



UNDERVISNINGSS
MINISTERIET

Børne- og Undervisningsudvalget
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Svar på spørgsmål 88 (Alm. del):

I brev af 23. januar 2014 har udvalget efter ønske fra Merete Riisager (LA) stillet mig følgende spørgsmål:

05-02-2014

Spørgsmål 88:

"Kan ministeren oplyse, hvorfor "Child Development - Perspectives from Private and Public Investments" er på ministerens liste over referencer, der er tilgået udvalget som alm. del - bilag 115 (2012-13) i forbindelse med samrådsspørgsmål J, hvori ministeren bedes "oplyse om evidens mellem antallet af aktivitetstimer og øget faglighed i folkeskolen", når det af denne fremgår, at "As in existing studies, the findings show that classroom hours affect student performance in maths. However, I fail to provide robust findings for literacy"?"

Svar:

Overskriften på bilag 115 er "Oversigt over referencer nævnt i børne- og undervisningsministerens samrådstale den 22. januar 2013".

Undersøgelsen er nævnt i samrådstalen og derfor også i oversigten over referencer.

Det er i øvrigt en af de få danske undersøgelser af sammenhæng mellem elevernes faglige resultater og en politisk besluttet og udefrakommende ændring af antallet af undervisningstimer. I det danske resumé af undersøgelsen konkluderes det, at ekstra undervisningstimer i 9. klasse har en positiv betydning for elevernes kundskaber, og at analysen alt i alt peger i retning af, at eleverne er sensitive over for antallet af undervisningstimer.

I juni 2013 er resultaterne af undersøgelsen blev offentliggjort i en artikel i Educational Research (vol. 455, nr. 2, 2013). Konklusionen i artiklen er gengivet i sin helhed følgende:

”Given that most local school authorities have budget constraints, the optimal allocation of school resources becomes important. I exploit a change in the classroom hour administration during which municipalities and schools switched from local to national classroom hour regulations. Using this reform-induced variation in classroom hours, I identify the effect of classroom hours on student performance. As in existing studies, the findings show that classroom hours affect student performance in maths. However, I fail to provide robust findings for literacy. The stronger effects for maths is in line with Marcotte (2007), who argues that students are more sensitive to changes in maths than in literacy teaching because literacy teaching also takes place at home. For further support, I apply several robustness checks. In general, the results for the maths test are robust in these checks, whereas the results for the writing test are not.

The findings are very important in the context of debates about the cost-effectiveness of intra-school resource allocation. For example, the results suggest that one extra annual classroom hour per year in maths increases the maths score by 0.21% of a standard deviation. The average classroom hour change from the pre- to the post-reform period was 2.63 annual hours in maths. This change is equivalent to 2.2 % or 4 minutes of weekly classroom hours (from the base of 40 weeks per year), and the effect of these 2.64 hours translate into 0.46% of a standard deviation increase in the maths score. This estimation indicates that academic achievement is sensitive to even small changes in classroom hours, suggesting that changes to classroom hours might be an effective way of increasing student performance”.

Med venlig hilsen

Christine Antorini