



Inquiry-based literature teaching in a Norwegian classroom - with a teacher's perspective

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In line with the QUINT ambition which aims at understanding teaching quality from multiple perspectives, the QUALE project studies local transformations of a learning resource designed for inquiry-oriented literature education. In addition to exploring how the adaptation and enactment of the learning material unfolds in and across classrooms, we are interested in the 'experienced quality' (Hansen et al. 2019; Elf 2021) of literature education in classroom settings. Therefore, we have focused on both students' and teachers' perceptions and understandings throughout the project.

Drawing on data from the Intervention and Nordic inquiry phases, this paper aims to investigate and discuss how and to what extent QUALE's didactical strategies and principles has shaped one teacher's literature instruction, and how the teacher and her students reflect upon questions related to literature education and the use of the inquiry-oriented learning material. In our presentation, one participating teacher, together with one researcher, will present findings from Intervention II in Norway and contextualise these findings with data and analyses developed in Nordic inquiry. We will present empirical examples from the teacher's classrooms, based on both her experiences and the researcher's observations.

Two teachers from a school in Oslo participated and used the QUALE learning resources in their 9thgrade L1-classes, two classes each, during winter 2022/23. Data consists of classroom observation, observation of students group work, individual interviews with teachers and group interviews with students. Qualitative thematic analyses are being conducted.

Preliminary findings suggest that teachers and students experienced a shift from a rigid focus on generic genre knowledge and features, to a more text and student-oriented literature instruction. Furthermore, the teachers are content with what they call an encouragement to "read more and deeper" in the new Norwegian L1 curriculum, and that this harmonizes well with QUALE's didactical strategies and principles.

The study taps into QUINT's ambition to bring together theoretical developments of the notion of quality teaching with actual teachers' practices and practice development across Nordic countries. The broader purpose is to investigate whether a Nordic model of such practice development could be developed.