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In the KiDM project's focus on Danish Language arts/L1 teaching, the purpose is to improve the quality of literature teaching. This reflects requirements in the initial call from the Danish Ministry of Education (MBUL, 2015), which emphasized 1) that interventions should attempt to change the balance between teacher and student centering and 2) that interventions should produce an effect size that showed improvement for, ideally, all students.

In response, a multiple intervention research program was designed, which established an initial program theory for improving the quality of literature education based on a phenomenological framework (Elf & Hansen, 2017). The program theory argues partly critically and partly constructively (Hansen, Elf, Gissel, & Steffensen, submitted). The critical part problematizes that literature teaching is prototypically too analytical and intellectualizing. The assertion is that students' ability to experience aesthetic texts is limited in classrooms, guided by predominantly instructional goals and analytical tasks. The constructive part, informing the intervention, emphasizes that a task-based teaching approach, which scaffolds a rhythmic transaction and a balance between the aesthetically experiential and the analytically reflective dimensions leads to a deeper understanding of aesthetics texts and students' development of literary interpretative competencies.

In this presentation we focus on presenting a multidimensional theory of quality in subjects specific didactics, the six basic characteristics of the program theory and preliminary findings from quantitative and qualitative work focusing on how particular inquiry-based strategies are enacted in a school selected for RCT and case studies.