

Reopening of schools after Covid-19 closures

A student perspective

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Data report – students grade 3-9

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01 Introduction

In order to hinder contagion of Covid-19 in 2020 and 2021 schools, teachers and students as well as parents have been put under an immense pressure. Following March 11th 2020, schools were closed down, and shortly hereafter a New Law and Act on Emergency Teaching (BEK no 242) was enacted. In the first phase, all school activities had to be conducted at distance and away from the school premises, in the setting of the children's homes. After five weeks of closure, Danish schools were ordered to undertake a careful reopening for the youngest pupils (zero to fifth grade), followed by older pupils (sixth to tenth grade) four weeks later, under settings that met specific criteria for physical and social restrictions, in line with official health and hygiene recommendations. The new settings in this second phase of transformation forced teachers to muster creativity – for instance, to facilitate outdoor learning with small groups of pupils.

This two-phase transformation of the school setting has disrupted the traditional ways of organizing activities in schools and, probably too, the roles of teachers and students as well as the conditions for – and impact of – learning through play. Furthermore, the two-phase transformation of school settings may have had a number of consequences for the social-emotional conditions of the children. A survey of parents' and children's experiences during the lockdown (Nødundervisning under corona-krisen – et elev- og forældreperspektiv) that was completed in the middle of the first phase, shows that on the one hand parents and children both express a feeling of being well taken care of. On the other hand, children were severely challenged in terms of wellbeing, mental health, self-efficacy, etc. These challenges seemed to be related to a number of conditions, like fear of illness, stress due to the closure, academic stress, and lack of perceived coping, etc. However, differences across the participating municipalities and schools also indicated that the different strategies applied to ensure safe and playful learning environments were of great importance.

This report describes the results of a second quantitative data collection among students in grade 3-9 of the Danish elementary school in the project “A window of change: transformations of playful learning environments in kindergarten and primary school during Covid-19”. We thank the LEGO Foundation for the research grant that made the data collection possible.

01.01 The project's purpose and research question

The purpose of the project “A window of change: transformations of playful learning environments in kindergarten and primary school during Covid-19” is to document the complex processes of rethinking the playful learning environments in kindergartens and schools in order to learn from the Covid-19 experiences based on the idea of ‘building back better’.

The research question is:

What are the conditions for playful learning in kindergarten and primary school after the global outbreak of Covid19?

This research question has been divided into three sub-questions:

- 1) What characterizes the learning environments and pedagogical approaches in kindergarten and primary school, and how are they redefined over time as a respond to the two-phase disruption during Covid-19?
- 2) How are these environments and pedagogical approaches affecting children's socio-emotional conditions, positively or negatively?
- 3) Which early experiences from Covid-19 guide iterations and re-definitions of playful learning environments at later stages, and which resources and strategies are used to negotiate and establish both learning environments and pedagogical approaches?

Methodologically, the project is based on a mixed method study with:

- 1) Interviews in August and December with the following actors in each of five participating municipalities:
 - a. 2 school leaders
 - b. 2 kindergarten leaders
 - c. 4 school teachers
 - d. 4 kindergarten teachers
 - e. 4 parents of children in school
 - f. 4 parents of children in kindergarten
- 2) Observations in early September, end of October and early December (two days each time) in each of five participating municipalities:
 - a. 1 kindergarten
 - b. 1 grade 0 class
 - c. 1 grade 1 class
 - d. 1 grade 5 class
 - e. 1 grade 8 class
- 3) Go along interviews with 4 children in kindergarten in early September, end of October and early December in each of the five municipalities
- 4) Go along interviews with 4 children in grade 0 in early September, end of October and early December in each of the five municipalities
- 5) Go along interviews with 4 children in grade 1 in early September, end of October and early December in each of the five municipalities
- 6) Survey to children from 3rd to 9th grade of schools (November 2020)
- 7) Survey to children and parents of children in kindergarten (November 2020)
- 8) Survey to school and kindergarten teachers (November 2020)

This report conveys the data from the school children from 3rd to 9th grade. Later analyses will help elucidate more complex relationships and contexts. Altogether, this provides a solid basis for

understanding the situation in schools.

University of Southern Denmark is responsible for all data processing. With regard to data storage and data management, agreements have been made with the university's legal department, which ensures the anonymity and integrity of the informants. For the sake of participants' privacy, results from units with fewer than 10 responses are not disseminated.

Our primary target group is children, teachers and leaders in the participating schools. This report and other publications should also be seen as a way of thanking participants for taking the time to engage in interviews, to distribute and answer the survey and for providing access to collections of observational data.

Our secondary target group is the entire sector and all school and kindergarten stakeholders who get a solid idea of the situation. The sector deserves the most robust feedback possible, considering the immense task they have undertaken during the two phases of closure and reopening.

On behalf of the project team at University of Southern Denmark and Aarhus University,

Professor and project leader,

A handwritten signature in black ink, appearing to read 'Ane Qvortrup'.

Ane Qvortrup

02 Data

02.01 Participating municipalities

Municipality	Frequency (N)	Percent (%)	Cumulative (%)
Toender	63	2.36	2.36
Jammerbugten	541	20.30	22.66
Odense	15	0.56	23.23
Kolding	1865	69.98	93.21
Norrdjurs	172	6.45	99.66
Other	9	0.34	100.00
Total:	2665	100	

02.01.01 Response rate

Municipality	Students in the sample	Students in the municipality	Response rate (%)
Toender	63	3314	3,8
Jammerbugten	541	2942	18.38
Odense kommune	15	15.010	0.10
Kolding kommune	1865	8311	22.44
Norrdjurs kommune	172	2733	6.29
Other	9	-	-
Total:	2665	32.310	8.25

Source: The ministry of children and education, <https://uddannelsesstatistik.dk>

The total response rate (when subtracting 9 responses from “other municipality”) is 8.25% or 2656 students out of 32,310 possible from third to ninth grade in the participating municipalities.

02.02 Respondents

Students from 27 different schools in the participating municipalities answered the questionnaire.

296 students (11%) were from the third grade, 301 students (11%) were from the fourth grade, 264 students (10%) were from the fifth grade, 426 students (16%) were from the sixth grade, 510 students (19%) were from the seventh grade, 503 students (19%) were from the eighth grade and 365 students (14%) were from the ninth grade.

1276 of the respondents (48%) were boys, 1365 (51%) were girls. 24 students (1%) identified themselves with a different definition of gender.

02.03 Response time

249 students (9%) provided some answers, while 2416 (91%) completed the questionnaire. The average response time was 22 minutes (n=2416), but 50% of the students responded within 16 minutes. The average time for answering the questionnaire is 23 minutes, while the interquartile range is 11.5 minutes. 50% of students responded within 17 minutes.

03 Summary

The analyses reveal that many students think about the coronavirus quite a bit. When asked to describe how much they think about it during a typical day of school, the majority of students' responses gravitate towards the middle of a scale of 1 (not at all) to 10 (very much). However, 15% of students place their responses at either end of the scale. Students' everyday experiences of going to school have also been affected by the fact that roughly one-third of them have experienced being sent home sometime during the period starting with the Summer break and until the time survey data were collected. Students who have experienced being sent home place their answers across the scale from "very bad" to "very good" leaning towards the positive side, in their assessments of opportunities to participate in class as well as their assessments of the quality of relationships with teachers and classmates during remote schooling. In addition to this, worries about becoming infected with the coronavirus worry a lot of students. About 40% fear getting sick, while the remaining 60%, oppositely, feel unafraid. Even more fear family and friends becoming sick. This goes for more than 70% of students, whilst less than 30% feel unafraid about family or friends becoming sick.

Students' responses provide an image of schools who have been introducing and adjusting a number of restrictions during the entire year of 2020, since the reopening in the Spring. These restrictions include rules about washing hands, using antibacterial alcohol, keeping physical distance, and setting up zones and borders to keep groups separated. Even so, 24% of students claim there are no rules regarding antibacterial alcohol, and almost the same percentage of students claim there have not been rules in place regarding physical distance. Students appear rather divided when it comes to sentiments about respecting rules and restrictions, and they have spent quite a lot of time thinking about these questions. Nonetheless, they are in further agreement when it comes to questions of whether or not they understand the importance of putting these rules and restrictions into place.

We also ask about students' experience with class. Just above half of students report having not been more outdoors, compared to before the coronavirus was introduced, while just below half of students testify to the opposite. Computers/chromebooks/tablets have been used more often, according to just over half of students, while just under half of students disagree with this statement. When it comes to teaching activities we start by asking a series of questions to understand whether students feel class has been dominated by teacher-led or student-led activities. Generally, students feel both activities are largely present, however, most answer with "to some extent" and "to a large extent" in regard to teacher-led activities. When it comes to the actual activities, there appears to exist a great degree of variation.

Finally, we take a look at students' wellbeing. It is evident that students retain a positive assessment of the quality of relationships with friends, teachers and the class community. Consequently, only a few percent claim that the quality of these relationships is "very bad" or "bad". In addition to this, it appears rather clear that a very large portion of students (90%) feel that they are in a good mood and remain happy some/most of the time. However, 10% feel the opposite way, meaning "a little of the time" or "almost never". Regarding feelings of fatigue, one third of students report feeling tired some of the time or almost all the time, while 25% of students report feeling motivated only "a little of the time" or "almost never". 75% of students report being happy about going to school, but just under 15% claim to feel the opposite.

14% of students feel they are being shut out. When it comes to feelings of fitting in, being heard and being understood, 12% express negative sentiments, while the rest feel the opposite way.

Descriptive statistics

03.01 The students' experiences of the situation

Initially, we ask students how they experience the situation with coronavirus. We are interested in knowing how it affects their everyday lives and whether they fear getting sick. In addition, we ask if they think the situation with coronavirus is being taken seriously enough and/or takes up too much time.

03.01.01 *How much is the coronavirus affecting your school days right now?*

	Frequency (N)	Percent (%)	Cumulative (%)
Not at all	109	4.09	4.09
2	157	5.89	9.98
3	291	10.92	20.90
4	398	14.93	35.83
5	583	21.88	57.71
6	330	12.38	70.09
7	345	12.95	83.04
8	224	8.41	91.44
9	94	3.53	94.97
A lot	134	5.03	100.00
Total:	2665	100	

Summarized statistics

Observations	2665
Average	5.32
Std. deviation	2.21135946

03.01.02 *I am afraid of getting sick*

	Frequency (N)	Percent (%)	Cumulative (%)
Totally disagree	661	24.80	24.80
Disagree	983	36.89	61.69
Agree	698	26.19	87.88
Totally agree	323	12.12	100.00
Total:	2665	100	

Summarized statistics

Observations	2665
Average	2.26
Std. deviation	.964060876

03.01.03 *I am afraid that my family/friends will get sick*

	Frequency (N)	Percent (%)	Cumulative (%)
Totally disagree	189	7.09	7.09
Disagree	538	20.19	27.28
Agree	1077	40.41	67.69
Totally agree	861	32.31	100.00
Total:	2665	100	

Summarized statistics

Observations	2665
Average	2.98
Std. deviation	.899170646

03.01.04 *I am not very concerned by all of this*

	Frequency (N)	Percent (%)	Cumulative (%)
Totally disagree	65	2.44	2.44
Disagree	247	9.27	11.71
Agree	1424	53.43	65.14
Totally agree	929	34.86	100.00
Total:	2665	100	

Summarized statistics

Observations	2665
Average	3.21
Std. deviation	.704358093

03.01.05 *I think we are talking too much about the coronavirus*

	Frequency (N)	Percent (%)	Cumulative (%)
Totally disagree	163	6.12	6.12
Disagree	966	36.25	42.36
Agree	1020	38.27	80.64
Totally agree	516	19.36	100.00
Total:	2665	100	

Summarized statistics

Observations	2665
Average	2.71
Std. deviation	.846305071

03.01.06 *I think we are being too relaxed about the coronavirus.*

	Frequency (N)	Percent (%)	Cumulative (%)
Totally disagree	456	17.11	17.11
Disagree	1213	45.52	62.63
Agree	757	28.41	91.03
Totally agree	239	8.97	100.00
Total:	2665	100	

Summarized statistics

Observations	2665
Average	2.29
Std. deviation	.853647075

As shown in section 04.01, a large proportion of students gravitate towards the mean values on a scale from “not at all” to “a lot” when it comes to the question of how much the coronavirus affects their everyday lives at school. About 40% of the students are afraid of getting sick, while the remaining 60% are not. A lot of the students (70%) are afraid their family/friends might get sick, while less than 30% are not concerned about family or friends getting sick. The students do not agree when it comes to the questions of whether we talk too much about coronavirus and whether we take coronavirus seriously enough. Approx. half agree, while the other half disagree.

03.02 Sent home due to coronavirus infection

In section 04.02, we ask students if they have been sent home in the period between summer holidays and the time of data collection. We are interested in knowing whether they have been affected by the local closures that have taken place in specific schools and specific municipalities.

03.02.07 *Sent home once*

	Frequency (N)	Percent (%)	Cumulative (%)
Not chosen	2273	85.29	85.29
Chosen	392	14.71	100.00
Total:	2665	100	

03.02.08 Sent home more than one time

	Frequency (N)	Percent (%)	Cumulative (%)
Not chosen	2510	94.18	94.18
Chosen	155	5.82	100.00
Total:	2665	100	

03.02.09 The whole class has been sent home once

	Frequency (N)	Percent (%)	Cumulative (%)
Not chosen	2431	91.22	91.22
Chosen	234	8.78	100.00
Total:	2665	100	

03.02.10 The whole class has been sent home more than one time

	Frequency (N)	Percent (%)	Cumulative (%)
Not chosen	2511	94.22	94.22
Chosen	154	5.78	100.00
Total:	2665	100	

03.02.11 Have not been sent home

	Frequency (N)	Percent (%)	Cumulative (%)
Not chosen	765	28.71	28.71
Chosen	1900	71.29	100.00
Total:	2665	100	

03.02.12

How many days do you reckon you have been sent home?

	Frequency (N)	Percent (%)	Cumulative (%)
1	61	2.29	2.29
2	40	1.50	3.79
3	63	2.36	6.15
4	32	1.20	7.35
5	65	2.44	9.79
6	21	0.79	10.58
7	88	3.30	13.88
8	20	0.75	14.63
9	21	0.79	15.42
10	26	0.98	16.40
11	12	0.45	16.85
12	18	0.68	17.52
13	12	0.45	17.97
14	57	2.14	20.11
15	18	0.68	20.79
16	8	0.30	21.09
17	6	0.23	21.31
18	7	0.26	21.58
19	7	0.26	21.84
20	4	0.15	21.99
21	178	6.68	28.67
Not answered	1901	71.33	100.00
Total:	2665	100	

Summarized statistics

Observations	764
Average	10.49
Std. deviation	7.19517222

As can be seen from the tables 04.02.07-04.02.11, approx. one third of the students have experienced being sent home in the period between the summer holidays and the time of data collection.

03.03 Feelings about being sent home

The students who have experienced being sent home are asked about their experience of receiving instructions while they were sent home, and their perceptions of relationships with teachers and classmates.

03.03.13 *How would you assess your ability to follow teaching while being at home?*

	Frequency (N)	Percent (%)	Cumulative (%)
Very bad	53	6.94	6.94
Bad	116	15.18	22.12
Either/or	246	32.20	54.32
Good	281	36.78	91.10
Very good	68	8.90	100.00
Total:	764	100	

Summarized statistics

Observations	764
Average	3.26
Std. deviation	1.04375385

03.03.14 *How would you describe the quality of your relationship with your teacher(s) whilst being sent home?*

	Frequency (N)	Percent (%)	Cumulative (%)
Very bad	51	6.68	6.68
Bad	150	19.63	26.31
Either/or	223	29.19	55.50
Good	281	36.78	92.28
Very good	59	7.72	100.00
Total:	764	100	

Summarized statistics

Observations	764
Average	3.19
Std. deviation	1.05094102

03.03.15 *How would you describe the quality of communication with classmates whilst being sent home?*

	Frequency (N)	Percent (%)	Cumulative (%)
Very bad	62	8.12	8.12
Bad	124	16.23	24.35
Either/or	191	25.00	49.35
Good	279	36.52	85.86
Very good	108	14.14	100.00
Total:	764	100	

Summarized statistics

Observations	764
Average	3.32
Std. deviation	1.14662036

03.03.16 *How would you describe the overall quality of your experience with being sent home from school?*

	Frequency (N)	Percent (%)	Cumulative (%)
Very bad	56	7.33	7.33
Bad	125	16.36	23.69
Either/or	264	34.55	58.25
Good	220	28.80	87.04
Very good	99	12.96	100.00
Total:	764	100	

Summarized statistics

Observations	764
Average	3.24
Std. deviation	1.09933801

As shown in the tables in section 04.03, the students who have been sent home between summer holidays and the time of data collection are distributed across the middle of the scale from 'Very bad' to 'Very good' when it comes to assessing the possibility of participating in teaching as well as the relationship with teachers and peers when sitting at home. However, slightly more respond in the positive category ('Good' and 'Very good') compared to the negative ('Bad' and 'Very bad').

03.04 Rules and restrictions at school

In section 04.04, we examine students' experiences of rules and restrictions at school. We ask about their experience of whether there have been rules about hand washing, hand sanitizer, distance, etc.

03.04.17 *Are there rules about hand washing?*

	Frequency (N)	Percent (%)	Cumulative (%)
No	422	15.83	15.83
Yes	2243	84.17	100.00
Total:	2665	100	

03.04.18 *Are there rules about use of hand sanitizer?*

	Frequency (N)	Percent (%)	Cumulative (%)
No	643	24.13	24.13
Yes	2022	75.87	100.00
Total:	2665	100	

03.04.19 *Are there special rules about where you can be and where you are not allowed to go?*

	Frequency (N)	Percent (%)	Cumulative (%)
No	205	7.69	7.69
Yes	2460	92.31	100.00
Total:	2665	100	

03.04.20 *Are there rules about physical distance?*

	Frequency (N)	Percent (%)	Cumulative (%)
No	583	21.88	21.88
Yes	2082	78.12	100.00
Total:	2665	100	

As can be seen from the tables 04.04.17-04.04.20, according to the majority of the students there have been physical restrictions, in the form of having to keep within certain zones, and there have been rules

about extra hand washing. Also, more than 75% of the students indicate that there have been rules about maintaining physical distance and about the use of hand sanitizer.

03.05 Attitudes towards rules and restrictions at school

As stated in the previous section, according to a large part of the students there have been rules and restrictions at school. In this section, we examine how students have handled these rules and restrictions and whether they have found it difficult to comply.

03.05.21 *I find it difficult to comply with the rules*

	Frequency (N)	Percent (%)	Cumulative (%)
Not at all	423	15.87	15.87
To a low extent	779	29.23	45.10
To a moderate extent	1062	39.85	84.95
To a large extent	384	14.41	99.36
Not answered	17	0.64	100.00
Total:	2665	100	

Summarized statistics

Observations	2648
Average	2.53
Std. deviation	.926746182

03.05.22 *I spend a lot of time thinking about what I can/cannot do in school*

	Frequency (N)	Percent (%)	Cumulative (%)
Not at all	494	18.54	18.54
To a low extent	974	36.55	55.08
To a moderate extent	982	36.85	91.93
To a large extent	199	7.47	99.40
Not answered	16	0.60	100.00
Total:	2665	100	

Summarized statistics

Observations	2649
Average	2.33
Std. deviation	.863768719

03.05.23 *I understand, why the rules are important*

	Frequency (N)	Percent (%)	Cumulative (%)
Not at all	54	2.03	2.03
To a low extent	122	4.58	6.60
To a moderate extent	897	33.66	40.26
To a large extent	1575	59.10	99.36
Not answered	17	0.64	100.00
Total:	2665	100	

Summarized statistics

Observations	2648
Average	3.51
Std. deviation	.681626053

As can be seen from the tables in section 04.05, students do not agree about whether it has been difficult to comply with the rules or not, and whether they have spent a lot of time thinking about it or not. Approx. half of the students have found it difficult and also thought a lot about it, while the other don't have. Greater agreement exists when it comes to whether they understand why the rules are important. Almost 60% indicate that they understand to a large extent, while a third indicate that they understand to a moderate extent, why the rules are important.

03.06 Teaching environment

In this section 04.06 on the teaching environment, we ask the students about how much outdoor teaching they have had, and about their use of computers/chromebooks/tablets.

03.06.24 *I have been more outdoors in classes than before coronavirus*

	Frequency (N)	Percent (%)	Cumulative (%)
Totally disagree	545	20.45	20.45
Disagree	935	35.08	55.53
Agree	791	29.68	85.22
Totally agree	371	13.92	99.14
Not answered	23	0.86	100.00
Total:	2665	100	

Summarized statistics

Observations	2642
Average	2.37
Std. deviation	.963264751

03.06.25 *I have been on more trips away from school than before coronavirus*

	Frequency (N)	Percent (%)	Cumulative (%)
Totally disagree	809	30.36	30.36
Disagree	880	33.02	63.38
Agree	609	22.85	86.23
Totally agree	344	12.91	99.14
Not answered	23	0.86	100.00
Total:	2665	100	

Summarized statistics

Observations	2642
Average	2.18
Std. deviation	1.01183123

03.06.26 *I have had more classes in our regular classroom than before coronavirus*

	Frequency (N)	Percent (%)	Cumulative (%)
Totally disagree	308	11.56	11.56
Disagree	870	32.65	44.20
Agree	967	36.29	80.49
Totally agree	497	18.65	99.14
Not answered	23	0.86	100.00
Total:	2665	100	

Summarized statistics

Observations	2642
Average	2.63
Std. deviation	.918648582

03.06.27
virus*I use computers/chromebook/tablet in classes more often than before corona-*

	Frequency (N)	Percent (%)	Cumulative (%)
Totally disagree	360	13.51	13.51
Disagree	780	29.27	42.78
Agree	929	34.86	77.64
Totally agree	573	21.50	99.14
Not answered	23	0.86	100.00
Total:	2665	100	

Summarized statistics

Observations	2642
Average	2.65
Std. deviation	.966642228

A little more than half of the students indicate that they have not been more outdoors than usual, but slightly less than half indicate the opposite, that they have been more outdoors. There are slightly fewer who report having been on more trips away from school than usual. Just over a third say they have, while the rest report not having been on more trips. Regarding the use of computers/chromebooks/tablets, a little more than half of the students feel that they have used them more, but a little less than half disagreeing with this.

03.07 Relationships with teachers, friends and class community

In this section, we examine how students have experienced their relationships with friends and teachers at school, and what they think about the quality of the class community

03.07.28 *Relationships with friends in school are...*

	Frequency (N)	Percent (%)	Cumulative (%)
Very bad	20	0.75	0.75
Bad	33	1.24	1.99
Either/or	220	8.26	10.24
Good	836	31.37	41.61
Very good	1523	57.15	98.76
Not answered	33	1.24	100.00
Total:	2665	100	

Summarized statistics

Observations 2632
Average 4.45
Std. deviation .762245576

03.07.29 *Relationships with my teachers in school are...*

	Frequency (N)	Percent (%)	Cumulative (%)
Very bad	27	1.01	1.01
Bad	47	1.76	2.78
Either/or	378	14.18	16.96
Good	1365	51.22	68.18
Very good	815	30.58	98.76
Not answered	33	1.24	100.00
Total:	2665	100	

Summarized statistics

Observations 2632
Average 4.10
Std. deviation .779322146

03.07.30 *The class community is...*

	Frequency (N)	Percent (%)	Cumulative (%)
Very bad	29	1.09	1.09
Bad	61	2.29	3.38
Either/or	379	14.22	17.60
Good	1216	45.63	63.23
Very good	947	35.53	98.76
Not answered	33	1.24	100.00
Total:	2665	100	

Summarized statistics

Observations	2632
Average	4.14
Std. deviation	.822995487

As can be seen from the three tables in section 04.07, the students are very positive about their relationships with both friends and teachers and also about the class community. Only a few percent assess the relationships/community to be very bad or bad.

03.08 Use of teaching activities

In section 04.08, we examine the use of teaching activities in the period after the reopening of the schools. We ask the students to think about the past 14 days and to assess the extent to which a number of teaching activities have been used in this period. We use this approach as it can be difficult for students to provide assessments of longer time periods. They are asked a series of questions that relate to the weighting of student-centred and teacher-led activities, respectively. Furthermore, we examine students' experience of the frequency of six activities that are identified by Parker & Thomsen (2019) as compatible with playful learning environments.

03.08.31

I ask my own questions about topics or assignments

	Frequency (N)	Percent (%)	Cumulative (%)
Not at all	165	6.19	6.19
To a low extent	601	22.55	28.74
To a moderate extent	1386	52.01	80.75
To a large extent	446	16.74	97.49
Not answered	67	2.51	100.00
Total:	2665	100	

Summarized statistics

Observations 2598
Average 2.81
Std. deviation .788944402

03.08.32

The teacher asks for my opinion on what we are working on in class

	Frequency (N)	Percent (%)	Cumulative (%)
Not at all	374	14.03	14.03
To a low extent	877	32.91	46.94
To a moderate extent	1118	41.95	88.89
To a large extent	229	8.59	97.49
Not answered	67	2.51	100.00
Total:	2665	100	

Summarized statistics

Observations 2598
Average 2.46
Std. deviation .844442834

03.08.33 *I work on an assignment myself*

	Frequency (N)	Percent (%)	Cumulative (%)
Not at all	167	6.27	6.27
To a low extent	793	29.76	36.02
To a moderate extent	1358	50.96	86.98
To a large extent	280	10.51	97.49
Not answered	67	2.51	100.00
Total:	2665	100	

Summarized statistics

Observations	2598
Average	2.67
Std. deviation	.751038569

03.08.34 *I am asked to be critical or inquisitive about what we are working on in class*

	Frequency (N)	Percent (%)	Cumulative (%)
Not at all	172	6.45	6.45
To a low extent	611	22.93	29.38
To a moderate extent	1507	56.55	85.93
To a large extent	308	11.56	97.49
Not answered	67	2.51	100.00
Total:	2665	100	

Summarized statistics

Observations	2598
Average	2.75
Std. deviation	.746154974

03.08.35

In class we talk about why what we learn is good to know

	Frequency (N)	Percent (%)	Cumulative (%)
Not at all	68	2.55	2.55
To a low extent	116	4.35	6.90
To a moderate extent	240	9.01	15.91
To a large extent	157	5.89	21.80
Not answered	2084	78.20	100.00
Total:	2665	100	

Summarized statistics

Observations 581
Average 2.84
Std. deviation .955443964

03.08.36

The teacher presents a topic or an assignment

	Frequency (N)	Percent (%)	Cumulative (%)
Not at all	30	1.13	1.13
To a low extent	111	4.17	5.29
To a moderate extent	1030	38.65	43.94
To a large extent	1401	52.57	96.51
Not answered	93	3.49	100.00
Total:	2665	100	

Summarized statistics

Observations 2572
Average 3.48
Std. deviation .637167471

03.08.37 *I watch videos on a topic*

	Frequency (N)	Percent (%)	Cumulative (%)
Not at all	290	10.88	10.88
To a low extent	898	33.70	44.58
To a moderate extent	1085	40.71	85.29
To a large extent	299	11.22	96.51
Not answered	93	3.49	100.00
Total:	2665	100	

Summarized statistics

Observations	2572
Average	2.54
Std. deviation	.840567264

03.08.38 *I read about a topic in books/e-books/texts*

	Frequency (N)	Percent (%)	Cumulative (%)
Not at all	194	7.28	7.28
To a low extent	572	21.46	28.74
To a moderate extent	1223	45.89	74.63
To a large extent	582	21.84	96.47
Not answered	94	3.53	100.00
Total:	2665	100	

Summarized statistics

Observations	2571
Average	2.85
Std. deviation	.854018821

03.08.39 *I practice using assignments on the computer/chromebook/tablet*

	Frequency (N)	Percent (%)	Cumulative (%)
Not at all	140	5.25	5.25
To a low extent	473	17.75	23.00
To a moderate extent	1146	43.00	66.00
To a large extent	813	30.51	96.51
Not answered	93	3.49	100.00
Total:	2665	100	

Summarized statistics

Observations	2572
Average	3.02
Std. deviation	.847032551

03.08.40 *I report on something we have learnt to the teacher or other students*

	Frequency (N)	Percent (%)	Cumulative (%)
Not at all	314	11.78	11.78
To a low extent	865	32.46	44.24
To a moderate extent	1080	40.53	84.77
To a large extent	284	10.66	95.42
Not answered	122	4.58	100.00
Total:	2665	100	

Summarized statistics

Observations	2543
Average	2.52
Std. deviation	.848522092

03.08.41 *I create various products or things (for example figures, drawings, etc.) that can be exhibited, displayed or played with)*

	Frequency (N)	Percent (%)	Cumulative (%)
Not at all	659	24.73	24.73
To a low extent	930	34.90	59.62
To a moderate extent	758	28.44	88.07
To a large extent	196	7.35	95.42
Not answered	122	4.58	100.00
Total:	2665	100	

Summarized statistics

Observations	2543
Average	2.19
Std. deviation	.910252425

03.08.42 *I give presentations in class*

	Frequency (N)	Percent (%)	Cumulative (%)
Not at all	227	8.52	8.52
To a low extent	521	19.55	28.07
To a moderate extent	1161	43.56	71.63
To a large extent	634	23.79	95.42
Not answered	122	4.58	100.00
Total:	2665	100	

Summarized statistics

Observations	2543
Average	2.87
Std. deviation	.890829687

03.08.43 *I work with projects*

	Frequency (N)	Percent (%)	Cumulative (%)
Not at all	208	7.80	7.80
To a low extent	646	24.24	32.05
To a moderate extent	1255	47.09	79.14
To a large extent	419	15.72	94.86
Not answered	137	5.14	100.00
Total:	2665	100	

Summarized statistics

Observations	2528
Average	2.75
Std. deviation	.828234479

03.08.44 *In class, we deal with a topic where several subjects (for example Danish or mathematics) work together*

	Frequency (N)	Percent (%)	Cumulative (%)
Not at all	459	17.22	17.22
To a low extent	706	26.49	43.71
To a moderate extent	1023	38.39	82.10
To a large extent	340	12.76	94.86
Not answered	137	5.14	100.00
Total:	2665	100	

Summarized statistics

Observations	2528
Average	2.49
Std. deviation	.93936506

03.08.45

In class, we make decisions on the content of a topic in groups

	Frequency (N)	Percent (%)	Cumulative (%)
Not at all	630	23.64	23.64
To a low extent	1057	39.66	63.30
To a moderate extent	710	26.64	89.94
To a large extent	131	4.92	94.86
Not answered	137	5.14	100.00
Total:	2665	100	

Summarized statistics

Observations	2528
Average	2.14
Std. deviation	.848129905

03.08.46

In class, we compete to solve most assignments on time

	Frequency (N)	Percent (%)	Cumulative (%)
Not at all	1025	38.46	38.46
To a low extent	944	35.42	73.88
To a moderate extent	420	15.76	89.64
To a large extent	125	4.69	94.33
Not answered	151	5.67	100.00
Total:	2665	100	

Summarized statistics

Observations	2514
Average	1.86
Std. deviation	.868347481

03.08.47 *I learn through playing games (for example board games, star races, role play, theater, etc.)*

	Frequency (N)	Percent (%)	Cumulative (%)
Not at all	538	20.19	20.19
To a low extent	851	31.93	52.12
To a moderate extent	874	32.80	84.92
To a large extent	251	9.42	94.33
Not answered	151	5.67	100.00
Total:	2665	100	

Summarized statistics

Observations 2514
 Average 2.33
 Std. deviation .922087518

03.08.48 *I learn while doing sports*

	Frequency (N)	Percent (%)	Cumulative (%)
Not at all	577	21.65	21.65
To a low extent	848	31.82	53.47
To a moderate extent	829	31.11	84.58
To a large extent	260	9.76	94.33
Not answered	151	5.67	100.00
Total:	2665	100	

Summarized statistics

Observations 2514
 Average 2.31
 Std. deviation .937551478

03.08.49 *The teacher uses examples to help me understand what I have to learn*

	Frequency (N)	Percent (%)	Cumulative (%)
Not at all	52	1.95	1.95
To a low extent	252	9.46	11.41
To a moderate extent	1310	49.16	60.56
To a large extent	881	33.06	93.62
Not answered	170	6.38	100.00
Total:	2665	100	

Summarized statistics

Observations 2495
Average 3.21
Std. deviation .702421364

03.08.50 *The teacher shows me how what I am about to learn relates to something I have learnt before*

	Frequency (N)	Percent (%)	Cumulative (%)
Not at all	98	3.68	3.68
To a low extent	499	18.72	22.40
To a moderate extent	1409	52.87	75.27
To a large extent	489	18.35	93.62
Not answered	170	6.38	100.00
Total:	2665	100	

Summarized statistics

Observations 2495
Average 2.92
Std. deviation .739261965

03.08.51 *The teacher shows me how things I learn can be used in everyday life*

	Frequency (N)	Percent (%)	Cumulative (%)
Not at all	423	15.87	15.87
To a low extent	779	29.23	45.10
To a moderate extent	1062	39.85	84.95
To a large extent	384	14.41	99.36
Not answered	17	0.64	100.00
Total:	2665	100	

Summarized statistics

Observations	2495
Average	2.63
Std. deviation	.873002709

03.08.52 *Think about the last 14 days. How much have you experienced this in teaching? - The teacher gives me an assignment where I have to investigate a topic myself*

	Frequency (N)	Percent (%)	Cumulative (%)
Not at all	156	5.85	5.85
To a low extent	593	22.25	28.11
To a moderate extent	1285	48.22	76.32
To a large extent	440	16.51	92.83
Not answered	191	7.17	100.00
Total:	2665	100	

Summarized statistics

Observations	2474
Average	2.81
Std. deviation	.796677556

03.08.53 *Think about the last 14 days. How much have you experienced this in teaching? – I have been given a task for which I have to find solutions myself*

	Frequency (N)	Percent (%)	Cumulative (%)
Not at all	100	3.75	3.75
To a low extent	434	16.29	20.04
To a moderate extent	1271	47.69	67.73
To a large extent	669	25.10	92.83
Not answered	191	7.17	100.00
Total:	2665	100	

Summarized statistics

Observations	2474
Average	3.01
Std. deviation	.779463679

03.08.54 *Think about the last 14 days. How much have you experienced this in teaching? – I have to search for information on a topic myself (for example online or in books, at the library)*

	Frequency (N)	Percent (%)	Cumulative (%)
Not at all	197	7.39	7.39
To a low extent	609	22.85	30.24
To a moderate extent	1171	43.94	74.18
To a large extent	496	18.61	92.80
Not answered	192	7.20	100.00
Total:	2665	100	

Summarized statistics

Observations	2473
Average	2.79
Std. deviation	.850722571

03.08.55 *Think about the last 14 days. How much have you experienced this in teaching? – I am faced with problems I have to solve myself using what I have learnt*

	Frequency (N)	Percent (%)	Cumulative (%)
Not at all	157	5.89	5.89
To a low extent	558	20.94	26.83
To a moderate extent	1293	48.52	75.35
To a large extent	456	17.11	92.46
Not answered	201	7.54	100.00
Total:	2665	100	

Summarized statistics

Observations	2464
Average	2.83
Std. deviation	.798843621

03.08.56 *Think about the last 14 days. How much have you experienced this in teaching? – The teacher shows me how things I have learnt can be used outside of school*

	Frequency (N)	Percent (%)	Cumulative (%)
Not at all	282	10.58	10.58
To a low extent	781	29.31	39.89
To a moderate extent	1057	39.66	79.55
To a large extent	344	12.91	92.46
Not answered	201	7.54	100.00
Total:	2665	100	

Summarized statistics

Observations	2464
Average	2.59
Std. deviation	.865812944

03.08.57 *Think about the last 14 days. How much have you experienced this in teaching? – We use examples I can understand*

	Frequency (N)	Percent (%)	Cumulative (%)
Not at all	56	2.10	2.10
To a low extent	289	10.84	12.95
To a moderate extent	1322	49.61	62.55
To a large extent	797	29.91	92.46
Not answered	201	7.54	100.00
Total:	2665	100	

Summarized statistics

Observations	2464
Average	3.16
Std. deviation	.711359356

03.09 Well-being

In this section 04.09, we examine students' well-being after reopening. We ask them a number of questions on their mood, as well as a number of questions on their experience of having energy and being motivated.

03.09.58 *How often have you felt happy in school?*

	Frequency (N)	Percent (%)	Cumulative (%)
Never or almost never	39	1.46	1.46
A little of the time	194	7.28	8.74
Some of the time	877	32.91	41.65
Always or almost always	1345	50.47	92.12
Not answered	210	7.88	100.00
Total:	2665	100	

Summarized statistics

Observations	2455
Average	3.44
Std. deviation	.706826327

03.09.59 *How often have you felt in a bad mood in school?*

	Frequency (N)	Percent (%)	Cumulative (%)
Never or almost never	1479	55.50	55.50
A little of the time	614	23.04	78.54
Some of the time	280	10.51	89.04
Always or almost always	83	3.11	92.16
Not answered	209	7.84	100.00
Total:	2665	100	

Summarized statistics

Observations	2456
Average	1.58
Std. deviation	.821433229

03.09.60 *How often have you felt sad in school?*

	Frequency (N)	Percent (%)	Cumulative (%)
Never or almost never	1291	48.44	48.44
A little of the time	715	26.83	75.27
Some of the time	350	13.13	88.41
Always or almost always	99	3.71	92.12
Not answered	210	7.88	100.00
Total:	2665	100	

Summarized statistics

Observations	2455
Average	1.70
Std. deviation	.859325561

03.09.61 *How often have you felt in a good mood in school?*

	Frequency (N)	Percent (%)	Cumulative (%)
Never or almost never	37	1.39	1.39
A little of the time	199	7.47	8.86
Some of the time	920	34.52	43.38
Always or almost always	1300	48.78	92.16
Not answered	209	7.84	100.00
Total:	2665	100	

Summarized statistics

Observations	2456
Average	3.42
Std. deviation	.704235103

03.09.62 *How often have you felt tired in school?*

	Frequency (N)	Percent (%)	Cumulative (%)
Never or almost never	212	7.95	7.95
A little of the time	700	26.27	34.22
Some of the time	1006	37.75	71.97
Always or almost always	537	20.15	92.12
Not answered	210	7.88	100.00
Total:	2665	100	

Summarized statistics

Observations	2455
Average	2.76
Std. deviation	.890190594

03.09.63 *How often have you felt motivated in school?*

	Frequency (N)	Percent (%)	Cumulative (%)
Never or almost never	166	6.23	6.23
A little of the time	525	19.70	25.93
Some of the time	1289	48.37	74.30
Always or almost always	475	17.82	92.12
Not answered	210	7.88	100.00
Total:	2665	100	

Summarized statistics

Observations	2455
Average	2.84
Std. deviation	.80861309

As can be seen from the tables in section 04.09, a large part of the students (90%) experience being in a good mood and happy some of the time or almost always, but there are also 10% who experience the opposite, i.e. being in a good mood and happy only a little of the time or almost never. When it comes to being tired, one third of the students experience being tired somewhat or almost all the time, while 25% experience being motivated only a little of the time or almost never.

03.10 Engagement and desire to learn

Here in section 04.10, we examine how students perceive school activities and whether they make them want to learn more.

03.10.64 *What I do in school makes me want to learn more*

	Frequency (N)	Percent (%)	Cumulative (%)
Totally disagree	200	7.50	7.50
Disagree	816	30.62	38.12
Agree	1133	42.51	80.64
Totally agree	295	11.07	91.71
Not answered	221	8.29	100.00
Total:	2665	100	

Summarized statistics

Observations	2444
Average	2.62
Std. deviation	.800104684

03.10.65 *It is funny to learn new things in school*

	Frequency (N)	Percent (%)	Cumulative (%)
Totally disagree	114	4.28	4.28
Disagree	490	18.39	22.66
Agree	1330	49.91	72.57
Totally agree	510	19.14	91.71
Not answered	221	8.29	100.00
Total:	2665	100	

Summarized statistics

Observations	2444
Average	2.91
Std. deviation	.767295561

03.10.66 *I make an effort to keep up during courses*

	Frequency (N)	Percent (%)	Cumulative (%)
Totally disagree	31	1.16	1.16
Disagree	126	4.73	5.89
Agree	1468	55.08	60.98
Totally agree	819	30.73	91.71
Not answered	221	8.29	100.00
Total:	2665	100	

Summarized statistics

Observations 2444
Average 3.26
Std. deviation .609008083

03.10.67 *What I do in school helps me come up with new ideas*

	Frequency (N)	Percent (%)	Cumulative (%)
Totally disagree	148	5.55	5.55
Disagree	786	29.49	35.05
Agree	1107	41.54	76.59
Totally agree	403	15.12	91.71
Not answered	221	8.29	100.00
Total:	2665	100	

Summarized statistics

Observations 2444
Average 2.72
Std. deviation .807344008

03.10.68 *I like classes in school*

	Frequency (N)	Percent (%)	Cumulative (%)
Totally disagree	88	3.30	3.30
Disagree	368	13.81	17.11
Agree	1445	54.22	71.33
Totally agree	543	20.38	91.71
Not answered	221	8.29	100.00
Total:	2665	100	

Summarized statistics

Observations	2444
Average	3.00
Std. deviation	.71901818

03.10.69 *What I do in school is boring*

	Frequency (N)	Percent (%)	Cumulative (%)
Totally disagree	210	7.88	7.88
Disagree	1057	39.66	47.54
Agree	866	32.50	80.04
Totally agree	311	11.67	91.71
Not answered	221	8.29	100.00
Total:	2665	100	

Summarized statistics

Observations	2444
Average	2.52
Std. deviation	.822254137

03.10.70 *I am happy about going to school*

	Frequency (N)	Percent (%)	Cumulative (%)
Totally disagree	98	3.68	3.68
Disagree	267	10.02	13.70
Agree	1153	43.26	56.96
Totally agree	926	34.75	91.71
Not answered	221	8.29	100.00
Total:	2665	100	

Summarized statistics

Observations	2444
Average	3.19
Std. deviation	.782872228

As can be seen from section 04.10, a large part of students, more than 75%, are happy about going to school, but there are also just under 15% who say the opposite. The distribution is the same when it comes to the question of whether students like the teaching. Slightly fewer (70%) find it fun to learn new things, while a bit more than 20% think the opposite. Just above half of students want to learn more, while just under 40% experience the opposite. The vast majority (85%) believe that they make an effort during the day. Only 5% do not think so.

03.11 Feelings of social recognition and belonging

In this section, we examine students' experiences of being recognized in, belonging to and feeling part of the social context and class community.

03.11.71 *How often have you felt understood?*

	Frequency (N)	Percent (%)	Cumulative (%)
Never or almost never	59	2.21	2.21
A little of the time	280	10.51	12.72
Some of the time	1278	47.95	60.68
Always or almost always	817	30.66	91.33
Not answered	231	8.67	100.00
Total:	2665	100	

Summarized statistics

Observations	2434
Average	3.17
Std. deviation	.71988702

03.11.72 *How often have you felt you were fitting in?*

	Frequency (N)	Percent (%)	Cumulative (%)
Never or almost never	81	3.04	3.04
A little of the time	238	8.93	11.97
Some of the time	868	32.57	44.54
Always or almost always	1247	46.79	91.33
Not answered	231	8.67	100.00
Total:	2665	100	

Summarized statistics

Observations	2434
Average	3.35
Std. deviation	.788911838

03.11.73 *How often have you felt heard?*

	Frequency (N)	Percent (%)	Cumulative (%)
Never or almost never	65	2.44	2.44
A little of the time	288	10.81	13.25
Some of the time	1190	44.65	57.90
Always or almost always	891	33.43	91.33
Not answered	231	8.67	100.00
Total:	2665	100	

Summarized statistics

Observations	2434
Average	3.19
Std. deviation	.74409078

03.11.74 *How often have you felt kept out?*

	Frequency (N)	Percent (%)	Cumulative (%)
Never or almost never	1573	59.02	59.02
A little of the time	472	17.71	76.74
Some of the time	302	11.33	88.07
Always or almost always	87	3.26	91.33
Not answered	231	8.67	100.00
Total:	2665	100	

Summarized statistics

Observations	2434
Average	1.55
Std. deviation	.842896337

03.11.75 *How often have you felt alone with your opinions?*

	Frequency (N)	Percent (%)	Cumulative (%)
Never or almost never	632	23.71	23.71
A little of the time	831	31.18	54.90
Some of the time	775	29.08	83.98
Always or almost always	196	7.35	91.33
Not answered	231	8.67	100.00
Total:	2665	100	

Summarized statistics

Observations	2434
Average	2.22
Std. deviation	.923147439

03.11.76 *How often have you felt that you have good classmates?*

	Frequency (N)	Percent (%)	Cumulative (%)
Never or almost never	36	1.35	1.35
A little of the time	152	5.70	7.05
Some of the time	571	21.43	28.48
Always or almost always	1675	62.85	91.33
Not answered	231	8.67	100.00
Total:	2665	100	

Summarized statistics

Observations	2434
Average	3.60
Std. deviation	.6742287

03.11.77 *How often have you felt happy about your teachers?*

	Frequency (N)	Percent (%)	Cumulative (%)
Never or almost never	50	1.88	1.88
A little of the time	198	7.43	9.31
Some of the time	910	34.15	43.45
Always or almost always	1276	47.88	91.33
Not answered	231	8.67	100.00
Total:	2665	100	

Summarized statistics

Observations	2434
Average	3.40
Std. deviation	.725619496

The vast majority of students are happy with both their classmates and teachers. Only 7% and 9% respectively indicate the opposite. However, 14% of students experience being kept out. When it comes to the experience of fitting in, being heard and understood, 12% provide a negative assessment, while the rest report feeling the opposite.

03.12 Assessment of oneself as student

In the previous sections we have asked about students' well-being both mentally and socially and in this section, we add to this by examining students' "professional role" in teaching, so to speak. We ask to which extent they feel able to keep up, and whether work forms suit them well. In addition, we ask them what they believe the teachers think of them as students.

03.12.78 *It is easy to keep up in classes*

	Frequency (N)	Percent (%)	Cumulative (%)
Totally disagree	61	2.29	2.29
Disagree	394	14.78	17.07
Agree	1416	53.13	70.21
Totally agree	558	20.94	91.14
Not answered	236	8.86	100.00
Total:	2665	100	

Summarized statistics

Observations	2429
Average	3.02
Std. deviation	.701631945

03.12.79 *The way we work during classes suits me well most times*

	Frequency (N)	Percent (%)	Cumulative (%)
Totally disagree	53	1.99	1.99
Disagree	309	11.59	13.58
Agree	1473	55.27	68.86
Totally agree	594	22.29	91.14
Not answered	236	8.86	100.00
Total:	2665	100	

Summarized statistics

Observations	2429
Average	3.07
Std. deviation	.673641465

03.12.80

It is difficult for me to keep up with classes

	Frequency (N)	Percent (%)	Cumulative (%)
Totally disagree	537	20.15	20.15
Disagree	1272	47.73	67.88
Agree	488	18.31	86.19
Totally agree	132	4.95	91.14
Not answered	236	8.86	100.00
Total:	2665	100	

Summarized statistics

Observations	2429
Average	2.09
Std. deviation	.794847891

03.12.81

The other students are much better than me

	Frequency (N)	Percent (%)	Cumulative (%)
Totally disagree	312	11.71	11.71
Disagree	1182	44.35	56.06
Agree	676	25.37	81.43
Totally agree	259	9.72	91.14
Not answered	236	8.86	100.00
Total:	2665	100	

Summarized statistics

Observations	2429
Average	2.36
Std. deviation	.837677142

03.12.82

I understand most of what is going on in teaching

	Frequency (N)	Percent (%)	Cumulative (%)
Totally disagree	30	1.13	1.13
Disagree	189	7.09	8.22
Agree	1445	54.22	62.44
Totally agree	765	28.71	91.14
Not answered	236	8.86	100.00
Total:	2665	100	

Summarized statistics

Observations 2429
Average 3.21
Std. deviation .630232469

03.12.83

My teachers are happy to teach me

	Frequency (N)	Percent (%)	Cumulative (%)
Totally disagree	44	1.65	1.65
Disagree	135	5.07	6.72
Agree	1348	50.58	57.30
Totally agree	895	33.58	90.88
Not answered	243	9.12	100.00
Total:	2665	100	

Summarized statistics

Observations 2422
Average 3.28
Std. deviation .648943199

03.12.84

I make an effort in classes

	Frequency (N)	Percent (%)	Cumulative (%)
Totally disagree	25	0.94	0.94
Disagree	198	7.43	8.37
Agree	1497	56.17	64.54
Totally agree	702	26.34	90.88
Not answered	243	9.12	100.00
Total:	2665	100	

Summarized statistics

Observations 2422
Average 3.19
Std. deviation .614736566

03.12.85

School is not for me

	Frequency (N)	Percent (%)	Cumulative (%)
Totally disagree	844	31.67	31.67
Disagree	1020	38.27	69.94
Agree	370	13.88	83.83
Totally agree	188	7.05	90.88
Not answered	243	9.12	100.00
Total:	2665	100	

Summarized statistics

Observations 2422
Average 1.96
Std. deviation .900235107

03.12.86 *I am a good student*

	Frequency (N)	Percent (%)	Cumulative (%)
Totally disagree	37	1.39	1.39
Disagree	161	6.04	7.43
Agree	1306	49.01	56.44
Totally agree	918	34.45	90.88
Not answered	243	9.12	100.00
Total:	2665	100	

Summarized statistics

Observations 2422
Average 3.28
Std. deviation .653650862

03.12.87 *It is possible for me to immerse myself in tasks that are important to me*

	Frequency (N)	Percent (%)	Cumulative (%)
Totally disagree	37	1.39	1.39
Disagree	228	8.56	9.94
Agree	1380	51.78	61.73
Totally agree	777	29.16	90.88
Not answered	243	9.12	100.00
Total:	2665	100	

Summarized statistics

Observations 2422
Average 3.20
Std. deviation .66164263

03.12.88

I understand why it is important to learn in school

	Frequency (N)	Percent (%)	Cumulative (%)
Totally disagree	48	1.80	1.80
Disagree	110	4.13	5.93
Agree	997	37.41	43.34
Totally agree	1267	47.54	90.88
Not answered	243	9.12	100.00
Total:	2665	100	

Summarized statistics

Observations 2422
Average 3.44
Std. deviation .675349331

03.12.89

I do well in school

	Frequency (N)	Percent (%)	Cumulative (%)
Totally disagree	55	2.06	2.06
Disagree	226	8.48	10.54
Agree	1373	51.52	62.06
Totally agree	762	28.59	90.66
Not answered	249	9.34	100.00
Total:	2665	100	

Summarized statistics

Observations 2416
Average 3.18
Std. deviation .684911553

03.12.90

I find it easy to learn new things in classes

	Frequency (N)	Percent (%)	Cumulative (%)
Totally disagree	58	2.18	2.18
Disagree	440	16.51	18.69
Agree	1417	53.17	71.86
Totally agree	501	18.80	90.66
Not answered	249	9.34	100.00
Total:	2665	100	

Summarized statistics

Observations	2416
Average	2.98
Std. deviation	.696559998

03.12.91

I'm not that good at going to school

	Frequency (N)	Percent (%)	Cumulative (%)
Totally disagree	809	30.36	30.36
Disagree	1122	42.10	72.46
Agree	358	13.43	85.89
Totally agree	127	4.77	90.66
Not answered	249	9.34	100.00
Total:	2665	100	

Summarized statistics

Observations	2416
Average	1.92
Std. deviation	.828812584

03.12.92 *I understand difficult tasks as well*

	Frequency (N)	Percent (%)	Cumulative (%)
Totally disagree	114	4.28	4.28
Disagree	676	25.37	29.64
Agree	1262	47.35	77.00
Totally agree	364	13.66	90.66
Not answered	249	9.34	100.00
Total:	2665	100	

Summarized statistics

Observations	2416
Average	2.78
Std. deviation	.75464185

03.12.93 *I am often afraid that I am not talented enough to solve a task*

	Frequency (N)	Percent (%)	Cumulative (%)
Totally disagree	433	16.25	16.25
Disagree	908	34.07	50.32
Agree	768	28.82	79.14
Totally agree	307	11.52	90.66
Not answered	249	9.34	100.00
Total:	2665	100	

Summarized statistics

Observations	2416
Average	2.39
Std. deviation	.922736655

The tables in section 04.12 illustrate many different nuances in relation to students' experiences of going to school, of fitting in, and of the different ways of working there. The vast majority of students feel that they are good students and that their teachers are happy to teach them. Only 7% provide negative answers to these questions. Similarly, only 7% do not feel that they are making an effort themselves. Only 6% do not think they understand why it is important to learn what they have to learn, and only 8% claim not to understand most of what is taught. It looks a little less positive when the questions are directed towards the ways of working and the methods used in classes. 14% are negative when it comes to the question of whether the teaching methods suit them well, and 17% are negative when it comes to whether it is easy for them to keep up in class. In addition, 21% indicate that school is not for them.



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