

Norway 32

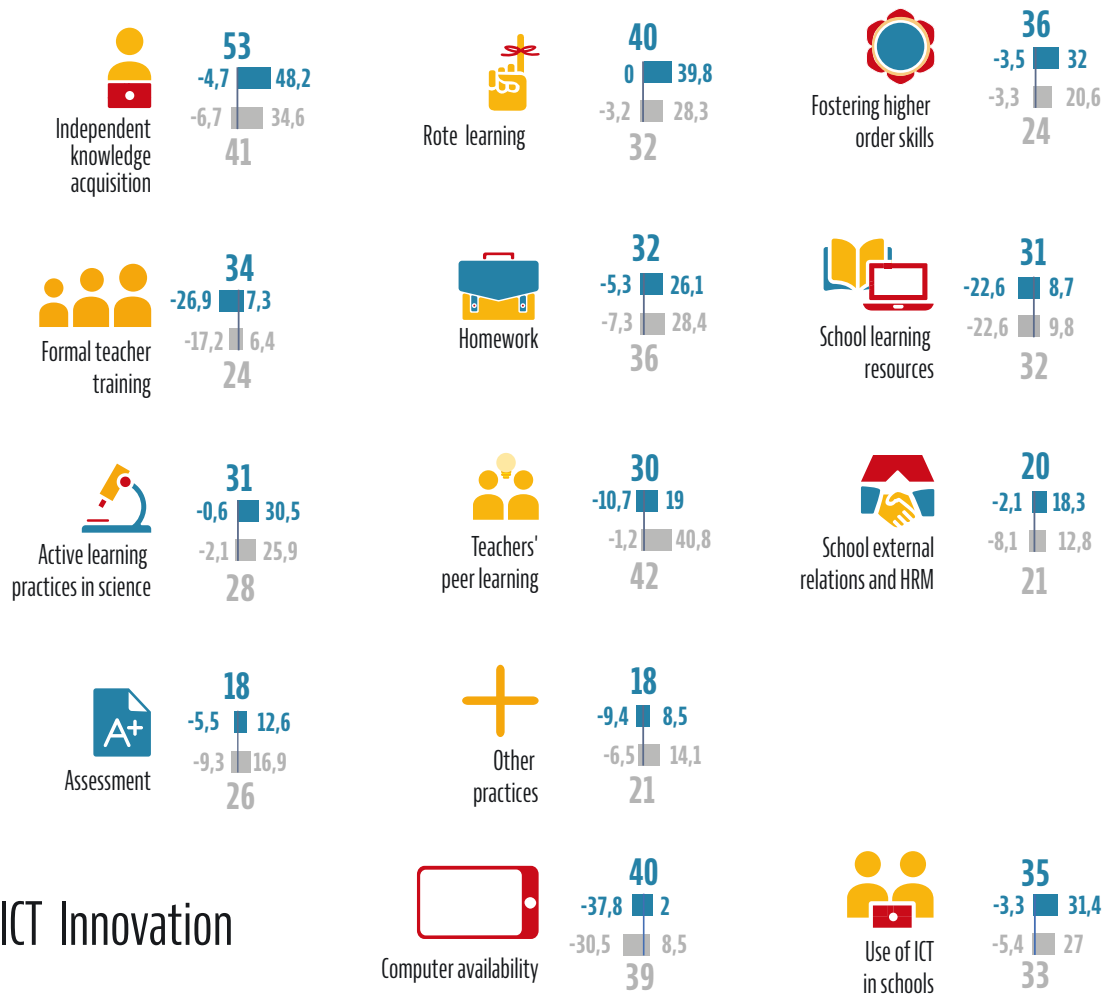
OECD average 30

Education Innovation Index

Innovation in education by category



Innovation in education by type of practice



ICT Innovation

The indices indicate innovation intensity from small (below 20) to large (over 40). When displayed, positive and negative values show how much of the index corresponds to an expansion and contraction of the covered practices between 2006 and 2016. Authors' calculations based on the PIRLS, PISA and TIMSS databases.



Norway

Between 2006 and 2016, Norway experienced a relatively high level of innovation in its education practices, slightly more than the OECD average. Innovation took place to a greater extent in primary education, where it has been relatively high, while that in secondary has been more modest. Innovation in maths practices has been large, considerably higher than in science and reading. Norway is nevertheless one of the few countries where innovation in reading lessons has been relatively large, and certainly much larger than in other OECD systems. As in other systems, access to computers has decreased overall, but the use of ICT in school has become more common. Innovation occurred through a significant spread of independent knowledge acquisition practices, rote learning practices, but also practices fostering students' higher order skills.

Practices that changed the most

Primary

51 more students in 100 frequently practised maths skills and procedures on computers, reaching a **56%** coverage

43 more students in 100 frequently discussed read text with peers at least once a week, reaching an **82%** coverage

30 more students in 100 frequently used computers to look up for ideas and information in maths, reaching a **32%** coverage

Secondary

35 more students in 100 systematically discussed maths homework in class, reaching a **44%** coverage

32 less students in 100 had their teachers participating in a program on maths curriculum, reaching an **11%** coverage

32 more students in 100 went to schools which tracked achievement data over time by an administrative authority, reaching a **74%** coverage

Some trends in educational outcomes



Academic outcome in primary science

Academic outcome in primary and secondary maths

Academic outcome in primary reading

Student satisfaction in primary and secondary education

Student enjoyment in primary and secondary science lessons

Teachers' collective ambition for their students in primary and secondary education

Teachers' collective self-efficacy in secondary education



Academic outcome in secondary science

Teachers' collective self-efficacy in primary education

Equity of academic outcomes in primary reading

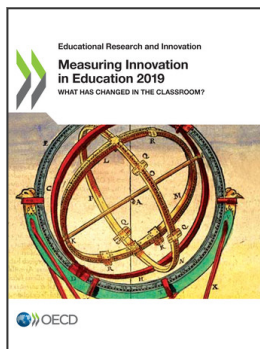
Equity of academic outcomes in primary and secondary science

Equity of academic outcomes in secondary maths



Equity of academic outcomes in primary maths





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