

Validating the 7C framework in Nordic countries

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The 7Cs framework, developed by Ferguson and colleagues, survey student perceptions of seven key teaching characteristics (Care, Control, Clarify, Challenge, Captivate, Confer, Consolidate) that are suggested to be valid and reliable indicators of teaching quality across contexts and time. While some studies confirm the stability of the indicators across contexts and time, other studies find them to be malleable according to different contexts. In this paper we validate the 7C framework for Nordic countries and hereby examine the malleability of the quality indicators.

Theoretically, the paper is based on a constructivist stance suggesting that teaching efforts cannot be understood from a non-contextualised perspective, but must be understood as subject- and context-dependent. This stance is empirically supported by a number of previous studies on teaching quality and effective teaching.

Empirically, the paper is based on data collected in 2020/2021 in Denmark, Norway, Sweden, and Island (N=2.265) as part of the LISA Nordic Study of the Quality in Nordic Teaching (QUINT) project. Analytically we follow well-tested and recognized guidelines and steps for validating educational environment instruments.

The paper shows that the students' perceptions of the seven key teaching characteristics differ across the Nordic countries. The paper thus contributes with knowledge about the malleability of key teaching characteristics, and it contributes to the discussion of how we can and should discuss and examine quality in teaching.