

Author Dr Kristín Jónsdóttir

Assistant professor, School of Education, University of Iceland

Title:

Teenagers evaluation of teaching quality in Icelandic compulsory schools

Teenagers evaluation of teaching quality in Icelandic compulsory schools

Stakeholders in school systems are for example parents, teachers, researchers and politicians. They all have different interests reflected in their views on quality of teaching. Video data gathering in Icelandic compulsory schools during spring 2019 gave plenty of opportunities to think about what teaching quality really means to the different stakeholders, but especially to the teenagers in the classrooms where the video recordings took place. Maybe teenagers should have been mentioned first, as major stakeholders. The emphasis on equity and quality is prominent in the Nordic educational systems (Sahlberg, 2015) but students voices are weak in educational debate.

What do Icelandic teenagers think of teaching quality, is the leading question here. Data derives from a research project *Teaching and Learning in Icelandic Schools* in 20 compulsory schools in Iceland (Óskarsdóttir, 2014). This presentation uses data from questionnaires from 14 schools, i.e. all the schools with students in 7th to 10th grade (n=1821).

Teenagers' opinions on parental involvement in those compulsory schools were examined (Jónsdóttir, 2015). Findings showed that schools should take action in bettering the quality of factors related to students' school experience since that could result in an increase in students' interest for parental participation, which in turn contributes positively to academic achievement. These findings will be explored further in this presentation, focusing on teaching quality, in an attempt to reveal what contributes to students good school experience and to their appreciation of school activities.

Jónsdóttir, K. (2015). Teenagers opinions on parental involvement in compulsory schools in Iceland. *International Journal About Parents in Education*, 9(1), 24–36.

Óskarsdóttir, G. G. (2014). *Starfshættir í grunnskólum við upphaf 21. aldar*. Reykjavík: Háskólaútgáfan.

Sahlberg, P. (2015). *Finnish lessons 2.0 : What can the world learn from educational change in Finland?* / Pasi Sahlberg; foreword by Diane Ravitch; afterword by Sir Ken Robinson (2nd ed.). New York: Teachers College, Columbia University.