Speech-to-Text as a Writing Tool — University of Agder's Exploratory Study in Norwegian Lower Secondary Classrooms Finds Inclusion Gains, Transcription Errors and Dialect Bias

AI in Education · Good practice · Norway

Quality score: 47/100

Evidence strength: Moderate

Summary

A University of Agder PhD (2024) tested AI speech-to-text dictation as a writing aid for lower-secondary pupils with writing difficulties: it helped pupils compose and spell, but transcription errors, embarrassment and poorer accuracy for non-urban dialects limited its value.

Key dimensions

Dimension	Score
Evidence of learning impact	1/3
Equity & inclusion	2/3
Transparency, ethics & data protection	1/3
Teacher capability & pedagogy	2/3
Scalability & sustainability	1/3

Evaluated by C-NAPSE

Data sources

C-NAPSE web research — accessed 2026-11-23

University of Agder (Department of Education) — accessed 2026-11-23

Dissertation — UiA Brage repository — accessed 2026-11-23

Teacher study — Nordisk tidsskrift for pedagogikk og kritikk (2022) — accessed 2026-11-23

ScienceNorway — Speech-to-text tools in classrooms — accessed 2026-11-23

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