

Storyline Method in Denmark 2005

A survey, 10 years after

Report

Research part of a paper for the subject

Theories and History of Danish

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Preface

This survey is done for a paper about the meeting of the storyline method and media pedagogic, written in the subject Theories and History of Danish as part in the master study in Didactics and Danish on the Danish University of Education in Copenhagen.

The object for the survey was to gain knowledge on how, in which subjects and by which teachers in which grades the storyline method is used in the Danish state school (folkeskolen), and the opinion of the teachers on the skills of the pupils, provided by using the method compared to "normal teaching". It is possible to gain other specific data from the survey that presented here.

The outcomes are also compared with the results of a similar, but more thorough survey, done by Erik Håkonsson (Ph.D.), Cecilie Falkenberg (M.Ed), Søren Brieting (M.Ed) and Vagn Oluf Nielsen (M.Ed) on The Danish University of Education in 1995 on the same subject.

The results from the Survey 1995 can be found in

- Falkenberg and Håkonsson (2000): *Storylinebogen. En håndbog for undervisere*. Vejle, Kroghs Forlag, p. 289ff
- Falkenberg, C. (1997): *Storylinearbejdsformens brug i skolen – en undersøgelse*. Afhandling i "Pædagogisk forskning og udviklingsarbejde". Vejleder Leif Moos. Aalborg, Danmarks Lærerhøjskole
- Falkenberg, C. (1996): *The Storyline Method in Denmark. A survey*. Report first presented in Hamburg at a seminar in the European Association for Educational Design, EED, March 26th-28th
- Håkonsson, E. (1995): *Storyline-metoden i Danmark. En undersøgelse*. Præliminær rapport til Konference i Middelfart 14.-16.11.1995. Århus, Danmarks Lærerhøjskole

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- This report can freely be copied or quoted with source

Storyline in Denmark – 10 years after

A survey

I. Background

This Survey 2005 was carried out by placing an advertisement for the homepage with the questionnaire in all conferences for teachers in the Danish state school on Skolekom.dk. Skolekom.dk provides communication and e-mail system for all teachers in various levels in Denmark, divided in to levels, subjects etc.

The survey was started on October 30th and ended on November 17th.

The advertisement for the questionnaire was in the form of a letter of invitation:

Dear colleagues

Next to my work as a teacher I am studying for a Master of Education in didactic and Danish on the Danish University of Education. For a paper I am writing at present I designed a short questionnaire with 10 questions on using the storyline method in the Danish state school. It will take up till 15 minutes to complete.

You can enter the questionnaire directly here: <http://www.zyssinc.dk/ssp/storyline>

The completed questionnaires will be a great help to me in gaining empirical knowledge on how, in which subjects and by which teachers in which grades the storyline method is used in the Danish state school, and the opinion of the teachers on the skills of the pupils, provided by using the method compared to "normal teaching".

The outcomes will also be compared with the results of a similar survey, done by a research team at The Danish University of Education in 1994-95

All entries are anonymous and you will not be contacted afterwards. The questionnaire can be found at: <http://www.zyssinc.dk/ssp/storyline>

Kind regards

Simon Foug

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1.1. Note on the Danish state school

The Danish state school teach children aged 6-16. Teachers in these schools normally teach classes in a range of subjects through several years, and each class has typically 3-5 teachers covering the different subject areas.

I.II. The questionnaire

The questionnaire contained 10 questions. First of all some fact-based, then some detailed questions on the implementation of storylines and finally some questions on the general understanding of the method

1. Sex
2. How many years have you been teaching?
3. What is the postal code of your school?
4. How did you learn about the storyline method?
5. Which storylines did you carry out? [*It was possible to add up to 5 storylines*]
 - a. Grade?
 - b. The title of the storyline?
 - c. How many weeks were used?
 - d. Which subjects were included in the storyline?
6. Do You find the storyline method suitable for [*It was possible to add statements*]
 - a. Learning knowledge (content)
 - b. Training knowledge
 - c. Learning skills (process)
 - d. Training skills
7. What is your primary reason for using the storyline method?
8. Which pedagogical and technical strengths do you see in the storyline method?
9. Which pedagogical and technical weaknesses do you see in the storyline method?
10. Which influence on your other teaching has using the storyline method brought?

I.III Respondents

77 respondents answered the questionnaire. 3 were excluded due to incomprehensible or flippant answers. That left 74 respondents to analyse.

- *The 1995 Survey had 46 schemes with 52 respondents*

I.IV. Unreliability

UNI-C, the company behind skolekom.dk, does not do statistics on how many teachers in the Danish state schools that are using skolekom.dk on a daily basis. UNI-C informs that approximately 1/3 of *all* users (including pupils, high school teachers etc.) are using skolekom.dk on a daily basis, and that approximately 25 % of all registered users are using skolekom.dk less than weekly¹. This survey shows in other words only a tendency on using the storyline method in the Danish state school

- *The 1995 Survey was carried out by sending the questionnaire to teachers that had responded to adverts in "Folkeskolen", the magazine for danish teachers in the Danish state school*

¹ According to Jens Riemenschneider, UNI-C Support. E-mail correspondence November 7th – 12th 2005

II. Results

1. SEX

Male	Female	Unknown	Total
12	62	0	74
16,2 %	83,8 %	0 %	100 %

- It is observed that relatively more men is using the method in 2005.
In the 1995 Survey 2 out of 52 respondents were men.

2. HOW MANY YEARS HAVE YOU BEEN TEACHING?

0-9 years	10-19 years	20-29 years	30- years	Unknown	Total
33	9	15	16	1	74
44,6 %	12,2 %	20,3 %	21,6 %	1,3 %	100 %

- A shift in the teachers using the method is observed. 33 have *less than* 10 years of experience (44,6 %), while 31 have *more than* 20 years of experience (41,9 %), a shift compared with the 1995 Survey with more younger teachers . This can be explained by the fact that 34,3 % point out courses as a source of knowing the method, and 25,5 % the teacher training collage (question 4).
In the 1995 Survey 31 out of 52 were "mature females" between 41-50 years. No teachers in the 1995 Survey were under 30 years.

3. WHAT IS THE POSTAL CODE OF YOUR SCHOOL?

1000-1999 Central Copenhagen	2000-2999 Metro- politian Area	3000-3999 North- sealand And Bornholm	4000-4999 West-, Central- and South- sealand	5000-5999 Funen and the island s	6000-6999 South- jutland	7000-7999 West- jutland	8000-8999 Est- jutland	9000-9999 North- jutland	Unknown	Total
0	10	6	11	6	8	12	12	8	1	74
0 %	13,5 %	8,1 %	14,9 %	8,1 %	10,8 %	16,2 %	16,2 %	10,8 %	1,3 %	100 %

- It is observed that no teachers working in central Copenhagen has responded.
The 1995 Survey has more or less the same result, but with teachers from central Copenhagen.

4. HOW DID YOU LEARN ABOUT THE STORYLINE METHOD?

Courses	Teachers training college	Colleagues	Heard/read/ Literature	Others	Trainee service	Unknown	Higher education	Total	Several respondents have stated more than one source
35	26	17	16	3	2	2	1	102	
34,3 %	25,5 %	16,7 %	15,7 %	2,9 %	1,95 %	1,95 %	1 %	100 %	

- It is observed that especially courses and teacher's training college are spreading knowledge of the method. I Denmark there have been a lot of different courses on the method. It is new that the method is included in the teacher's training
The 1995 Survey showed that it especially was courses that spread knowledge. It is presumed that the method in a very limited extent was included in teacher's training.

5. WHICH STORYLINES DID YOU CARRY OUT?

a. Grade

0.-2 nd	2.-3 rd	0.-6 th	3.-4 th	5.-6 th	7.-8 th	8.-10 th	9.-10 th	Total
32	2	2	43	42	24	1	8	154
20,8 %	1,3 %	1,3 %	27,9 %	27,3 %	15,6 %	0,6 %	5,2 %	100 %
		78,6 %				21,4 %		100 %

- It is observed that 121 of 154 storylines were carried out in 1st – 6th grade. (78,6 %).
The 1995 Survey showed a similar result (78,9 %).

b. Storylines

CROSS CURRICULAR, 1ST – 6TH GRADE WITH MOTHER TONGUE (DANISH)

(posted in alphabetical order from danish titles)

Consecutive counter	Title of storyline	Grade	Area counter
1.	3.@	4	96
2.	Aladdin	2	
		2	
4.	Ali Baba and the 4o thieves	0	
		1	
		2	
7.	Diary of Anne Frank	6	
8.	The Mall	1	
		2	
		2	
		5	
		5	
13.	The city	1	
14.	Circus	2	
15.	Ancient Denmark	3	
16.	Danish animals	3	
		4	
		5	
		6	
20.	The global pizza	5	
21.	The great world	1	
22.	Santa is my grand dad	2	
23.	The buildings of the public authorities	3-4	
24.	Dinosaurs	5	
25.	The dragon	2-3	
26.	A good friend	2	
27.	Esben	5	
28.	Holidays	3	
		4	
		5	
		6	
32.	Fairytales	1-2	
		1	
		3	
35.	The family	2	
		2	
		4	
		6	
39.	At full sail	4	
		5	
41.	Spare time	2	
42.	Birds	6	
43.	Greenland	3	

<i>Consecutive counter</i>	<i>Title of storyline</i>	<i>Grade</i>
44.	The harbour	4-6
45.	Houses	1
46.	Whales	4
47.	Indians	4
48.	"The potato"" (Cecil Bødker)	3
49.	King's Denmark	0-4
50.	The Crusades	6
52.	"The crow kid" (Bodil Bredsdorff)	5
		5
53.	Cruising the Nordic Baltic's	3
		4
		5
		6
57.	Life at the middle age castle Spøttrup	4
		5
		6
60.	Jumble sale	3-4
61.	The Middle Age	1
62.	Monks and nuns	4
63.	The pixies	1
		2
		2
		3
67.	Public and private	6
68.	Ole and the cone people	2
69.	Around us	2-3
70.	Explorers	5
		6
72.	Pirates	2
		3
74.	Biking/crossing Denmark	3
		3
		3
		3
78.	Going with Columbus	5
79.	Holidaying with the family	4
80.	Rasmus on the move	5
81.	The journey	3
82.	Skagen	6
83.	Work environment in school	6
84.	Ancient school	4
85.	The Forrest	5
86.	Tracks through Australia	6
87.	The Stone Age	3
88.	Trolls	3
		3
90.	Emigration to America	6
91.	Vikings	3
		4
92.	The Glove	2
93.	The Island	2
		3
		5
		6

CROSS CURRICULAR, 7th – 10TH GRADE WITH MOTHER TONGUE (DANISH)*(posted in alphabetical order from danish titles)*

Consecutive counter	Title of storyline	Grade	Area counter	
97.	Occupied	8	12	
98.	The city	9		
99.	Constructions	7		
100.	Danishness	9		
101.	Ancient Greece	7		
102.	The Dragon	7		
103.	Europia	7		
104.	At full sail	7		
105.	Farming	7		
106.	Work environment in school	7		
107.	The Sea Journey	7		
108.	The Youth House	7		
ONLY MOTHER TONGUE (DANISH), 1ST – 6TH GRADE				
109.	"The children in Kragevig " (Bodil Bredsdorff)	5		11
110.	The uckly duckling (H.C. Andersen)	4		
111.	Holidaying	5		
		6		
113.	Neighbours	3		
114.	"The crow kid" (Bodil Bredsdorff)	4		
115.	The Middle Age	2		
116.	Polle in the closet	1		
117.	Trolls	3		
118.	The Universe	2		
119.	The Island	4		
ONLY MOTHER TONGUE (DANISH), 7th – 10TH GRADE				
120.	The newspaper	10	1	
WITHOUT MOTHER TONGUE (DANISH), 1ST – 6TH				
121.	The city (mathematics)	2	14	
122.	The family (mathematics)	6		
		6		
124.	Everyday Mathematics (mathematics)	4		
125.	Mathematic City (mathematics)	3		
126.	Sex (biology)	5		
127.	Diary of Anne Frank (history)	6		
128.	Local history (history)	3		
129.	Mozart (music and history)	4		
130.	A trip to London (english)	6		
131.	Circus in town (english)	4		
132.	My street (english)	6		
133.	My town (english)	5		
134.	The McDowell Castle (english)	5		

WITHOUT MOTHER TONGUE (DANISH), 7th – 10TH GRADE

Consecutive counter	Title of storyline	Grade	Area counter
135.	The family (mathematics)	7	20
		7	
		8	
		8	
		9	
		10	
141.	The company (mathematics)	8	
142.	Space (biology)	8	
143.	The house of physics and the Chemical family Tweistein (physics and chemistry)	8-10	
144.	The Court (society teaching)	9	
145.	Going to space (environmental studies)	7	
146.	Ghost and scary stories (english)	8	
147.	Tourist in London (english)	8	
148.	The Island (english)	7	
149.	Die Familie (english and german)	9	
150.	Die Familie (german)	7	
151.	Die Häuser (german)	8	
152.	Drei Strassen weiter (german)	9	
153.	Reisen (german)	8	
154.	La rue de la francophonie (french)	7	

● The author of the storyline was not asked. Among the titles Finn Mosegaard, Cecilie Falkenberg, Anelise B. Rasmussen and Ingelise Jørgensen are recognized
Half the storylines in the 1995 Survey were created by the teachers themselves, while most of the others were by Finn Mosegaard.

c. How many weeks were used?

1	2	3	4	5	6	7	8	9-	Unknown	Total
16	18	28	39	20	16	1	6	2	8	154
10,4 %	11,7 %	18,2 %	25,3 %	13,0 %	10,4 %	0,6 %	3,9 %	1,3 %	5,2 %	100 %

● It is observed that the most common is 3-4 weeks, and that the storylines rarely last longer than 6 weeks.
The 1995 Survey published this in lessons used. The average used was approximately 38 lessons, but with 36 storylines where the number of lessons used was not stated.

d. Which subjects were included in the storyline?

<i>Cross curricular with mother tongue (danish)*</i>	<i>Only mother tongue (danish)**</i>	<i>Without mother tongue (danish)***</i>	<i>Total</i>								
108	12	34	154								
70,1 %	7,8 %	22,1 %	100 %								
*Posted by grades, Cross curricular with mother tongue (danish) (close analyzing 108 storylines)											
0-6 th	1 st	2 nd	3 rd	4 th	5 th	6 th	7 th	8 th	9 th	10 th	Total
8	8	17	19	13	16	15	9	1	2	0	108
7,4 %	7,4 %	15,7 %	17,6 %	12,1 %	14,8 %	13,9 %	8,3 %	0,9 %	1,9 %	0 %	100 %
			88,9 %						11,1 %		100 %
**Posted by grades, only mother tongue (danish) (close analyzing 12 storylines)											
1 st	2 nd	3 rd	4 th	5 th	6 th	7 th	8 th	9 th	10 th	Total	
1	3	1	2	2	2	0	1	0	0	12	
8,3 %	25,0 %	8,3 %	16,7 %	16,7 %	16,7 %	0 %	8,3 %	0 %	0 %	100 %	
***Posted by grades, without mother tongue (danish) (close analyzing 34 storylines)											
English	German	French	History/Society	Environmental studies	Creative subjects	Total					
8	5	1	5	14	1	34					
23,5 %	14,75 %	2,9 %	14,75 %	41,2 %	2,9 %	100 %					

• The method is mostly used in a cross curricular way with mother tongue (Danish) In 12 of 154 storylines mother tongue (Danish) is the only subject, while mother tongue (Danish) is not included in 34 storylines. Here it is mostly environmental studies, followed by foreign languages, especially English.

The 1995 Survey also showed that the method mainly was used in a cross curricular way, and in upper grades less, but mostly in foreign languages.

6. DO YOU FIND THE STORYLINE METHOD SUITABLE FOR

Question	Yes	No	Not answered	Total
Learning knowledge? (content)	47	8	19	74
	63,5 %	10,8 %	25,7 %	100 %
Training knowledge	46	9	19	74
	62,15 %	12,15 %	25,7 %	100 %
Learning skills? (process)	51	4	19	74
	68,9 %	5,4 %	25,7 %	100 %
Training skills	46	9	19	74
	62,15 %	12,15 %	25,7 %	100 %

• It is observed that most teachers that have answered the question consider the method suitable both for learning and training knowledge and skills. However, opinions differ. One single teacher finds the method totally unsuitable for everything while the others all have at least 3 positive answers out of 4.

The 1995 Survey had more or less the same result, however relatively fewer negative answers, but also with differing opinions and all had at least 3 out of 4 positive answers.

7. WHAT IS YOUR PRIMARILY REASON FOR USING THE STORYLINE METHOD?

Motivation and pupil participation in decision-making	15	31,9 %
The narration	12	25,5 %
Cross curricular	5	10,6 %
Others	4	8,5 %
Constructivism in practice	3	6,4 %
Oral skills	3	6,4 %
Multiple intelligences	3	6,4 %
The method is useless	1	2,15 %
None	1	2,15 %
Total	47	100 %

- It is observed that especially the pupil participation in decision-making, the motivation within the characteristic of the method and the use of narrative are the teachers' main reasons for using the method.

The 1995 Survey had similar results, the stimulation and the desire to work were by the respondents considered the primary reasons for using the method.

8. WHICH PEDAGOGICAL AND TECHNICAL STRENGTHS DO YOU SEE IN THE STORYLINE METHOD?

Starting point in the individual pupil	14	30,4 %
The social aspect, working together	12	26,1 %
Motivation, responsibility	11	23,9 %
Knowledge and skills in coherence	3	6,55 %
Multiple intelligences	3	6,55 %
Cross curricular	2	4,3 %
None	1	2,2
Total	46	100 %

- It is observed that the method is considered as a good way of implementing the starting point in the individual pupil and to strengthen the social relationships in the class.

The 1995 Survey had a similar result and especially the social aspect was emphasised.

8. WHICH PEDAGOGICAL AND TECHNICAL WEAKNESSES DO YOU SEE IN THE STORYLINE METHOD?

Weaker pupils can have structural problems	11	23,9 %
Risk of too much "cutting and gluing"	8	17,4 %
Technical areas that do not fit in the narration	7	15,2 %
Time	6	13,0 %
The skills and knowledge are not measurable	5	10,9 %
Others	4	8,7 %
None	4	8,7 %
The method is useless	1	2,2 %
Total	46	100 %

- It is observed that some teachers are pointing out that the relatively loose structure can cause a problem for weaker pupils, and that there is a risk of using too much time "cutting and gluing" (the making of the figures). Further, the problem of including the skills and knowledge integrated into the areas included in the narrative is difficult.

The 1995 Survey was asking specifically about the weaker pupils. At that time there was a positive reaction to the possibility of integrating the weaker pupils. Regarding other problems, the technical progression and the learning of the new teacher and pupil roles were mentioned.

10. WHICH INFLUENCE ON YOUR OTHER TEACHING HAS USING THE STORYLINE METHOD BROUGHT?

None	12	26,7 %
Using ingredients from the method	8	17,7 %
Attention on creativity	7	15,6 %
Other	6	13,3 %
Using key questions	4	8,8 %
Attention on the narration	3	6,7 %
Attention on the engagement of the pupil	3	6,7 %
Skill focusing	2	4,5 %
Total	45	100 %

- It is observed that approximately 25 % do not find that using the method has influenced their other teaching, while the rest list different areas.

The 1995 Survey had a similar result. 25 % do not find any influence on other teaching, the rest are mentioning different areas.

III. Summary

- It is observed that relatively more men are using the method in 2005.

In the 1995 Survey 2 out of 52 respondents were men.

- A shift in the teachers using the method is observed. 33 have *less than* 10 years of experience (44,6 %), while 31 have *more than* 20 years of experience (41,9 %), a shift compared with the 1995 Survey with more younger teachers. This can be explained by the fact that 34,3 % point out courses as a source of knowing the method, and 25,5 % the teacher training collage (question 4).

I the 1995 Survey 31 out of 52 were "mature females" between 41-50 years. No teachers in the 1995 Survey were under 30 years.

- It is observed that no teachers working in central Copenhagen has responded.

The 1995 Survey has more or less the same result, but with teachers from central Copenhagen.

- It is observed that especially courses and teacher's training college are spreading knowledge of the method. I Denmark there have been a lot of different courses on the method. It is new that the method is included in the teacher's training

The 1995 Survey showed that it especially was courses that spread knowledge. It is presumed that the method in a very limited extent was included in teacher's training.

- It is observed that 121 of 154 storylines were carried out in 1st – 6th grade. (78,6 %).

The 1995 Survey showed a similar result (78,9 %).

- The author of the storyline was not asked. Among the titles Finn Mosegaard, Cecilie Falkenberg, Anelise B. Rasmussen and Ingelise Jørgensen are recognized

Half the storylines in the 1995 Survey were created by the teachers themselves, while most of the others were by Finn Mosegaard.

- It is observed that the most common is 3-4 weeks, and that the storylines rarely last longer than 6 weeks.

The 1995 Survey published this in lessons used. The average used was approximately 38 lessons, but with 36 storylines where the number of lessons used was not stated.

- The method is mostly used in a cross curricular way with mother tongue (Danish) In 12 of 154 storylines mother tongue (Danish) is the only subject, while mother tongue (Danish) is not included in 34 storylines. Here it is mostly environmental studies, followed by foreign languages, especially English.

The 1995 Survey also showed that the method mainly was used in a cross curricular way, and in upper grades less, but mostly in foreign languages.

- It is observed that most teachers that have answered the question consider the method suitable both for learning and training knowledge and skills. However, opinions differ. One single teacher finds the method totally unsuitable for everything while the others all have at least 3 positive answers out of 4.

The 1995 Survey had more or less the same result, however relatively fewer negative answers, but also with differing opinions and all had at least 3 out of 4 positive answers.

- It is observed that especially the pupil participation in decision-making, the motivation within the characteristic of the method and the use of narrative are the teachers' main reasons for using the method.

The 1995 Survey had similar results, the stimulation and the desire to work were by the respondents considered the primary reasons for using the method.

- It is observed that the method is considered as a good way of implementing the starting point in the individual pupil and to strengthen the social relationships in the class.

The 1995 Survey had a similar result and especially the social aspect was emphasised.

- It is observed that some teachers are pointing out that the relatively loose structure can cause a problem for weaker pupils, and that there is a risk of using too much time "cutting and gluing" (the making of the figures). Further, the problem of including the skills and knowledge integrated into the areas included in the narrative is difficult.

The 1995 Survey was asking specifically about the weaker pupils. At that time there was a positive reaction to the possibility of integrating the weaker pupils. Regarding other problems, the technical progression and the learning of the new teacher and pupil roles were mentioned.

- It is observed that approximately 25 % do not find that using the method has influenced their other teaching, while the rest list different areas.

The 1995 Survey had a similar result. 25 % do not find any influence on other teaching, the rest are mentioning different areas.

Perspectives

It is assumed by Cecilie Falkenberg in 2005 that at least 1/3 of all teachers in Danish state schools have met the storyline method in its various versions some way or another, primarily through intensive course activities over the last 15 years. Also, for these reasons, the 74 respondents of this survey are a thin sample to conclude from, even though this survey has 50 % more respondents than the 1995 survey

As both surveys (1995, 2005) show, the storyline method is mostly used cross curricularly in 1st – 6th grade. Erik Håkonsson stressed in "Storylinebogen. Den skotske metode" 1994 that storyline is easier to use in lower grades, because "When we are moving upwards in higher grades, the technical and factual skills and knowledge are still more specific and subordinate still more the final objectives for the subject" (Falkenberg og Håkonsson 1994:158).

Since 1994 a lot of change has taken place in the educational system in Denmark, partly due to an increased focusing on the technical and factual skills and knowledge but also the final objectives for the subject because of the international comparative tests of the last decade. For example PISA (2000, 2003) which in Denmark brought more specific objectives for all grades and obligatory tests in various subjects at different levels. Furthermore the importation of the canon of Danish literature, and finally the latest political demands led by the Secretary of State for Education and Science, Bertel Haarder, who wants to change the clause on aims and objectives of the Danish state school so that skills and knowledge are prioritised over general education. In other words the skills and knowledge are increasingly in focus, a tendency also noticed in some of the countries that we normally are compared to

Therefore it is not only in the higher grades of the Danish state school that the technical demands are still more specific. That raises a long list of problems, of which I will only treat one here: The discussion of general education vs. skills

The increasing political focusing on skills could underline the necessity of an even harder theoretical and empirical research and debate regarding the storyline method and the development of general education. I believe this already has become clear to Falkenberg and Håkonsson, and a very long list of other highly competent and recognised researchers have already stressed general education as the main objective for the Danish state school, for example Klafki, Karsten Schnack,

Jon Hellesnæs, Hans Jørgen Kristensen, Finn Mogensen. One of the most recent doctoral thesis on the Danish area of the state school is "Contribution to the Educational Theory and Practice of IT in the Danish Subject (in primary and lower secondary school) by Jeppe Bundsgaard, PhD., The Danish University of Education: Bundsgaard stresses "...action competence, I will argue is the primary objective of the school and therefore also the subjects" (2005:40), "...the school must educate to the present and the future, not the past of the subjects" (2005:125), "... the subjects must serve the common task and not vice versa" (2005:156). In other words there is research supporting a large agreement that the development of action competence is the primary and most important task of the state school, well and deeply rooted in theory and experience. Still there is an increasing focus on skills. This leads in my opinion to a choice:

Perhaps we shall keep on focusing on action competence and keep on trying to search for even better arguments and scientific documentation for the ability within the storyline method to develop this and the need for this in the society of tomorrow. I think this is difficult because there has already been a lot of research within this area over several years. And most importantly I do not believe it will have any effect on the political climate whatsoever. They find that the Danish state school is one of the most expensive in the world and still we are scoring poorly in the international tests like PISA. The politicians and the media are focusing on skills

Therefore I suggest that we instead focus on the great possibilities of the storyline method, also for developing skills and knowledge, because, due to the way of working we are dealing with motivated and engaged pupils. I sincerely believe that the storyline method is the best way of developing skills and knowledge in a lot of different subjects and different areas within each subject. The development of action competence is then a bonus which makes it even better. We shall not deny the possibilities within the method to develop action competence, and we shall definitely not stop stressing this. But we shall also do research and then argue with the possibility of developing skills and knowledge within the method. This way we will gain more political recognition and with this, hopefully, spread out this method even further. The method that, with the words of Cecilie Falkenberg from her keynote in Tønsberg in may 2005, we all agree on is good. In my opinion there is a need to document scientifically that the storyline method besides developing action competence is also good for developing skills and knowledge. With this it will also be even more possible to use the method in lower secondary school because this kind of research would also be able to stress the changed demands for the lower secondary teacher to use the storyline method.

Due to various faces and interpretations of the storyline method there is a need for ongoing research. This ongoing research will also qualify the evaluation parts. I will start this with my coming dissertation in 2007