education sciences

MDPI

Supplement

Does "Out" Get You "In"? Education Outside the Classroom as a Means of Inclusion for Students with Immigrant Backgrounds

Gabriele Lauterbach [1,*], Hildegunn Fandrem [2] and Ulrich Dettweiler [3]

[1] Department of Cultural Studies and Languages, University of Stavanger, 4036 Stavanger, Norway
[2] Centre for Learning Environment and Behavioural Research in Education, University of Stavanger, 4036 Stavanger, Norway
[3] Cognitive and Behavioral Neuroscience Lab, University of Stavanger, 4036 Stavanger, Norway
* Correspondence: gabriele.lauterbach@uis.no

Citation: Lauterbach, G.; Fandrem, H.; Dettweiler, U. Does "Out" Get You "In"? Education Outside the Classroom as a Means of Inclusion for Students with Immigrant Backgrounds. *Educ. Sci.* **2023**, *13*, 878. https://doi.org/10.3390/educsci13090878

Academic Editor: Kendall Hartley

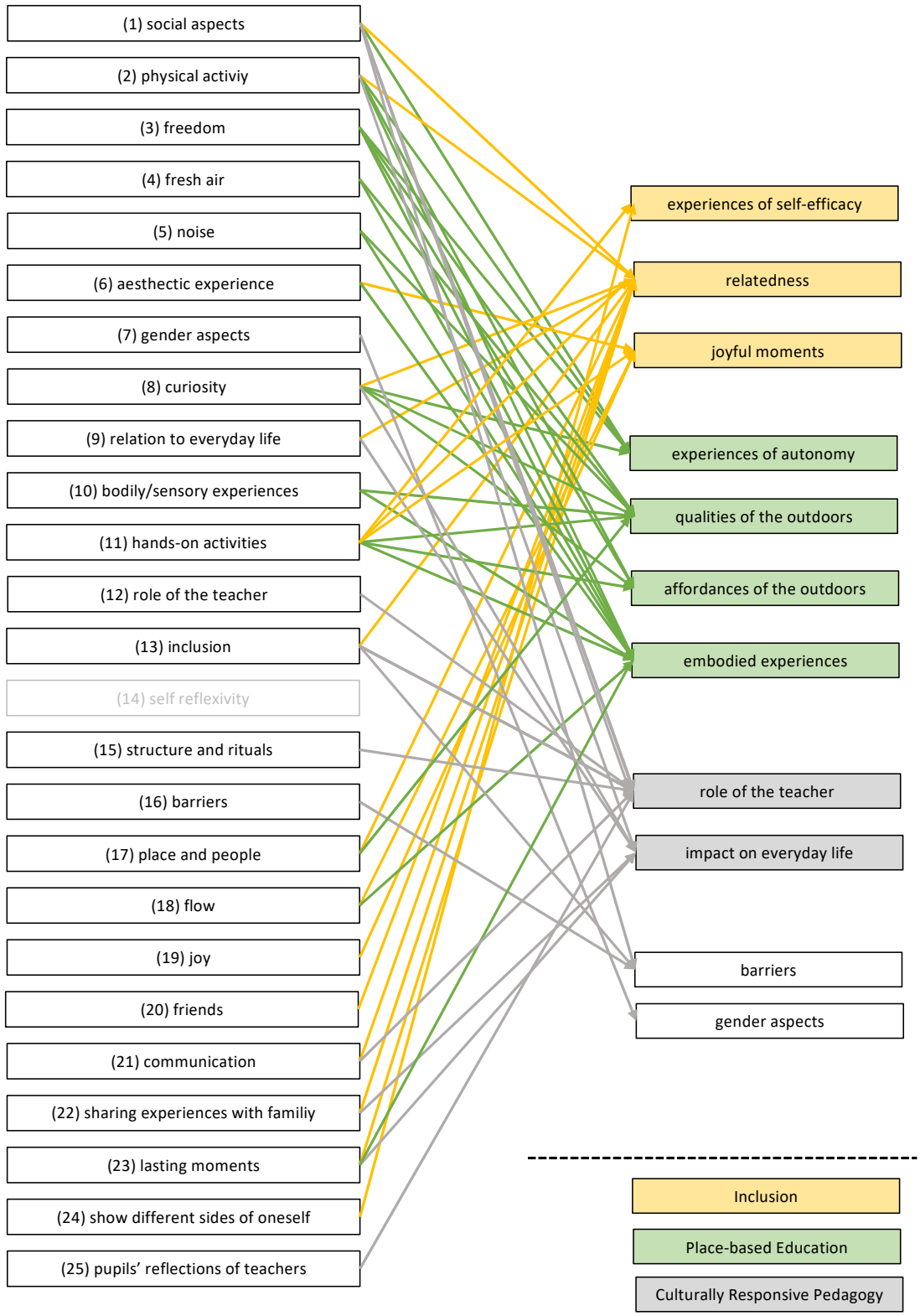
Received: 30 June 2023
Revised: 17 August 2023
Accepted: 25 August 2023
Published: 29 August 2023



Copyright: © 2023 by the authors. Submitted for possible open access publication under the terms and conditions of the Creative Commons Attribution (CC BY) license (https://creativecommons.org/licenses/by/4.0/).

1. Figure S1

Relations of the codes (left) via the themes (right) to our pre-defined theoretical approaches (coloring): inclusion, place-based education, and culturally responsive pedagogy.



2- Results from the ANOVA to test for gender-and time-effects on the FDI4-6-score (Social Integration SI):

ANOVA – FDI4-6

Cases	Sum of Squares	df	Mean Square	F	p
Gender	0.207	1	0.207	0.569	0.453
T	0.004	1	0.004	0.010	0.919
Gender ✻ T	0.004	1	0.004	0.010	0.919
Residuals	27.658	76	0.364		

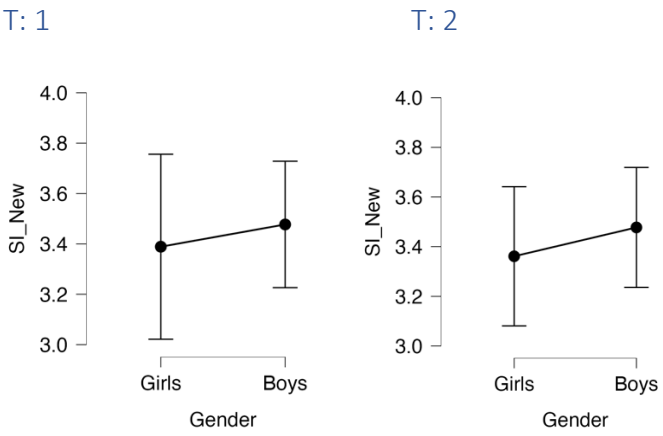
Note. Type III Sum of Squares

Descriptives

Descriptives – FDI4-6

Gender	T	N	Mean	SD	SE	Coefficient of variation
Boys	1	22	3.477	0.566	0.121	0.163
	2	22	3.477	0.545	0.116	0.157
Girls	1	18	3.389	0.739	0.174	0.218
	2	18	3.361	0.564	0.133	0.168

Descriptives plots FDI4-6:



3. The Likert scales in the questionnaires:

The FDI4-6 provided four categories to the children to answer, which had been presented with emoticon smileys:

☹ = 1 😕 = 2 😳 = 3 🙂 = 4

Answers from the teachers in the SPQ was provided on a 5-point Likert scale coded "Strongly disagree (1), Disagree (2), Neutral (3), Agree (4), Strongly agree (5)".

Table S1. Self-assessment Ali

Item		T1	T2	Change
1	I like going to school.	4	4	0
2	I have a lot of friends in my class.	3	2	-1
3	I learn fast.	3	4	1
4	I don't feel like going to school. (-)	1	1	0
5	I get along very well with my classmates.	4	4	0
6	I can also solve very difficult tasks.	1	4	3
7	I like it at school.	3	3	0
8	In my class I feel alone. (-)	2	3	1
9	I am a good student.	3	4	1
10	School is fun.	1	1	0
11	I get along very well with my classmates.	4	4	0
12	At school, many things are too difficult for me. (-)	3	1	-2

Items marked (-) are reverse-coded. Negative change values indicate deterioration. Ali clearly got confused by the inverse-coded item 12. When asked the direct question, he indicated an increase of +2.

Table S2. External assessment teachers Ali

Item		Item	L1T1	L1T2	Change L1T1T2	L2T1	L2T2	Change L2T1T2
1	The child is obviously having fun with his/her classmates (laughing together).	T1L1_1	4	4	0	2	2	0
2	If necessary, classmates are willing to adapt the rules of a game so that the	T1L1_2	3	2	-1	2	4	2

	child can play along.							
3	The classmates generally exclude the child from activities. (-)	T1L1_3	4	4	0	3	4	1
5	The classmates ask the child if he or she would like to play.	T1L1_5	3	2	-1	3	3	0
6	The child is part of a circle of friends.	T1L1_6	1	4	3	2	2	0
7	The classmates bully/tease the child. (-)	T1L1_7	4	4	0	4	4	0
8	The child feels part of the group and does not see himself as an outsider.	T1L1_9	4	2	-2	2	2	0
10	The child participates in games without the teacher having to ask the other children to do so.	T1L1_10	3	4	1	2	4	2
11	The classmates laugh at the child. (-)	T1L1_11	4	4	0	4	4	0
12	When working together, children take into	T1L1_12	5	5	0	3	5	2

	account the child's ability to learn (what the child can and cannot do).							
13	When choosing a game, children take into account the child's abilities and abilities (what the child can and can't do).	T1L1_13	4	4	0	4	4	0
15	The classmates take sides with the child if students from other classes or schools (would) treat the child badly.	T1L1_15	4	5	1	4	4	0
16	When students sit in a circle, other students voluntarily sit next to the child.	T1L1_16	4	5	1	4	4	0
18	The child feels lonely at school. (-)	T1L1_18	4	4	0	3	2	-1
19	The other children work spontaneously with the child, without the teacher	T1L1_19	4	2	-2	2	3	1

	having to initiate it.							
21	The child may be himself at school and does not have to pretend to be different from what he is.	T1L1_21		4	4		5	5
22	The child feels more bullied/teased than other children. (-)	T1L1_22	2	2	0	2	4	2
23	Classmates are prepared to help the child. For example: tying shoes, picking things up, arranging materials and documents, etc. (help in a positive sense; do not mother, etc.).	T1L1_23	4	5	1	5	4	-1
24	The child likes to go to school.	T1L1_24	4	3	-1	5	4	-1

Items marked (-) are reverse-coded. Negative change values indicate deterioration. L1 = Teacher 1 (class teacher, EOtC), L2 = Teacher 2 (PE), T1, T2 mark beginning and end of the school year.

Table S3. Self-assessment Ben

Item		T1	T2	Change
1	I like going to school.	3	2	-1
2	I have a lot of friends in my class.	3	1	-2
3	I learn fast.	3	2	-1
4	I don't feel like going to school. (-)	2	2	0
5	I get along very well with my classmates.	3	2	-1
6	I can also solve very difficult tasks.	3	2	-1
7	I like it at school.	4	2	-2
8	In my class I feel alone. (-)	4	4	0
9	I am a good student.	4	3	-1
10	School is fun.	4	2	-2
11	I get along very well with my classmates.	3	2	-1
12	At school, many things are too difficult for me. (-)	4	2	-2

Items marked (-) are reverse-coded. Negative change values indicate deterioration.

Table S4.

Item		Item	L1T1	L1T2	Change L1T1T2	L2T1	L2T2	Change L2T1T2
1	The child is obviously having fun with his/her classmates (laughing together).	T1L1_1	1	4	2	-2	2	2
2	If necessary, classmates are willing to adapt the rules of a game so that the	T1L1_2	2	3	3	0	3	4

	child can play along.							
3	The classmates generally exclude the child from activities. (-)	T1L1_3	3	4	4	0	4	4
5	The classmates ask the child if he or she would like to play.	T1L1_5	5	2	2	0	2	3
6	The child is part of a circle of friends.	T1L1_6	6	1	1	0	3	3
7	The classmates bully/tease the child. (-)	T1L1_7	7	3	2	-1	3	4
8	The child feels part of the group and does not see himself as an outsider.	T1L1_9	9	2	1	-1	2	2
10	The child participates in games without the teacher having to ask the other children to do so.	T1L1_10	10	4	4	0	2	3
11	The classmates laugh at the child. (-)	T1L1_11	11	2	3	1	3	4
12	When working together, children take into	T1L1_12	12	4	4	0	4	4

	account the child's ability to learn (what the child can and cannot do).							
13	When choosing a game, children take into account the child's abilities and abilities (what the child can and can't do).	T1L1_13	13	4	2	-2	4	4
15	The classmates take sides with the child if students from other classes or schools (would) treat the child badly.	T1L1_15	15	4	4	0	3	3
16	When students sit in a circle, other students voluntarily sit next to the child.	T1L1_16	16	4	3	-1	4	5
18	The child feels lonely at school. (-)	T1L1_18	18	5	2	-3	4	4
19	The other children work spontaneously with the child, without the teacher	T1L1_19	19	3	1	-2	2	2

	having to initiate it.							
21	The child may be himself at school and does not have to pretend to be different from what he is.	T1L1_21	21	5	4	-1	4	3
22	The child feels more bullied/teased than other children. (-)	T1L1_22	22	1	1	0	4	2
23	Classmates are prepared to help the child. For example: tying shoes, picking things up, arranging materials and documents, etc. (help in a positive sense; do not mother, etc.).	T1L1_23	23	4	4	0	4	4
24	The child likes to go to school.	T1L1_24	24	5	2	-3	4	2

Items marked (-) are reverse-coded. Negative change values indicate deterioration. L1 = Teacher 1 (class teacher, EOtC), L2 = Teacher 2 (PE), T1, T2 mark beginning and end of the school year.