet skal dermed kunne utledes fra kombinasjonen av de fire. Dimensjon 1 om intensitet (frekvens og opplevd alvorlighetsgrad) beskriver hvor mye krenkelse som har skjedd og kan operasjonaliseres enkelt i svarkategoriene. Dimensjon 2 om form handler om hvordan krenkelsen har skjedd,

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[6] Offeret i denne analytiske inndelingen er alltid eleven selv, ettersom rapportering av krenkelser mot andre vil kunne føre til overrapportering.

uavhengig av intensitet eller grunn. Form deles inn i det følgende, der ordet verbal refererer både til muntlig, skriftlig eller annen kommunikasjon.

- fysisk/vold,
- seksualisert vold/overgrep,
- skade eller tyveri av eiendel,
- seksuell verbal trakassering,
- spredning av bilder/video eller annen digital krenkelse,
- verbal trussel og tvang,
- negativ omtale og baksnakking,
- ekskludering,

Listen kan forenkles ved å kombinere typer.

Dimensjon 3 angår om krenkelsen har spesielle årsaker, som elevens identitet (etnisitet, religion/livssyn, seksuell orientering, kjønnsidentitet/-uttrykk, fysisk fremtoning, osv.). Noen slike årsaker kan i mange tilfeller dømmes som hatkriminalitet og fortjener dermed ekstra oppmerksomhet i styringsverktøy som Elevundersøkelsen. I operasjonalisering av Elevundersøkelsen er det rimelig å inkludere dette som kun 1–2 oppfølgingsspørsmål for å redusere den totale mengden indikatorer.

Dimensjon 4 om aktør kan være medelever eller ansatte. Vi foreslår å unngå spesifisering av dette, men at indikatorene også dekker hendelser som kan gjelde krenkelser utført av skoleansatte, uten å gjøre dette for detaljert. Erfaring fra analyser av tidligere versjoner av Elevundersøkelsen (Lødding & Vibe, 2010) tilsier at flere elever urettmessig kan tøyse med at de blir krenket av skoleansatte dersom dette etterspørres direkte.[7] I nevnte rapport var det en betydelig andel med useriøse svar, som dermed må filtreres ut før rapportering.

IEAs International Civics and Citizenship Study (ICCS) 2009 og 2016 inkluderer et instrument om hvor ofte eleven opplever «abuse» de siste tre månedene (S_ABUSE; IS3G20A-F; Schulz et al., 2018). Instrumentet har ganske god unidimensjonalitet i studiens samlede utvalg og høy skalapålitelighet i Norge (alfa = 0,80). Dimensjonalitet for det norske utvalget rapporteres ikke. De 6 indikatorene dekker verbale, fysiske, materielle, digitale og sosiale krenkelser, med vektlegging av de mer alvorlige mobbehendelsene utført av medelever. Instrumentet dekker derimot ikke like godt sosial ekskludering eller mobbing og diskriminering fra lærers eller skolens side.[8]

PIRLS 2016 har et instrument Safe and Orderly School (ATBG08A-F) med akseptabel unidimensjonalitet og høy skalapålitelighet (alfa = 0,83; Martin mfl.,

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[7] En femte dimensjon som foreslås av enkelte forskere, mellom direkte, indirekte, sosial, relasjonell mobbing, er blitt avslått som en uviktig distinksjon (Archer & Coyne, 2005) og omtales ikke her.

[8] Krenkelser der skoleansatte er aktør, bør muligens innsamles på andre måter enn Elevundersøkelsen.

2017). Indikatorene omhandler mer generell trygghet, orden og oppførsel ved skolen samt om reglene håndheves konsekvent. PIRLS 2016 og TIMSS 2015 har instrumenter for elevens opplevelse av mobbing (Student Bullying Scale; ASBG13A-H; BSBG14A-N). Instrumentet har ganske god unidimensjonalitet og høy skalapålitelighet i de norske utvalgene. Instrumentet inkluderer både frekvens (dimensjon 1) samt form (dimensjon 2), men ikke spesielle årsaker (dimensjon 3) eller om krenkelsen skyldes ansatte ved skolen (dimensjon 4).

Instrumentene i storskalaundersøkelsene kan være noe korte og avgrensede i omfang (mht. dimensjon 2). Chen (2015) rapporterer to instrumenter for hyppighet av (SBS-V) og opplevd alvorlighetsgrad av (SBS-E) mobbing på skolen med langt flere indikatorer (17 i hver). Til tross for mobbing i instrumentnavnene kan disse omtales som generelle instrumenter for krenkelser. Oppdelingen i to instrumenter, ett for frekvens og ett for alvorlighetsgrad, innebærer en ytterligere inndeling av dimensjon 1. Unidimensjonalitet er god, skalapålitelighet er høy (alfa = 0,88), instrumentene fungerer likt på tvers av kjønn og er uavhengige. Det siste funnet er interessant, fordi det understreker at hyppighet – et viktig kriterium for mobbing-definisjonen – ikke samsvarer med opplevd alvorlighetsgrad. Dette styrker derfor argumentet om at våre foreslåtte dimensjoner er analytisk sett en bedre måte å samle inn data på enn å spørre direkte om mobbing og trakassering – begreper som elever kanskje ikke kjenner definisjonene på.

Et noe kortere instrument finnes i Felix mfl. (2011), kalt California Bully Victimization Scale (SBVS). Dette består av 6–7 indikatorer, er beregnet for mellomtrinnet til videregående og fanger opp krenkelser langs dimensjon 1 (intensitet) og dimensjon 2 (form). Test-retest-pålitelighet er høy, og skårene samsvarer med andre mål.

De omtalte instrumentene synes ikke å vektlegge seksuell trakassering eller kjønnsdiskriminerende holdninger – verken fra medelever eller lærere. Dersom man ønsker å fange opp kjønns- og legningsdiskriminerende holdninger, er det mange indikatorer å hente inspirasjon fra i the Ambivalent Sexism Inventory (Glick & Fiske, 1996). Det er også lite om dimensjon 3, spesielle årsaker, uten at det virker spesielt vanskelig å operasjonalisere. En systematisk gjennomgang av tilgjengelige instrumenter for mobbing (og krenkelser) opp til 2014 finnes i Vessey mfl. (2014) som har vurdert en rekke instrumenter langs flere psykometriske kvalitetskriterier – langt flere enn vi har inkludert i dette notatet.

4 Fysisk skolemiljø

Det fysiske skolemiljøet kan måles subjektivt eller objektivt, der verken subjektivt eller objektiv måling gir det fulle bildet. Vi skisserer her noen punkter til ettertanke ved valg av temaer til Elevundersøkelsen, og vi lener noe mot å utnytte objektive målinger.

Det er argumenter som taler for at disse temaene *ikke* bør inngå i Elevundersøkelsen. Ettersom det er svært mye annet man kan ønske seg å måle subjektivt gjennom Elevundersøkelsen, er det verdt å vurdere nøye om man kan nøye seg med objektive målinger av det fysiske skolemiljøet. Dette er blitt en særlig relevant vurdering, ettersom forbrukerteknologi gjør det mulig for én elektronisk enhet å måle luftkvalitet, temperatur, stråling, fuktighet, støynivå, m.m. Variabler som anses som stabile over tid og konstante for alle elever ved skolen, slik som lekeareal per elev, tilgang på skog/trær, osv. kan registreres i GSI av en skoleansatt og trenger kun å oppdateres dersom det er endringer. Slike data vil dermed også være nyttige for Utdanningsdirektoratet og forskere. Dataene kan også benyttes i matematikk- og naturfagundervisningen. Noen indikatorer som ikke passer inn i GSI eller Elevundersøkelsen, kan også vurderes flyttet til lærerundersøkelser, ettersom læreren vil kunne ha et mer objektivt blikk på skolens tilstand enn skoleleder eller skoleeier. Dermed frigjør man plass og tid i Elevundersøkelsen til det som ikke kan måles så enkelt, hvor det er en interessant variasjon på tvers av grupper og klasser, og hvor man ikke lett kan kontrollere mot nasjonale standarder. En annen grunn til å forbeholde slike temaer til objektive målinger er at tematikken er mindre sensitiv, og det er relativt enkelt for elevene å ytre sine meninger om dette i andre kanaler lokalt ved sin skole (f.eks. elevråd), gjennom foresatte eller lokalpolitikken.

Det er likevel noen argumenter som taler for å inkludere noen av disse undertemaene i Elevundersøkelsen. Eksempler på aspekter man kan fange opp i Elevundersøkelsen er trekk fra vinduer, estetikk, sikkerhet (takplater som faller ned), universell utforming, osv. Det er tenkelig at skoleledelsen ikke vil være objektiv ved vurdering og registrering av slike aspekter. Fordi temaene er mindre sensitive og mer konkrete, inneholder temaene også fine, innledende spørsmål i ellers abstrakte og tunge spørreskjemaer. Det kan også være en fallgruve for voksne

(forskere, skolemyndigheter, og foresatte) å overvurdere viktigheten av abstrakte begreper som elevene knapt vet hva innebærer (Medvirkning? Dybdelæring? Samspill?), mens det helt konkrete blir avfeid som uviktig. Kanskje er det nettopp trekken fra vinduet og det ødelagte fotballmålet som skaper mest frustrasjon og distraksjon for en tenåring. Inkludering av slike temaer kan derfor være med på å legitimere undersøkelsen blant elevene.

De resterende subjektive forholdene ved luft, temperatur, lys og lyd/akustikk synes å kunne besvares hver for seg med enkeltindikatorer og bør derfor kunne samles under ett tema som kan benevnes «Inneklima», «Innemiljø» eller lignende.

4.1   Utearealer

I vår arbeidsdefinisjon av utearealer foreslår vi objektive og subjektive aspekter, i en variert alvorlighetsgrad fra sikkerhet og trygghet til estetikk og lekemuligheter. Vi anmerker at definisjonen er utarbeidet av forfatterne.

Sikkerhet og trygghet. Er det tilgrensende veier og veikryss? Spørsmål om veier, trafikk og veikryss antar vi er mer relevante for barneskoler, og vi antar videre at dette er stabilt over tid. Dermed kan det besvares av voksne, og dermed gå ut av undersøkelsen. Derimot er spørsmål om hvorvidt det er farlige gjenstander, glasskår, osv. på skolens områder, og om lekeapparater, fotballmål, basketballmål, osv. er ødelagte, to aspekter som er relevante for hele grunnopplæringen, og aspektene kan variere over tid. Le for nedbør, vind og sterk sol er også viktig. OECDs School User Survey inkluderer spørsmål om det sistnevnte (SUS, Q21).

Lekemuligheter. Areal for lek endres sjelden og kan dermed oppdateres i GSI når det er endring, og lekeareal per elev kan beregnes deretter. Helsedirektoratets rapport om skolens utearealer har foreslått konkrete normtall som dette kan sammenlignes mot (Thorén, 2003). Derimot er konkrete muligheter for naturlig lek, kreativitet og aktivitet, slik som trær, skog, steiner, type underlag (asfalt, gress, kunstgress, osv), lekestativer, nett i kurv/mål, osv. ikke like egnet for GSI-registrering og automatisk beregning av kvalitet.[9] OECDs SUS inkluderer spørsmål om tilgjengelighet av og elevens bruksgrad av ulike utendørsområder, mens LEAP-spørreskjemaet inkluderer spørsmål om hvor godt eleven hadde likt å ha flere lekestativer, trær, osv. (Hyndman et al., 2013). Vi anser det derfor som nyttigere med spørsmål i Elevundersøkelsen om grad av fornøydhet med generelle lekemuligheter og utearealer for dette, samt at Spørringene til Skole-Norge tar opp mer detaljerte spørsmål om ønskelig.

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[9] Likevel merker vi oss at skolens uteområder er knapt å oppdrive i GSI og tidligere gjennomføringer av Spørringene.

Estetikk er viktig for kreativitet, trivsel og til en viss grad også for fellesskapsfølelse. Bråk fra veitrafikk eller anleggsarbeider, lukt fra forbrenningsanlegg, dårlig utsikt mot umalte betongflater og skrubbsårskapende asfaltbaner pleier ikke sansene. Ut over det negative kan også særskilte designvalg og estetiske løsninger fanges opp.

To relevante indikatorer som fanger opp elementer av de nevnte aspektene finnes i Hultin mfl. (2018): «We pupils have access to good facilities during breaks and free periods», og «The environment at the school is nice». Men informasjon om kvalitet på disse indikatorene oppgis ikke.

4.2 Luft og temperatur, Lys og stråling, Akustikk og mekanikk (Innemiljø)

Ikke bare er det viktig med god luft(ing) og riktig temperatur, men ofte er det en konflikt mellom de to, der det ikke finnes godt sentralstyrte anlegg. Innetemperatur når det er henholdsvis kaldt og varmt ute, dekkes i OECDs SUS (Q14 og Q15; OECD, 2018). Luftkvalitet dekkes delvis i samme undersøkelse, men indikatorene går på «odour», som ikke synes å dekke f.eks. CO_2-nivå.

Relevante aspekter av lys er kunstig belysning og kvaliteten på denne, og naturlig sollys og refleksjoner som potensielle lysforstyrrelser. For mye og for lite lys er inkludert i OECDs SUS (Q17).

Stråling er et noe vagt begrep. Menes her elektromagnetisk stråling generelt, og hva er i så fall det medisinske grunnlaget for at dette bør vektlegges? Dersom den opprinnelige lovteksten siktet til radon og lignende strålingskilder, er ikke dette noe elevene har grunnlag for å besvare – men bør sikres ved tekniske befaringer og sensorer. Varmestråling, altså direkte og til dels farlig stråling fra enkelte typer varmeapparater, er relevante indikatorer, men det bør kartlegges først om dette er et utbredt problem.

Vi definerer akustikk i undervisningslokaler som eventuell støy (fra medelever, stoler, utenfra, osv.) og som hvor lett man kan høre det man ønsker å høre (læreren, gruppediskusjoner, osv). OECDs SUS Q18 er et godt utgangspunkt for indikatorer for dette.

Forfatterne er usikre på hva som legges i mekanikk. Dersom det menes teknisk utstyr (mikrofon, høyttalere, osv.), anser vi dette som sjeldent i norske klasserom. Går man tilbake til Ot. prp. 72 (2001–2002), ser man at avsnittet der det mekaniske innemiljøet nevnes, omhandler universell utforming.

4.3 Universell utforming

Universell utforming benyttes vanligvis i kontekst til elever med spesielle funksjonelle behov. Vi utvider derimot definisjonen noe til å gjelde også fysisk utforming av skolen og klasserommet med hensyn til tilgang og bruk. Dermed vil eventuelle indikatorer kunne formuleres slik at alle elever kan gi styringsnyttig informasjon, ut over den informasjonen som er knyttet opp mot elever med fysiske eller psykiske utviklingshemninger. Universell utforming er ansett som positivt ikke bare for elever med spesielle behov, men for alle elever. OECDs SUS inneholder spørsmål om hvor komfortable stoler og pulter er (Q20), om eleven kan se (tavle, LCD-skjerm, osv; Q19) og høre (Q18) det som foregår. Noe av dette vil også overlappe med generelle vurderinger av undervisningen (ikke bare undervisningslokalet), ettersom en lærer kan tenkes å snakke lavt, utydelig, på ukjent dialekt/aksent, eller lage presentasjoner med liten skrift. Å gi tilbakemeldinger direkte til læreren på noe av dette kan oppfattes som sensitivt, og er derfor egnet til en anonym elevundersøkelse.

4.4 Generell vurdering

Flere av de foreslåtte indikatorene er hentet fra OECDs SUS 2018. Studien benytter færre enn fire indikatorer og opplyser derfor ikke om psykometriske analyser av instrumentene, og det er noe sparsomt med dokumentasjon på utviklingen. Man kan anta at noe arbeid er gjort for å sikre overførbarhet på tvers av land, men det vil bli nødvendig å lage, eller finne andre, indikatorer som er mer skreddersydd for Elevundersøkelsen.

De foreslåtte temaene inkluderer ikke hygiene og renhold. Som et alternativ til de spesifikke indikatorene diskutert ovenfor, finnes også mer generelle indikatorer i ulike skolemiljøinstrumenter. For eksempel inkluderer the School Climate Measure fra Zullig mfl (2015) fire indikatorer under dimensjonen School Physical Environment, dog hovedsakelig om renhet: «The school grounds are kept clean», «My school is neat and clean", "My school buildings are generally pleasant and well maintained", og "My school is usually clean and tidy". Instrumentet har dokumentert dimensjonalitet og korrelasjoner med andre målte begreper innenfor skolemiljø. Også La Salle mfl. (2021) inkluderer fire indikatorer for det generelle fysiske miljøet, men vektlegging av renhold og vedlikehold, samt en indikator for lærebøkenes forfatning.

5 Elevmedvirkning

Vi vurderer hele temaet Elevmedvirkning som forbeholdt Elevundersøkelsen, ettersom det kan tenkes at læreren har et ganske annet bilde av hvordan deltakelsessituasjonen er enn hva eksterne observatører og elevene opplever (Tjønn & Ræder, 2020).

Elevmedvirkning virker som et tydelig prinsipp, men det kan defineres og måles ved ulike dimensjoner. Vi vurderer Utdanningsdirektoratets foreslåtte undertemaer som noe overlappende, med uklare eller udefinerte begreper som i dagligtale ofte brukes om hverandre, som f.eks. medvirkning, innflytelse, deltakelse og medansvar. Videre synes *Medvirkning i fag* å være noe overlappende med *Medvirkning og medansvar*. I utarbeidingen av våre definisjoner for undertemaene gikk vi noe vekk fra inndelingen i den foreslåtte strukturen, men vi mener likevel at innholdet og avgrensningene fortsatt er gyldige. Vi foreslår en større restrukturering fra foreslått temaliste, basert på tilgjengelige definisjoner og instrumenter. De tre nye undertemaene vil da bli «(Elevers) deltakelse», «(Elevers) medansvar», og «Demokratiske prinsipper».

Sammenlignet med de opprinnelig foreslåtte undertemaene (Bli lyttet til og ha innflytelse, Demokratisk deltakelse, Medvirkning i fag/lærer å lære, Medvirkning og medansvar) synes noen temaer å utgå. Innflytelse anser vi som at fanges opp under Innflytelse og deltakelse. «Å bli lyttet til» og «ha innflytelse» synes å sammenblande to ganske ulike prinsipper. Undertemaet «bli lyttet til» er også svært overlappende med undertemaet «bli sett og anerkjent» under temaet *Fellesskap som fremmer læring, utvikling og trivsel*.

5.1 Innflytelse og deltakelse

Flere teoretiske rammeverk er tilgjengelige. Cahill & Dadvand (2018) presenterer både en gjennomgang av ulike rammeverk for unges deltakelse og sin egen utvidelse av slike rammeverk som trekker på feministisk, post-strukturalistisk og kritisk teori. For vårt formål tar vi heller utgangspunkt i en enklere modell, som likevel unngår noen av de teoretiske kritikkene som har blitt rettet mot modellene i Cahill og Dadvands litteraturgjennomgang. Anderssons (2017) Pedagogical

Political Participation Model (3P-M) bygger på studier i Sverige. Den viser blant annet spekteret av deltakelse fra den informerte eleven opp til den helt uavhengige/autonome eleven. Til tross for at rammeverket inkluderer mer detaljer og kritiseres av Cahill og Dadvand for å kun omhandle formelle strukturer (slik skolen i stor grad er), anser vi denne skalaen som en nyttig første dimensjon, som vi kaller *deltakelsesgrad*.
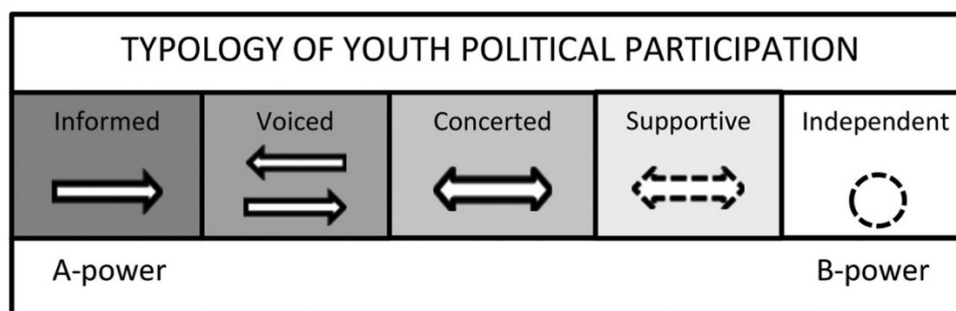
Figur 1. Anderssons 3P-M. Norske oversettelser: Informert, blir hørt, koordinert samarbeid, støttende, uavhengig. A-power = læreren har makt. B-power = eleven har makt.

Den andre dimensjonen vi foreslår, *deltakelsesområde*, bidrar til å rydde blant de foreslåtte undertemaene i hva deltakelsen omhandler. Dessuten vil en slik inndeling også få frem at det ikke nødvendigvis er mest konstruktivt å åpne for samme grad av deltakelse på alle områder på samme tid.

- Hva undervises: Eksempler, temaer, vinklinger i fagstoff, rekkefølge, vekting av temaer
- Hvordan læres/undervises: Løsninger, arbeidsmåter, osv.
- Vurdering og vurderingskriterier
- «Sosiale saker» på klassenivå
- Saker som angår hele skolen (mobbetiltak, oppgradering av utstyr, osv)

For å spare plass og indikatorer i spørreskjemaet kan man tenke seg at (deler av) skalaen i den første dimensjonen omgjøres til svaralternativer, mens deltakelsesområdene utgjør undertemaene. En annen fordel ved dette er at forskning på spørreskjemaer har pekt på at svarkategoriene bør være så nært knyttet til temaets sentrale latente begrep som mulig (Saris mfl., 2010). Selv om det er kognitive fordeler ved å benytte samme svarskala gjennom hele spørreundersøkelsen, bør man altså vurdere unntak fra generiske enighetsskalaer om dette styrker målingen av et begrep.

IEAs International Civics and Citizenship Study (ICCS) 2009 og 2016 tilbyr instrumentet S_SCHPART som reflekterer elevens deltakelse i skolen. Som en internasjonal storskalaundersøkelse har piloting vært grundig. Unidimensjonaliteten i det samlede utvalget (alle landene samlet) er også god. Likevel, dimensjonalitet

på det norske utvalget oppgis ikke i den tekniske rapporten, og skalapålitelighet er lovende, men litt lav (alfa = 0,69). Forbedringer av indikatorene kan være nødvendig. Instrumentet er heller ikke i samsvar med de foreslåtte dimensjonene i vår arbeidsdefinisjon.

ICCS 2009 og 2016 hadde også instrumentet S_OPDISC om hyppighet av klasseromsaktiviteter og tilrettelegging for deltakelse i diskusjoner om politiske og samfunnsrelaterte saker. Instrumentet gir et bilde av i hvilken grad læreren tilrettelegger for ytringsfrihet og meningsmangfold, noe som utgjør en grunnstein for meningsfull faglig medvirkning. Instrumentets dimensjonalitet er som for S_SCHPART, men skalapåliteligheten er ganske høy (alfa = 0,83).

I instrumentet Classroom Climate Questionnaire-Primary (Aldridge & Galos, 2017) er det et aspekt for Involvement, som angår «the extent to which students feel that they have opportunities to actively participate in the learning process». Dessverre er ikke indikatorene tilgjengelige, men dimensjonalitet virker ok og skalapålitelighet er høy (alfa > 0,87).

Wagner mfl. (2013) rapporterte validering av et instrument for undervisningskvalitet, som inkluderer blant andre domenet elevmedvirkning (student involvement), som består av fem indikatorer. Instrumentet synes å ha høy endimensjonalitet og nokså høy skalapålitelighet. De bemerket at dette instrumentet, i motsetning til andre domener av undervisningskvalitet, fungerer ulikt på tvers av fag.

Et siste sett med indikatorer for deltakelse og medvirkning kan finnes i aspektet Course Involvement i Wang & Zhangs (2018) instrument for elevorientert undervisning. Dimensjonalitet er rapportert, og skalapåliteligheten er ganske høy (alfa = 0,87).

5.2 Medansvar

Med de to dimensjonene ovenfor faller to relevante begreper noe utenfor. *Medansvar* faller noe utenfor, ettersom det ikke inngår i 3P-M. Medansvar er delvis uavhengig av første dimensjon om deltakelsesgrad, fordi man kan ha (med)ansvar for noe man kun er delvis deltakende i, selv om dette ikke alltid er gunstig. Medansvar passer ikke inn i overnevnte definisjon og dimensjoner for medvirkning, ettersom ansvaret til dels er uavhengig av deltakelsen. Altså kan medansvar utgjøre et eget undertema.

Instrumenter for medansvar har vært vanskelig å finne i litteraturen. Vi spekulerer i at dette kan skyldes at elevens medansvar er et noe særnorsk, eller særnord-europeisk prinsipp.

Vi fant i instrumentet Classroom Climate Questionnaire-Primary aspektet Responsibility for Learning som omhandler «the extent to which students feel that they are given the opportunity to work independently and take responsibility for

their learning» (Aldridge & Galos, 2017). Altså er dette særlig relevant for ansvar for egen læring. Uheldigvis oppgis ikke de fem indikatorene. Unidimensjonaliteten virker lovende og skalapåliteligheten er høy (alfa > 0.80) i et utvalg med australske elever på ulike trinn.

5.3   Demokratiske prinsipper

Demokratisk deltakelse synes å angå om eleven selv deltar. *Demokratiske prinsipper* derimot, vektlegger at skolen må tilrettelegge for prosesser. Demokratiske prinsipper er ikke kun et (tverr)faglig begrep man lærer om i samfunnsfagstimene, men også noe man lærer gjennom praksis i skolen, som for eksempel utvelgelse av elevrådsrepresentanter, medvirkning i undervisningsbeslutninger, m.m. Altså krysser dette undertemaet de to andre. Det demokratiske prinsippet er kvalitativt distinkt fra den generelle deltakelsen og kan derfor ikke enkelt plasseres i første eller andre dimensjon der. Man kan derfor se for seg en tredje dimensjon som angår hvilke konkrete demokratiske prinsipper som benyttes i beslutninger som angår flere (f.eks. hemmelige valg, flertallsvalg eller «den som roper høyest», osv.). Dette blir trolig for komplekst for Elevundersøkelsen som en tredje dimensjon.

Ulempen med mer abstrakte og overordnede spørsmål om «demokratisk deltakelse» er at forståelsen av demokrati kan sprike innad i et trinn og definitivt på tvers av trinn. En eventuell operasjonalisering der begrepet demokrati inngår i påstanden, vil det være opp til eleven å avgjøre hvordan demokrati skal forstås. Avhengig av hva de har lært om begrepet demokrati og hvilke assosiasjoner de har til det (hemmelig valg kontra folkestyre), vil svarene kunne sprike en del. Videre er demokrati et begrep med evigvarende ulike tolkninger og definisjoner, der detaljer har mye å si: Størrelse på populasjonen (dvs. skolen), desentralisering av avgjørelser, direktedemokrati kontra representasjon, deliberasjon kontra stemmegivning, osv.

Vi søkte primært etter skolens tilrettelegging for å lære verdier og kompetanser som er viktige for elevmedvirkning (lære å lære, kritisk tenkning, demokratiske prinsipper, osv), samt demokratiske prinsipper i beslutningsprosesser. Vi fant ingen slike instrumenter.

Dersom det også er ønskelig å utvide definisjonen til elevenes egne demokratiske holdninger så kan ICCS-studien tilby flere instrumenter.

6 Fellesskap som fremmer læring, utvikling og trivsel

Vi foreslår at dette hovedtemaet kun angår de sosiale og emosjonelle forholdene ved et godt læringsmiljø. Sosiale, emosjonelle og kognitive aspekter ved læring henger tett sammen, men basert på erfaringer fra generelle korrelasjonsstudier samt av hensyn til tolkning og rapporteringer av resultater fra Elevundersøkelsen, anser vi det som ryddigst å gjøre noen tydelige skiller. Vi foreslår derfor at undertemaet Empati, kritisk tenkning og dømmekraft flyttes til hovedtemaet *Læring som fremmer forståelse*, ettersom det hovedtemaet i større grad omhandler de kognitivt rettede forholdene og benyttes ofte som eksempler på forståelse fremfor memorisering. I retur foreslår vi å flytte Rom for feil til dette hovedtemaet. Det blir dermed lettere å kunne omtale *Fellesskap som fremmer læring, utvikling og trivsel* som temaet om i hvilken grad man tilrettelegger for et trygt læringsmiljø. *Læring som fremmer forståelse* blir dermed temaet om i hvilken grad man utvikler dypere kognitive ferdigheter, enten dette omhandler sosiale (empati) eller mer akademiske/logiske/kognitive ferdigheter (dømmekraft).

En ytterligere endring vil være å flytte det som kan sies å inngå i sosiale ferdigheter til *Læring som fremmer forståelse* – hvor da forståelse også innebærer interpersonlig forståelse. Dermed blir *Læring som fremmer forståelse* alt som omhandler læringsutfallene (dvs. det man lærer), mens det som forblir i *Fellesskap som fremmer læring, utvikling og trivsel*[10] blir de faktorene som ofte inngår i de sosiale aspektene av skolemiljøinstrumenter.

6.1 Bli sett og anerkjent

Vi anser dette undertemaet som å inngå i det noe større teoretiske begrepet elev-lærer-relasjon. Det finnes mange instrumenter for slike relasjoner. For eksempel inkluderer Zullig mfl. (2015) dimensjonen Positive Student-Teacher Relationships

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[10] Trivsel nevnes i tittelen til dette hovedtemaet, men dekkes egentlig i det første hovedtemaet. Dette er likevel ok, ettersom dette temaet fokuserer på faktorer som er kjent for å fremme trivsel, ikke utfallsmålet trivsel.

(8 indikatorer) som omhandler i hvilken grad eleven opplever at lærerne involverer seg i elevens, og medelevers, utfordringer og behov. Indikatorene går ikke inn på om disse utfordringene angår akademiske eller sosiale saker. Dimensjonalitet og korrelasjoner med andre skolemiljødimensjoner rapporteres.

Hultin mfl. (2018) har også tre indikatorer for anerkjennelse i sitt større instrument for pedagogisk og sosialt skolemiljø. Kvalitet på disse indikatorene samlet sett er noe uklart ettersom de inngår i et større instrument.

Et annet, kort, instrument for lærerstøtte, som er benyttet i Norge, finnes i Federici og Skaalvik (2014). De seks indikatorene synes å ha svært høy skalapålitelighet, men det er behov for grundigere valideringsanalyser av instrumentet.

6.2 Sosial læring og utvikling

Vi har ikke funnet instrumenter som fanger opp i hvilken grad elevene får mulighet til å utvikle sine sosiale ferdigheter. Det er derimot en rekke instrumenter tilgjengelig som fanger opp i hvilken grad elevene jobber i grupper, kan diskutere, osv. Dette oppfatter vi som å tilhøre temaet Samspill, samarbeid og kommunikasjon.

6.3 Trygt læringsfellesskap – mangfold og forskjellighet

Temaet er vidtrekkende, der første del – trygt læringsfellesskap – angår nærmest alle faktorer for et godt skolemiljø. Mangfold og forskjellighet er derimot et langt mer snevert område. Vi foreslår å sløyfe første del her og fokusere på mangfold. Merk dog at temaet overlapper noe med undertemaet Inkludering.

Cohen mfl. (2009), Thapa mfl. (2013) og National School Climate Center (2012) inkluderer Respekt for mangfold (Respect for diversity) i sine uavhengige definisjoner av skolemiljø, under dimensjonen «Relationships», men synes ikke å inkludere elevers bakgrunner som del av mangfoldsbegrepet og tilbyr heller ikke instrumenter for å måle dette. Generelt synes mangfold med hensyn til elevbakgrunner å omtales i litteraturen hovedsakelig fra et spesialpedagogisk perspektiv, et «elevers holdninger til minoriteter»-perspektiv, eller et diskrimineringsperspektiv (som er omtalt under kap 3). Et hederlig unntak er de tre dimensjonene Order and Discipline, Opportunities for Student Engagement, og Perceived Exclusion/Privilege i Zullig mfl. (2015) som alle i stor grad inneholder indikatorer der forskjellsbehandling og respekt for mangfold inngår.

La Salle mfl. (2021) inkluderer i sitt overordnede skolemiljøinstrument aspektet kulturell aksept, som omhandler hvorvidt elever føler seg velkommen uavhengig av sin bakgrunn. Instrumentet består av fem indikatorer. Dimensjonalitet er akseptabel, skalapålitelighet er høy (alfa = 0,88), og instrumentet fungerer nokså likt på tvers av kjønn og etnisk bakgrunn.

Tilsvarende er det i skolemiljøinstrumentet i Shukla mfl. (2019) et aspekt for likhetskultur bestående av fire indikatorer. Instrumentet har god unidimensjonalitet og høy skalapålitelighet (alfa > 0,79) i både USA og Mexico, og instrumentet fungerer likt i de to landene.

6.4 Samspill, samarbeid og kommunikasjon

Dette temaet synes å dekke en rekke nærliggende, men likevel distinkte områder. For eksempel kan kommunikasjon dekke elev-lærer relasjon, mens samarbeid kan dekke samarbeid mellom medelever. Samarbeid kan være rettet mot det rent konkrete gruppearbeidet (hyppighet av gruppearbeid og kvalitet på dette), men også samspill og samarbeid i hentydning medansvar og generelt skolemiljø. Et innspill til Utdanningsdirektoratet er derfor å definere dette undertemaet ytterligere. I vår omtale av instrumenter velger vi å fokusere på gruppearbeid og samarbeid.

I instrumentet Teamwork Scale, på 25 indikatorer, måles hvor godt elevene jobber i grupper og hvor effektive gruppene er i å fullføre oppgaver (Immekus mfl., 2004). Instrumentet, eller deler av det, kan dermed benyttes til å si noe om undervisningsopplegget og metoder fungerer som forventet. Skalapåliteligheten i et utvalg med elever i alderen 14-18 i USA var svært høy (alfa = 0,96, Vo mfl., 2021), som definitivt taler for at instrumentet kan forkortes.

En rekke andre lignende instrumenter synes å være tilgjengelig.

En annen tolkning av temaet er interaktiv dialog og samarbeid med medelever. Gan mfl. (2019) utviklet et instrument som blant annet består av et slikt aspekt, basert på fire indikatorer. Indikatorene inkluderer tre spørsmål om samarbeid og ett om å kunne stille spørsmål.

6.5 Empati, kritisk tenkning, dømmekraft

Empati, kritisk tenkning og dømmekraft kan være nyttige forhold blant lærerne for å tilrettelegge for et fellesskap som fremmer læring, utvikling og trivsel – slik inndelingen legger opp til nå. Men ut fra plassering av disse begrepene i overordnet del av læreplanen virker det som at disse tre utgjør mål for opplæringen fremfor midler for å nå andre mål. De henger også tett sammen med Refleksjon og Dybdelæring. Det virker derfor for oss som at dette undertemaet bør flyttes til *Læring som fremmer forståelse*. Kritisk tenkning og dømmekraft er klare kandidater til å flyttes, mens empati avhenger av tolkningen av begrepet.

6.5.1 Empati

Empati kan her tolkes som enten i hvilken grad læreren/skolen viser empati for eleven (lærerstøtte/relasjoner til læreren), eller som i hvilken grad eleven får mulighet til å utvikle sin empati. Førstnevnte tolkning er delvis dekket under Bli sett og anerkjent, og Trygt læringsfellesskap. Men vi har funnet et instrument som er enda mer nærliggende empati i denne tolkningen.

Instrumentet School Kindness Scale (SKS; Binfet mfl., 2016) er kort, med kun fem indikatorer, to om hyppigheten av vennlighet i skolen ("Kindness happens regularly in my classroom", "Kindness happens regularly in my school") og tre indikatorer om godhet oppfordres ("The adults in my school model kindness", "My teacher is kind" og "At my school, I am encouraged to be kind"). I et kanadisk utvalg var dimensjonalitet og skalapålitelighet (alfa = 0,71) tilstrekkelig og korrelerte som forventet med en rekke andre variabler. Instrumentet har også blitt oversatt til tyrkisk med større suksess enn den opprinnelige studien (Yurdabakan & Baş, 2019).

Sistnevnte tolkning, om elevene lærer å bli empatiske, vil altså være empati som et læringsmål, på linje med kritisk tenkning og dømmekraft – som det her er plassert sammen med. I våre instrumentsøk har vi kun funnet instrumenter for å måle evne til empati[11]. Dette skyldes mest sannsynlig at dette utgjør det overveldende søkelyset i litteraturen, mens det mer relevante «mulighet til å oppøve empati» drukner i litteraturen. Altså vil det kreves mye mer arbeid for å finne slike instrumenter.

6.5.2 Kritisk tenkning

Kritisk tenkning er en sekkebetegnelse for en lang rekke ferdigheter og disposisjoner som betegner det å gå dypere enn å memorisere fakta. Ennis definerer det som en form for rasjonell, refleksiv tenkning, rettet mot å bestemme seg for hva man skal tro eller gjøre (1985, s. 46). Lai lister opp en rekke ferdigheter og disposisjoner (2011), deriblant «making decisions» og «judging or evaluating». I forskningsprosjektet Crithical Thinking in Sustainability Education (CriThiSE) har hovedforfatter vært med på blant annet kvalitativ og kvantitativ kartlegging av lærernes forståelse av, undervisning av og læreplanens dekning av, kritisk tenkning. Foreløpige funn tilsier at skolene har varierende utgangspunkt for å forstå betegnelsen kritisk tenkning. Det er også lite bredde i det lærerne gjør av aktiviteter for å fremme kritisk tenkning, ut over å utøve kildekritikk. Disse erfaringene gjør at vi er tvilende til i hvilken grad elevene, som må antas å ha enda mer begrenset forståelse og verdsettelse av skolens tiltak for å fremme kritisk tenkning, kan besvare

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[11] Å måle elevenes evne til empati i Elevundersøkelsen stiller vi oss noe tvilende til nytten av, relevansen av, og politiske aksepten av. Det kan derimot være nyttig i andre sammenhenger.

noen få overordnede indikatorer. Vi anser indikatorer som går på overordnede begreper (indikatorer av typen «Læreren ber oss tenke kritisk»), vil bli for abstrakte for elever – selv på høyere nivå. Indikatorer som går på mer spesifikke situasjoner («Læreren minner oss på å forklare svarene våre»), vil være enklere å svare på og mer nyttige for profesjonsutvikling og lokal ledelse. Ulempene vil være at f.eks. det å begrunne sine svar, utgjør en brøkdel av hva kritisk tenkning dekker, og det synes ikke å være et tydelig hierarki for hvilke aspekter av kritisk tenkning som er mer grunnleggende eller viktigere enn andre.

Instrumenter som fanger opp fra elevenes perspektiv hva læreren (eller skolen) gjør i denne sammenheng er få, men ikke umulig å konstruere. Det vil sannsynligvis være lav unidimensjonalitet ved dette (dvs. høy grad av flerdimensjonalitet), fordi en lærer kan vektlegge noen aktiviteter over andre, og dermed vil ikke indikatorene korrelere høyt.

6.5.3 Dømmekraft

Dømmekraft har i utdanningssammenheng hovedsakelig to denotasjoner. Den første inngår i kritisk tenkning (judgement), som diskutert foran. Den andre denotasjonen inngår i kontekst av *digital* dømmekraft, som innebærer

> «*å følge regler for personvern og vise hensyn til andre på nett. Det handler om å bruke strategier for å unngå uønskede hendelser og å vise evne til etisk refleksjon og vurdering av egen rolle på nett og i sosiale medier*» og «*Digital dømmekraft handler om både holdninger og handlinger basert på kunnskap og informasjon.*» (Utdanningsdirektoratet, 2020).

Gitt omfanget i dette prosjektet, definerer vi temaet som å gjelde i hvilken grad skolen legger til rette for at elevene kan utvikle sin digitale dømmekraft. Mer spesifikt, i hvilken grad elevene har fått anledning til å lære og utvikle sin digitale dømmekraft. Monitor 2019 inkluderer spørsmål om hvorvidt elevene «har fått opplæring i ulike digitale aktiviteter som kan knyttes til grunnleggende digitale ferdigheter». Blant underspørsmålene inngår et som kan sies å omhandle digital *dømmekraft*: «å vurdere hva som er riktig informasjon på internett» (Fjørtoft, Thun & Buvik, 2019)[12]. Vår erfaring fra CriThiSE-prosjektet er at lærere og elever setter i stor grad likhetstegn mellom dømmekraft og kildekritikk. Likevel blir dette en ganske snever definisjon, og et fyldigere og mer validert instrument er ønskelig. ICILS 2018 inkluderer instrumentet Learning about Computer Information Literacy (CIL) at School, som inkluderer 4–6 påstander som fanger opp dømmekraft.

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[12] Videre spørres fem ja/nei-spørsmål om passordrutiner, to kunnskapsspørsmål om hvilke av fem opplysninger som er personopplysninger, samt hvem som bestemmer om et bilde kan deles. Disse anser vi som utenfor omfanget til Elevundersøkelsen, da det blir fokus på eleven.

Det har god unidimensjonalitet og høy skalapålitelighet i mange land (Norge deltok ikke). Vi anser det som mulig å ta utgangspunkt i et slikt generelt instrument og spisse det mot formålet. Vi har ikke lyktes i å finne andre instrumenter som fanger opp hva elevene opplever av digital dømmekraft i skolen – heller ikke dømmekraft generelt.

7 Læring som fremmer forståelse

7.1 Dybdelæring

Skillet mellom overfladisk og dyp læringstilnærming har sitt utspring i Marton og Saljö (1976). Senere har andre påpekt at strategisk læringstilnærming – å gjøre det minste man må for å få de beste prestasjoner – står i motsetningsforhold til både den overfladiske og dype tilnærmingen, men dette omhandler mest hvilken tilnærming eleven tar og ikke hva læreren normalt fokuserer på (Faranda mfl., 2020). Dybdelæring kjennetegnes ved nok tid til å lære om temaet, vektlegging av dypere forståelse fremfor memorisering av «fakta» i både undervisning og vurdering, logisk struktur, hierarki og koblinger på tvers av temaer, m.m. Dypere forståelse kan innebære koblinger på tvers av konseptuell kunnskap, prosedyrekunnskap og epistemisk og metakognitiv kunnskap. I tillegg til disse undervisningsprinsippene kan man også inkludere indikatorer for om eleven får økt motivasjon/interesse for temaet gjennom relaterte aktiviteter, selv om ingen av de vurderte instrumentene har dekket dette. Samtidig må dybdelæring som målbart læringsprinsipp avgrenses. Vi foreslår å utelate aspekter av dybdelæring som dekkes blant de andre foreslåtte temaene, og droppe her f.eks. vurdering for læring, læringsstøtte, elevaktiv undervisning, konstruktivistiske prinsipper, osv. Det er her verdt å nevne at dybdelæring i sterk grad overlapper med de andre undertemaene i dette hovedtemaet, som f.eks. refleksjon, vurdering som fremmer læring, og variasjon og *utforskning*.

Det synes nyttig å spørre elever om deres opplevelse av dybden, ettersom lærere kan ha en annen oppfatning av sin egen praksis enn elevene. Men selv om begrepet dybdelæring er lettforståelig, så mangler instrumentutvikling og empiriske studier. Ut fra definisjonen ovenfor, samt at begrepets betydning ikke er selvinnlysende, virker det urealistisk å måle dette med kun noen få indikatorer.

I tilknytning til prosjektet Evalueringen av fagfornyelsen 2020 ble det utviklet et sett med to instrumenter for å måle elevenes motivasjon for henholdsvis overfladisk og dyp læringstilnærming (Brandmo m.fl., 2021). Disse anser vi som utenfor omfanget til Elevundersøkelsen, ettersom det omhandler elevenes *preferanser* fremfor en vurdering av skolemiljøet. I samme evaluering ble det også utviklet tre

indikatorer om *(nok) tid* til å jobbe med et tema. Dette settet med indikatorer er mer anvendelig for Elevundersøkelsen, men fordi det kun er tre indikatorer, var det ikke mulig å konkludere om dimensjonalitet, invarians, m.m. Videre var alle tre påstandene vinklet mot tidsaspektet av dybdelæring. Det er altså for snevert for å fange opp faktisk dybdelæring. Det kan også innvendes at elever med høyere læringspotensial trenger mindre tid enn andre elever og derfor vil, sammenlignet med medelever, rapportere «dybdelæring» selv om det objektivt ikke finner sted.

Parpala mfl. (2013) har et noe mer veldokumentert og velutviklet instrument som inkluderer de fire aspektene dybdelæringstilnærming, organisert studering, intensjon om å forstå, og overflatetilnærming. Organisert studering tilsvarer til en viss grad strategisk læringstilnærming i definisjonsavsnittet ovenfor. Instrumentet er validert med finske og britiske studenter, med hensyn til dimensjonalitet, skalapålitelighet og relasjoner til andre variabler. Det er særlig aspektene dybde- og overflatetilnærming som er relevant for Elevundersøkelsen. Det vil være behov for å utprøve et noe tilpasset instrument for norske elever.

Instrumentet Revised Approaches to Studying Inventory (Entwistle mfl, 2013; Sun & Richardson, 2012; Faranda mfl., 2020) ligner noe på Parpala mfl. ovenfor, med inndelingen av de 13 indikatorene i aspektene dyp, overfladisk og strategisk tilnærming. Det er utviklet for markedsførings- og businesstudier, men indikatorene er generiske nok til å kunne tilpasses skole generelt. Dimensjonaliteten synes akseptabel, og skalapåliteligheten er ganske høy for alle tre aspekter (alfa > 0,70). En variant av instrumentet har blitt oversatt og validert blant norske matematikkstudenter (Zakariya, 2019).

7.2 Variasjon og utforskning

Vi har ikke funnet fagfellevurderte og validerte instrumenter som går direkte på variasjon i undervisningsmetoder. Vi har derimot indikatorer om undervisningsaktiviteter i spesifikke fag, f.eks. fra Evalueringen av Realfagsstrategien (Lødding, mfl., 2021).

7.3 Rom for feil

Rom for feil handler på den ene siden om et trygt, empatisk og aksepterende miljø dersom eleven tar feil – noe som i stor grad dekkes av undertemaet Trygt læringsfellesskap. På den andre siden handler rom for feil også om å akseptere og promotere ulike perspektiver. Perspektivtaking, altså åpenhet om andres syn og evne til å skifte mening i møte med bedre argumenter, er en sentral del av kritisk tenkning, dømmekraft og utforsking.

Hemer mfl., (2019) inkluderte flere relevante variabler for perspektivtaking i bachelorutdanning, som kan tilpasses til norsk grunnopplæring: Campus-miljø for perspektivtaking (7 indikatorer) og undervisernes profesjonelle beslutningspåvirkning for å respektere andres syn (3 indikatorer). Kun skalapålitelighet oppgis.

I en gjennomgang av 31 artikler som omtaler ulike instrumenter for undervisningskvalitet konkluderte Praetorius mfl. (2018) med at blant domenene som gikk igjen var «Constructive approach to errors», som gikk igjen i 12 studier. Dette vil etter vår mening være det beste utgangspunktet for et instrument for rom for feil.

7.4   Refleksjon

Vektlegging av refleksjon i undervisningen er et tema en skulle forvente at det fantes mange instrumenter for. Men vi har hovedsakelig funnet instrumenter som er knyttet opp mot spesifikke fag, og hovedsakelig er det læreren som besvarer slike spørsmål. Dette kan ha å gjøre med at det er vanskelig for elever å gjenkjenne aktiviteter som er ment å skulle støtte opp under refleksjon, og elever er ofte mer opptatt av å finne det rette svaret enn drøftingen. Men det finnes et par unntak.

Elevversjonen av Pedagogical and Social School Climate-instrumentet (Hultin mfl. (2019) inkluderer en dimensjon om Teaching Activities (15 indikatorer), hvorav et par indikatorer omhandler refleksjon: «In most classes, teachers ask questions that require you to think for yourself in order to answer.» og «The classes at my school make me understand more and more about our society and how things are related». Dette er ikke nok til å vurdere dette som et selvstendig instrument, men kan i det minste benyttes som springbrett for et egenutviklet instrument. Instrumentet er utprøvd i Sverige.

7.5   Vurdering som fremmer læring

Dette temaet har en tydelig kobling til litteraturen, spesifikt begrepet assessment for, and as, learning. Det er verdt å påpeke at dette temaet, ettersom det angår undervisningsmetoder, overlapper noe med elevmedvirkning.

Gan mfl. (2019) har i sitt instrument et aspekt av relevans her: Læringsorientert vurdering bestående av fire indikatorer. Instrumentet er validert på kinesiske studenter med indikatorer som fanger opp bruk av porteføljevurdering, konseptkartvurdering, medvirkning og refleksjon. Indikatorene er likevel generiske nok til å kunne fungere som inspirasjon til nye indikatorer, eller for tilpasning til, norsk grunnopplæring. Dimensjonalitet og skalapålitelighet er adekvat, og studien rapporterer på korrelasjoner mellom ulike begreper.

8   Motivasjon og mestring

Det er noe uheldig å benytte samme formulering i hovedtemaet og undertemaet. For å unngå tvetydighet foreslår vi derfor at undertemaet inngår i et nytt hovedtema med fokus på viktige utfallsmål (trivsel, motivasjon, osv).

8.1   Motivasjon og mestring

Motivasjon er blant de foreslåtte temaene der det er sterkest teoretisk forskningsgrunnlag og flest instrumenter tilgjengelig. Det er også et av få temaer i Elevundersøkelsen som måler elevenes indre følelsesliv, da dette er en nyttig proxy-indikasjon på skolekvalitet.

Det at elevene har en selvbestemt motivasjon for skole og skolefag, er knyttet til både trivsel og læring (Deci & Ryan, 2000; Ryan & Deci, 2017). Selvbestemt motivasjon handler om at elevene deltar i undervisning og i ulike læringsaktiviteter fordi de opplever dette som relevant, meningsfullt, nyttig eller interessant og gøy, ikke kun fordi de må og fordi læreren sier at de skal gjøre det. Læreres atferd i møte med elevene kan påvirke deres selvbestemte motivasjon, også uavhengig av elevens faglige interesser. Dersom eleven opplever at læreren støtter dem slik at de opplever mestring (kompetanse), men også gir muligheter for at eleven selv kan velge eller påvirke læringsaktiviteten til en viss grad (autonomi) samt gir eleven en opplevelse av å bli sett og forstått (tilknytning/relasjon), vil dette bidra til å øke dere selvbestemte motivasjon. Noen påpeker også at nysgjerrighet kan være en viktig faktor for motivasjon (Conesa mfl., 2021).

Begrepet «motivasjon» kan oppleves lite konkret for mange elever, og bør konkretiseres. Dette kan gjøres på ulike måter; 1) ved å måle hvorvidt de har en selvbestemt motivasjon for skole («Jeg følger med i timen fordi det vi lærer om er spennende»), 2) ved å måle hvorvidt læreres atferd oppleves som støttende («De fleste lærere hører på meg når jeg snakker om hvordan jeg vil løse en oppgave») eller 3) hvorvidt de opplever mestring, selvbestemmelse og tilknytning («Jeg føler ofte at jeg mestrer det jeg jobber med i timene»).

Intrinsic Motivation Inventory er et instrument med mange valideringsstudier (f.eks. Tsigilis & Theodosiou, 2003).

Learning climate questionnaire (Black & Deci, 2000) er et instrument som tar for seg elevenes autonome motivasjon for å lære kjemi, og kan tilpasses skolen generelt.

Basic Psychological Needs in the Classroom Scale (BPN-CS; Conesa m.fl., 2021) er et nylig utviklet instrument for mellomtrinnet. Det består av fire underskalaer for tilfredshet: Autonomi, kompetanse, tilknytning/relasjon og nyskapning.[13] Studien viser til god unidimensjonalitet og flerdimensjonalitet, samt ganske høy skalapålitelighet i hver av underskalaene. Instrumentet fungerer også likt på tvers av kjønn. Med fire påstander til hver underskala er instrumentet også relativt kort.

Et siste norsk instrument er fra Skaalvik og Skaalvik om indre motivasjon (2013).

8.2   Høye forventninger

Undertemaet høye forventninger, slik det er fremstilt, kan gjelde både elevenes egne forventninger til skolen og skolens forventninger til elevene. Vi fokuserer utelukkende på sistnevnte. Dette medfører dermed tre ledd: (1) elevenes vurderinger av (2) skolens forventninger til (3) dem selv. I praksis finnes mange instrumenter for å måle dette, men det er viktig å reflektere rundt om elever på mellomtrinnet greier å vurdere og tolke lærernes intensjoner, forventninger og handlinger slik som formålet er. Dette kan være en av grunnene til at f.eks. TIMSS har valgt å spørre lærerne og rektorene i instrumentet School Emphasis on Academic Success. Det finnes likevel noen instrumenter som er rettet mot elevene.

I elevversjonen av Pedagogical and Social School Climate-instrumentet (Hultin mfl. (2019) er det blant annet et aspekt for Expectations (4 indikatorer). Hele instrumentet er utprøvd på videregående elever i Sverige. Som del av et større instrument med komplekse analyser og funn er det vanskelig å avgjøre i hvilken grad Expectations-aspektet kan utgjøre et eget instrument, men i hvert fall tre av de fire indikatorene synes fra vårt ståsted å gi mening for dette temaet.

I det større skolemiljøinstrumentet rapportert i Grazia og Molinari (2021) er det en faktor kalt Educational Climate, som i praksis består av 3-4 indikatorer om skolens og lærernes forventninger til elevene. Skolemiljøinstrumentet er validert på ungdomsskoleelever i fransk Canada og i Italia, med akseptabel dimensjonalitet og skalapålitelighet (alfa=0,76 i to uavhengige studier i Italia).

En litt annerledes variant går på type forventning og målstruktur. I studien fra Federici mfl. (2015) omtales to instrumenter, for henholdsvis Mestringsorientert målstruktur og Prestasjonsorientert målstruktur (ved skolen). Hvert av de to

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[13] Oversettelsen er hovedforfatterens. «-tilfredshet» kan også omtales som «-oppnåelse».

består av fire indikatorer, og samlet gir de en indikasjon på om skolen f.eks. kun bryr seg om de flinkeste elevene (prestasjon) eller er mer opptatt av å gi ros til de som har klart noe de ikke greide før (mestring). Instrumentet finnes i norsk versjon og skalapålitelighet er høy for begge, men dimensjonalitet og andre validitetskriterier er ikke rapportert.

8.3   Tilpasning/muligheter til læring

Vi foreslår at dette temaet flyttes til Fellesskap som fremmer læring, utvikling og trivsel eller Læring som fremmer forståelse, ettersom det angår lærernes og skolens handlingsrom og tilbud for å øke læring. Tilpasning av vanskelighetsnivå i oppgaver handler også om å møte elevens ferdighetsnivå slik at motivasjonen ikke svekkes. Men dette er likevel et grep som kan tas fra skolens side fremfor et utfallsmål slik motivasjon regnes for å være.

Det har ikke lyktes oss å finne instrumenter for vurdering av i hvilken grad undervisningen tilpasses til nivået eleven er på, men instrumenter for undervisningskvalitet (instructional quality) og skolemiljø inkluderer ofte dimensjonen lærerstøtte, der indikatorer for dette inngår eller kan utledes. For eksempel inkluderer Zullig mfl. (2015) aspektet Academic Support hvor de fire indikatorene omhandler hvorvidt eleven forstår hjemmeleksene, læringsmålene, osv. Svarer eleven negativt på dette, kan man utlede at undervisningen ikke er tilpasset elevens nivå.

8.4   Eksperimentering, nysgjerrighet, undring

Vi bemerker at eksperimentering omhandler en aktivitet, altså noe skolen kan tilby, mens nysgjerrighet og undring i seg selv er egenskaper og opplevelser ved individet. Vi vurderer det derfor slik at kan i en operasjonalisering omformulere temaet slik at en sikter mot *et læringsmiljø som oppmuntrer til* eksperimentering, nysgjerrighet og undring. Dette temaet er tilsynelatende nærliggende det teoretiske domenet kognitiv aktivering, som inngår i samlebegrepet undervisningskvalitet (se kapittel 1.3). Vi har derimot ikke lyktes å finne operasjonaliseringer av dette temaet i litteraturen.

9 Oppsummering

9.1 Temaer som kan og kan ikke operasjonaliseres

Gitt avklaring på hva hvert tema skal bety kan i prinsippet alle de nevnte temaene operasjonaliseres med enten eksisterende eller nye indikatorer, men det vil være svært krevende å konstruere og validere nye skreddersydde instrumenter for alle temaene. Temaene det er enklest å finne eksisterende instrumenter for, er trivsel, motivasjon, sosiale relasjoner på skolen (dvs. Trygt læringsfellesskap), krenkelser, elevmedvirkning, dybdelæring og til en viss grad fysisk skolemiljø. Flere temaer var det vanskelig å finne instrumenter for, noe som til dels kan skyldes den korte tiden og rammene for prosjektet, at temaets formulering mangler motstykke i litteraturen eller at temaet oftest inngår som en liten del av et større begrep i litteraturen. Som eksempel på det siste finner vi Høye forventninger, som ikke finnes som et eget målbart begrep, men som ofte inngår som en indikator i instrumenter for lærerens oppfatning av skolens forventninger til akademiske prestasjoner. Flere av temaene pleier ofte å inngå i et samlemål for lærerens/skolens faglig-sosiale støtte – ofte omtalt som relasjoner med læreren: Følge med, Gripe inn, Bli sett og anerkjent, Høye forventninger, Tilpasning, Samspill og kommunikasjon (med lærer). Det betyr at det er noe vanskeligere å finne dokumentasjon på hvordan den enkelte delen av det større instrumentet fungerer isolert sett.

Vi hadde størst utfordring med å finne instrumenter for følgende temaer:
- Medansvar
- Demokratiske prinsipper
- Sosial læring og utvikling
- Empati
- Kritisk tenkning
- Dømmekraft
- Variasjon og utforskning
- Eksperimentering, nysgjerrighet, undring

Vi må her understreke konteksten, altså elevers vurderinger av skolens tiltak, tilrettelegging og situasjon i tilknytning disse temaene.

9.2 Oppsummering av forslag til restrukturering av temaer

Gjennom notatet har vi kort kommentert der vi har foreslått å flytte eller kombinere undertemaer. Her går vi litt dypere inn på det overordnede forslaget.

Det er en sterk kobling mellom akademisk trivsel og motivasjon, men de er to uavhengige begreper. Trivsel omhandler en vurdering av generell tilfredshet, mens motivasjon er rettet mot en spesifikk fremtidig aktivitet (Deci & Ryan, 1985). Trivsel og motivasjon har noe ulike faglige tradisjoner, der trivsel i større grad gjenfinnes i helserelatert litteratur (well-being, life quality, life satisfaction), mens motivasjon har en sterk litteraturbase i psykologien, eksempelvis Self-Determination Theory (Deci & Ryan, 2000). Både trivsel og motivasjon (og mestring) er unike blant de foreslåtte temaene fordi de angår *utfallsmål*, som er av stor betydning for norsk skole. Samtidig er det også tydelige koblinger mellom (mental) helse og trivsel. Vi foreslår derfor en radikal restrukturering. Motivasjon, trivsel, helse og krenkelser blir et nytt hovedtema der de fire inngår.[14] Disse fire undertemaene vil dermed utgjøre de helt sentrale målene for overordnet «velvære» ved skolen. Operasjonelt gjør dette utvelgelsen av instrumenter enklere, fordi (a) korte instrumenter for disse undertemaene er relativt lette å identifisere, (b) undertemaene har tydelige koblinger til psykologisk litteratur, og (c) en viss overlapp gjør at instrumentene kan forkortes noe.

De foreslåtte temaene preges av å snakke rundt grøten når det gjelder relasjoner til lærerne. Dette blir særlig synlig når temaene sidestilles med både teoretisk litteratur og den mer empirisk orienterte instrumentutviklingslitteraturen.

Generelt sett er det en uoverensstemmelse mellom litteraturens fokus på «students' evaluations of school climate» – et samlebegrep for en rekke empirisk baserte faktorer som er ansett som viktige for et godt skolemiljø – og de foreslåtte temaene. Disse temaene bærer i større grad preg av å reflektere en blanding av verdier (f.eks. inkludering), undervisningsprinsipper (f.eks. samarbeid), faktorer antatt å være viktig for utfallsmål (f.eks. akustikk) og utfallsmål (f.eks. trivsel, helse, krenkelser). Dette er ikke en kritikk av læreplan eller opplæringsloven, men viser utfordringene ved å finne psykometrisk baserte instrumenter for lovpålagte begreper.

I et forsøk på å gjøre koblingene noe mer tydelige, uten å gå ut over lovgrunnlaget, har vi i dette notatet foreslått restruktureringer av temaer. Et sekundært mål med restruktureringen har vært å samtidig redusere antall hovedtemaer og undertemaer på en måte som reflekterer de forventede antall indikatorer som er nødvendig for hvert undertema. For eksempel kan luft, temperatur, lys og akustikk

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[14] Dette nye hovedtemaet kan f.eks. plasseres først eller sist i listen over temaer som inngår i undersøkelsen, for å få frem at dette er sentrale overordnede utfallsmål som de andre temaene skal bygge opp under.

måles med like mange (eller færre) indikatorer som deltakelse, dersom det ikke er nødvendig å måle f.eks. temperaturopplevelsen uten noe målefeil.

Hovedtema	Undertema
Trivsel, motivasjon, helse og krenkelser	Trivsel Motivasjon Helse (fravær av) krenkelser
Fysisk skolemiljø	Utearealer Fysisk inneklima: Luft, temperatur, lys og akustikk Universell utforming
Elevmedvirkning	Innflytelse og deltakelse Medansvar Demokratiske prinsipper
Fellesskap som fremmer læring, utvikling og trivsel, og støttende lærer (dette kan eventuelt oppdeles i to temaer, ett ang. medelever/sosialt og et om lærere/akademisk – men Rom for feil angår begge)	Sosiale relasjoner med medelever Mangfold og inkludering Samarbeid med medelever Rom for feil Responsiv/lydhør skole som følger med og griper inn Relasjoner med lærere Høye forventninger Tilpasning/muligheter for læring Samspill og kommunikasjon
Læring som fremmer forståelse	Empati, sosial læring og utvikling Kritisk tenkning og dømmekraft Dybdelæring Variasjon og utforskning, eksperimentering, nysgjerrighet Refleksjon og undring Vurdering som fremmer læring

Vi foreslår også at hvert hovedtema og undertema støttes av en definisjon som trekker på både juridisk grunnlag samt teori (i det minste med operasjonaliseringer), slik at eventuelle endringer, presiseringer, tilføyelser og utelatelser over tid kan dokumenteres.

9.3 Teoretiske begreper som ikke kan knyttes til de foreslåtte temaene

Vi ønsker kort å fremheve betraktningen omtalt i kapittel 1.3 om at et par svært hyppig benyttede begreper i relevant litteratur, skolemiljø og undervisningskvalitet, med sine respektive undertemaer, kunne ikke kobles direkte til de foreslåtte temaene fra oppdragsgiver. Det vanskeliggjør arbeidet med å finne instrumenter, dokumentasjon om validitet ved disse, studier om sammenhenger mellom temaer og mellom instrumenter og sentrale utfallsmål, og eventuell fagfellepublisering av følgeforskning på data fra Elevundersøkelsen.

9.4   Generelle betraktninger rundt instrumenter

Elevundersøkelsen må balansere mange behov: nytte for den spesifikke skolen med spesifikke behov, dekning av varierte temaer som åpner for at elevene kan uttrykke seg på områder de selv finner viktige, dekning av temaer som er kjent for å utgjøre eller å påvirke viktige utfallsmål, validitet og reliabilitet i instrumentene. Psykometrisk baserte instrumenter er ikke kun nyttig som et kvalitetsstempel for slike formål, men også fordi det får frem at tilsynelatende forskjeller mellom grupper egentlig ikke alltid er det. Validerte instrumenter reduserer dermed støy.

Samtidig må det understrekes at et instrument valideres for spesifikke formål, og at tilpasning av utenlandske instrumenter må gjennom flere steg for kvalitetssikring (kapittel 1.6), hvorav opp til to-tre piloteringer kan være nødvendig for nye instrumenter med manglende støtte i forskningslitteraturen.

9.4.1   Hva er fokus for vurderingen? Lærere eller skolen?

På den ene siden er det vanskelig å skille elevenes vurdering av skolemiljøet og overordnede forhold fra den konkrete læreren de har – som er deres største referansepunkt for skolen sin, ut over medelever (Marsh & Roche, 1997). Slike mål anses som gyldige og pålitelige (Marsh & Roche, 1997). Videre tilsier førsteforfatterens erfaringer fra ulike prosjekter i skolen at elever i grunnskolen har utfordringer med å håndtere den kognitive belastningen som inngår i å tolke abstrakte påstander. Skalapålitelighet kan tilsynelatende virke høy, men dette kan skyldes systematiske «sloppiness»-besvarelser fremfor nøye reflekterte svar[15]. Vi er derfor noe uenige i vurderingen i Dahl og Utmo (2022) om at Elevundersøkelsen i større grad bør måle mer abstrakte aspekter ved skolen fremfor det mer konkretiserte ved læreren. Konkrete indikatorer kan være vanskeligere å få bekreftet i analyser av dimensjonalitet enn mer abstrakte indikatorer, men her bør kvalitative valideringer vektlegges høyere enn kvantitative analyser. På den andre siden vil elever på ungdomsskole og videregående ha flere lærere, og det er utfordrende for elevene å gi en samlet snittvurdering av lærerne. Mest sannsynlig vil eleven være preget av den læreren eleven liker minst eller læreren i forrige time. Her kan man avgrense spørsmålsformuleringen til en referanselærer som enten kontaktlæreren eller «læreren du hadde første time i dag» i spørsmål om konkrete relasjoner. Med digital gjennomføring kan man også tilfeldig trekke en faglærer for hver elev i klassen, slik at elev A vurderer engelsklæreren og elev B vurderer mattelæreren. For å anonymisere kan f.eks. skoleleder få snittet av disse vurderingene. Uansett løsning bør elevene få tydelige instruksjoner.

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[15] Skalapålitelighetsindekser som Cronbachs alfa er høyest dersom halvparten av elevene har svart f.eks. «Helt enig» på alle påstandene mens andre halvparten har svart «Helt uenig» på alle påstandene.

Likevel må det påpekes at slike mål fortsatt er mål for elevenes vurdering av læreren/læringsmiljøet, og ikke det samme som for eksempel lærerens egenrapporterte vurdering (Marsh & Roche, 1997).

9.4.2 Svaralternativer – konsistens eller autentisitet?

Svaralternativer for skalaene er i liten grad diskutert i dette notatets omtale av instrumentene. Selv om instrumentene er blitt validert for spesifikke svaralternativer, bør det vurderes grundig om disse beholdes eller om et forenklet felles sett med alternativer benyttes på tvers av instrumentene. En fordel med å benytte et felles sett er at det skaper mindre forvirring og mer flyt gjennom skjemaet, og det viktigste her vil være at «mer» alltid går i samme retning, f.eks. mot høyre. En ulempe med et felles sett vil være at man i større grad unngår sloppiness-besvarelser og dermed kunstig høy(e) skalapålitelighet(er), gitt at man gjør respondenten oppmerksom på skiftet. Metodeforskning påpeker også at høyest validitet og pålitelighet oppnås ved at svaralternativene i stor grad er koblet til påstanden eller begrepet man ønsker å måle (Saris mfl., 2010). Det er f.eks. bedre å spørre «Hvor trygg føler du deg på å presentere for klassen?» med svarkategoriene «Svært utrygg», «Noe utrygg», osv. fremfor den mer generelle versjonen «I hvilken grad føler du deg trygg på å presentere for klassen?» med svarkategoriene «I svært liten grad», «I liten grad», osv. Samtidig bør ikke samme tema (dvs. det underliggende endimensjonale konstruktet) måles med flere svarskalaer, ettersom dette medfører mer kompliserte psykometriske modeller ved validering.[16]

Det samme prinsippet om konsistente svarskalaer innenfor et instrument gjelder også for reverserte indikatorer. Slike reverserte indikatorer er ofte inkludert for å sikre at respondenten må lese nøye, og for å avdekke om de faktisk gjør det. Ulempen er at man med samme instrument får et positivt ladet mål og et negativt ladet mål (altså to faktorer), som kompliserer validering og tolkning (Chiorri mfl, 2009, Menold, 2020, Rodebaugh mfl., 2007, Sonderen mfl., 2013, Weems & Onwuegbuzie, 2001, Wong mfl., 2003, Woods, 2006, Zhang mfl., 2016). En mer konstruktiv løsning er å unngå reverserte indikatorer, og heller benytte kontrollspørsmål skjult inni enkelte av instrumentene («Svar 'Litt uenig' på dette spørsmålet» eller «Er du en elev på denne skolen?»; Leiner, 2019; Breitsohl & Steidelmüller, 2018). I etterkant kan man dermed enklere filtrere ut respondenter som har svart feil på kontrollspørsmålet (Silber mfl., 2018), under forutsetning at eleven ikke tullet på kun dette ene kontrollspørsmålet, og at det er lite sannsynlig å tilfeldigvis svare rett på kontrollspørsmålet dersom eleven svarer sløvt. Det er også avhengig av sårt tiltrengt plass i spørreskjemaet.

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[16] Korrelerte residualer mellom de indikatorene som benytter samme svarskala vil kunne bli nødvendig, eller en egen faktor for svarskala. Dette er teknisk gjennomførbart, men kompliserende.

Litteraturen har ikke landet på hvor mange svarkategorier som er optimalt, men det er tydelig at både svært få (2 eller 3) eller svært mange (10 og oppover) gir psykometriske validitetsutfordringer. Elevene bør også få muligheten til ikke å svare, eller svare «vet ikke/uklart for meg».

9.4.3 Sensitiviteten og bruksverdien av instrumenter

Flere studier har påpekt at selv om instrumenter som måler elevers oppfatning av skolemiljøet er gyldige og pålitelige, er de ofte ikke sensitive nok til å fange opp forskjeller mellom skolers kvalitet (Grützmacher mfl., 2021; van der Wal & Waslander, 2007). I første omgang kan dette virke irrelevant, ettersom fokuset ikke ligger på forskningsperspektivet, men på lokal styringsinformasjon. Men dersom skoleleder skal få nyttig informasjon om hva indikatorene og instrumentene sier, må man kunne sammenligne med nasjonalt nivå, andre skoler i kommunen eller absolutte kriterier. Er et skolesnitt for trivsel på 2,5 på en skala fra 1 til 5 høyt eller lavt? Det er altså ikke nok å anta at et validert og pålitelig instrument for styringsformål kan løsrives helt fra oppfølgingsforskning på om instrumentet faktisk er nyttig for skolelederne – subjektivt eller objektivt sett.

Manglende sensitivitet kan i norsk kontekst skyldes to årsaker. For det første er norske skoler relativt homogene i motsetning til mange andre land hvor instrumenter er utviklet – for eksempel Tyskland og USA. For det andre synes det å være relativt lite variasjon på mange av de eksisterende målene i Elevundersøkelsen, fordi det er takeffekter. Takeffekt innebærer at nesten alle svarer helt enig (eller tilsvarende på andre svarskalaer). På usofistikerte påstander om vold kan man se for seg stor grad av gulveffekt, ettersom det sannsynligvis er relativt få som opplever dette. Tak- og gulveffekt er problematisk fordi man ikke greier å skille skolene fra hverandre, bortsett fra skoler med ekstremt høy eller ekstremt lav snitt. Derfor blir informasjonen unyttig for de fleste skolelederne. For å bøte på dette kan man justere påstandene slik at majoriteten av respondentene vil enten havne på midten, eller at man konstruerer mer utfordrende påstander som i bedre grad skiller klinten fra hveten.

Relatert til sensitiviteten er at instrumentene bør omhandle aspekter ved skolen som skolen har mulighet til å endre. Dersom man fanger opp elevenes stabile personlighetstrekk eller overtolker endringer i f.eks. motivasjon over tid som egentlig skyldes utenforliggende årsaker (f.eks. pandemitiltak eller naturlig variasjon på tvers av kull) så kan konklusjonene bli misvisende.

9.4.4   Manglende kvalitetssikring av instrumenter

Dette notatet har ikke forsøkt å systematisk dokumentere de ulike kvalitetssik-ringene av de omtalte instrumentene, som ofte bygger på tidligere studier i et inn-fløkt nettverk av valideringer for ulike formål. Vi har heller ikke kunnet gå dypt inn i den enkelte studien. Likevel synes gjennomgangen vår av omtrent 50 studier (og langt flere som ble ansett som irrelevante ved nærmere gjennomlesing) å støtte observasjonen i Dahl og Utmo (2022) om at det store flertallet av studier av instrumenter enten ikke oppgir nok informasjon om det spesifikke aspektet av in-teresse, eller kun rapporterer skalapålitelighet og kanskje faktoranalyse. Sammen-lignet med kapittel 1.6 Prinsipper for vurdering av kvalitet, er det tydelig at langt mer bør gjøres for å kunne fastslå kvaliteten på de nevnte instrumentene.

9.5   Formuleringer av temaer bør tilrettelegge for enkel tolkning og rapportering

Vi minner også om at både hovedtemaene og undertemaene bør navngis, slik at det er lettforståelig hva «mer» eller «høyere» av det faktisk betyr. For eksempel er det ok å kommunisere at «skole A har et mer 'Trygt og godt skolemiljø' enn lands-gjennomsnittet». Det er derimot ikke lett å vite hva et høyere snitt på «Fysisk sko-lemiljø» betyr. Et «Godt (eller sunt/helsebringende/positivt) fysisk skolemiljø» vil derfor være en mer beskrivende variabel å rapportere på. Vi mener at dette bør kunne fungere uten at juridisk grunnlag endres. Videre bør temaene navngis, slik at det er lett å si for eksempel at «elevene har vurdert demokratisk deltakelse ved skolen til å være god». Den samme frasen vil ikke mening for alle temaene, for ek-sempel for undertemaet Bli sett og anerkjent: «elevene har vurdert bli sett og an-erkjent til å være god»(!) eller Høye forventninger: «skolens gjennomsnitt på te-maet høye forventninger var lav (!).

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Vedlegg

A – Temaer fra Utdanningsdirektoratets utkast til høring

Trygt og godt

- Helse
- Trivsel
- Læring
- Inkludering
- Følge med
- Gripe inn

Krenkelser

- Mobbing
- Vold
- Diskriminering
- Trakassering

Fysisk skolemiljø

- Utearealer
- Luft og temperatur
- Lys og stråling
- Akustikk og mekanikk
- Universell utforming

Elevmedvirkning

- Bli lyttet til og ha innflytelse
- Demokratisk deltakelse
- Medvirkning i fag/lærer å lære
- Medvirkning og medansvar

Fellesskap som fremmer læring, utvikling og trivsel

- Bli sett og anerkjent
- Sosial læring og utvikling
- Trygt læringsfellesskap – mangfold og forskjellighet
- Samspill, samarbeid og kommunikasjon
- Empati, kritisk tenkning, dømmekraft

Læring som fremmer forståelse

- Dybdelæring
- Variasjon og utforsking
- Rom for feil
- Refleksjon
- Vurdering som fremmer læring

Motivasjon og mestring

- Motivasjon og mestring
- Høye forventninger
- Tilpasning/muligheter til læring
- Eksperimentering, nysgjerrighet, undring

B – De omtalte instrumentenes indikatorer

Abubakar, A., van de Vijver, F. J. R., Alonso-Arbiol, I., Suryani, A. O., Pandia, W. S., Handani, P., Arasa, J., Mazrui, L., & Murugumi, M. (2016). Assessing Sense of School Belonging Across Cultural Contexts Using the PSSM: Measurement and Functional Invariance. Journal of Psychoeducational Assessment, 34(4), 380–388. https://doi.org/10.1177/0734282915607161

Domene	Ordlyd
School	I feel like a real part of this school.
School	I am included in lots of activities at this school.
School	I wish I were in a different school. (*Reversed*)
School	I can really be myself at this school.
School	I feel proud of belonging to this school.
Other people	People here notice when I'm good at something.
Other people	People at this school are friendly to me.
Other people	People here know I can do good work.
Students	Other students in this school take my opinions seriously.
Students	Other students here like me the way I am.
Teachers	Most teachers at this school are interested in me.
Teachers	There's at least one teacher or other adults in this school I can talk to if I have a problem.
Teachers	Teachers here are not interested in people like me. (*Reversed*)
Teachers	The teachers here respect me.
Self	It is hard for people like me to be accepted here. (*Reversed*)
Self	Sometimes I feel as if I don't belong here. (*Reversed*)
Self	I am treated with as much respect as other students.
Self	I feel very different from most other students here. (*Reversed*)

Svarskala: 1 (*not at all true*) to 5 (*completely true*).

Aldridge, J. M. & Galos, S. (2017). Development and validation of an instrument to assess primary school students' perceptions of the learning environment. Learning Environment Research, 21, 349-368. https://doi.org/10.1007/s10984-017-9248-7https://doi.org/10.1007/s10984-017-9248-7

Domene	Item ID	Ordlyd
Clarity of instructions	5.	I know what I need to do to complete my schoolwork.
Clarity of instructions	14.	The instructions for tasks are clear.
Clarity of instructions	23.	I know how to complete tasks successfully
Clarity of instructions	32.	I understand how to do a good job in my tasks.
Clarity of instructions	41.	I understand the instructions that are given.
Collaboration	9.	We work in groups (or pairs) in this class.
Collaboration	18.	In this class, there is teamwork.
Collaboration	27.	I work with other students.
Collaboration	36.	I share with other students when doing class work.
Collaboration	45.	Working with other students helps me to learn.
Equity	3.	I get as much say as other students.
Equity	12.	I get the same encouragement from the teachers as other students do.
Equity	21.	I get the same opportunity to ask questions as other students.
Equity	30.	I get the same opportunity to take part in discussions as other students.

Equity	39.	I get the same opportunity to answer questions as other students.
Involvement	6.	I discuss ideas in class.
Involvement	15.	I give my opinions during class discussions.
Involvement	24.	The teacher asks me questions.
Involvement	33.	My ideas are used during classroom discussions.
Involvement	42.	I explain my ideas to other students.
Personal Relevance	8.	I use what I learn in my everyday life.
Personal Relevance	17.	I can make connections between what I learn in this class to my life outside of school.
Personal Relevance	26.	What I learn in this class is useful.
Personal Relevance	35.	What I learn is important to my life outside of school.
Personal Relevance	44.	I use what I learn in my life outside of school.
Student Cohesiveness	1.	I get on well with students in this class.
Student Cohesiveness	10.	Students in this class are my friends.
Student Cohesiveness	19.	I get to know the students in this class.
Student Cohesiveness	28.	Students in this class are nice to me.
Student Cohesiveness	37.	I feel welcome in this class.
Task Orientation	7.	Getting my work done is important to me.
Task Orientation	16.	I work hard even if I do not like what I am doing.
Task Orientation	25.	I pay attention during class.
Task Orientation	34.	I try to understand the work.
Task Orientation	43.	I know how much work I have to do.
Teacher Support	2.	The teacher helps me with my work.
Teacher Support	11.	The teacher cares about my feelings.
Teacher Support	20.	The teacher listens to me.
Teacher Support	29.	The teacher is interested in how I am going.
Teacher Support	38.	The teacher helps me to understand my work.
Responsibility for learning	4.	I am expected to work independently.
Responsibility for learning	13.	I am given responsibility.
Responsibility for learning	22.	I am expected to think for myself.
Responsibility for learning	31.	I am given the opportunity to be independent.
Responsibility for learning	40.	I am encouraged to work independently.

Svarskala: 1 (*Almost never*) to 5 (*Almost every time*). Classroom Climate Questionnaire – Primary.

Binfet, J. T., Gadermann, A. M., & Schonert-Reichl, K. A. (2016). Measuring kindness at school: Psychometric properties of a School Kindness Scale for children and adolescents. Psychology in the Schools, 53, 111–126.
https://doi.org/10.1002/pits.21889

Domene	Ordlyd
	The adults in my school model kindness.
	Kindness happens regularly in my classroom.
	Kindness happens regularly in my school.
	My teacher is kind.
	At my school, I am encouraged to be kind.

Svarskala: 1 (*disagree a lot*) to 5 (*agree a lot*).

Brandmo, C., Bjørnebekk, G., Mononen, R.-M., Olsen, R. V., & Slungård, K. (2021). Læring, motivasjon, trivsel og tverrfaglige tema i fagfornyelsen: Teknisk rapport fra utviklingen av spørreskjema til elever og lærere. Rapport nr. 3. EVA2020. Det Utdanningsvitenskapelige fakultet, Universitetet i Oslo

Motivasjon for dyp vs overfladisk læringstilnærming

Domene	Item ID	Ordlyd
Dyp	Sko1	Jeg opplever at skolearbeidet gir meg en følelse av glede.
Dyp	Sko2	Jeg opplever at nesten alle tema er interessante når jeg først har kommet inn i det.
Dyp	Sko3	Jeg syns ofte at nye tema vi lærer om på skolen er så interessante at jeg bruker ekstra tid på det.
Dyp	Sko5	Enkelte ganger opplever jeg at et tema, som vi lærer om på skolen, kan være like spennende som en god serie eller film.
Dyp	Sko8	Noen ganger kan jeg bruke fritiden min på finne ut mer om interessante temaer som vi har hatt om på skolen.
Dyp	Sko12	Jeg jobber hardt på med skolefagene fordi jeg syns det vi lærer er Interessant.
Overfladisk	Sko9	Jeg synes det IKKE er nyttig å gå i dybden tema. Stort sett blir jeg bare forvirret og dessuten er det bortkastet tid.
Overfladisk	Sko10	Jeg syns det er tullete at noen lærere forventer at vi skal bruke masse tid på å lære ting som vi ikke blir testet i.
Overfladisk	Sko11	Jeg ser IKKE noe poeng i å bruke tid på å lære ting som vi sannsynligvis ikke vil få på prøver.

Svarskala: (1) 'Aldri sant for meg', (2) 'Noen ganger sant for meg', (3) 'Sant for meg halvparten av tiden', (4) 'Som oftest sant for meg', og (5) 'Alltid sant for meg'.

Chen, L.-M. (2015). Self-Reported Frequency and Perceived Severity of Being Bullied Among Elementary School Students. Journal of School Health, 85(9), 587–594. https://doi.org/10.1111/josh.12289

Domene	Item ID	Ordlyd
students	F1	having one's friendship ruined.
students	F2	being cursed at.
students	F3	being criticized online.
students	F4	having one's belongings destroyed.
students	F5	being ostracized.
students	F6	being spoken ill of in public.
students	F7	being hit and kicked.
students	F8	being threatened.
students	F9	being forced to do something.
students	F10	being the target of an online rumor.
students	F11	being laughed at.
students	F12	being shoved or tripped.
students	F13	being teased online.
students	F14	being extorted.
students	F15	being excluded from group work.
students	F16	being the target of text-message rumors.
students	F17	being isolated.

Svarskala: 1 (*not serious*) to 5 (*very serious*).

https://doi.org/10.1007/s10984-017-9248-7

Domene	Item ID	Ordlyd
school	S1	having one's friendship ruined.
school	S2	being cursed at.
school	S3	being criticized online.
school	S4	having one's belongings destroyed.
school	S5	being ostracized.
school	S6	being spoken ill of in public.
school	S7	being hit and kicked.

school	S8	being threatened.
school	S9	being forced to do something.
school	S10	being the target of an online rumor.
school	S11	being laughed at.
school	S12	being shoved or tripped.
school	S13	being teased online.
school	S14	being extorted.
school	S15	being excluded from group work.
school	S16	being the target of text-message rumors.
school	S17	being isolated.

Svarskala: 1 (*not serious*) to 5 (*very serious*).

https://doi.org/10.1007/s10984-017-9248-7

Cho, Y., Hathcoat, J. D., Bridges, S. L., Mathew, S., & Bang, H. (2014). Factorial Invariance of an Integrated Measure of Classroom Sense of Community in Face-to-Face and Online Courses. Journal of Psychoeducational Assessment, 32(8), 725–736. https://doi.org/10.1177/0734282914543170

Domene	Item ID	Ordlyd
Shared goals and responsibility	1	Students in this class know they can depend on each other should they need help.
Shared goals and responsibility	2	Other students in the class make you feel good for helping.
Shared goals and responsibility	3	Students in this class share responsibility.
Shared goals and responsibility	4	There is a feeling that students in this class are willingly looking out for other fellow students.
Shared goals and responsibility	5	Students in this class know they can get help from each other.
Shared goals and responsibility	6	There is a clear sense of shared goals in this class.
Shared goals and responsibility	7	Students in this class share common values.
Relationship with instructors	8	The relationship between the instructor and students Is comfortable.
Relationship with instructors	9	The instructor supports student comments.
Relationship with instructors	10	Interactions with my instructor are generally positive.
Relationship with instructors	11	The instructor gives me positive feedback when I make a comment in class.
Relationship with instructors	12	My instructor respects each student in this class.
Shared student engagement	13	Students are genuinely interested in the topics in this course.
Shared student engagement	14	The course content is not very interesting to me personally. (R)
Shared student engagement	15	Students do not seem engaged in this class. (R)
Shared student engagement	16	In this class everyone seems to be interested in the discussion topics.
Shared student engagement	17	I do not see the value of learning about this course content. (R)
Shared student engagement	18	The goals of this class are important to the students in the class.
Shared student engagement	19	The goals of this class are meaningful to the students in the class.
Shared student engagement	20	Students of this class have a clear understanding of mission and purpose.
Peer valuation	21	Students in this course treat each other with respect.

	22	I respect my classmates.
Peer valuation	22	I respect my classmates.

Svarskala: 1 (*strongly disagree*) to 7 (*strongly agree*).

https://doi.org/10.1007/s10984-017-9248-7https://doi.org/10.1111/josh.12289https://doi.org/10.1007/s10984-017-9248-7**Conesa, P. J. & Duñabeitia, J. A. (2021). The Basic Psychological Needs in the Classroom Scale (BPN-CS). Behavioral Sciences, 11(96), https://doi.org/10.3390/bs11070096**https://doi.org/10.1007/s10984-017-9248-7

Domene	Item ID	Ordlyd
Autonomy Need Satisfaction	Q1.	Las actividades que hago en clase se ajustan a mis intereses (I feel I have been doing what really interests me in class).
Autonomy Need Satisfaction	Q5.	Las actividades que hago en clase coinciden perfectamente con la forma en que yo quiero hacerlas. (The activities I do in class match perfectly with the way I want to do them).
Autonomy Need Satisfaction	Q9.	La forma de realizar las actividades responde a mis deseos (I feel my choices express who I really am in class).
Autonomy Need Satisfaction	Q14.	Tengo la oportunidad de elegir cómo realizar las actividades (In my class, I feel a sense of choice and freedom in the things I undertake).
Competence Need Satisfaction	Q2.	Me siento capaz de alcanzar mis metas en clase (I feel competent to achieve my goals).
Competence Need Satisfaction	Q6.	Realizo las actividades de forma eficaz (I am capable of effectively doing even the tasks considered difficult by most of my peers).
Competence Need Satisfaction	Q10.	En clase, siento que puedo realizar bien las actividades. (In class, I feel confident that I can do things well).
Competence Need Satisfaction	Q15.	Pienso que puedo cumplir con las exigencias de clase (I think I can meet the demands of the class).
Relatedness Need Satisfaction	Q3.	Me siento muy cómodo/a con mis profesores y compañeros/as (I feel very comfortable with my teachers and classmates).
Relatedness Need Satisfaction	Q7.	Me llevo bien con mis profesores y compañeros de clase (I feel like I have a close relationship with my teachers and classmates).
Relatedness Need Satisfaction	Q12.	Los profesores y compañeros de clase se preocupan por mí y yo me preocupo por ellos (I feel connected with people who care about me, and for whom I care)
Relatedness Need Satisfaction	Q16.	Me gustan mucho mis profesores y compañeros de clase (I like my teachers and classmates very much).
Novelty Need Satisfaction	Q4.	Siento que hago cosas novedosas en clase. (I feel like I'm doing new things in class).
Novelty Need Satisfaction	Q8.	Siento que a menudo hay novedades para mí, en clase. (I often feel that there is something new for me).
Novelty Need Satisfaction	Q11.	Experimento sensaciones nuevas. (I feel new sensations in my class).
Novelty Need Satisfaction	Q13.	Creo que se plantean situaciones novedosas para mí, en clase. (I think new situations are coming for me in class).
Novelty Need Satisfaction	Q17.	Creo que descubro cosas nuevas a menudo, en clase (I think I often discover new things in class).

Svarskala: 1 (*Strongly disagree*) to 5 (*Strongly agree*).

Entwistle, N. J., McCune, V., Tate, H. (2013). Approaches and Study Skills Inventory for Students (ASSIST) (incorporating the Revised Approaches to Studying Inventory—RASI).

Domene	Item ID	Ordlyd
		When you think about the term 'LEARNING ', what does it mean to you?
	a.	Making sure you remember things well.
	b.	Developing as a person.
	c.	Building up knowledge by acquiring facts and information.
	d.	Being able to use the information you've acquired.
	e.	Understanding new material for yourself.
	f.	Seeing things in a different and more meaningful way.

Svarskala: 1 (*Very different*) to 5 (*Very close*).

Domene	Item ID	Ordlyd
Organised studying	1.	I manage to find conditions for studying which allow me to get on with my work easily.
Alertness to assessment demands	2.	When working on an assignment, I'm keeping in mind how best to impress the marker.
Lack of purpose	3.	Often I find myself wondering whether the work I am doing here is really worth while.
Seeking meaning	4.	I usually set out to understand for myself the meaning of what we have to learn.
Time management	5.	I organise my study time carefully to make the best use of it.
Unrelated memorising	6.	I find I have to concentrate on just memorising a good deal of what I have to learn.
Monitoring effectiveness	7.	I go over the work I've done carefully to check the reasoning and that it makes sense.
Fear of failure (motivational aspect)	8.	Often I feel I'm drowning in the sheer amount of material we're having to cope with.
Use of evidence	9.	I look at the evidence carefully and try to reach my own conclusion about what I'm studying.
Achieving (motivational aspect)	10.	It's important for me to feel that I'm doing as well as I really can on the courses here.
Relating ideas	11.	I try to relate ideas I come across to those in other topics or other courses whenever possible.
Syllabus-boundness	12.	I tend to read very little beyond what is actually required to pass.
Interest in ideas (motivational aspect)	13.	Regularly I find myself thinking about ideas from lectures when I'm doing other things.
Organised studying	14.	I think I'm quite systematic and organised when it comes to revising for exams.
Alertness to assessment demands	15.	I look carefully at tutors' comments on course work to see how to get higher marks next time.
Lack of purpose	16.	There's not much of the work here that I find interesting or relevant.
Seeking meaning	17.	When I read an article or book, I try to find out for myself exactly what the author means.
Time management	18.	I'm pretty good at getting down to work whenever I need to.
Unrelated memorising	19.	Much of what I'm studying makes little sense: it's like unrelated bits and pieces.
Monitoring effectiveness	20.	I think about what I want to get out of this course to keep my studying well focused.
Relating ideas	21.	When I'm working on a new topic, I try to see in my own mind how all the ideas fit together.
Fear of failure (motivational aspect)	22.	I often worry about whether I'll ever be able to cope with the work properly.

Use of evidence	23.	Often I find myself questioning things I hear in lectures or read in books.
Achieving (motivational aspect)	24.	I feel that I'm getting on well, and this helps me put more effort into the work.
Syllabus-boundness	25.	I concentrate on learning just those bits of information I have to know to pass.
Interest in ideas (motivational aspect)	26.	I find that studying academic topics can be quite exciting at times.
Organised studying	27.	I'm good at following up some of the reading suggested by lecturers or tutors.
Alertness to assessment demands	28.	I keep in mind who is going to mark an assignment and what they're likely to be looking for.
Lack of purpose	29.	When I look back, I sometimes wonder why I ever decided to come here.
Seeking meaning	30.	When I am reading, I stop from time to time to reflect on what I am trying to learn from it.
Time management	31.	I work steadily through the term or semester, rather than leave it all until the last minute.
Unrelated memorising	32.	I'm not really sure what's important in lectures so I try to get down all I can.
Relating ideas	33.	Ideas in course books or articles often set me off on long chains of thought of my own.
Monitoring effectiveness	34.	Before starting work on an assignment or exam question, I think first how best to tackle it.
Fear of failure (motivational aspect)	35.	I often seem to panic if I get behind with my work.
Use of evidence	36.	When I read, I examine the details carefully to see how they fit in with what's being said.
Achieving (motivational aspect)	37.	I put a lot of effort into studying because I'm determine d to do well.
Syllabus-boundness	38.	I gear my studying closely to just what seems to be required for assignments and exams.
Interest in ideas (motivational aspect)	39.	Some of the ideas I come across on the course I find really gripping.
Organised studying	40.	I usually plan out my week's work in advance, either on paper or in my head.
Alertness to assessment demands	41.	I keep an eye open for what lecturers seem to think is important and concentrate on that.
Lack of purpose	42.	I'm not really interested in this course, but I have to take it for other reasons.
Seeking meaning	43.	Before tackling a problem or assignment, I first try to work out what lies behind it.
Time management	44.	I generally make good use of my time during the day.
Unrelated memorising	45.	I often have trouble in making sense of the things I have to remember.
Relating ideas	46.	I like to play around with ideas of my own even if they don't get me very far.
Monitoring effectiveness	47.	When I finish a piece of work, I check it through to see if it really meets the requirements.
Fear of failure (motivational aspect)	48.	Often I lie awake worrying about work I think I won't be able to do.
Use of evidence	49.	It's important for me to be able to follow the argument, or to see the reason behind things.
Achieving (motivational aspect)	50.	I don't find it at all difficult to motivate myself.
Syllabus-boundness	51.	I like to be told precisely what to do in essays or other assignments.
Interest in ideas (motivational aspect)	52.	I sometimes get 'hooked' on academic topics and feel I would like to keep on studying them.

Svarskala: 1 (*Disagree*) to 5 (*Agree*). Revised Approaches to Studying Inventory (RASI).

Domene	Item ID	Ordlyd
	a.	lecturers who tell us exactly what to put down in our notes.
	b.	lecturers who encourage us to think for ourselves and show us how they themselves think.
	c.	exams which allow me to show that I've thought about the course material for myself.
	d.	exams or tests which need only the material provided in our lecture notes.
	e.	courses in which it's made very clear just which books we have to read.
	f.	courses where we're encouraged to read around the subject a lot for ourselves.
	g.	books which challenge you and provide explanations which go beyond the lectures.
	h.	books which give you definite facts and information which can easily be learned.

Svarskala: 1 (*Definitely dislike*) to 5 (*Definitely like*).

Domene	Item ID	Ordlyd
Surface approach	S01	I often have trouble in making sense of the things I have to remember.
Deep approach	D02	When I'm reading an article or book, I try to find out for myself exactly what the author means.
Strategic approach	T03	I organise my study time carefully to make the best use of it.
Surface approach	S04	There's not much of the work here that I find interesting or relevant.
Strategic approach	T05	I work steadily through the term or semester, rather than leave it all until the last minute.
Deep approach	D06	Before tackling a problem or assignment, I first try to work out what lies behind it.
Strategic approach	T07	I'm pretty good at getting down to work whenever I need to.
Surface approach	S08	Much of what I'm studying makes little sense: it's like unrelated bits and pieces.
Strategic approach	T09	I put a lot of effort into studying because I'm determined to do well.
Deep approach	D10	When I'm working on a new topic, I try to see in my own mind how all the ideas fit together.
Strategic approach	T11	I don't find it at all difficult to motivate myself.
Deep approach	D12	Often I find myself questioning things I hear in lectures or read in books.
Strategic approach	T13	I think I'm quite systematic and organised when it comes to revising for exams.
Surface approach	S14	Often I feel I'm drowning in the sheer amount of material we're having to cope with.
Deep approach	D15	Ideas in course books or articles often set me off on long chains of thought of my own.
Surface approach	S16	I'm not really sure what's important in lectures, so I try to get down all I can.
Deep approach	D17	When I read, I examine the details carefully to see how they fit in with what's being said.
Surface approach	S18	I often worry about whether I'll ever be able to cope with the work properly.

Svarskala: 1 (*Disagree*) to 5 (*Agree*).

Faranda, W. T., Clarke, T. B. & Clarke, I. (2020). Marketing Student Perceptions of Academic Program Quality and Relationships to Surface, Deep, and Strategic Learning Approaches. Journal of Marketing, 43(1), 9–24.
https://doi.org/10.1177/0273475320939261

Domene	Item ID	Ordlyd
Organised studying	1.	I manage to find conditions for studying which allow me to get on with my work easily.
Alertness to assessment demands	2.	When working on an assignment, I'm keeping in mind how best to impress the marker.
Lack of purpose	3.	Often I find myself wondering whether the work I am doing here is really worth while.
Seeking meaning	4.	I usually set out to understand for myself the meaning of what we have to learn.
Time management	5.	I organise my study time carefully to make the best use of it.
Unrelated memorising	6.	I find I have to concentrate on just memorising a good deal of what I have to learn.
Monitoring effectiveness	7.	I go over the work I've done carefully to check the reasoning and that it makes sense.
Fear of failure (motivational aspect)	8.	Often I feel I'm drowning in the sheer amount of material we're having to cope with.
Use of evidence	9.	I look at the evidence carefully and try to reach my own conclusion about what I'm studying.
Achieving (motivational aspect)	10.	It's important for me to feel that I'm doing as well as I really can on the courses here.
Relating ideas	11.	I try to relate ideas I come across to those in other topics or other courses whenever possible.
Syllabus-boundness	12.	I tend to read very little beyond what is actually required to pass.
Interest in ideas (motivational aspect)	13.	Regularly I find myself thinking about ideas from lectures when I'm doing other things.
Organised studying	14.	I think I'm quite systematic and organised when it comes to revising for exams.
Alertness to assessment demands	15.	I look carefully at tutors' comments on course work to see how to get higher marks next time.
Lack of purpose	16.	There's not much of the work here that I find interesting or relevant.
Seeking meaning	17.	When I read an article or book, I try to find out for myself exactly what the author means.
Time management	18.	I'm pretty good at getting down to work whenever I need to.
Unrelated memorising	19.	Much of what I'm studying makes little sense: it's like unrelated bits and pieces.
Monitoring effectiveness	20.	I think about what I want to get out of this course to keep my studying well focused.
Relating ideas	21.	When I'm working on a new topic, I try to see in my own mind how all the ideas fit together.
Fear of failure (motivational aspect)	22.	I often worry about whether I'll ever be able to cope with the work properly.
Use of evidence	23.	Often I find myself questioning things I hear in lectures or read in books.
Achieving (motivational aspect)	24.	I feel that I'm getting on well, and this helps me put more effort into the work.
Syllabus-boundness	25.	I concentrate on learning just those bits of information I have to know to pass.
Interest in ideas (motivational aspect)	26.	I find that studying academic topics can be quite exciting at times.
Organised studying	27.	I'm good at following up some of the reading suggested by lecturers or tutors.

Alertness to assessment demands	28.	I keep in mind who is going to mark an assignment and what they're likely to be looking for.
Lack of purpose	29.	When I look back, I sometimes wonder why I ever decided to come here.
Seeking meaning	30.	When I am reading, I stop from time to time to reflect on what I am trying to learn from it.
Time management	31.	I work steadily through the term or semester, rather than leave it all until the last minute.
Unrelated memorising	32.	I'm not really sure what's important in lectures so I try to get down all I can.
Relating ideas	33.	Ideas in course books or articles often set me off on long chains of thought of my own.
Monitoring effectiveness	34.	Before starting work on an assignment or exam question, I think first how best to tackle it.
Fear of failure (motivational aspect)	35.	I often seem to panic if I get behind with my work.
Use of evidence	36.	When I read, I examine the details carefully to see how they fit in with what's being said.
Achieving (motivational aspect)	37.	I put a lot of effort into studying because I'm determine d to do well.
Syllabus-boundness	38.	I gear my studying closely to just what seems to be required for assignments and exams.
Interest in ideas (motivational aspect)	39.	Some of the ideas I come across on the course I find really gripping.
Organised studying	40.	I usually plan out my week's work in advance, either on paper or in my head.
Alertness to assessment demands	41.	I keep an eye open for what lecturers seem to think is important and concentrate on that.
Lack of purpose	42.	I'm not really interested in this course, but I have to take it for other reasons.
Seeking meaning	43.	Before tackling a problem or assignment, I first try to work out what lies behind it.
Time management	44.	I generally make good use of my time during the day.
Unrelated memorising	45.	I often have trouble in making sense of the things I have to remember.
Relating ideas	46.	I like to play around with ideas of my own even if they don't get me very far.
Monitoring effectiveness	47.	When I finish a piece of work, I check it through to see if it really meets the requirements.
Fear of failure (motivational aspect)	48.	Often I lie awake worrying about work I think I won't be able to do.
Use of evidence	49.	It's important for me to be able to follow the argument, or to see the reason behind things.
Achieving (motivational aspect)	50.	I don't find it at all difficult to motivate myself.
Syllabus-boundness	51.	I like to be told precisely what to do in essays or other assignments.
Interest in ideas (motivational aspect)	52.	I sometimes get 'hooked' on academic topics and feel I would like to keep on studying them.

Svarskala: 1 (*Disagree*) to 5 (*Agree*). Revised Approaches to Studying Inventory (RASI)

Domene	Ordlyd
Overall satisfaction item (OSI)	Overall, I was satisfied with the quality of this course.
Good teaching scale (GTS)	The staff put a lot of time into commenting on my work.
Good teaching scale (GTS)	The teaching staff normally gave me helpful feedback on how I was going

Good teaching scale (GTS)	The teaching staff of this course motivated me to do my best work.
Good teaching scale (GTS)	My lecturers were extremely good at explaining things.
Good teaching scale (GTS)	The teaching staff worked hard to make their studies interesting.
Good teaching scale (GTS)	The staff made a real effort to understand difficulties I might be having with my work.
General skills scale (GSS)	The course helped me develop my ability as a team member.
General skills scale (GSS)	The course sharpened my analytic skills.
General skills scale (GSS)	The course developed my problem-solving skills.
General skills scale (GSS)	The course improved my skills in written communications.
General skills scale (GSS)	As a result of my course, I feel confident about tackling unfamiliar problems.
General skills scale (GSS)	My course helped me to develop the ability to plan my own work.
Graduate qualities scale (GQS)	The course provided me with a broad overview of my field of knowledge.
Graduate qualities scale (GQS)	The course developed my confidence to investigate new ideas.
Graduate qualities scale (GQS)	University stimulated my enthusiasm for further learning.
Graduate qualities scale (GQS)	I learned to apply principles from this course to new situations.
Graduate qualities scale (GQS)	I consider what I learned valuable for my future.
Graduate qualities scale (GQS)	My university experience encouraged me to value perspectives other than my own.

Svarskala: 1 (*Definitely disagree*) to 5 (*Definitely agree*). Course Experience Scale (CEQ)

https://doi.org/10.1007/s10984-017-9248-7

Federici, R. A. & Skaalvik, E. M. (2014). Students' Perceptions of Emotional and Instrumental Teacher Support: Relations with Motivational and Emotional Responses. International Education Studies, 7(1), 21–36.https://doi.org/10.1007/s10984-017-9248-7

Domene	Ordlyd
Emotional support	I feel that my math teacher cares about me.
Emotional support	I feel that my math teacher is friendly.
Emotional support	My math teacher makes me feel safe.
Emotional support	My math teacher respects me.
Emotional support	My math teacher is friendly.
Emotional support	My math teacher wants what is best for me.
Instrumental support	When there is something I do not understand in mathematics, my math teacher explains it well for me.
Instrumental support	When I have problems with math, I get good help and guidance from my math teacher.
Instrumental support	My math teacher helps me so that I understand the math problems.
Instrumental support	My teacher provides good guidance.
Instrumental support	My math teacher is always available when I need assistance.
Instrumental support	My teacher is good at explaining challenging math problems.
Intrinsic motivation	I like mathematics.
Intrinsic motivation	Working with mathematics is fun.
Intrinsic motivation	I enjoy working with mathematics.
Intrinsic motivation	I look forward to classes in mathematics.
Intrinsic motivation	I would like to have additional lessons in mathematics.

Intrinsic motivation	I would like to skip math classes.
Math anxiety	I am tense in math lessons.
Math anxiety	I am nervous in math lessons.
Math anxiety	I am afraid to make a fool of myself in math lessons.
Math anxiety	I get heartbeats if I am asked a question in math lessons.
Math anxiety	When I am working with math I get so nervous that I can't think straight.
Help-seeking behavior	If there is something I do not understand in math, I ask the teacher for help.
Help-seeking behavior	If I am working on a math problem that I am not able to solve, I ask the teacher for advice.
Help-seeking behavior	In mathematics lessons, I do not ask for help even if I do not understand the problem I am working with.
Help-seeking behavior	If I need help in mathematics I ask for it.
Effort	I always do my best when I am working with mathematics.
Effort	I always do my homework in mathematics.
Effort	I often rush through my work in mathematics.

Svarskala: 1 (*Absolutely disagree*) to 6 (*Absolutely agree*). Opprinnelig utarbeidet på norsk.

Federici, R. A., Skaalvik, E. M. & Tangen, T. N. (2015). Students' Perceptions of the Goal Structure in Mathematics Classrooms: Relations with Goal Orientations, Mathematics Anxiety, and Help-Seeking Behavior. International Education Studies, 8(3), 146–158.
https://doi.org/10.5539/ies.v8n3p146https://doi.org/10.1007/s10984-017-9248-7

Domene	Item ID	Ordlyd
Task orientation	TASK1	At school it is important for me to learn something new.
Task orientation	TASK2	At school I am concerned about improving my skills.
Task orientation	TASK5	What I learn in school makes me want to learn more.
Task orientation	TASK6	At school I like to learn something interesting.
Avoidance orientation	AVOID3	At school I like to do as little as possible.
Avoidance orientation	AVOID2	I like school best when there is no hard work.
Self-defeating ego orientation	EGODEF1	When I answer questions in class I am occupied by how I am perceived by other students.
Self-defeating ego orientation	EGODEF2	When I am working on the blackboard I am concerned about what my classmates think about me.
Self-defeating ego orientation	EGODEF4	When I give a wrong answer in class I am most concerned about what my classmates think about me.
Self-enhancing ego orientation	EGOENH2	At school I try to score higher than other students.
Self-enhancing ego orientation	EGOENH3	At school it is important for me to manage tasks that other students do not manage.
Self-enhancing ego orientation	EGOENH4	I always try to do better than other students in my class.
Self-enhancing ego orientation	EGOENH1	I feel successful at school when I do the work better than other student.

Svarskala: 1 (*Exactly like me*) to 4 (*Completely different from me*). Goal Orientation Scale (GOS), Skaalvik (1997).

Felix, E. D., Sharkey, J. D., Green, J. G., Furlong, M. J., & Tanigawa, D. (2011). Getting precise and pragmatic about the assessment of bullying: The development of

the California Bullying Victimization Scale. Aggressive Behavior, 37(3), 234–247.
https://doi.org/10.1002/ab.20389

Domene	Item ID	Ordlyd
		How often have you….
Bullying		Been teased or called names in a mean or hurtful way?
Bullying		Had rumors or gossip spread in a mean or hurtful way behind your back?
Bullying		Been left out of a group or ignored on purpose in a mean or hurtful way?
Bullying		Been hit, pushed, or physically hurt in a mean or hurtful way?
Bullying		Been threatened in a mean or hurtful way?
Bullying		Had your things stolen or damaged in a mean or hurtful way?
Bullying	**	Had sexual comments, jokes, or gestures made to me in a mean or hurtful way?

Svarskala: 0 (*Never*) to 4 (*Several times a week*). ** Item er kun med i versjon for vide-

regående.

Domene	Item ID	Ordlyd
Life satisfaction	1.	My life is going well.
Life satisfaction	2.	My life is just right.
Life satisfaction	3.	I would like to change many things in my life.
Life satisfaction	4.	I wish I had a different kind of life.
Life satisfaction	5.	I have a good life.
Life satisfaction	6.	I have what I want in life.
Life satisfaction	7.	My life is better than most kids.

Svarskala: 1 (*Strongly disagree*) to 6 (*Strongly agree*).

Domene	Ordlyd
Negative connectedness	I wish my teacher would leave me alone.
Negative connectedness	Teachers at my school are unfair to students.
Negative connectedness	I think my teachers are stupid.
Negative connectedness/ Value school	I argue a lot with my teachers.
Negative connectedness	I think the things I learn at school are useless.
Negative connectedness/ Peer connections at school	I wish my classmates would leave me alone.
Negative connectedness	People I care about say bad things about my school.
Negative connectedness	I usually feel bored in class.
Negative connectedness/ Connection with adults in school	Adults at my school care more about punishing students than helping them.
Negative connectedness	I only go to school because I have to.
Negative connectedness	I often daydream or goof off in class.
Negative connectedness	I think my classmates are stupid.
Negative connectedness	My teachers only notice me when I do something wrong.
Negative connectedness/ Comfort in this schoo	I would rather go to a different school.
Negative connectedness	I feel stupid cheering for my school.
Negative connectedness	Students at my school bully each other.
Negative connectedness/ Value school	Sometimes I skip class.
Connection with adults in school	Teachers at my school care about their students.
Connection with adults in school	Adults at my school are interested in how students are doing.

Connection with adults in school	My teachers care about me.
Connection with adults in school	Adults at my school ask students how they are doing.
Connection with adults in school	My teachers give me extra help when I need it.
Connection with adults in school	Adults at my school are friendly to students.
Connection with adults in school/ Emotional connections	I like to make my teachers happy.
Connection with adults in school	When I have a problem, there is at least one adult at school I can trust.
Peer connections at school	I feel like I fit in with the other students at my school.
Peer connections at school	I think my classmates like me.
Peer connections at school	I feel comfortable around the other students at my school.
Peer connections at school	I usually get along with the other students at my school.
Peer connections at school	I like spending time with my classmates.
Negative connectedness/ Peer connections at school	I can always find a friend to sit with at lunch.
Negative connectedness/ Peer connections at school	My classmates ignore me.
Peer connections at school	I feel lonely at school.
Peer connections at school	I would feel comfortable asking most of my classmates for help with a problem.
School involvement	I am very involved in activities in my school, like clubs or teams.
School involvement	I encourage other students to get involved in school activities.
School involvement	I do things to support my school.
Peer connections at school/ School involvement	I like going to school events, like sports events and dances.
Emotional connections	When I have a problem, I ask my friends at school for help.
Emotional connections	I talk to my friends at school about how I am feeling.
Connection with adults in school/ Emotional connections	I try to make my teachers happy.
Emotional connections	I help my friends at school with their problems.
Emotional connections	I care what my classmates think of me.
Negative connectedness/ Value school	I fight with my classmates.
Negative connectedness/ Value school	I talk back to my teachers.
Value school	I think school is important.
Emotional connections/ Value school	I care about my teachers' opinion of me.
	I always try to do my best at school.
Comfort in this school	I feel like this school is the right place for me.
Comfort in this school	I think my school is a safe place to be.
Comfort in this school	I would feel upset if someone said bad things about my school.

Svarskala: 1 (*Strongly disagree*) to 5 (*Strongly agree*).

Domene	Item ID	Ordlyd
Children's hope	1.	I think I am doing pretty well.

Children's hope	2.	I can only think of many ways tp get the things in life that are most important to me.
Children's hope	3.	I am doing just as well as other kids my age.
Children's hope	4.	When I have a problem, I can come up with lots of ways to solve it.
Children's hope	5.	I think the things I have done in the past will help me in the future.
Children's hope	6.	Even when others want to quit, I know that I can find ways to solve the problem.

Svarskala: 1 (*None of the time*) to 6 (*All of the time*).

French, B. F., & Oakes, W. (2004). Reliability and validity evidence for the institutional integration scale. Educational and Psychological Measurement, 64, 88–98.

Domene	Ordlyd
Peer-group interactions	Since coming to the university I have developed close personal relationships with other students.
Peer-group interactions	The student friendships I have developed at this university have been personally satisfying.
Peer-group interactions	My interpersonal relationships with other students have had a positive influence on my personal growth, attitudes, and values.
Peer-group interactions	My interpersonal relationships with other students have had a positive influence on my intellectual growth and interest in ideas.
Peer-group interactions	It has been difficult for me to meet and make friends with other students.
Peer-group interactions	Few of the students I know would be willing to listen to me and help me if I had a personal problem.
Peer-group interactions	Most students at this university have values and attitudes different from my own.
Interactions with faculty	My nonclassroom interactions with faculty have had a positive influence on my personal growth, values, and attitudes.
Interactions with faculty	My nonclassroom interactions with faculty have had a positive influence on my intellectual growth and interest in ideas.
Interactions with faculty	My nonclassroom interactions with faculty have had a positive influence on my career goals and aspirations.
Interactions with faculty	Since coming to this university I have developed a close, relationship with at least one faculty member.
Interactions with faculty	I am satisfied with the opportunities to meet and interact informally with faculty members.
Faculty concerns for study	Few of the faculty members I have had contact with are generally interested in students.
Faculty concerns for study	Few of the faculty members I have had contact with are generally outstanding or superior teachers.
Faculty concerns for study	Few of the faculty members I have had contact with are willing to spend time outside of class to discuss issues of interest and importance to students.
Faculty concerns for study	Most of the faculty I have had contact with are interested in helping students grow in more than just academic areas.
Faculty concerns for study	Most faculty members I have had contact with are genuinely interested in teaching.
Academic and intellectual development	I am satisfied with the extent of my intellectual development since enrolling in this university.
Academic and intellectual development	My academic experience has had a positive influence on my intellectual growth and interest in ideas.
Academic and intellectual development	I am satisfied with my academic experience at this university.

Academic and intellectual development	Few of my courses this year have been intellectually stimulating.
Academic and intellectual development	My interest in ideas and intellectual matters has increased since coming to this university.
Academic and intellectual development	I am more likely to attend a cultural event (for example, a concert, lecture, or art show) now than I was before coming to this university.
Academic and intellectual development	I have performed academically as well as I anticipated I would.
Institutional and goal commitments	It is important for me to graduate from college.
Institutional and goal commitments	I am confident that I made the right decision in choosing to attend this university.
Institutional and goal commitments	It is likely that I will register at this university next fall.
Institutional and goal commitments	It is not important to me to graduate from this university.
Institutional and goal commitments	I have no idea at all what I want to major in.
Institutional and goal commitments	Getting good grades is not important to me.

Svarskala: 1 (*Strongly disagree*) to 5 (*Strongly agree*).

Gan, Z., He, J. & Mu, K. (2019). Development and Validation of the Assessment for Learning Experience Inventory (AFLEI) in Chinese Higher Education. Asia-Pacific Educational Research, 28, 371–385. https://doi.org/10.1007/s40299-019-00435-7

Domene	Item ID	Ordlyd
	1.	老師耐心地給同學講解難以掌握的內容。
	2.	老師對我的作業所給予的評語或建議有助於我改進我的學 T 我的學習方法。
	3.	在完成作業的過程中，我得到了老師的支持。
	4.	老師對我的作業所給予的評語或建議有助於我理解先前我不太明白的內容。
	5.	課堂上，學生有機會參加討論。
	6.	課堂上有學生小組合作學習的活動。
	7.	在課堂上，學生有機會問問題。
	8.	我和我的同學合作共同完成作業或功課。
	9.	通過記錄平時學習過程和表現來衡量學習上的進步。
	10.	課堂讓用概念圖來檢查對學習內容的理解和掌握。
	11.	學生自己決定個人學習目標和目的。
	12.	考試或評核之後，老師引導同學反思功課那些方面需要改進。
	13.	我覺得所學的大部分東西很有趣。
	14.	我的課程鼓勵我將我所學到的東西與課外的一些問題聯繫起來。
	15.	我喜歡學我的課程。
	16.	我通過和其他同學溝通來幫助我理解所學的內容。
	17.	在學習時，我常被引發思考自己學得怎樣以及我該怎樣進一步提升自己。
	18.	同學間互相支持，以及幫助有需要的同學。

Svarskala: 1 (*Strongly disagree*) to 5 (*Strongly agree*). Assessment for Learning Experience Inventory (AFLEI). Kun kinesisk versjon er tilgjengelig.

Glick, P. & Fiske, S. T. (1996). The Ambivalent Sexism Inventory: Differentiating hostile and benevolent sexism. Journal of Personality and Social Psychology, 70(3), 491–512. https://doi.org/10.1037/0022-3514.70.3.491

Domene	Ordlyd
Hostile Sexism	Women exaggerate problems at work.
Hostile Sexism	Women are too easily offended.
Hostile Sexism	Most women interpret innocent remarks as sexist.
Hostile Sexism	When women lose fairly, they claim discrimination.
Hostile Sexism	Women seek special favors under guise of equality.
Hostile Sexism	Feminists are making reasonable demands.
Hostile Sexism	Feminists not seeking more power than men.
Hostile Sexism	Women seek power by gaining control over men.
Hostile Sexism	Few women tease men sexually.
Hostile Sexism	Once a man commits, she puts him on a tight leash.
Hostile Sexism	Women fail to appreciate all men do for them.
Benevolent Sexism - Protective Paternalism	A good woman should be set on a pedestal.
Benevolent Sexism - Protective Paternalism	Women should be cherished and protected by men.
Benevolent Sexism - Protective Paternalism	Men should sacrifice to provide for women.
Benevolent Sexism - Protective Paternalism	In a disaster, women need not be rescued first.
Benevolent Sexism - Complementary Gender Differentiation	Women have a superior moral sensibility.
Benevolent Sexism - Complementary Gender Differentiation	Women have a quality of purity few men possess.
Benevolent Sexism - Complementary Gender Differentiation	Women have a more refined sense of culture, taste.
Benevolent Sexism - Heterosexual Intimacy	Every man ought to have a woman he adores
Benevolent Sexism - Heterosexual Intimacy	Men are complete without women.
Benevolent Sexism - Heterosexual Intimacy	Despite accomplishment, men are incomplete without women.
Benevolent Sexism - Heterosexual Intimacy	People are often happy without heterosexual romance.

Svarskala: 0 (*Disagree Strongly*) to 5 (*Agree Strongly*).

Goodenow, C. (1993). The psychological sense of school membership among adolescents: Scale development and educational correlates. *Psychology in the Schools*, *30(1)*, 79–90. https://doi.org/10.1002/1520-6807(199301)30:1%3C79::AID-PITS2310300113%3E3.0.CO;2-X

Domene	Item ID	Ordlyd
	1	I feel like a real part of (name of school).
	2	People here notice when I'm good at something
	3	It is hard for people like me to be accepted here. (reversed)
	4	Other students in this school take my opinions seriously
	5	Most teachers at (name of school) are interested in me.
	6	Sometimes I feel as if I don't belong here. (reversed)
	7	There's at least one teacher or other adult in this school I can talk to if I have a problem.
	8	People at this school are friendly to me.
	9	Teachers here are not interested in people like me. (reversed)
	10	I am included in lots of activities at (name of school).
	11	I am treated with as much respect as other students.

	12	I feel very different from most other students here. (reversed)
	13	I can really be myself at this school.
	14	The teachers here respect me.
	15	People here know I can do good work
	16	1 wish 1 were in a different school. (reversed)
	17	I feel proud of belonging to (name of school).
	18	Other students here like me the way I am.

Svarskala: 16 (*not at all true*) to 5 (*completely true*).

Grazia, V., & Molinari, L. (2021). School Climate Research: Italian Adaptation and Validation of a Multidimensional School Climate Questionnaire. Journal of Psychoeducational Assessment, 39(3), 286–300.

Domene	Item ID	Ordlyd
Student Support	SS1	There are professionals meant to help students with academic or personal problems.
Student Support	SS2	When they have problems, students seek the help of adults in the school.
Student Support	SS3	If students have personal problems, they can easily get help from adults in the school.
Student Support	SS4	If students have academic problems, they can easily get help from teachers.
Teaching Time	TT1	Students are mostly calm and attentive.
Teaching Time	TT2	Teachers often have to stop their lessons to ask students to be quiet.
Teaching Time	TT3	Students create disruption during classes.
Teaching Time	TT4	We waste a lot of time because of disruptive students.
Class Management	CM1	Most teachers give the impression they don't like teaching anymore.
Class Management	CM2	Most teachers seem demoralized.
Class Management	CM3	Teachers lose their temper easily.
Class Management	CM4	Teachers spend more time punishing students than complimenting them.
Rules	R1	Students know the consequences for breaking the rules.
Rules	R2	Most people know the school rules.
Rules	R3	At school, some time is spent to explain the rules clearly to students.
Rules	R4	It is easy to obtain information about the school rules.
Rules	R5	The rules are clear and easy to understand.
Rules	R6	Teachers enforce the rules.
Rules	R7	Teachers intervene when a student doesn't keep to the rules.
Positive Teaching	PT1	Most teachers appear to draw pleasure from teaching.
Positive Teaching	PT2	Most teachers appear to love their job.
Positive Teaching	PT3	Teachers explain what we are about to learn.
Positive Teaching	PT4	Teachers explain why what we study is important.
Positive Teaching	PT5	Teachers use methods that make their subject interesting.
Student Involvement	SI1	Students are asked their opinion on the school functioning.
Student Involvement	SI2	When it is important, teachers ask students' opinion before making decisions from them.
Student Involvement	SI3	There are moments or situations when students can express their opinion on the school.
Student Involvement	SI4	Students participate to define rules.
Encouragement	E1	Teachers tell us that we can do it.
Encouragement	E2	Teachers encourage students to do their best.
Encouragement	E3	Teachers compliment us when we work hard to learn.
Student-Teacher Relations	STR1	Students and Teachers feel good together.

Student-Teacher Relations	STR2	In general, students and teachers get along with each other.
Student-Teacher Relations	STR3	Students feel close to most of their teachers and they trust them.
Student-Teacher Relations	STR4	In general, relations between students and teachers are friendly.
Student Relations	SR1	Students help each other.
Student Relations	SR2	In general, students get along with one another.
Student Relations	SR3	Students treat one another with respect.
Student Relations	SR4	Students can count on each other.
Student Relations	SR5	In general, relations among students are friendly.
Sense of Belonging	SB1	I would rather be in a different school.
Sense of Belonging	SB2	At my school, I feel at ease.
Sense of Belonging	SB3	I am proud to be a student of this school.
Sense of Belonging	SB4	This school is important for me.
Sense of Belonging	SB5	I love my school.
Interpersonal Justice	IJ1	Punishment is fair.
Interpersonal Justice	IJ2	Students are treated with justice.
Interpersonal Justice	IJ3	The rules are fair.
Education Climate	EC1	At my school, you can really learn and get a good education.
Education Climate	EC2	At my school, you can feel that students' success is the priority for teachers.
Education Climate	EC3	At my school, you can feel that studying is important.
Education Climate	EC4	At my school, we are expected to do our best.
Education Climate	EC5	In general, what we learn is interesting.

Svarskala: 6-point likert (Completely agree to Completely disagree).

Hemer, K. M., Perez, R. J. & Harris, L. W. Jr. (2019). An Examination of Factors That Contribute to the Development of Perspective Taking. Journal of College and Character, 20(2), 144–162. https://doi.org/10.1080/2194587X.2019.1591283

Domene	Ordlyd
Striving for Excellence	Helping students develop a strong work ethic is a major focus of this campus.
Striving for Excellence	Helping students develop a strong work ethic should be a major focus of this campus.
Striving for Excellence	The characteristics of a strong work ethic are frequently emphasized and discussed in this campus community.
Striving for Excellence	This campus makes clear connections between having a strong work ethic and success in college.
Striving for Excellence	This campus makes clear connections between having a strong work ethic and success after college.
Striving for Excellence	The campus community has high expectations for students in terms of their personal work ethic in non-academic areas.

Svarskala: 1 (*Strongly disagree*) to 5 (*Strongly agree*) and (*No basis for judgement*).

Personal and Social Responsibility Inventory (PSRI) - 2017 Student Survey.

Domene	Ordlyd
Striving for Excellence	**At this campus, the following groups help motivate students to become more self-disciplined, accountable, and responsible in their work.**
	Faculty members.
	Senior administrators.
	Student affairs professionals

	Students.

Svarskala: 1 (*Strongly disagree*) to 5 (*Strongly agree*) and (*No basis for judgement*).
Personal and Social Responsibility Inventory (PSRI) - 2017 Student Survey.

Domene	Ordlyd
Striving for Excellence	I came to college with a strong work ethic.
Striving for Excellence	Students develop a stronger work ethic because of their experiences at this campus.
Striving for Excellence	My experiences at this campus have helped me to further develop my own work ethic.
Striving for Excellence	It is important to develop a strong work ethic in my academic activities.
Striving for Excellence	It is important to develop a strong work ethic in my nonacademic involvements.

Svarskala: 1 (*Strongly disagree*) to 5 (*Strongly agree*) and (*No basis for judgement*).
Personal and Social Responsibility Inventory (PSRI) - 2017 Student Survey.

Domene	Ordlyd
Striving for Excellence	**How often do the following groups communicate high expectations for students in terms of their academic work?**
	Faculty members.
	Senior administrators
	Student affairs professionals.
	Students.

Svarskala: 1 (*Almost never*) to 5 (*Almost always*) and (*No basis for judgement*). Personal and Social Responsibility Inventory (PSRI) - 2017 Student Survey.

Domene	Ordlyd
Cultivating Academic Integrity	Helping students develop a strong sense of academic integrity is a major focus of this institution.
Cultivating Academic Integrity	Helping students develop a strong sense of academic integrity should be a major focus of this campus.
Cultivating Academic Integrity	Students at this institution conduct themselves with respect for others.
Cultivating Academic Integrity	Faculty at this institution understand the campus academic honesty policies.
Cultivating Academic Integrity	Faculty at this institution support the campus academic honesty policies.
Cultivating Academic Integrity	The campus academic honest policies help stop cheating.
Cultivating Academic Integrity	I came to college with a welldeveloped understanding of academic integrity.
Cultivating Academic Integrity	My experiences at this campus have helped me develop a better understanding of academic integrity.

Svarskala: 11 (*Strongly disagree*) to 5 (*Strongly agree*) and (*No basis for judgement*).
Personal and Social Responsibility Inventory (PSRI) - 2017 Student Survey.

Domene	Ordlyd
Cultivating Academic Integrity	**How often do the following occur at this campus?**

	Faculty reinforce the campus academic honesty policies.
	Formal course syllabi define academic dishonesty (including such issues as plagiarism, improper citation of Internet sources, buying papers from others, cheating on assignments or tests, etc.).
	I have thought seriously about issues of academic integrity since I have been in college.
	I have had meaningful discussions about academic integrity with faculty members.
	I have had meaningful discussions about academic integrity with senior administrators.
	I have had meaningful discussions about academic integrity with student affairs professionals.

Svarskala: 1 (*Almost never*) to 5 (*Almost always*) and (*No basis for judgement*). Personal and Social Responsibility Inventory (PSRI) - 2017 Student Survey.

Domene	Ordlyd
Contributing to a Larger Community	The importance of contributing to a larger community is a major focus of this campus.
Contributing to a Larger Community	The importance of contributing to a larger community should be a major focus of this campus.
Contributing to a Larger Community	Contributing to a larger community is a responsibility that this campus values and promotes.
Contributing to a Larger Community	This campus actively promotes awareness of U.S. social, political, and economic issues.
Contributing to a Larger Community	This campus actively promotes awareness of global social, political, and economic issues.
Contributing to a Larger Community	I came to college with a strong commitment to contribute to the greater good.
Contributing to a Larger Community	My experiences at this campus have helped expand my awareness of the importance of being involved in the community and contributing to the greater good.
Contributing to a Larger Community	My experiences at this campus have helped me learn the skills necessary to effectively change society for the better.
Contributing to a Larger Community	My experiences at this campus have helped me deepen my commitment to contribute to the greater good.

Svarskala: 1 (*Strongly disagree*) to 5 (*Strongly agree*) and (*No basis for judgement*). Personal and Social Responsibility Inventory (PSRI) - 2017 Student Survey.

Domene	Ordlyd
Contributing to a Larger Community	**How often do the following groups publicly advocate the need for students to become active and involved citizens?**
	Faculty members.
	Senior administrators.
	Student affairs professionals.
	Students.

Svarskala: 1 (*Almost never*) to 5 (*Almost always*) and (*No basis for judgement*). Personal and Social Responsibility Inventory (PSRI) - 2017 Student Survey.

Domene	Ordlyd
Contributing to a Larger Community	**How often do the following events occur at this campus?**

	I participate in community-based projects that are officially connected to a course.
	I participate in community-based projects that are not officially connected to a course.
	I have meaningful discussions with other students about the need to contribute to the greater good.

Svarskala: 1 (*Almost never*) to 5 (*Almost always*) and (*No basis for judgement*). Personal and Social Responsibility Inventory (PSRI) - 2017 Student Survey.

Domene	Ordlyd
Taking Seriously the Perspectives of Others	Helping students recognize the importance of taking seriously the perspectives of others is a major focus of this campus
Taking Seriously the Perspectives of Others	Helping students recognize the importance of taking seriously the perspectives of others should be a major focus of this campus.
Taking Seriously the Perspectives of Others	This campus helps students understand the connections between appreciating various opinions and perspectives and being a well-informed citizen.
Taking Seriously the Perspectives of Others	It is "safe" to hold unpopular positions on this campus.
Taking Seriously the Perspectives of Others	Faculty at this institution teach about the importance of considering diverse intellectual viewpoints.
Taking Seriously the Perspectives of Others	Faculty at this institution help students think through new and challenging ideas or perspectives.
Taking Seriously the Perspectives of Others	Students at this institution are respectful of one another when discussing controversial issues or perspectives.
Taking Seriously the Perspectives of Others	This campus has high expectations for students in terms of their ability to take seriously the perspectives of others, especially those with whom they disagree.
Taking Seriously the Perspectives of Others	I consistently respected perspectives different from my own when I first came to college
	My experiences at this campus have:
Taking Seriously the Perspectives of Others	further developed my respect for perspectives different from my own.
Taking Seriously the Perspectives of Others	increased my ability to learn from diverse perspectives.
Taking Seriously the Perspectives of Others	increased my ability to gather and thoughtfully use evidence to support my ideas.
Taking Seriously the Perspectives of Others	increased my ability to understand the evidence, analysis, and perspectives of others, even when I disagree with them.

Svarskala: 1 (*Strongly disagree*) to 5 (*Strongly agree*) and (*No basis for judgement*). Personal and Social Responsibility Inventory (PSRI) - 2017 Student Survey.

Domene	Ordlyd
Taking Seriously the Perspectives of Others	**How often do the following events occur at this campus?**
	Classes help explore diverse perspectives, cultures, and world views.
	Out-of-class activities help students explore diverse perspectives, cultures, and world views.

	Classes encourage students to research ideas and explore controversial issues with various perspectives using evidence-based claims.
Taking Seriously the Perspectives of Others	**How often do the following groups advocate the need for students to respect perspectives different from their own?**
	Faculty members.
	Senior administrators.
	Student affairs professionals.
	Students.

Svarskala: 1 (*Almost never*) to 5 (*Almost always*) and (*No basis for judgement*). Personal and Social Responsibility Inventory (PSRI) - 2017 Student Survey.

Domene	Ordlyd
Refining Ethical and Moral Reasoning And Action	Helping students to develop their ethical and moral reasoning is a major focus of this campus.
Refining Ethical and Moral Reasoning And Action	Helping students to develop their ethical and moral reasoning should be a major focus of this campus.
Refining Ethical and Moral Reasoning And Action	This campus helps students to develop their ethical and moral reasoning, including the ability to express and act upon personal values responsibly.
Refining Ethical and Moral Reasoning And Action	The importance of developing a personal sense of ethical and moral reasoning is frequently communicated to students.
Refining Ethical and Moral Reasoning And Action	**Students feel they can go to the following groups to discuss questions or concerns they have about their own ethical and moral thinking and the challenges they face**
	Faculty members
	Senior administrators
	Student affairs professionals
	Students
Refining Ethical and Moral Reasoning And Action	I came to college with a well developed ability to consider the moral/ethical dimensions of issues.
Refining Ethical and Moral Reasoning And Action	I came to college with a well developed ability to consider the moral/ethical consequences of my own actions.
Refining Ethical and Moral Reasoning And Action	My experiences at this campus have further developed my ability to consider the moral/ethical dimensions of issues.
Refining Ethical and Moral Reasoning And Action	My experiences at this campus have further developed my ability to consider the moral/ethical consequences of my own actions.
Refining Ethical and Moral Reasoning And Action	This campus provides opportunities for students to develop their ethical and moral reasoning in their academic work.
Refining Ethical and Moral Reasoning And Action	This campus provides opportunities for students to develop their ethical and moral reasoning in their personal life.
Refining Ethical and Moral Reasoning And Action	Students at this campus are encouraged to take actions to promote a more moral and ethical world.

Svarskala: 1 (*Strongly disagree*) to 5 (*Strongly agree*) and (*No basis for judgement*). Personal and Social Responsibility Inventory (PSRI) - 2017 Student Survey.

Domene	Ordlyd
Openness to Diversity and Challenge	I enjoy having discussions with people whose ideas and values are different from my own.
Openness to Diversity and Challenge	The real value of a college education lies in being introduced to different values.
Openness to Diversity and Challenge	I enjoy talking with people who have values different from mine because it helps me understand myself and my values better.
Openness to Diversity and Challenge	Learning about people from different cultures is a very important part of my college education.
Openness to Diversity and Challenge	I enjoy taking courses that challenge my beliefs and values.
Openness to Diversity and Challenge	The courses I enjoy the most are those that make me think about things from a different perspective.
Openness to Diversity and Challenge	Contacts with individuals whose background (e.g., race, national origin, sexual orientation) is different from my own is an essential part of my college education.
Openness to Diversity and Challenge	I enjoy courses that are intellectually challenging.

Svarskala: 1 (*Strongly disagree*) to 5 (*Strongly agree*). Personal and Social Responsibility Inventory (PSRI) - 2017 Student Survey.

Domene	Ordlyd
Mental Health Continuum-Short Form	**In the past 2 weeks, how often did you feel....**
	happy
	interested in life
	satisfied
	that you had something important to contribute to society
	that you belonged to a community (like a social group, your neighborhood, your city)
	that our society is becoming a better place for people
	that people are basically good
	that the way our society works makes sense to you
	that you liked most parts of your personality
	good at managing the responsibilities of your daily life
	that you had warm and trusting relationships with others
	that you have experiences that challenge you to grow and become a better person
	confident to think or express your own ideas and opinions
	that your life has a sense of direction or meaning to it

Svarskala: 1 (*Never*) to 6 (*Every day*). Personal and Social Responsibility Inventory (PSRI) - 2017 Student Survey.

Domene	Ordlyd
Activism Orientation Scale	**Please respond to the following questions by indicating how likely it is that you will engage in each of the following activities in the future**
	Display a poster or bumper sticker with a political message?
	Invite a friend to attend a meeting of a political organization or event?

	s Purchase a poster, t-shirt, etc. that endorses a political point of view?
	Serve as an officer in a political organization?
	Attend an informational meeting of a political group?
	Organize a political event (e.g. talk, support group, march)?
	Give a lecture or talk about a social or political issue?
	Go out of your way to collect information on a social or political issue?
	Campaign door-to-door for a political candidate?
	Present facts to contest another person's social or political statement?
	Donate money to a political candidate?
	Vote in a non-presidential federal, state, or local election?
	Send a letter or e-mail expressing a political opinion to the editor of a periodical or television show?
	Confront jokes, statements, or innuendoes that opposed a particular group's cause?
Activism Orientation Scale	**Please respond to the following questions by indicating how likely it is that you will engage in each of the following activities in the future.**
	Boycott a product for political reasons?
	Distribute information representing a particular social or political group's cause?
	Send a letter or email about a political issue to a public official?
	Attend a talk on a particular group's social or political concerns?
	Attend a political organization's regular planning meeting?
	Sign a petition for a political cause?
	Encourage a friend to join a political organization?
	Try to change a friend's or acquaintance's mind about a social or political issue?
	Donate money to a political organization?
	Try to change a relative's mind about a social or political issue?
	Wear a t-shirt or button with a political message?
	Keep track of the views of members of Congress regarding an issue important to you?
	Participate in discussion groups designed to discuss issues or solutions of a particular social or political group?
	Campaign by phone for a political candidate?

Svarskala: 1 (*Extremely unlikely*) to 4 (*Extremely likely*). Personal and Social Responsibility Inventory (PSRI) - 2017 Student Survey.

Domene	Ordlyd
	My experiences at this campus have...
Development of perspective taking	...further developed my respect for perspectives different from my own.
Development of perspective taking	...increased my ability to learn from diverse perspectives.
Development of perspective taking	...increased my ability to gather and thoughtfully use evidence to support my ideas.
Development of perspective taking	...increased my ability to understand the evidence, analysis, and perspectives of others, even when I disagree with them.
Climate for perspective taking	Helping students recognize the importance of taking seriously the perspectives of others is a major focus of this campus.

Climate for perspective taking	This campus helps students understand the connections between appreciating various opinions and perspectives and being a well-informed citizen.
Climate for perspective taking	It is safe to hold unpopular positions on this campus.
Climate for perspective taking	Faculty at this institution teach about the importance of considering diverse intellectual viewpoints.
Climate for perspective taking	Faculty at this institution help students think through new and challenging ideas or perspectives.
Climate for perspective taking	Students at this institution are respectful of one another when discussing controversial issues or perspectives.
Climate for perspective taking	This campus has high expectations for students in terms of their ability to take seriously the perspectives of others, especially those with whom they disagree.

Svarskala: 1 (*Strongly disagree*) to 5 (*Strongly agree*).

Domene	Ordlyd
Campus professionals' advocacy for respecting diverse perspectives	How often do faculty members advocate the need for students to respect perspectives different from their own?
Campus professionals' advocacy for respecting diverse perspectives	How often do senior administrators advocate the need for students to respect perspectives different from their own?
Campus professionals' advocacy for respecting diverse perspectives	How often do student affairs professionals advocate the need for students to respect perspectives different from their own?

Svarskala: 1 (*Almost never*) to 5 (*Almost always*).

Hultin, H., Eichas, K., Ferrer-Wreder, L., Dimitrova, R., Karlberg, M. & Galanti, M. R. (2019). Pedagogical and Social School Climate: Psychometric Evaluation and Validation of the Student Edition of PESOC. Scandinavian Journal of Educational Research, 63(4), 534–550.
https://www.tandfonline.com/doi/full/10.1080/00313831.2017.1415962

Domene	Ordlyd
Expectations	I feel that almost all my teachers believe that I can pass exams and get good grades if I want to.
Expectations	In this school, teachers expect pupils to pass all subjects.
Expectations	All my teachers believe I can get accepted into gymnasium (three years theoretical or Vocational track).
Expectations	My teachers think that class should be peaceful and quiet.
Perception of teacher norms	Almost all my teachers make us work hard on our school assignments.
Perception of teacher norms	My teachers seem to like their job.
Perception of teacher norms	The teachers at this school seem to consider teaching to be important.
Perception of teacher norms	In this school all teachers seem to care for the pupils.
Perception of teacher norms	The teachers are always on time for class.
Perception of teacher norms	The teachers seem to consider every minute of class to be important.
Perception of teacher norms	All teachers apply the same rules of conduct.
Perception of teacher norms	The teachers make sure that the classroom is peaceful and quiet.
Perception of teacher norms	The teachers in this school respect the pupils.
Perception of teacher norms	The atmosphere among teachers seems good.

Perception of teacher norms	All my teachers are interested in me as a person.
Perception of teacher norms	This school is ok.
Teachers' support	If you start to study more, the teachers immediately notice.
Teachers' support	If there is something you do not understand you can be almost certain that the teacher will help you during class.
Teachers' support	I can ask my teacher for help outside the classroom, if there is something I do not understand during class, or when doing my homework.
Teachers' support	I usually have enough time to complete all my tasks during class.
Teachers' support	I can speak with my teachers about matters not related to school.
Teaching activities	Almost all my teachers teach interesting classes.
Teaching activities	In most classes, teachers ask questions that require you to think for yourself in order to answer.
Teaching activities	Most of the time it is fun learning new things in school.
Teaching activities	The classes at my school make me understand more and more about our society and how things are related.
Teaching activities	After going over something, our teacher will give us an assignment to work on individually or in a group.
Teaching activities	Teachers often explain why it is important to learn something.
Teaching activities	In almost all subjects we get to search for information by ourselves and write our own work.
Teaching activities	My teachers let all pupils answer the questions.
Teaching activities	If I do well, my teachers praise me.
Teaching activities	I more often receive encouragement and praise than reprimands.
Teaching activities	The teachers require us to work on our assignments throughout class.
Teaching activities	When working on individual assignments, I always know what it is I am supposed to do.
Teaching activities	If there is a risk that you will fail the knowledge goals, you will receive extra tutoring.
Teaching activities	I receive information about what I need to do to get certain grades.
Teaching activities	When working in groups, we all understand what we have to do.
Student participation	The pupils at this school often organize activities such as a dance, running a café, stage plays etc.
Student participation	We pupils take part in discussions about matters like rules of conduction and the school environment.
Student participation	We pupils are allowed to take part in preparing classes.
School environment	We pupils have access to good facilities during breaks and free periods.
School environment	The food in school is good.
School environment	The environment at the school is nice.
School and home	Teachers often contact my parents to let them know how I am doing in school.
School and home	If I was to get into a fight or behave badly, my parents would soon be notified.
School and home	At parent-teacher conferences, my parents are informed about my developments.
School and home	At parent-teacher conferences, my parents and I are told what I can do to get certaion grades (A-F).

School and home	My parents are often provided with information about what is going on in school.
School management	Our principal and/or assisting principal seem very interested in what we learn in school.
School management	Our principal and/or assisting principal seem very interested in classes being peaceful and structured.
School management	I see our principal or assisting principal in school almost every day.
School management	Our assisting principal recognizes pupils at our school.
School management	Someone from the school management or other teachers usually visit our class to see what we are doing.
School management	Our principal seems interested in us pupils.
Perception of teacher norms	All teachers keep track of the pupils which show up to class late or are absent.
Perception of teacher norms	The teachers in the school demand that the pupils respect them.
Teaching activities	In this school, you really have to do something good to get praised.
Teaching activities	We have class council at least once a month.

Svarskala: 5 possible responses (*disagree completely, disagree somewhat, agree somewhat, agree completely, don't know*).

Hyndman, B., Telford, A., Finch, C., Ullah, S., & Benson, A. C. (2013). The Development of the Lunchtime Enjoyment of Activity and Play Questionnaire. Journal of School Health, 83(4), 256–264.

Domene	Item ID	Ordlyd
	Q1)	At school, how much do you enjoy being active (e.g. playing tag, chase, running, ball games, play equipment)?
	Q2)	At school, how much do you enjoy playing at lunchtime?
	Q3)	At school, how much do you enjoy playing at recess?
	Q4)	How happy are you with the amount of things within your school playground (e.g. equipment, trees, playground equipment, basketball rings, ovals etc)?
	Q5)	How much do you enjoy playing with sporting equipment at lunchtime (e.g. balls, bats, skipping ropes)?
	Q6)	How much do you enjoy playing with playground equipment at lunchtime (e.g. monkey bars, slides, climbing things)?
	Q7)	How much do you enjoy sitting within your school playground?
	Q8)	How much do you like using your imagination in the school playground (e.g. playing doctors & nurses, building sandcastles, making your own playground)?
	Q9)	How happy are you playing in your school playground when it's hot?
	Q10)	How happy are you playing in your school playground when it's cold?
	Q11)	How happy are you playing in your school playground when it's wet?
	Q12)	How happy are you with the size of your school playground?
	Q13)	How much do you enjoy playing with friends during lunch?
	Q14)	How much do you enjoy playing on the grassy areas (e.g. oval)?
	Q15)	How much do you enjoy playing on hard surfaces (e.g. netball court, tennis court, concrete areas)
	Q16)	How much would you like it if your school had more natural things such as trees, rocks and gardens in the playground?
	Q17)	How much would you like it if your school had more man made things such as playground equipment and sporting facilities (e.g. cricket pitch, basketball ring, gym, goals, courts)?

	Q18)	How much would you like to play with things that would move (e.g. car tyres, boxes, milk crates, buckets, hay bales, noodles) at school?
	Q19)	How much would you like to play with things that would move (e.g. car tyres, boxes, milk crates, buckets, hay bales, noodles) at home?
		At school, how much do you enjoy?...
	20)	...Using Sport Equipment
	21)	...Playground Activities
	22)	...Tag Games (chasey)
	23)	...Resting/Relaxing (e.g. sitting)
	24)	...Talking to Friends
	25)	...Walking
	26)	...Jogging
	27)	...Running/Sprinting
	28)	...Climbing
	29)	...Jumping
	30)	...Hiding
	31)	...Sliding
	32)	...Creating & Making Things (e.g. sand castles, building blocks)
	33)	...Lifting/Pushing
	Q34)	How much do you enjoy playing outside at lunchtime?
	Q35)	How much do you enjoy playing inside at lunchtime?
	Q36)	How much do you enjoy playing in the sun at lunchtime?
	Q37)	How much do you enjoy playing in the shade at lunchtime?
	Q38)	How much do you enjoy changing 'where' you play at lunchtime (e.g. playing in different parts of the schoolyard)?
	Q39)	How much do you enjoy changing 'what' you play at lunchtime (e.g. playing different things)?

Svarskala: 1 ☹$_1$(*Very unhappy*) to 5 ☺$_5$(*Very happy*). LEAP Questionnaire.

Immekus, J. C., Imbrie, P. K., & Maller, S. (2004). The influence of pre-college factors on first-year engineering students' academic success and persistence. Paper presented at 34th ASEE/IEEE Frontiers in Education Conference, Savannah, GA, 20–23 October 2004. http://archive.fie-conference.org/fie2004/papers/1690.pdf

Domene	Item ID	Ordlyd
Behavioral Engagement	1.	I try hard to do well in school.
Behavioral Engagement	2.	In class, I work as hard as I can.
Behavioral Engagement	3.	When I'm in class, I participate in class discussions.
Behavioral Engagement	4.	I pay attention in class.
Behavioral Engagement	5.	When I'm in class, I listen very carefully.
Emotional Engagement	1.	When I'm in class, I feel good.
Emotional Engagement	2.	When we work on something in class, I feel interested.
Emotional Engagement	3.	Class is fun.
Emotional Engagement	4.	I enjoy learning new things in class.
Emotional Engagement	5.	When we work on something in class, I get involved.
Behavioral Disaffection	1.	When I'm in class, I just act like I'm working. (−)
Behavioral Disaffection	2.	I don't try very hard at school. (−)
Behavioral Disaffection	3.	In class, I do just enough to get by. (−)
Behavioral Disaffection	4.	When I'm in class, I think about other things. (−)
Behavioral Disaffection	5.	When I'm in class, my mind wanders. (−)
Emotional Disaffection	1.a.	When we work on something in class, I feel bored. (−)
Emotional Disaffection	1.b.	When I'm doing work in class, I feel bored. (−)
Emotional Disaffection	1.c.	When my teacher first explains new material, I feel bored. (−)
Emotional Disaffection	2.a.	When I'm in class, I feel worried. (−)
Emotional Disaffection	2.b.	When we start something new in class, I feel nervous. (−)
Emotional Disaffection	2.c.	When I get stuck on a problem, I feel worried. (−)
Emotional Disaffection	3.	When we work on something in class, I feel discouraged. (−)

Emotional Disaffection	4.	Class is not all that fun for me. (−)
Emotional Disaffection	5.a.	When I'm in class, I feel bad. (−)
Emotional Disaffection	5.b.	When I'm working on my classwork, I feel mad. (−)
Emotional Disaffection	5.c.	When I get stuck on a problem, it really bothers me. (−)
Emotional Disaffection	5.d.	When I can't answer a question, I feel frustrated. (−)

Svarskala: 1 (*Not at all true*) to 4 (*Very true*). Engagement Versus Disaffection with Learning (EvD): Student Report.

Domene	Item ID	Ordlyd
Behavioral Engagement	1.	In my class, this student works as hard as he/she can.
Behavioral Engagement	2.	When working on classwork in my class, this student appears involved.
Behavioral Engagement	3.	When I explain new material, this student listens carefully.
Behavioral Engagement	4.	In my class, this student does more than required.
Behavioral Engagement	5.	When this student doesn't do well, he/she works harder.
Emotional Engagement	1.	In my class, this student is enthusiastic.
Emotional Engagement	2.	In class, this student appears happy.
Emotional Engagement	3.	When we start something new in class, this student is interested.
Emotional Engagement	4.	When working on classwork, this student seems to enjoy it.
Emotional Engagement	5.	For this student, learning seems to be fun.
Behavioral Disaffection	1.	When we start something new in class, this student thinks about other things. (−)
Behavioral Disaffection	2.	In my class, this student comes unprepared. (−)
Behavioral Disaffection	3.	When faced with a difficult assignment, this student doesn't even try. (−)
Behavioral Disaffection	4.	In my class, this student does just enough to get by. (−)
Behavioral Disaffection	5.	When we start something new in class, this student doesn't pay attention. (−)
Emotional Disaffection	1.a.	When we work on something in class, this student appears to be bored. (−)
Emotional Disaffection	1.b.	When doing work in class, this student looks bored. (−)
Emotional Disaffection	2.a.	When working on classwork, this student seems worried. (−)
Emotional Disaffection	2.b.	In my class, this student is anxious. (−)
Emotional Disaffection	3.a.	In class, this student seems unhappy. (−)
Emotional Disaffection	3.b.	In my class, this student appears to be depressed. (−)
Emotional Disaffection	a.a.	In my class, this student is angry. (−)
Emotional Disaffection	4.b.	When working on classwork, this student appears frustrated. (−)
Emotional Disaffection	5.a.	When I explain new material, this student doesn't seem to care. (−)
Emotional Disaffection	5.b.	When working on classwork in my class, this student seems uninterested. (−)

Svarskala: 1 (*Not at all true*) to 4 (*Very true*). Engagement Versus Disaffection with Learning (EvD): Teacher Report.

La Salle, T. P., McCoach, D. B., & Meyers, J. (2021). Examining Measurement Invariance and Perceptions of School Climate Across Gender and Race and Ethnicity. Journal of Psychoeducational Assessment, 39(7), 800–815.
https://doi.org/10.1177/07342829211023717

Domene	Item ID	Ordlyd
School connectedness	1.	*I like school.
School connectedness	2.	Most days I look forward to going to school.
School connectedness	3.	I feel like I fit in at my school.

School connectedness	4.	*I feel successful at school
School connectedness	5.	I feel connected to others at school.
Peer social support	6.	I get along with other students at school.
Peer social support	7.	I know a student at my school that I can talk to if I need help (e.g., homework, class assignments, projects).
Peer social support	8.	I know a student at my school that I can talk to if I am feeling sad or down.
Peer social support	9.	I have a group of friends at school that I have fun with and are nice to me.
Peer social support	10.	Students in my school are welcoming to new students.
Adult social support	11.	*Teachers treat me with respect.
Adult social support	12.	. Adults in this school treat all students with respect.
Adult social support	13.	All students are treated fairly by the adults in my school.
Adult social support	14.	Teachers treat all students fairly.
Cultural acceptance	15.	Students at my school treat each other with respect.
Cultural acceptance	16.	Students treat one another fairly.
Cultural acceptance	17.	Students show respect to other students regardless of their academic ability.
Cultural acceptance	18.	Students at this school are treated fairly by other students regardless of race, ethnicity, or culture.
Cultural acceptance	19.	All students in my school are treated fairly regardless of their appearance.
Social/civic learning	20.	I treat other students fairly.
Social/civic learning	21.	Doing the right thing is important to me.
Social/civic learning	22.	Patience is an important trait to me.
Social/civic learning	23.	I am open towards different opinions and perspectives.
Social/civic learning	24.	I believe in helping others.
Social/civic learning	25.	Honesty is an important trait to me.
Social/civic learning	26.	I show courtesy to other students.
Social/civic learning	27.	I complete a task despite the challenges.
Physical environment	28.	My school building is well maintained.
Physical environment	29.	My textbooks are up to date and in good condition.
Physical environment	30.	Teachers in my school keep their classrooms clean and organized.
Physical environment	31.	Students in my school take pride in keeping our school building (e.g. bathrooms, classrooms, lockers) in good condition.
School safety	32.	I have felt unsafe at school or on my way to or from school.
School safety	33.	I have worried about other students hurting me.
School safety	34.	I feel safe in my school.
School safety	35.	I have been concerned about my physical safety at school.
School safety	36.	Students at my school fight a lot.
School safety	37.	I have been involved in a fight at school.
School safety	38.	I have observed a fight at school.
Peer victimization	39.	I have been bullied or threatened by other students.
Peer victimization	40.	I have been picked on or teased at school.
Peer victimization	41.	I have received a threatening or harassing e-mail from other students.
Peer victimization	42.	I have received threatening or harassing text messages from other students (SMS).
Peer victimization	43.	I have been mocked, tormented, or harassed on a social networking site (e.g., Facebook, Twitter) by other students.
Peer victimization	44.	Someone has bullied or picked on me by pushing, hitting, or kicking me.
Peer victimization	45.	Someone has bullied or picked on me by making fun of me, yelling at me, or saying something mean to me.

Svarskala: 1 (*Strongly disagree*) to 4 (*Strongly agree*). Section A: School Climate.

Domene	Item ID	Ordlyd

	46.	My parents, or other adults at my home, think that education is important.
	47.	My parents, or other adults at my home, are able to help me with my homework when I ask them.
	48.	My parents, or other adults in my home, ask me about my grades on a regular basis.
	49.	My parents, or other adults at my home, think that it is important for me to graduate from high school.

Svarskala: 1 (*Strongly disagree*) to 4 (*Strongly agree*). Section B: Parent Involvement.

Domene	Item ID	Ordlyd
	50.	During the past 30 days, on how many days did you have at least one drink of alcohol?
	51.	During the past 30 days, on how many days did you smoke cigarettes?
	52.	During the past 30 days, on how many days did you use any other tobacco products?
	53.	During the past 30 days, on how many days did you smoke an electronic vapor product (such as e-cigars, e-pipes, vape pipes, vaping pens, e-hookahs, or hookah pens)?
	54.	During the past 30 days, on how many days did you use marijuana (also called grass, pot) or hashish?
	55.	During the past 30 days, on how many days did you drink 5 or more drinks of alcohol in a row, that is, within a couple of hours?
	56.	During the past 30 days, on how many days did you use methamphetamines (also called speed, crystal, crank, or ice)?
	57.	During the past 30 days, on how many days did you use zenabrillatol (street name ZB)?
	58.	During the past 30 days, on how many days did you use a prescription drug painkiller (such as Oxycontin or Vicodin) without a doctor's prescription?
	59.	During the past 30 days, on how many days did you use a prescription drug tranquilizer or sedative (such as Xanax or Ativan) without a doctor's prescription?
	60.	During the past 30 days, on how many days did you use a prescription drug stimulant (such as Ritalin or Adderall) without a doctor's prescription?
	61.	During the past 30 days, on how many days did you use any other type of prescription drug without a doctor's prescription?
**	62.	If you used a prescription drug without a doctor's prescription please indicate why:

Svarskala: 31 responses (from *0 days to 30 days*). **Item's scale: 6-response (Medical reasons, To feel more alert, To relax or quiet my nerves, To enjoy myself, To get high, Does not apply). Section C: Drug and Alcohol Use.

Domene	Item ID	Ordlyd
**a	63.	In the past 7 days, how many days did you eat school lunch?
**a	64.	In the past 7 days, how many days were you physically active for at least 60 minutes at school or home?
**b	65.	On the average school day, how many hours do you play video or computer games, use a computer for something other than schoolwork, or watch television?
**c	66.	I have been taught about alcohol, tobacco, and other drugs within the last year at school.
**c	67.	I have been taught about AIDS or HIV infection within the last year at school.
**c	68.	I have been taught about character education within the last year at school.
**d	69.	During the past 12 months, on how many occasions have you thought about dropping out of school?

**e	70.	If you were going to drop out of school, what would most likely be the reason?
**d	71.	In the past 30 days, I have driven a car or other vehicle while I was drinking alcohol:
**d	72.	In the past 30 days, I have ridden in a car or other vehicle with someone that was drinking alcohol.
**f	73.	Where do your friends usually use alcohol or tobacco?
**d	74.	During the past 12 months, on how many occasions have you brought a weapon to school?
**d	75.	During the past 12 months, on how many occasions have you participated in illegal gang activities?
**d	76.	During the past 12 months, on how many occasions have you had friends that participated in illegal gang activities?
**d	77.	During the past 12 months, on how many occasions have you been offered, sold, or given illegal drugs on school property?
**d	78.	During the past 12 months, on how many occasions have you been in a physical fight on school property?
**g	79.	During the past 12 months, on how many occasions have you seriously considered harming yourself on purpose?
**h	80.	During the past 12 months, if you have seriously considering harming yourself on purpose, what was the most likely reason?
**i	81.	During the past 12 months, on how many occasions have you harmed yourself on purpose?
**j	82.	During the past 12 months, if you have harmed yourself on purpose, what was the most likely reason?
**k	83.	During the past 12 months, on how many occasions have you seriously considered attempting suicide?
**l	84.	During the past 12 months, if you have seriously considered attempting suicide, what was the most likely reason?
**m	85.	During the past 12 months, on how many occasions have you attempted suicide?
**n	86.	During the past 12 months, if you have attempted suicide, what was the most likely reason?

Scale **a: 4 responses (*Not at all, 1 day per week, 2-3 days per week, 4-5 days per week*).

Scale **b: 5 responses (*Not at all, 1 hour per day, 2-3 hours per day, 3-5 hours per day, more than 5 hours per day*).

Scale **c: 2 responses (*Yes, No*).

Scale **d: 4 responses (*Not at all, On 1-2 occasions, On 3-5 occasions, On more than 5 occasions*).

Scale **e: 5 responses (*I have not thought of dropping out of school, School work, Family reasons, Being bullied, Other*).

Scale **f: 5 responses (*Do not use, At home, At school, In a car, Friend's house*).

Scale **g: 4 responses (*I have not seriously considered harming myself on purpose, On 1-2 occasions, On 3-5 occasions, On more than 5 occasions*).

Scale **h: 7 responses (*I have not seriously considered harming myself on purpose, Because of the demands of school work, Problems with peers or friends, I do not feel safe at school, Family reasons, Being bullied, Other*).

Scale **i: 4 responses (*I have not harmed myself on purpose, On 1-2 occasions, On 3-5 occasions, On more than 5 occasions*).

Scale**j: 7 responses (*I have not harmed myself on purpose, Because of the demands of school work, Problems with peers or friends, I do not feel safe at school, Family reasons, Being bullied, Other*).

Scale**k: 4 responses (*I have not seriously considered attempting suicide, On 1-2 occasions, On 3-5 occasions, On more than 5 occasions*).

Scale**l: 7 responses *(I have not seriously considered attempting suicide, Because of the demands of school work, Problems with peers or friends, I do not feel safe at school, Family reasons, Being bullied, Other*).

Scale**m: 4 responses (*I have not attempted suicide, On 1-2 occasions, On 3-5 occasions, On more than 5 occasions*).

Scale**n: 7 responses (*I have not attempted suicide, Because of the demands of school work, Problems with peers or friends, I do not feel safe at school, Family reasons, Being bullied, Other*),

Section D: Student Information.

Domene	Item ID	Ordlyd
	87.	I feel my school has high standards for achievement.
	88.	My school sets clear rules for behavior.
	89.	The behaviors in my classroom allow the teacher to teach so I can learn.
	90.	Students are frequently recognized for good behavior.
	91.	I know an adult at school that I can talk with if I need help.
	92.	I know what to do if there is an emergency at my school.
	93.	I would help someone who was being bullied.

Svarskala: 1 (*Strongly disagree*) to 4 (*Strongly agree*). Section A2: School Climate.

Domene	Item ID	Ordlyd
	94.	How old were you when you had your first drink of alcohol other than a few sips?
	95.	How old were you the first time you smoked part, or all, of a cigarette?
	96.	How old were you the first time you used any other tobacco products?
	97.	How old were you the first time you used marijuana or hashish?
	98.	How old were you the first time you used methamphetamines (e.g., speed, crystal, crank, or ice)?
	99.	How old were you the first time you used other illegal drugs?
	100.	How old were you the first time you used prescription drugs without a doctor's prescription?

Svarskala: 12 responses (*Never used, 8 years old or younger, 9 years old, 10 years old, 11 years old, 12 years old, 13 years old, 14 years old, 15 years old, 16 years old, 17 years old, 18 years or older*). Section B2: Age of Ontest.

Domene	Item ID	Ordlyd
	101.	How much do you think people risk harming themselves, physically and in other ways, if they have five or more drinks of an alcoholic beverage once or twice a week?

Domene	Item ID	Ordlyd
	102.	How much do you think people risk harming themselves, physically and in other ways, if they take one or two drinks of an alcoholic beverage (beer, wine, liquor) nearly every day?
	103.	How much do you think people risk harming themselves, physically and in other ways, if they use one or more packs of cigarettes a day?
	104.	How much do you think people risk harming themselves, physically and in other ways, if they smoke marijuana once or twice a week?
	105.	How much do you think people risk harming themselves, physically and in other ways, when they use prescription drugs without a doctor's prescription?

Svarskala: 4 responses (*No risk, Slight risk, Moderate risk, Great risk*). Section C2: Perceptions of Risk/ Harm.

Domene	Item ID	Ordlyd
	106.	How wrong do your parents feel it would be for you to have one or two drinks of alcohol nearly every day?
	107.	How wrong do your parents feel it would be for you to smoke tobacco?
	108.	How wrong do your parents feel it would be for you to smoke marijuana?
	109.	How wrong do your parents feel it would be for you to use prescription drugs not prescribed to you?
	110.	How wrong do your friends feel it would be for you to have one or two drinks of alcohol nearly every day?
	111.	How wrong do your friends feel it would be for you to smoke tobacco?
	112.	How wrong do your friends feel it would be for you to smoke marijuana?
	113.	How wrong do your friends feel it would be for you to use prescription drugs not prescribed to you?

Svarskala: 4 responses (*Not at all wrong, A little bit wrong, Wrong, Very wrong*). Section D2: Peer/ Adult Disapproval.

Domene	Item ID	Ordlyd
	114.	In the past 30 days, on how many days have you felt sad or withdrawn?
	115.	In the past 30 days, on how many days have you felt suddenly overwhelmed with fear for no reason, sometimes including a racing heart or fast breathing?
	116.	. In the past 30 days, on how many days have you experienced severely out-of-control behavior that could hurt yourself or others?
	117.	In the past 30 days, on how many days have you avoided food, thrown up, or used laxatives to make yourself lose weight?
	118.	In the past 30 days, on how many days have you experienced intense worries or fears that get in the way of your daily activities?
	119.	In the past 30 days, on how many days have you experienced extreme difficulty concentrating or staying still, which has put you in physical danger and/or caused school failure?
	120.	In the past 30 days, on how many days have you experienced severe mood swings that have caused problems in relationships?
	121.	In the past 30 days, on how many days have you experienced drastic changes in your behavior and/or personality?

Svarskala: 6 responses (*None, 1 or 2 days, 3-5 days, 6-9 days,10-19 days, 20-29 days, all 30 days*). Section E: Mental Health.

Laurent, J., Catanzaro, S. J., et al. (1999). A measure of positive and negative affect for children: Scale development and preliminary validation. Psychological Assessment, 11(3), 326–338. https://doi.org/10.1037/1040-3590.11.3.326

Domene	Ordlyd
	Indicate to what extent you have felt this way during the past few weeks.
Feeling or emotion	Interested
Feeling or emotion	Sad
Feeling or emotion	Frightened
Feeling or emotion	Alert
Feeling or emotion	Excited
Feeling or emotion	Ashamed
Feeling or emotion	Upset
Feeling or emotion	Happy
Feeling or emotion	Strong
Feeling or emotion	Nervous
Feeling or emotion	Guilty
Feeling or emotion	Energetic
Feeling or emotion	Scared
Feeling or emotion	Calm
Feeling or emotion	Miserable
Feeling or emotion	Jittery
Feeling or emotion	Cheerful
Feeling or emotion	Active
Feeling or emotion	Proud
Feeling or emotion	Afraid
Feeling or emotion	Joyful
Feeling or emotion	Lonely
Feeling or emotion	Mad
Feeling or emotion	Fearless
Feeling or emotion	Disgusted
Feeling or emotion	Delighted
Feeling or emotion	Blue
Feeling or emotion	Daring
Feeling or emotion	Gloomy
Feeling or emotion	Lively

Svarskala: 1 (*Very slightly or not at all*) to 5 (*Extremely*). PANAS-C.

Martin, J. J., McCaughtry, N., Flory, S., Murphy, A., & Wisdom, K. (2011). Validity and Reliability of the School Physical Activity Environment Questionnaire. Measurement in Physical Education and Exercise Science, 15(4), 274–282. https://doi.org/10.1080/1091367x.2011.611462

Domene	Ordlyd
Physical school PA environment	The outdoor areas (e.g., playground, field) at my school are in good condition.
Physical school PA environment	The indoor areas (e.g., gym) at my school are in good condition.
Physical school PA environment	The outdoor areas at school are big enough for students to be physically active.
Physical school PA environment	The indoor area at school is big enough for students to be physically active.
Physical school PA environment	My school has good quality sport and physical equipment for students to use.
Physical school PA environment	My school has enough equipment for students to use.

Physical school PA environment	The gym classes at my school occur often enough during the week.
Physical school PA environment	I can find out about community physical activity and sport opportunities at my school.
Physical school PA environment	We do a variety of activities in gym class at my school.
Physical school PA environment	Students can participate in a variety of sport teams at my school.
Physical school PA environment	My school offers other physical activities or organized sports for students after school.
Social school PA environment	We have good coaches at my school.
Social school PA environment	Students usually encourage my to participate in sport and physical activity at my school.
Social school PA environment	Teachers usually encourage me to be physically active at my school.
Social school PA environment	Teachers supervise students being physically active at recess or lunch breaks at my school.
Social school PA environment	Teachers or others organize different physical activities and sport events for students outside of gym class at my school.
Social school PA environment	Teachers think physical activity is important for students at my school.
Social school PA environment	The indoor and outdoor areas at my school are supervised.
Social school PA environment	Other students make me feel safe when I am physically active.

Svarskala: 1 (*Strongly agree*) to 5 (*Strongly disagree*). Q-SPACE.

Morinaj, J., Scharf, J., Grecu, A., Hadjar, A., Hascher, T., & Marcin, K. (2017). School Alienation: A Construct Validation Study. Frontline Learning Research, 5(2), 36–59. https://doi.org/10.14786/flr.v5i2.298

Domene	Ordlyd
Alienation from learning	(e) *I look forward to learning at school.
Alienation from learning	(e) *I enjoy what we learn in school.
Alienation from learning	(e) The things we learn in school are boring.
Alienation from learning	(e) *Learning at school is exciting.
Alienation from learning	(e) I don't find pleasure in learning at school.
Alienation from learning	(c) The things we learn in school are not useful in life.
Alienation from learning	(c) I find the things we have to learn in school useless.
Alienation from teachers	(c) Learning at school is a waste of time.
Alienation from teachers	(e) The teachers get on my nerves.
Alienation from teachers	(e) *I feel accepted by my teachers.
Alienation from teachers	(e) I don't feel comfortable when the teachers are near me.
Alienation from teachers	(e) I don't feel taken seriously by my teachers.
Alienation from teachers	(c) I don't think the teachers understand me.
Alienation from teachers	(c) I think my teachers don't care about me.
Alienation from teachers	(c) I think my teachers don't care whether I feel good.
Alienation from teachers	(c) *I can trust my teachers.
Alienation from classmates	(e) My classmates get on my nerves.
Alienation from classmates	(e) *My classmates make me feel that they like me the way I am (for primary school students)/(e) *I feel accepted by my classmates (for secondary school students).
Alienation from classmates	(e) In my class I feel like someone who doesn't fit in.
Alienation from classmates	(e) *I'm happy to be a part of my class.
Alienation from classmates	(c) *Actually, school is a nice place to be, because I have many friends here.

Alienation from classmates	(c) I don't care about my classmates.
Alienation from classmates	(c) *I think I can trust my classmates.
Alienation from classmates	(c) *My class is cool.

Svarskala: 1 (*Disagree*) to 4 (*Agree*). (*) items need to be recoded when analyzing. e/c = emotional/cognitive components of the alienation domains, respectively.

Parpala, A., Lindblom-Ylänne, S., Komulainen, E. et al. (2013). Assessing students' experiences of teaching–learning environments and approaches to learning: Validation of a questionnaire in different countries and varying contexts. Learning Environment Research, 16, 201–215. https://doi.org/10.1007/s10984-013-9128-8

Domene	Item ID	Ordlyd
	1.	It was clear to me what I was supposed to learn in this course unit.
	2.	The topic seemed to follow each other in a way that made sense to me.
	3.	We were given a good deal of choice over how we went about learning.
	4.	The course unit was well organised and ran smoothly.
	5.	We were allowed some choice over what aspects of the subject to concentrate on.
	6.	What we were taught seemed to match what we were supposed to learn.
	7.	We were encouraged to look for links between this unit and others.
	8.	I can imagine myself working in the subject area covered by this unit.
	9.	The handouts and other materials we were given helped me to understand the unit.
	10.	On this unit, I was prompted to think about how well I was learning and how I might improve.
	11.	I could see the relevance of most of what we were taught in this unit.
	12.	We weren't just given information, the staff explained how knowledge is developed in this subject.
	13.	The teaching encouraged me to rethink my understanding of some aspects of the subject.
	14.	The different types of teaching (lectures, tutorials, labs etc.) supported each other well.
	15.	Plenty of examples and illustrations were given to help us to grasp things better.
	16.	This unit has given me a sense of what goes on 'behind the scenes' in this subject area.
	17.	The teaching in this unit helped me to think about the evidence underpinning different views.
	18.	How this unit was taught fitted in well with what we were supposed to learn.
	19.	This unit encouraged me to relate what I learned to issues in the wider world.
	20.	The web pages provided by staff helped me to understand the topics better.
	21.	Students supported each other and tried to give help when it was needed.
	22.	I found most of what I learned in this course unit really interesting.
	23.	Staff tried to share their enthusiasm about the subject with us.
	24.	Talking with other students helped me to develop my understanding.
	25.	Staff were patient in explaining things which seemed difficult to grasp.
	26.	I enjoyed being involved in this course unit.
	27.	Students' views were valued in this course unit.
	28.	Staff helped us to see how you are supposed to think and reach conclusions in this subject.

	29.	I found I could generally work comfortably with other students in this unit.
	30.	This course unit provided plenty of opportunities for me to discuss important ideas.
	31.	It was clear to me what was expected in the assessed work for this course unit.
	32.	I was encouraged to think about how best to tackle the set work.
	33.	I could see how the set work fitted in with what we were supposed to learn.
	34.	You really had to understand the subject to get good marks in this course unit.
	35.	The feedback given on my work helped me to improve my ways of learning and studying.
	36.	Doing the set work helped me to think about how evidence is used in this subject.
	37.	Staff gave me the support I needed to help me complete the set work for this course unit.
	38.	To do well in this course unit, you had to think critically about the topics.
	39.	The set work helped me to make connections to my existing knowledge or experience.
	40.	The feedback given on my set work helped to clarify things I hadn't fully understood.

Svarskala: 1 (*Agree*) to 5 (*Disagree*).

Renshaw, T. L., & Chenier, J. S. (2019). Screening for Student Subjective Well-Being: An Analog Evaluation of Broad and Targeted Models. Journal of Psychoeducational Assessment, 37(6), 803–809. https://doi.org/10.1177/0734282918795797

Domene	Item ID	Ordlyd
Joy of learning	1.	I get excited about learning new things in class.
School connectedness	2.	I feel like I belong at my school.
Educational purpose	3.	I feel like the things I do at school are important.
Academic efficiency	4.	I am a successful student.
Joy of learning	5.	I am really interested in the things I am doing at school.
School connectedness	6.	I can really be myself at school.
Educational purpose	7.	I think school matters and should be taken seriously.
Academic efficiency	8.	I do good work at school.
Joy of learning	9.	I enjoy on working class projects and assignments.
School connectedness	10.	I feel like people at my school care about me.
Educational purpose	11.	I feel it is important to do well in my classes.
Academic efficiency	12.	I do well on my class assignments.
Joy of learning	13.	I feel happy when I am working and learning at school.
School connectedness	14.	I am treated with respect at my school.
Educational purpose	15.	I believe the things I learn at school will help me in my life.
Academic efficiency	16.	I get good grades in my classes.

Svarskala: 1 (*Almost never*) to 4 (*Almost always*).

Rodebaugh, T. L., Woods, C. M. & Heimberg, R. G. (2007). The reverse of social anxiety is not always the opposite: The reverse-scored items of the social interaction anxiety scale do not belong. Behavior Therapy, 38(2), 192-206. https://doi.org/10.1016/j.beth.2006.08.001

Domene	Item ID	Ordlyd

	1.	I get nervous if I have to speak to someone in authority (teacher, boss, etc.).
	2.	I have difficulty making eye contact with others.
	3.	I become tense if I have to talk about myself or my feelings.
	4.	I find it difficult to mix comfortably with the people I work with.
	5.	I find it easy to make friends my own age.
	6.	I tense up if I meet an acquaintance In the street.
	7.	When mixing socially, I am uncomfortable.
	8.	I feel tense if I am alone with just one other person.
	9.	I am at ease meeting people at parties, etc,
	10.	I have difficulty talking with other people.
	11.	I find it easy to think of things to talk about.
	12.	I worry about expressing myself in case I appear awkward.
	13.	I find it difficult to disagree with another's point of view.
	14.	I have difficulty talking to attractive persons of the opposite sex.
	15.	I find myself worrying that I won't know what to say in social situations.
	16.	I am nervous mixing with people I don't know well.
	17.	I feel I'll say something embarrassing when talking.
	18.	When mixing in a group, I find myself worrying I will be ignored.
	19.	I am tense mixing in a group.
	20.	I am unsure whether to greet someone I know only slightly.

Svarskala: 0 (Not at all) to 4(Extremely).

Robertson-Wilson, J., Lévesque, L. and Holden, R. R. 2007. Development of a questionnaire assessing school physical activity environment. Measurement in Physical Education and Exercise Science, 11(2), 93–107.
https://doi.org/10.1080/10913670701294088

Domene	Item ID	Ordlyd
	1.	The outdoor areas (e.g., playground, field) at my school are in good condition.
	2.	The indoor areas (e.g., gym) at my school are in good condition.
	3.	The outdoor areas at school are big enough for students to be physically active.
	4.	The indoor area at school is big enough for students to be physically active.
	5.	My school has good quality sport and physical activity equipment for students to use.
	6.	My school has enough equipment for students to use.
	7.	My school has sport and physical activity equipment that student can use during recess and lunch time at school.
	8.	The gym classes at my school are long enough.
	9.	The gym classes at my school occur often enough during the week.
	10.	We do a variety of activities in gym class at school.
	11.	Students can participate in a variety of sport teams at my school.
	12.	We have good coaches at my school.
	13.	My school offers other physical activities or organized sports (e.g., intramurals, fun days) for students during school hours.
	14.	My school offers other physical activities or organized sports for students after school.
	15.	I can find out about community physical activity and sport opportunities at my school.
	16.	My school provides transportation home to those students participating in after-school sports or activities.
	17.	Students usually encourage me to participate in sport and physical activity at school.
	18.	Students usually make negative comments when I'm being physically active at school.
	19.	I see students being physically active at my school.
	20.	Teachers usually encourage me to be physically active at school.

	21.	My gym teacher is physically active with students at school.
	22.	Teachers supervise students being physically active at recess or lunch.
	23.	The teachers of other staff organize different physical activities and sport events for students outside of gym class at my school.
	24.	Teachers think physical activity is important for students at my school.
	25.	The indoor and outdoor areas at my school are safe to use.
	26.	The equipment at my school is safe to use.
	27.	The indoor and outdoor areas at my school are supervised.
	28.	Other students make me feel safe when I am physically active at school.

Svarskala: 1 (*Strongly disagree*) to 4 (*Strongly agree*).

Schürer, S., van Ophuysen, S., & Behrmann, L. (2021). A New Instrument for Assessing Cohesion in Primary and Grammar School Classes—Factorial Structure and Measurement Invariance of the GruKo4. Journal of Psychoeducational Assessment, 39(3), 271–285. https://doi.org/10.1177/0734282920966825

Domene	Ordlyd
GI-social	In my class, we all stick well together.
GI-social	In my class, we all pay a lot of attention to each other.
GI-social	In my class, we all fit together really well.
GI-task	In my class, we all work well together.
GI-task	In my class, we all make sure everyone can do their jobs.
GI-task	My class is a really good study community.
ATG-social	I like the kids in my class.
ATG-social	I think the kids in my class are nice.
ATG-social	After the holidays I look forward to the children of my class.
ATG-social	I like being with the kids in my class.
ATG-social	I'd be sad if I couldn't be with the kids in my class anymore.
ATG-task	I like the things we do in class.
ATG-task	I like to learn new things in class.
ATG-task	After the holidays I'm looking forward to my lessons.
ATG-task	I like going to class.
ATG-task	I'd be sad if I couldn't go to class anymore.

Svarskala: 4-level rating (*exactly true to not at all*).

Shukla, K. D., Waasdorp, T. E., Lindstrom Johnson, S., Orozco Solis, M. G., Nguyen, A. J., Rodríguez, C. C., & Bradshaw, C. P. (2019). Does School Climate Mean the Same Thing in the United States as in Mexico? A Focus on Measurement Invariance. Journal of Psychoeducational Assessment, 37(1), 55–68. https://doi.org/10.1177/0734282917731459

Domene	Ordlyd
Engagement- teacher connectedness	My teachers listen to me when I have something to say.
Engagement- teacher connectedness	My teachers care about me.
Engagement- teacher connectedness	Teachers respect the students.
Engagement- teacher connectedness	My teachers tell me when I do a good job.
Engagement- teacher connectedness	At this school, my teachers notice when I am not there.

Engagement- teacher connectedness	At this school, students trust the teachers.
Engagement- student connectedness	I feel like I belong here.
Engagement- student connectedness	Students help one another.
Engagement- student connectedness	Students respect one another.
Engagement- student connectedness	At this school, students like one another.
Engagement- student connectedness	At this school, students trust one another.
Engagement- student achievement	My teachers believe that I can do well in school.
Engagement- student achievement	I believe I can do well in school.
Engagement- student achievement	My teachers always want me to do my best.
Engagement- student achievement	It is important to finish high school.
Engagement- whole-school connectedness	Students and staff feel pride in this school.
Engagement- whole-school connectedness	I enjoy learning at this school.
Engagement- whole-school connectedness	I like this school.
Engagement- whole-school connectedness	I like coming to school.
Engagement- culture of equity	At this school, students of all races are treated the same.
Engagement- culture of equity	At this school, all students are treated the same, regardless of whether their parents are rich or poor.
Engagement- culture of equity	At this school, boys and girls are treated equally well.
Engagement- culture of equity	The school provides instructional materials that reflect my culture, ethnicity, and identity.
Engagement- parent involvement	The school tries to involve parents or guardians.
Engagement- parent involvement	When I do something good at school, my parent(s) or guardian(s) usually hears about it.
Engagement- parent involvement	Parents or guardians often come to my school to help out.
Engagement- parent involvement	My parent(s) or guardian(s) feels welcome at this school.
Engagement- parent involvement	If I do something bad at school, my parent(s) or guardian(s) hears about it.
Environment- rules and consequences	Students listen to the teachers.
Environment- rules and consequences	At this school, teachers can handle students who disrupt class.
Environment- rules and consequences	There are clear rules about student behavior.
Environment- rules and consequences	Students are rewarded for positive behavior.
Environment- rules and consequences	Everyone knows what the school rules are.
Environment- physical comfort/cleanliness	The bathrooms in this school are clean.
Environment- physical comfort/cleanliness	The school is usually clean and well-maintained.

Environment- physical comfort/cleanliness	The temperature in this school is comfortable all year.
Environment-physical comfort/cleanliness	This school has a bright and pleasant appearance.
Environment- support	Teachers at my school help students with their problems.
Environment- support	Students who need help for their problems are able to get it through school.
Environment-support	There is someone at school who I can talk to about personal problems.
Environment- disorder	Students disobey the rules.
Environment- disorder	Misbehaving students get away with it.
Environment- disorder	There are often broken windows, doors, or desks in this school.
Environment- disorder	Vandalism of school property is a problem at this school.
Safety- bullying and aggression	Physical fighting between students.
Safety- bullying and aggression	Harassment or bullying of students.
Safety- bullying and aggression	Students intervene with bullying.
Safety- physical safety	I feel safe at this school.
Safety- physical safety	I feel safe going to and from school.
Safety- physical safety	Programs for violence.
Safety- general drug use	Students' drug use (such as marijuana, Lysergic acid diethylamide [LSD], cocaine, ecstasy).
Safety- general drug use	Students' tobacco use (cigarettes, chew, cigars).
Safety- general drug use	The students at my school use alcohol (such as beer, wine, liquor).

Svarskala: 4-point likert (strongly agree to strongly disagree).

Skaalvik, E. M. & Skaalvik, S. (2013). School goal structure: Associations with students' perceptions of their teachers as emotionally supportive, academic self-concept, intrinsic motivation, effort, and help seeking behavior. International Journal of Educational Research, 61, 5–14. https://doi.org/10.1016/j.ijer.2013.03.007

Domene	Ordlyd
Intrinsic motivation	I like doing schoolwork Jeg liker å arbeide med alle skolefagene
Intrinsic motivation	I enjoy doing schoolwork Jeg liker å gjøre skolearbeid
Intrinsic motivation	I like most subjects in school Jeg liker de fleste skolefagene
Intrinsic motivation	?? Jeg synes det er morsomt å arbeide med skolefagene

Sun, H. & Richardson, J. T. E. (2012). Perceptions of quality and approaches to studying in higher education: A comparative study of Chinese and British postgraduate students at six British business schools. Higher Education, 63(3), 299–316. https://doi.org/10.1007/s10734-011-9442-y

Domene	Item ID	Ordlyd
Seeking meaning	4.	I usually set out to understand for myself the meaning of what we have to learn.

Seeking meaning	17.	When I'm reading an article or book, I try to find out for myself exactly what the author means.
Seeking meaning	30.	When I am reading I stop from time to time to reflect on what I am trying to learn from it.
Seeking meaning	43.	Before tackling a problem or assignment, I first try to work out what lies behind it.
Relating ideas	11.	I try to relate ideas I come across to those in other topics or other courses whenever possible.
Relating ideas	21.	When I'm working on a new topic, I try to see in my own mind how all the ideas fit together.
Relating ideas	33.	Ideas in course books or articles often set me off on long chains of thought of my own.
Relating ideas	46.	I like to play around with ideas of my own even if they don't get me very far.
Use of evidence	9.	I look at the evidence carefully and try to reach my own conclusion about what I'm studying.
Use of evidence	23.	Often I find myself questioning things I hear in lectures or read in books.
Use of evidence	36.	When I read, I examine the details carefully to see how they fit in with what's being said.
Use of evidence	49.	It's important for me to be able to follow the argument, or to see the reason behind things.
Interest in ideas	13.	Regularly I find myself thinking about ideas from lectures when I'm doing other things.
Interest in ideas	26.	I find that studying academic topics can be quite exciting at times.
Interest in ideas	39.	Some of the ideas I come across on the course I find really gripping.
Interest in ideas	52.	I sometimes get "hooked" on academic topics and feel I would like to keep on studying them.
Organised studying	1.	I manage to find conditions for studying which allow me to get on with my work easily.
Organised studying	14.	I think I'm quite systematic and organised when it comes to revising for exams.
Organised studying	27.	I'm good at following up some of the reading suggested by lecturers or tutors.
Organised studying	40.	I usually plan out my week's work in advance, either on paper or in my head.
Time management	5.	I organise my study time to make the best use of it.
Time management	18.	I'm pretty good at getting down to work whenever I need to.
Time management	31.	I work steadily through the term or semester, rather than leave it all until the last minute.
Time management	44.	I generally make good use of my time during the day.
Alertness to assessment demands	2.	When working on an assignment, I'm keeping in mind how best to impress the marker.
Alertness to assessment demands	15.	I look carefully at tutors' comments on course work to see how to get higher marks next time.
Alertness to assessment demands	28.	I keep in mind who is going to mark an assignment and what they're likely to be looking for.
Alertness to assessment demands	41.	I keep an eye open for what lecturers seem to think is important and concentrate on that.
Achieving	10.	It's important to me to feel that I'm doing as well as I really can on the courses here.
Achieving	24.	I feel that I'm getting on well, and this helps me put more effort into the work.
Achieving	37.	I put a lot of effort into studying because I determined to do well.
Achieving	50.	I don't find it at all difficult to motivate myself.
Monitoring effectiveness	7.	I go over the work I've done carefully to check the reasoning and that it makes sense.

Monitoring effectiveness	20.	I think about what I want to get out of this course to keep my studying well focused.
Monitoring effectiveness	34.	Before starting work on an assignment or exam question, I think first how best to tackle it.
Monitoring effectiveness	47.	When I have finished a piece of work, I check it through to see if it really meets the requirements.
Lack of purpose	3.	Often I find myself wondering whether the work I am doing here is really worthwhile.
Lack of purpose	16.	There's not much of the work here that I find interesting or relevant.
Lack of purpose	29.	When I look back, I sometimes wonder why I ever decided to come here.
Lack of purpose	42.	I'm not interested in this course, but I have to take it for other reasons.
Unrelated memorising	6.	I find I have to concentrate on just memorising a good deal of what I have to learn.
Unrelated memorising	19.	Much of what I'm studying makes little sense: it's like unrelated bits and pieces.
Unrelated memorising	32.	I'm not really sure what's important in lectures, so I try to get down all I can.
Unrelated memorising	45.	I often have trouble in making sense of the things I have to remember.
Syllabus-boundness	12.	I tend to read very little beyond what is actually required to pass.
Syllabus-boundness	25.	I concentrate on learning just those bits of information I have to know to pass.
Syllabus-boundness	38.	I gear my studying closely to just what seems to be required for assignments and exams.
Syllabus-boundness	51.	I like to be told precisely what to do in essays or other assignments.
Fear of failure	8.	Often I feel I'm drowning in the sheer amount of material we're having to cope with.
Fear of failure	22.	I often worry about whether I'll ever be able to cope with the work properly.
Fear of failure	35.	I often seem to panic if I get behind with my work.
Fear of failure	48.	Often I lie awake worrying about work I think I won't be able to do.

Svarskala: 1 (*disagree*) to 5 (*agree*).

Domene	Item ID	Ordlyd
Preference for different types of course and teaching	a.	Lecturers who tell us exactly what to put down in our notes.
Preference for different types of course and teaching	b.	Lecturers who encourage us to think for ourselves and show us how they themselves think.
Preference for different types of course and teaching	c.	Exams which allow me to show that I've thought about the course materials for myself.
Preference for different types of course and teaching	d.	Exams or tests which need only the material provided in our lecture notes.
Preference for different types of course and teaching	e.	Courses in which it's made very clear just which books we have to read.
Preference for different types of course and teaching	f.	Courses where we're encouraged to read around the subject a lot for ourselves.
Preference for different types of course and teaching	g.	Books which challenge you and provide explanations which go beyond the lectures.
Preference for different types of course and teaching	h.	Books which give you definite facts and information which can easily be learned.

Svarskala: 1 (*definitely dislike*) to 5 (*definitely like*).

Domene	Item ID	Ordlyd
What is learning		When you think about the term "LEARNING", what does it mean to you?
What is learning	a.	Make sure you remember things well.
What is learning	b.	Developing as a person.
What is learning	c.	Building up knowledge by acquiring facts and information.
What is learning	d.	Being able to use the information you've acquired.
What is learning	e.	Understandin new material for yourself.
What is learning	f.	Seeing things in a different and more meaningful way.

Svarskala: 1 (*very different*) to 5 (*very close*).

Domene	Item ID	Ordlyd
Clear Goals and Standards	1.	It's always easy here to know the standard of work expected.
Generic Skills	2.	This course has helped me to develop my problem-solving skills.
Emphasis on Independence	3.	There are few opportunities to choose the particular areas you want to study.
Good Teaching	4.	The teaching staff of this course motivate students to do their best work.
Appropriate Workload	5.	The work load is too heavy.
Clear Goals and Standards	6.	This course has sharpened my analytic skills.
Appropriate Assessment	7.	Lecturers here frequently give the impression they have nothing to learn from students.
Clear Goals and Standards	8.	You usually have a clear idea of where you're going and what's expected of you.
Good Teaching	9.	Staff here put a lot of time into commenting on student's work.
Appropriate Assessment	10.	To do well on this course all you really need is a good memory.
Generic Skills	11.	This course has helped develop my ability to work as a team member.
Generic Skills	12.	As a result of doing this course, I feel more confident about tackling unfamiliar problems.
Generic Skills	13.	This course has improved my written communication skills.
Appropriate Workload	14.	It seems to me that the syllabus tries to cover too many topics.
Emphasis on Independence	15.	The course has encouraged me to develop my own academic interests as far as possible.
Emphasis on Independence	16.	Students have a great deal of choice over how they are going to learn in this course.
Appropriate Assessment	17.	Staff seem more interested in testing what you've memorised than what you've understood.
Clear Goals and Standards	18.	It's often hard to discover what's expected of you in this course.
Appropriate Workload	19.	We are generally given enough time to understand the things we have to learn.

Good Teaching	20.	The staff make a real effort to understand difficulties students may be having with their work.
Emphasis on Independence	21.	Students here are given a lot of choice in the work they have to do.
Good Teaching	22.	Teaching staff here normally give helpful feedback on how you are going.
Good Teaching	23.	Our lecturers are extremely good at explaining things to us.
Clear Goals and Standards	24.	The aims and objectives of this course are NOT made very clear.
Good Teaching	25.	Teaching staff here work hard to make subjects interesting.
Appropriate Assessment	26.	Too many staff ask us questions just about facts.
Appropriate Workload	27.	There's a lot of pressure on you as a student here.
Generic Skills	28.	This course has help me develop the ability to plan my own work.
Appropriate Assessment	29.	Feedback on student work is usually provided ONLY in the form of marks and grades.
Emphasis on Independence	30.	We often discuss with our lecturers or tutors how we are going to learn in this course.
Good Teaching	31.	Staff here show no real interest in what students have to say.
Appropriate Assessment	32.	It would be possible to get through this course just by working hard around exam times.
Good Teaching	33.	This course really tries to get the best out of all its students.
Emphasis on Independence	34.	There's very little choice in this course in the ways you are assessed.
Clear Goals and Standards	35.	The staff here make it clear right from the start what they expect from students.
Appropriate Workload	36.	The sheer volume of work to be got through in this course means you can't comprehend it all thoroughly.
	37.	Overall, I am satisfied with the quality of this course.

Svarskala: 1 (*definitely disagree*) to 5 (*definitely agree*).

Tsigilis, N., & Theodosiou, A. (2003). Temporal stability of the Intrinsic Motivation Inventory. Perceptual and Motor Skills, 97, 271–280.
https://doi.org/10.2466/pms.2003.97.1.271

Domene	Ordlyd
Interest/Enjoyment	I enjoy doing this activity very much.
Interest/Enjoyment	This activity was fun to do.
Interest/Enjoyment	I thought this was a boring activity.
Interest/Enjoyment	This activity did not hold my attention at all.
Interest/Enjoyment	I would describe this activity as very interesting.
Interest/Enjoyment	I thought this activity was quite enjoyable.
Interest/Enjoyment	While I was doing this activity, I was thinking about how much I enjoyed it.
Perceived Competence	I think I am pretty good at this activity.
Perceived Competence	I think I did pretty well at this activity, compared to other students.
Perceived Competence	After working at this activity for a while, I felt pretty competent.
Perceived Competence	I am satisfied with my performance at this task.

Perceived Competence	I was pretty skilled at this activity.
Perceived Competence	This was an activity that I couldn't do very well.
Effort/Importance	I put a lot of effort into this.
Effort/Importance	I didn't try very hard on this activity.
Effort/Importance	I tried very hard on this activity.
Effort/Importance	It was important to me to do well at this task.
Effort/Importance	I didn't put much energy into this.
Pressure/Tension	I did not feel nervous at all while doing this.
Pressure/Tension	I felt very tense while doing this activity.
Pressure/Tension	I was very relaxed in doing these.
Pressure/Tension	I was anxious while working on this task.
Pressure/Tension	I felt pressured while doing these.
Perceived Choice	I believe I had some choice about doing this activity.
Perceived Choice	I felt like it was not my own choice to do this task.
Perceived Choice	I didn't really have a choice about doing this task.
Perceived Choice	I felt like I had to do this.
Perceived Choice	I did this activity because I had no choice.
Perceived Choice	I did this activity because I wanted to.
Perceived Choice	I did this activity because I had to.
Value/Usefulness	I believe this activity could be of some value to me.
Value/Usefulness	I think that doing this activity is useful for _____.
Value/Usefulness	I think this is important to do because it can _____.
Value/Usefulness	I would be willing to do this again because it has some value to me.
Value/Usefulness	I think doing this activity could help me to _____.
Value/Usefulness	I believe doing this activity could be beneficial to me.
Value/Usefulness	I think this is an important activity.
Relatedness	I felt really distant to this person.
Relatedness	I really doubt that this person and I would ever be friends.
Relatedness	I felt like I could really trust this person.
Relatedness	I'd like a chance to interact with this person more often.
Relatedness	I'd really prefer not to interact with this person in the future.
Relatedness	I don't feel like I could really trust this person.
Relatedness	It is likely that this person and I could become friends if we interacted a lot.
Relatedness	I feel close to this person.

Svarskala: 1 (Not at all true) to 7 (Very true).

Vessey, J., Strout, T. D., DiFazio, R. L., & Walker, A. (2014). Measuring the Youth Bullying Experience: A Systematic Review of the Psychometric Properties of Available Instruments. Journal of School Health, 84(12), 819–843. https://doi.org/10.1111/josh.12210

Domene	Ordlyd
Bully	Starts bullying
Bully	Gets others to join in bullying
Bully	Always thinks of new ways of picking on the victim
Bully	Leads a gang
Reinforcer	Is usually there, even if not doing anything
Reinforcer	Laughs at people getting bullied
Reinforcer	Encourages the bully by shouting
Reinforcer	Says things to the bully like "show him!"
Reinforcer	Gets others to watch
Assistant	Helps the bully, maybe by catching or holding the victim
Assistant	Joins in the bullying if someone else has started it
Defender	Tells some adult about the bullying

Defender	Tries to make others stop the bullying
Defender	Tries to cheer the victim up
Defender	Gets others to help
Defender	Sticks up for the victim
Outsider	Isn't usually there, stays away
Outsider	Pretends not to notice what is happening
Outsider	Doesn't do anything or take sides
Outsider	Doesn't even know about the bullying
Victim	Gets bullied (victim if nominated by a third or more of same-sex class-mates)

Svarskala: 1 (*Sometimes*) to 2 (*Often*). Adapted Participant Role Scale.

Bully Behavior Scale.

Domene	Item ID	Ordlyd
	7.	Some children do not hit and push other children about
	7. (continue)	**but** Other children do hit and push other children about
	15.	Some children often bully other children
	15. (continue)	**but** Other children do not bully other children
	23.	Some children do not laugh at other children
	23. (continue)	**but** Other children often laugh at other children
	31.	Some children often pick on other children
	31. (continue)	**but** Other children do not pick on other children
	39.	Some children often tease other children
	39. (continue)	**but** Other children do not tease other children
	47.	Some children do not call other children horrible names
	47. (continue)	**but** Other children often call other children horrible names

Svarskala: 2 responses (*Really true for me, Sort of true for me*).

Bully and Ostracism Screening Scales (BOSS).

Domene	Item ID	Ordlyd
	1.	Girls were verbally/socially bullied
	2.	Girls were physically bullied
	3.	Girls were bullied online
	4.	Girls were ignored or excluded
	5.	Boys were verbally/socially bullied
	6.	Boys were physically bullied
	7.	Boys were bullied online
	8.	Boys were ignored or excluded
	9.	I was verbally/socially bullied
	10.	I was physically bullied
	11.	I was bullied online
	12.	I was ignored or excluded
	13.	I bullied someone verbally/socially
	14.	I bullied someone physically
	15.	I bullied someone online
	16.	I ignored or excluded others

Svarskala: 1 (*Never*) to 5 (*Almost all the time*).

California Bullying Victimization Scale.

Domene	Item ID	Ordlyd
		The following are some things that can happen at school. Please answer how often each of these things has happened to you at [Insert Name of School] during school hours. *How often have you….*
	2.	Been teased or called names in a mean or hurtful way?

	3.	Had rumors or gossip spread in a mean or hurtful way behind your back?
	4.	Been left out of a group or ignored on purpose in a mean or hurtful way?
	5.	Been hit, pushed, or physically hurt in a mean or hurtful way?
	6.	Been threatened in a mean or hurtful way?
	7.	Had sexual comments, jokes, or gestures made to me in a mean or hurtful way?
	8.	Had your things stolen or damaged in a mean or hurtful way?
	9.	Been teased, had rumors spread, or threatened through the Internet (like on a social network site or e-mail) or text messaging in a mean or hurtful way by a student at your school? **

Svarskala: A (*Not in the past month*) to E (*Several times a week*). **Newly piloted item.

Child-Adolescent Teasing Scale.

Domene	Ordlyd
Personality & Behavior Teasing	Being a dork or ''loser''
Personality & Behavior Teasing	Being a ''nerd''
Personality & Behavior Teasing	Acting weird or different
Personality & Behavior Teasing	Not being ''popular''
Personality & Behavior Teasing	Having ''weird'' or different friends
Personality & Behavior Teasing	Being shy or too quiet
Personality & Behavior Teasing	The music I like to listen to
Personality & Behavior Teasing	The way I act
Personality & Behavior Teasing	Being a ''chicken'' or scared
Personality & Behavior Teasing	The way I look
Personality & Behavior Teasing	The way I dress
Personality & Behavior Teasing	My friends
Personality & Behavior Teasing	Acting ''gay''
Personality & Behavior Teasing	How smart I am
Family & Environment Teasing	My parents
Family & Environment Teasing	What my family is like
Family & Environment Teasing	Who I live with
Family & Environment Teasing	My jewelry/chains
Family & Environment Teasing	My ''stuff'
Family & Environment Teasing	The brand of shoes I wear
Family & Environment Teasing	My money
School-Related Teasing	Getting in trouble
School-Related Teasing	Not knowing the answers in class
School-Related Teasing	Talking too much
School-Related Teasing	Sports I do or don't participate in
School-Related Teasing	Not being good at sports
School-Related Teasing	My grades
School-Related Teasing	My schoolwork
School-Related Teasing	How I do in school
School-Related Teasing	How I talk
Teasing About My Body	My weight
Teasing About My Body	My body shape

Svarskala: 1 (*Never*) to 4 (*Very often*).

Child Social Behavior Questionnaire.

Domene	Item ID	Ordlyd
		Which of these children have you seen...
	1.	Helping another child in your class with their work?
	2.	Working on a computer?
	3.	Being hit by another child in your class?
	4.	Hitting or kicking another child?

	5.	Playing with another child in your class who has nobody to play with?
	6.	Being left out of a game?
	7.	Pushing or tripping another child in your class on purpose?
	8.	Helping another child if they've fallen over or hurt themselves?
	9.	Being picked on by another child in your class?
	10.	Having a school dinner?
	11.	Letting another child in your class play with his/her game or toy?
	12.	Joining in with a group of children to hurt another child?
	13.	Being upset because another child kept being nasty to him/her?
	14.	Being nice to another child in your class who was sad or unhappy?
	15.	Reading a comic or magazine?
	16.	Sharing crisps or sweets with another child during playtime or dinnertime?
	17.	Stopping another child in your class from joining in a game?
	18.	Sticking up for another child in your class who was in trouble?
	19.	Spreading nasty stories about another child in your class?
	20.	Breaking another child's things because s/he wanted to upset them?
	21.	Playing football?
	22.	Cheering up another child who was crying or upset?
	23.	Calling another child names or making fun of them because s/he wanted to upset them?
	24.	Threatening to hurt another child in your class if they don't do something?

Svarskala: 3 responses (*Often, Sometimes, Never*).

E-Victimization Scale (E-VS); E-Bullying Scale (E-BS).

Domene	Item ID	Ordlyd
		In the last 7 days...
E-Victimization Scale	V1.	How many times did someone tease you using emails, texting, short messages, on a website such as Renren, etc.?
E-Victimization Scale	V2.	How many times did someone call you bad name using emails, texting, short messages, on a website such as Renren, etc.?
E-Victimization Scale	V3.	How many times did someone say mean things about you using emails, texting, short messages, on a website such as Renren, etc.?
E-Victimization Scale	V4.	How many times did someone say he/she was going to hit/hurt you using emails, texting, short messages, on a website such as Renren, etc.?
E-Victimization Scale	V5.	How many times did someone threaten you using emails, texting, short messages, on a website such as Renren, etc.?
E-Bullying Scale	B1.	How many times did you tease someone using emails, texting, short messages, on a website such as Renren, etc.?
E-Bullying Scale	B2.	How many times did you call someone bad name using emails, texting, short messages, on a website such as Renren, etc.?
E-Bullying Scale	B3.	How many times did you say mean things about someone using emails, texting, short messages, on a website such as Renren, etc.?
E-Bullying Scale	B4.	How many times did you say you are going to hit/hurt someone using emails, texting, short messages, on a website such as Renren, etc.?
E-Bullying Scale	B5.	How many times did you threaten someone using emails, texting, short messages, on a website such as Renren, etc.?
E-Bullying Scale	B6.	How many times did you make up something about someone to make others not like him/her anymore using emails, texting, short messages, on a website such as Renren, etc.?

Svarskala: 0 (0 times) to 6 (6 times or more).

Forms of Bullying Scale-Victimization; Forms of Scale--Victimization.

Domene	Item ID	Ordlyd
		Last term, how often were you bullied (including cyberbullying) by one or more young people in the following ways?...
	a.	I was TEASED in nasty ways.
	b.	SECRETS were told about me to others to hurt me.
	c.	I was hurt by someone trying to BREAK UP A FRIENDSHIP.
	d.	I was MADE TO FEEL AFRAID by what someone said he/she would do to me.
	e.	I was deliberately HURT PHYSICALLY by someone and/or by a group GANGING UP on me.
	f.	I was CALLED NAMES in nasty ways.
	g.	Someone told me he/she WOULDN'T LIKE ME UNLESS I DID what he/she said.
	h.	My THINGS were deliberately DAMAGED, DESTROYED or STOLEN.
	i.	Others tried to hurt me by LEAVING ME OUT of a group or NOT TALKING TO ME.
	j.	LIES were told and/or FALSE RUMORS spread about me by someone, to make my friends or others NOT LIKE Me.

Svarskala: 1 (*not at all true*) to 5 (*completely true*).

Forms of Bullying Scale-Victimization; Forms of Scale--Perpetration.

Domene	Item ID	Ordlyd
		Last term, how often did you bully (or cyberbully) another young person(s) in the following ways (on your own or in a group)?...
	a.	I TEASED someone in nasty ways.
	b.	I told SECRETS about someone to others to deliberately HURT him/her.
	c.	I hurt someone by trying to BREAK UP A FRIENDSHIP they had.
	d.	I deliberately FRIGHTENED or THREATENED someone
	e.	I deliberately PHYSICALLY HURT or GANGED UP on someone.
	f.	I CALLED someone NAMES in nasty ways.
	g.	I told someone I would NOT LIKE THEM UNLESS THEY DID what I said.
	h.	I deliberately DAMAGED, DESTROYED and/or STOLE someone's things.
	i.	I tried to hurt someone by LEAVING THEM OUT of a group or by NOT TALKING to them.
	j.	I told LIES and/or spread FALSE RUMORS about someone, to make their friends or others NOT LIKE them.

Svarskala: 1 (*This did not happen to me/I did not do this*) to 5 (*Several times a week or more*).

Gatehouse Bullying Scale.

Domene	Item ID	Ordlyd
	1 a)	Has anyone teased you or called you names recently?
	1 b)	How often?
	1 c)	How upsetting was it when you were teased?
	2 a)	Has anyone spread rumors about you recently?
	2 b)	How often?
	2 c)	How upsetting were the rumors?
	3 a)	Have you been deliberately left out of things recently?
	3 b)	How often?
	3 c)	How upsetting was it being left out of things?

	4 a)	Have you been threatened physically or actually hurt by another student recently?
	4 b)	How often?
	4 c)	How upsetting was it being threatened or hurt?

Svarskala: a) items – 2 responses (*Yes, No*) b) items – 3 responses (*Most days, About once a week, Less than once a week*), c) items - 3 responses (*Not at all, a bit, I was quite upset.*).

Domene	Ordlyd
Homophobic Aggressive Behavior (Witness Perspective)	**Think about a student who is perceived to be gay. Because of this, during the past 30 days, how often did you…**
	Hear insulting remarks about him
	Read insulting remarks about him (e.g., graffiti)
	See him being isolated or marginalized
	Hear negative rumors about him
	Witness him being teased
	Witness theft or harm to his property
	See him being physically assaulted (e.g., being punched or kicked)
	See him being touched his/her private parts
	See insulting messages or contents through electronic medium (e.g., chat rooms, emails, social networks) being sent to him
Homophobic Aggressive Behavior (Witness Perspective)	**Think about a student who is perceived to be lesbian. Because of this, during the past 30 days, how often did you…**
	Hear insulting remarks about her
	Read insulting remarks about her (e.g., graffiti)
	See her being isolated or marginalized
	Hear negative rumors about her
	Witness her being teased
	Witness theft or harm to her property
	See her being physically assaulted (e.g., being punched or kicked)
	See her being touched his/her private parts
	See insulting messages or contents through electronic medium (e.g., chat rooms, emails, social networks) being sent to her
Homophobic Aggressive Behavior (Bully Perspective)	**Think about a student who is perceived to be gay. Because of this, during the past 30 days, how often did you…**
	Write insulting remarks about him (e.g., graffiti)
	Isolate or marginalize him
	Spread negative rumors about him
	Tease him
	Steal or harm his/her property
	Physically assault (e.g., being punched or kicked) him
	Touch his private parts
	Send him insulting messages or contents through electronic medium (e.g., chat rooms, emails, social networks)
Homophobic Aggressive Behavior (Bully Perspective)	**Think about a student who is perceived to be lesbian. Because of this, during the past 30 days, how often did you…**
	Write insulting remarks about her (e.g., graffiti)
	Isolate or marginalize her
	Spread negative rumors about her
	Tease her
	Steal or harm her property
	Physically assault (e.g., being punched or kicked) her
	Touch her private parts
	Send her insulting messages or contents through electronic medium (e.g., chat rooms, emails, social networks)

Homophobic Victimization (Victim Perspective)	During the past 30 days in your school, how often did the following events happen because you are perceived to be gay or lesbian?
	Someone wrote insulting remarks about me
	I was isolated or marginalized
	Negative rumors spread about me
	Someone teased me
	My property was stolen or harmed
	I was physically assaulted (e.g., being punched or kicked)
	Someone touched my private parts
	Someone sent me insulting messages or contents through electronic medium (e.g., chat rooms, emails, social networks)

Svarskala: 1 (*Never*) to 4 (*More than once a week*). Homophobic Bullying Scale.

Homophobic Content Agent Target Scale.

Domene	Item ID	Ordlyd
Agent		Some kids call each other names such as gay, lesbo, fag, etc. How many times during the last week did you say these things to:
	1.	A friend
	2.	Someone I did not know
	3.	Someone I did not like
	4.	Someone I thought was gay
	5.	Someone I did not think was gay
Target		Some kids call each other names such as gay, lesbo, fag, etc. How many times in the last week did the following people call you these things:
	1.	A friend
	2.	Someone I did not know
	3.	Someone I did not like
	4.	Someone I thought was gay
	5.	Someone I did not think was gay

Svarskala: 1 (*Never*) to 5 (*7 or more times*).

Multidimensional Peer-Victimization Scale.

Domene	Item ID	Ordlyd
verbal victimization	1.	Called me names
social manipulation	2.	Tried to get me into trouble with my friends
	3.	Tried to get me into trouble with teachers
	4.	Threatened to hit me
	5.	Made me do something I didn't want to
attacked on property	6.	Took something of mine without permission
	7.	Tried to trip me up
verbal victimization	8.	Made fun of me because of my appearance
verbal victimization	9.	Made fun of me for some reason
	10.	Made remarks about the color of my skin
	11.	Made rude remarks about my family
	12.	Pushed me for no reason
	13.	Made fun about my religion or beliefs
	14.	Told me I'm thick
physical victimization	15.	Punched me
physical victimization	16.	Kicked me
physical victimization	17.	Hurt me physically in some way
physical victimization	18.	Beat me up
	19.	Frightened me in some way
attacked on property	20.	Tried to break something of mine
	21.	Told a lie about me
social manipulation	22.	Tried to make my friends turn against me

	23.	Made me hand over money
	24.	Stole money from me
attacked on property	25.	Stole something else from me
	26.	Made me steal something
	27.	Made me truant from lessons
	28.	Made me truant from school
	29.	Was one of a group who are bullying me
	30.	Threw something at me
	31.	Threatened me with a weapon of some kind
	32.	Harrasseed me on the way to or from school
	33.	Stopped me from taking part in things
social manipulation	34.	Refused to talk to me
social manipulation	35.	Made other people not talk to me
	36.	Spat at me
	37.	Made a mess of my clothing in some way
attacked on property	38.	Deliberately damaged some property of mine
	39.	Frightened me so much I stayed away
	40.	Indecently assaulted me
	41.	Deliberately embarrassed me
	42.	Accused me of working too hard
	43.	Accused me of something I didn't do
verbal victimization	44.	Swore at me
	45.	Was mean and unkind to me

Svarskala: 0 (*Not at all*) to 2 (*More than once*).

Olweus Bully/Victim Questionnaire – 10 items.

Domene	Item ID	Ordlyd
		Within the last month, has someone repeatedly tried to hurt you or make you feel bad by...
Direct victimization		Calling you bad names
Direct victimization		Threatening to hit or hurt you
Direct victimization		Teasing, picking on, or making fun of you
Direct victimization		Pushing or shoving you
Direct victimization		Hitting, slapping, or kicking you
Indirect victimization		E-mailing/e-messaging you or posting a blogabout you on the Internet (e.g., My Space)
Indirect victimization		Spreading rumors or lies about you
Indirect victimization		Ignoring or leaving you out on purpose
Indirect victimization		Making sexual comments or gestures
Indirect victimization		Stealing your things

Svarskala: 2 responses (*Yes, No)*.

Olweus Bully/Victim Questionnaire (Revised) - 16 items.

Domene	Item ID	Ordlyd
Being victimized	8.	Hit, kicked, pushed, shoved around, orlocked indoors
Being victimized	10.	Money or other things taken awayfrom me or destroyed
Being victimized	9.	Other students told lies about meor tried to make others dislike me
Being victimized	7.	Left out of things, excluded, orignored
Being victimized	6.	Called mean names, made fun of,or teased in a hurtful way
Being victimized	11.	Threatened to do things I didn't want to
Being victimized	13.	Bullied with mean names with asexual meaning
Being victimized	12.	Bullied with mean names about myrace or colour
Bullying others	30.	I took money or other thingsfrom them or damaged their belong-ings
Bullying others	28.	I hit, kicked, pushed, and shovedthem around or locked them in-doors

Bullying others	29.	I spread false rumours about themand tried to make others dislike them
Bullying others	27.	I kept them out of things,excluded, or ignored them
Bullying others	31.	I threatened or forced them todo things they didn't want to
Bullying others	32.	I bullied them with mean namesabout their race or colour
Bullying others	26.	I called them mean names, madefun of or teased in a hurtful way
Bullying others	33.	I bullied him or her withmean names with a sexual meaning

Svarskala: 1 (*It hasn't happened to me in the last 2 months*) to 5 (*It happened tome several times a week*).

Peer Interaction in Primary School Questionnaire (PIPS).

Domene	Item ID	Ordlyd
	17	Other students make me feel sad
	19	Other students make fun of me
	13	Other students tease me
	5	Other students look at me in a mean way
	20	I want to stay home from school because students are mean to me
	15	Other students ignore me on purpose
	22	Other students leave me out of games on purpose
	9	Another student tells me out of games on purpose
	3	Other students take things from me that I do not want to give them
	1	Other students make me cry
	7	At recess I play by myself
	11	I am hit or kicked by other students
	14	I am mean to other students
	21	I give other students mean or "dirty" looks
	8	I say mean things about a student to make other kids laugh
	12	I call other students bad names
	16	I hit or kick other students
	2	I tease other students
	10	I make other students feel sad on purpose
	4	I push or slap other students
	18	I feel bad because I am mean to other students
	6	I tell other students I will hit or hurt them

Svarskala: 0 (*Never*) to 2 (*A lot*).

Perceived School Bullying Scale.

Domene	Item ID	Ordlyd
Cyber bullying	2.	Being the target of text messaging rumours
Cyber bullying	4.	Being criticised online
Cyber bullying	9.	Having huniliating photos posted online
Cyber bullying	16.	Receiving threatening text messages
Cyber bullying	21.	Being the target of an online rumour
Relational bullying	5.	Getting the silent treatment
Relational bullying	7.	Being excluded from group work
Relational bullying	13.	Being ostracised
Relational bullying	14.	One's friendship being ruined
Relational bullying	18.	Not giving a damn about me
Verbal bullying	10.	Being threatened
Verbal bullying	11.	Being spoken ill of in public
Verbal bullying	19.	Being laughed at
Physical bullying	1.	Being tripped
Physical bullying	3.	Having one's belongings hidden
Physical bullying	6.	Having something thrown at you
Physical bullying	8.	Being forced to do something
Physical bullying	12.	Belongings taken without permission

Physical bullying	15.	Being hit and kicked
Physical bullying	17.	Having one's belongings destroyed
Physical bullying	20.	Being shoved

Svarskala: 1 (*Less serious*) to 5 (*More seroius*).

Perception of Teasing Scale.

Domene	Item ID	Ordlyd
	1.	People made fun of you because you were heavy.
	*	How upset were you?
	2.	People made jokes about you being heavy.
	*	How upset were you?
	3.	People laughed at you for trying out for sports because you were heavy.
	*	How upset were you?
	4.	People called you names like "fatso."
	*	How upset were you?
	5.	People pointed at you because you were overweight.
	*	How upset were you?
	6.	People snickered about your heaviness when you walked into a room alone.
	*	How upset were you?
	7.	People made fun of you by repeating something you said because they thought it was dumb.
	*	How upset were you?
	8.	People made fun of you because you were afraid to do something.
	*	How upset were you?
	9.	People said you acted dumb.
	*	How upset were you?
	10.	People laughed at you because you didn't understand something.
	*	How upset were you?
	11.	People teased you because you didn't get a joke.
	*	How upset were you?

Svarskala: 1 (*Never*) to 5 (*Always*). * items from 1 (*Not upset*) to 5 (*Very upset*).

Personal Experience Checklist.

Domene	Ordlyd
Relational-verbal bullying	Other kids say mean things behind my back
Relational-verbal bullying	Other kids try to turn my friends against me
Relational-verbal bullying	Other kids tell people not to hang around with me
Relational-verbal bullying	Other kids tease me about things that aren't true
Relational-verbal bullying	Other kids ignore me on purpose
Relational-verbal bullying	Other kids call me names because I can't do something
Relational-verbal bullying	Other kids make rude gestures at me
Relational-verbal bullying	Other kids tell people to make fun of me
Relational-verbal bullying	Other kids call me names because I'm a bit different
Relational-verbal bullying	Other kids make fun of my friends
Relational-verbal bullying	Other kids make death stares at me
Cyber bullying	Other kids say nasty things to me by SMS
Cyber bullying	Other kids threaten me over the phone
Cyber bullying	Other kids send me nasty emails
Cyber bullying	Other kids harass me over the phone
Cyber bullying	Other kids say nasty things about me on websites
Cyber bullying	Other kids send me computer viruses on purpose
Cyber bullying	Other kids say nasty things about me on an instant messenger or chat ro
Cyber bullying	Other kids make prank ca
Physical bullying	Other kids hit me
Physical bullying	Other kids punch me
Physical bullying	Other kids kick me

Physical bullying	Other kids shove me
Physical bullying	Other kids trip me over
Physical bullying	Other kids tell people to hit me
Physical bullying	Other kids say they'll hurt me if I don't do things for them
Physical bullying	Other kids wreck my things
Physical bullying	Other kids play practical jokes on me
Bullying based on culture	Other kids make fun of my language
Bullying based on culture	Other kids make fun of my culture
Bullying based on culture	Other kids tease me about voice
Bullying based on culture	Other kids won't talk to me because of where I'm from

Svarskala: 1 (*Never*) to 5 (*Most days*).

Physical Appearance Related Teasing Scale.

Domene	Item ID	Ordlyd
	1	Feel other kids stare at you
	2	Ever feel people make fun of you
	3	Teased about way you look
	4	People make jokes about you being different
	5	Laughed at for trying out for sports
	6	Brothers, sisters, cousins call you names when angry
	7	Mom, dad make jokes about way you look
	8	Kids call you nasty or mean names
	9	Ever feel like people are pointing at you
	10	Family tell jokes about you
	11	When walking in class alone, hear classmates giggle
	12	People say you dress funny
	13	People say you have funny teeth
	14	Kids call you funny looking
	15	Other kids tease about wearing non-matching/out of style clothes
	16	Other kids make jokes about hair
	17	Other kids laugh at you because you're not strong

Svarskala: 1 (*Never happens*) to 5 (*happens all the time*).

School Climate Bullying Survey.

Domene	Item ID	Ordlyd
Willingness to Seek Help	1.	f I tell a teacher that someone is bullying me, the teacher will do something to help.
Willingness to Seek Help	2.	Students tell teachers when other students are being bullied.
Willingness to Seek Help	3.	Teachers here make it clear to students that bullying is not tolerated.
Willingness to Seek Help	4.	There are adults at this school I could turn to if I had a personal problem.
Willingness to Seek Help	5.	If another student was bullying me, I would tell one of the teachers or staff at school.
Willingness to Seek Help	6.	Students here try to stop bullying when they see it happening.
Willingness to Seek Help	7.	The teachers at this school are genuinely concerned about me.
Willingness to Seek Help	8.	If another student talked about killing someone, I would tell one of the teachers or staff at school.
Willingness to Seek Help	9.	If another student brought a gun to school, I would tell one of the teachers or staff at school.
Prevalence of Teasing and Bullying	1.	Bullying is a problem at this school.
Prevalence of Teasing and Bullying	2.	Students here often get teased about their clothing or physical appearance.

Domene	Item ID	Ordlyd
Prevalence of Teasing and Bullying	3.	There is a lot of teasing about sexual topics at this school.
Prevalence of Teasing and Bullying	4.	Students here often get put down because of their race or ethnicity.
Aggressive Attitudes	1.	If someone threatens you, it is okay to hit that person.
Aggressive Attitudes	2.	It feels good when I hit someone.
Aggressive Attitudes	3.	Bullying is sometimes fun to do.
Aggressive Attitudes	4.	Sometimes you only have two choices—get punched or punch the other person first.
Aggressive Attitudes	5.	Students who are bullied or teased mostly deserve it.
Aggressive Attitudes	6.	If you fight a lot, everyone will look up to you.
Aggressive Attitudes	7.	If you are afraid to fight, you won't have many friends.

Svarskala: 1 (*Strongly disagree*) to 4 (*Strongly agree*).

The Social Bullying Involvement Scales (SBIS), hentet fra Social Intervening Scale.

Domene	Item ID	Ordlyd
		When kids are bullied, sometimes they know who is bullying them, and at other times they do not know who is bullying them. Think about the times when you KNOW who is doing the bullying, and for these times, how often in the last school term have you tried to help a kid:
	1.	who was criticized so that others would not be friends with him/her
	2.	whose friends were told not to like him/her
	3.	who was stared at in a mean way to stop him/her joining in activities
	4.	who had rumours spread about him/her
	5.	who has been gossiped about
	6.	who had lies told about him/her
	7.	whose friends were told not to invite him/her to go to out
	8.	when a group stopped talking about him/her when he/she went near the group
	9.	who was told that a student or students would not work with him/her anymore
	10.	when students turned away when he/she walked up to them
	11.	who was stared at in a mean way to stop him/ her joining in activities
	12.	when others wrote a note saying that he/she is no longer part of the group
		When kids are bullied, sometimes they know who is bullying them, and at other times they do not know who is bullying them. Think about the times when the kid DOES NOT KNOW who is bullying them, and for these times, how often in the last school term have you tried to help a kid:
	13.	who was criticized behind his/her back, so that others would not be friends with him/her
	14.	whose friends had been secretly told not to like him/her
	15.	when a student or students secretly tried to a make the kid's friends stay away because he/she were mad at the kid
	16.	who had rumours spread about him/her behind his/her back
	17.	who was gossiped about behind his/her back
	18.	who had lies told behind his/her back
	19.	whose friends were secretly told not to invite him/her to go out
	20.	when someone secretly organised for their group to whisper about the kid when he/she went near them
	21.	when a student or students secretly told their group not to work with the kid anymore
	22.	when a student or students organised for their group to turn away when the kid walked up to them
	23.	when a student or students organised for their group to stare at the kid in a mean way to stop him/her joining in activities

	24.	who was left a note saying he/she is no longer part of their group, but the kid didn't know who wrote the note

Svarskala: 1 (*Not at all*) to 6 (*Many times a week*).

Vo, T. T., Ullrich-French, S., & French, B. F. (2021). Psychometric Properties of the Academic Intrinsic Motivation Scale in a High School Context. Journal of Psychoeducational Assessment, 39(3), 354–360.

Domene	Item ID	Ordlyd
	1	I have academic goals.
	2	I am confident I can complete my high school course work.
	3	I determine my educational goals.
	4	I enjoy solving difficult problems.
	5	I work on an assignment until I understand it.
	6	I am confident I will graduate from high school.
	7	I determine the quality of my academic work.
	8	I am pursuing an education because I value education.
	9	I feel good knowing that I determine how my academic career develops.
	10	I have high standards for my schoolwork.
	11	Staying in school is my decision.
	12	I study because I like to learn new things.
	13	I enjoy doing outside readings in connection to my course work.
	14	I am intrigued by the different topics introduced in my courses.
	15	I study because I am curious.
	16	I look forward to going to class.
	17	I am excited to take more courses that I am interested in.
	18	I enjoy learning more from courses I am interested in.
	19	I like to find answers to questions about material I am learning.
	20	I enjoy studying.
	21	I have pictured myself in college after high school.
	22	I am excited about the educational opportunities I will have when I graduate.
	23	I have pictured myself being successful in college or my chosen profession.
	24	I believe I will make a substantial contribution to my area of work.
	25	I feel good knowing I am a member of a community that enjoys learning.

Svarskala: 1 (*Completely not true*) to 5 (*Completely true*). Domains: Challenge (6 items, beliefs that the academic activities challenged their skills), Control (7 items, beliefs one controls their academic outcomes), Curiosity (7 items, desire to obtain new knowledge), and Career Outlook (5 items, future-orientated views).

Institutional Integration Scale.

Domene	Item ID	Ordlyd
Peer-Group Interactions	1.	Since coming to this university I have developed close personal relationships with other students.
Peer-Group Interactions	2.	The student friendships I have developed at this university have been personally satisfying.
Peer-Group Interactions	3.	My interpersonal relationships with other students have had a positive influence on my personal growth, attitudes, and values.

Peer-Group Interactions	4.	My interpersonal relationships with other students have had a positive influence on my intellectual growth and interest in ideas.
Peer-Group Interactions	5.	It has been difficult for me to meet and make friends with other students.
Peer-Group Interactions	6.	Few of the students I know would be willing to listen to me and help me if I had a personal problem.
Peer-Group Interactions	7.	Most students at this university have values and attitudes different from my own.
Interactions with Faculty	1.	My non-classroom interactions with faculty have had a positive influence on my personal growth, values and attitudes.
Interactions with Faculty	2.	My non-classroom interactions with faculty have had a positive influence on my intellectual growth and interest in ideas.
Interactions with Faculty	3.	My non-classroom interactions with faculty have had a positive influence on my career goals and aspirations.
Interactions with Faculty	4.	Since coming to this university I have developed a close, personal relationship with at least one faculty member.
Interactions with Faculty	5.	I am satisfied with the opportunities to meet and interact informally with faculty members.
Faculty Concern for Student Development and Teaching	1.	Few of the faculty members I have had contact with are generally interested in students.
Faculty Concern for Student Development and Teaching	2.	Few of the faculty members I have had contact with are generally outstanding or superior teachers.
Faculty Concern for Student Development and Teaching	3.	Few of the faculty members I have had contact with are willing to spend time outside of class to discuss issues of interest and importance to students.
Faculty Concern for Student Development and Teaching	4.	Most of the faculty members I have had contact with are interested in helping students grow in more than just academic areas.
Faculty Concern for Student Development and Teaching	5.	Most faculty members I have had contact with are genuinely interested in teaching.
Academic and Intellectual Development	1.	I am satisfied with the extent of my intellectual development since enrolling in this university.
Academic and Intellectual Development	2.	My academic experience has had a positive influence on my intellectual growth and interest in ideas.
Academic and Intellectual Development	3.	I am satisfied with my academic experience at this university.
Academic and Intellectual Development	4.	Few of my courses this year have been intellectually stimulating.
Academic and Intellectual Development	5.	My interest in ideas and intellectual matters has increased since coming to this university.
Academic and Intellectual Development	6.	I am more likely to attend a cultural event (i.e., concert, lecture, art show) now than I was before coming to this university.
Academic and Intellectual Development	7.	I have performed academically as well as I anticipated I would.
Institutional and Goal Commitments	1.	I am confident that I made the right decision in choosing to attend this university.
Institutional and Goal Commitments	2.	It is likely that I will register at this university next fall.
Institutional and Goal Commitments	3.	It is important to me to graduate from this university.
Institutional and Goal Commitments	4.	I have no idea at all what I want to major in.
Institutional and Goal Commitments	5.	Getting good grades is not important to me.
Institutional and Goal Commitments	6.	It is not important to me to graduate from this university.

Svarskala: 1 (*Strongly disagree*) to 5 (*Strongly agree*).

Wang, S., & Zhang, D. (2018). Student-centred teaching, deep learning and self-reported ability improvement in higher education: Evidence from Mainland China. Innovations in Education and Teaching International, 1–13. https://doi.org/10.1080/14703297.2018.1490662

Domene	Item ID	Ordlyd
Course Involvement	A1	My teacher asks as to put forward views for the practical problems in real life.
Course Involvement	A2	My teacher requires us to work hard at solving the authentic problems in our majors.
Course Involvement	A3	My teacher helps us find empirical evidence to support my viewpoints in course paper.
Course Involvement	A4	My teacher encourages us to finish our practical assignments independently.
Course Involvement	A5	My teacher asks us to solve problems related to real life with teachers and classmates.
Facilitating and Coaching	A6	Chances of social practise or fieldwork are provided for us to improve our course understanding.
Facilitating and Coaching	A7	My teacher helps me understand the lessons I do not master.
Facilitating and Coaching	A8	My teacher provides us with some extracurricular lectures or reports.
Facilitating and Coaching	A9	My teacher conducts course related research with students after class.
Facilitating and Coaching	A10	My teacher discusses with us to enrich our problem-solving strategies after class.
Authentic Assignments	A11	My teacher encourages us to report our research result in class.
Authentic Assignments	A12	In my class, we are encouraged to participate in course discussion.
Authentic Assignments	A13	My teacher encourages us to participate in the designing of course teaching.
Authentic Assignments	A14	In my class, we are encouraged to cooperate with classmates in solving course problems.
Authentic Assignments	A15	My teacher encourages us to defend our opinions in class debates.
Authentic Assignments	A16	My teacher uses real examples to help us truly understand the course content.
Course Involvement	A18	My teacher gives us rapid feedback to our performance on course assignment.
Authentic Assignments	A19	My teacher encourages us to defend our opinions in class debate.

Svarskala: ??

Watson, D., Clark, L. A. & Tellegen, A. (1988). Development and validation of brief measures of positive and negative affect: The PANAS Scales. Journal of Personality and Social Psychology, 54, 1063–1070. https://doi.org/10.1037/0022-3514.54.6.1063

Domene	Item ID	Ordlyd
Feelings and emotions		interested
Feelings and emotions		distressed
Feelings and emotions		excited
Feelings and emotions		upset
Feelings and emotions		strong

Feelings and emotions		guilty
Feelings and emotions		scared
Feelings and emotions		hostile
Feelings and emotions		enthusiastic
Feelings and emotions		proud
Feelings and emotions		irritable
Feelings and emotions		alert
Feelings and emotions		ashamed
Feelings and emotions		inspired
Feelings and emotions		nervous
Feelings and emotions		determined
Feelings and emotions		attentive
Feelings and emotions		jittery
Feelings and emotions		active
Feelings and emotions		afraid

Svarskala: 1 (*Very slightly or not at all*) to 5 (*Extremely*). Used with time instructions: Moment (you feel this way right now, that is, at the present moment), Today (you have felt this way today), Past few days (you have felt this way during the past few days), Week (you have felt this way during the past week), Past few weeks (you have felt this way during the past few weeks), Year (you have felt this way during the past year), General (you generally feel this way, that is, how you feel on the average).

Wisniewski, B., Zierer, K., Dresel, M. & Daumiller, M. (2020). Obtaining secondary students' perceptions of instructional quality: Two-level structure and measurement invariance. Learning and Instruction, 66, 101303.
https://doi.org/10.1016/j.learninstruc.2020.101303

Domene	Item ID	Ordlyd
Care	car1	The teacher met me in a friendly and appreciative way [Die Lehrperson begegnete mir freundlich und wertschätzend].
Care	car2	The teacher created an atmosphere free of fear [Die Lehrperson sorgte für eine angstfreie Atmosphäre].
Care	car3	The teacher was interested in whether I really learned something [Die Lehrperson interessierte sich dafür. ob ich wirklich etwas gelernt habe].
Control	cont1	During the lesson, clear rules were discernible, which the teacher set and enforced [In der Stunde waren klare Regeln erkennbar, die die Lehrperson vorgab und durchsetzte].
Control	cont2	The teacher did not waste time due to delays or idling [Die Lehrperson verschwendete keine Zeit durch Verzögerungen oder Leerlauf].
Control	cont3	The teacher provided a trouble-free working atmosphere [Die Lehrperson hat für eine störungsfreie Arbeitsatmosphäre gesorgt].
Control	cont4	The teacher had a good overview of what was happening in the class [Die Lehrperson hatte einen guten Überblick über das Geschehen in der Klasse].
Control	cont5	When students violated the rules, the teacher intervened quickly and consistently [Bei Regelübertretungen durch Schüler griff die Lehrperson schnell und konsequent ein].
Control	cont6	The course of instruction was smooth [Die Übergänge zwischen den Phasen waren reibugslos].
Conferment	conf1	The teacher assessed my performance fairly [Die Lehrperson beurteilte meine Leistungen fair].
Conferment	conf2	The teacher gave me helpful feedback on my performance [Die Lehrperson gab mir zu meinen Leistungen ein hilfreiches Feedback].

Conferment	conf3	The teacher was fair and unbaised towards me and my classmates [Die Lehrperson hat sich mir gegenüber fair und unvoreingenommen gezeigt].
Conferment	conf4	The teacher gave me meaningful feedback on my contributions [Die Lehrperson hat mir sinnvolle Rückmeldungen zu meinen Beiträgen in der Stunde gegeben].
Clarity	clar1	The lesson had a clearly recognizable thread [Die Stunde hatte einen klar erkennbaren roten Faden].
Clarity	clar2	The teacher showed me what the new content is related to [Die Lehrperson hat mir gezeigt, womit die neuen Inhalte zusammenhängen].
Clarity	clar3	The teacher showed me what I could use the new content for [Die Lehrperson hat mir gezeigt, wofür ich die neuen Inhalte brauchen kann].
Clarity	clar4	The teacher has tied in content that was already known to me [Die Lehrperson hat an Inhalte angeknüpft, die mir schon bekannt waren].
Challenge	chal1	The tasks in the lesson were challenging for me [Die Aufgabenstellungen in der Stunde waren für mich herausfordernd].
Challenge	chal2	The teacher had high expectations of me [Die Lehrperson hat hohe Erwartungen an mich gestellt].
Consolidation	cons1	During the lesson, learning and practice phases alternated [In der Stunde wechselten sich Lern– und Übungsphasen ab].
Consolidation	cons2	During the lesson, the teacher showed me exactly how I could solve certain tasks [Die Lehrperson hat mir genau gezeigt, wie ich eine bestimmte Aufgabenstellung lösen kann].
Consolidation	cons3	I had enough time to concentrate on the content of the lesson [Ich hatte genügend Zeit, mich intensiv mit den Inhalten der Stunde zu beschäftigen.].
Consolidation	cons4	During the lesson there were plenty of opportunities to practice the new content [In der Stunde gab es ausreichend Gelegenheiten, die neuen Inhalte zu üben].
Captivation	capt1	The content of the lesson was taught by the teacher in an interesting way [Die Inhalte der Stunde wurden durch die Lehrperson auf interessante Art vermittelt].
Captivation	capt2	The course of the lesson was varied [Der Ablauf der Stunde war abwechslungsreich].
Captivation	capt3	I was able to see personal learning progress through the lessons [Ich konnte während der Stunde einen persönlichen Lernfortschritt feststellen].
Captivation	capt4	The requirement level in the lesson was appropriate for me [Das Anforderungsniveau der Stunde war für mich angemessen].
Captivation	cpat5	The learning pace in the class was appropriate for me [Das Lerntempo in der Stunde war für mich angemessen].
Captivation	cpat6	During the lesson I was able to apply strategies that are also useful for other problems/topics/areas [Im Unterricht konnte ich Strategien anwenden, die auch für andere Probleme/Themen/Gebiete nützlich sind].

Svarskala: 1 (*I don't agree*) to 4 (*I agree*). Original version in [German].

Yurdabakan, İ., & Uz Baş, A. (2019). Factor Structure, Measurement Invariance, Criterion Validity, and Reliability of the School Kindness Svarskala: Turkish Middle School Sample. Journal of Psychoeducational Assessment, 37(8), 1002–1015. https://doi.org/10.1177/0734282918803500

Domene	Item ID	Ordlyd
School Kindness	1.	The adults in my school model kindness.
School Kindness	2.	Kindness happens regularly in my classroom.
School Kindness	3.	Kindness happens regularly in my school.
School Kindness	4.	My teacher is kind.
School Kindness	5.	At my school, I am encouraged to be kind.

Svarskala: 1 (*Disagree a lot*) to 5 (*Agree a lot*).

Domene	Ordlyd
School Climate	I like school.
School Climate	I feel like I do well in school.
School Climate	My school wants me to do well.
School Climate	My school has clear rules for behavior.
School Climate	I feel safe at school.
School Climate	Teachers treat me with respect.
School Climate	Good behavior is noticed at my school.
School Climate	Students in my class behave so that teachers can teach.
School Climate	I get along with other students.
School Climate	Students treat each other well.
School Climate	There is an adult at my school who will help me if I need it.

Svarskala: 1 (*I don't agree*) to 3 (*I agree*).

Domene	Ordlyd
	I cooperate with people around me.
	I aim to finish what I start.
	People think I am fun to be with.
	I solve problems without drugs or alcohol.
	I am aware of my own strengths.
	Spiritual beliefs are a source of strength for me.
	I think it Is important to serve my community.
	I feel supported by my friends.
	My friends stand by me during difficult times.
	My caregivers watch me closely.
	My caregivers know a lot about me.
	I eat enough most days.
	I talk to my caregivers about how I feel.
	My caregivers stand by me during difficult times.
	I feel safe when I am with my caregivers.
	I enjoy my caregivers' cultural and family traditions.
	Getting an education is important to me.
	I feel I belong at my school.
	I have people I look up to.
	I know how to behave in different social situations.
	I am given opportunities to become an adult.
	I know where to go to get help.
	I have opportunities to develop job skills.
	I am proud of my ethnic background.
	I am treated fairly in my community.
	I participate in organized religious activities.
	I enjoy my community's traditions.
	I am proud of my citizenship.

Svarskala: 1 (*Do not describe me at all*) to 5 (*Totally describes me*).

Multidimensional Students' Life Satisfaction Scale (MSLSS).

Domene	Item ID	Ordlyd
Family		I enjoy being at home with my family.
Family		My family gets along well together.
Family		I like spending time with my parents.
Family		My parents and I doing fun things together.
Family		My family is better than most.
Family		Members of my family talk nicely to one another.
Family		My parents treat me fairly.
Friends		My friends treat me well.

Friends		My friends are nice to me.
Friends		I wish I had different friends.
Friends		My friends are mean to me.
Friends		My friends are great.
Friends		I have a bad time with my friends.
Friends		L have a lot of fun with my friends.
Friends		I have enough friends.
Friends		My friends will help me if I needed it.
School		I look forward to going to school.
School		I like being in school.
School		School is interesting.
School		I wish I didn't have to go to school.
School		There are many things about school I don't like.
School		I enjoy school activities.
School		I learn a lot at school.
School		I feel bad at school.
Living Environment		I like where I live.
Living Environment		I wish there were different people in my neighborhood.
Living Environment		I wish I lived in a different house.
Living Environment		I wish I lived somewhere else.
Living Environment		I like my neighborhood.
Living Environment		I like my neighbors.
Living Environment		This town is filled with mean people.
Living Environment		My family's house is nice.
Living Environment		There are lots of fun things to do where I live.
Self		I think I am good looking.
Self		I am fun to be around.
Self		I am a nice person.
Self		Most people like me.
Self		There are lots of things I can do well.
Self		I like to try new things.
Self		I like myself.

Svarskala: 1 (*Never*) to 4 (*Almost always*)/ 1 (*Strongly disagree*) to 6 (*Strongly agree*) for middle and high school students.

Zakariya, Y. E. (2019). Study Approaches in Higher Education Mathematics: Investigating the Statistical Behaviour of an Instrument Translated into Norwegian. Education Sciences, 9, 191, http://dx.doi.org/10.3390/educsci9030191

Domene	Item ID	Ordlyd
	1.	I find that at times studying gives me a feeling of deep personal satisfaction.
	2.	I find that I have to do enough work on a topic so that I can form my own conclusions before I am satisfied.
	3.	My aim is to pass the course while doing as little work as possible.
	4.	I only study seriously what's given out in class or in the course outlines.
	5.	I feel that virtually any topic can be highly interesting once I get into it.
	6.	I find most new topics interesting and often spend extra time trying to obtain more information about them.
	7.	I do not find my course very interesting so I keep my work to the minimum.
	8.	I learn somethings by rote, going over and over them until I know them by heart even if I do not understand them.
	9.	I find that studying academic topics can at times be as excited as a good novel or movie.
	10.	I test myself on important topics until I understand them completely.
	11.	I find I can get by in most assessments by memorising key sections rather than trying to understand them.

	12.	I generally restrict my study to what is specifically set as I think it is unnecessary to do anything extra.
	13.	I work hard at my studies because I find the material interesting.
	14.	I spend a lot of my free time finding out more about interesting topics which have been discussed in different classes.
	15.	I find it is not helpful to study topics in depth. It confuses and wastes time, when all you need is a passing acquaintance with topics.
	16.	I believe that lecturers shouldn't expect students to spend significant amount of time studying material everyone knows won't be examined.
	17.	I come to most classes with questions in mind that I want answering.
	18.	I make a point of looking at most of the suggested readings that go with the lectures.
	19.	I see no point in learning material which is not likely to be in the examination.
	20.	I find the best way to pass examinations is to try to remember answers to likely questions.

Svarskala: A to E (*this item is never or only rarely true of me, this item is sometimes true of me, this item is true of me about half the time, this item is frequently true of me, this item is always or almost always true of me*).

Zullig, K. J., Collins, R., Ghani, N., Hunter, A. A., Patton, J. M., Huebner, E. S., & Zhang, J. (2015). Preliminary development of a revised version of the School Climate Measure. Psychological Assessment, 27(3), 1072–1081.
https://doi.org/10.1037/pas0000070

Domene	Item ID	Ordlyd
Positive Student-Teacher Relationship		Teachers understand my problems.
Positive Student-Teacher Relationship		Teachers and staff seem to take a real interest in my future.
Positive Student-Teacher Relationship		Teachers are available when I need to talk with them.
Positive Student-Teacher Relationship		It is easy to talk with teachers.
Positive Student-Teacher Relationship		Students get along well with teachers.
Positive Student-Teacher Relationship		At my school, there is a teacher or some other adult who notices when I'm not there.
Positive Student-Teacher Relationship		Teachers at my school help us children with our problems.
Positive Student-Teacher Relationship		My teachers care about me.
Positive Student-Teacher Relationship		My teacher makes me feel good about myself.
Academic Support		I usually understand my homework assignments.
Academic Support		Teachers make it clear what work needs to be done to get the grade I want.
Academic Suppor		I believe that teachers expect all students to learn.
Academic Support		I feel that I can do well in this school.
Academic Support		My teachers believe that I can do well in my school work.
Academic Support		I try hard to succeed in my classes.
Order and Discipline		Classroom rules are applied equally.
Order and Discipline		Problems in this school are solved by students and staff.
Order and Discipline		Students get in trouble if they do not follow school rules.

Order and Discipline		The rules of the school are fair.
Order and Discipline		School rules are enforced consistently and fairly.
Order and Discipline		My teachers make it clear to me when I have misbehaved in class.
Order and Discipline		Discipline is fair.
School Physical Environment		The school grounds are kept clean.
School Physical Environment		My school is neat and clean.
School Physical Environment		My school buildings are generally pleasant and well maintained.
School Physical Environment		My school is usually clean and tidy.

Svarskala: 1 (*Strongly Disagree*) to 5 (*Strongly Agree*).

C – Grunnleggende søkestreng (for Web of Science)

TS=(questionnaire OR survey OR instrument OR inventory OR assessment OR scale)

AND TS=(student* OR pupil*)

AND TS=(development OR validation OR validity OR validating OR reliability OR psychometric OR evaluation OR "construct representation" OR "nomological network" OR dimensionality OR multidimensional)

AND TS=(frequenc* OR Cronbach OR "factor analys*" OR "model fit" OR "item response" OR invariance OR Rasch OR "test-retest" OR "think-aloud" OR "cognitive interview" OR "construct validity" OR "convergent validity" OR "divergent validity")

NOT TS=(depression OR ergonomics OR "youth risk behavior" OR "patient health")

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NOT WC=(PSYCHOLOGY APPLIED OR HEALTH CARE SCIENCES SERVICES OR PSYCHOLOGY CLINICAL OR PSYCHOLOGY DEVELOPMENTAL OR NURSING OR HOSPITALITY LEISURE SPORT TOURISM OR SPORT SCIENCES OR PUBLIC ENVIRONMENTAL OCCUPATIONAL HEALTH OR COMPUTER SCIENCE INTERDISCIPLINARY APPLICATIONS OR PSYCHIATRY OR PSYCHOLOGY EXPERIMENTAL OR SUBSTANCE ABUSE OR PSYCHOLOGY MATHEMATICAL OR LINGUISTICS OR ENGINEERING MULTIDISCIPLINARY)