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Title of your paper **Inquiry-based teaching and steered openness in literature teaching (Work in Progress)**

Abstract (300 words)

One of the eight didactic principles for planning and performing inquiry-based literature teaching in QUALE is the concept of steered openness. Steered openness describes the need of a balanced approach to structural features in the text on the one hand and gaps on the other in the process of meaning-making, understanding and interpretation of the aesthetic text in the classroom. The balance is favored in a dialogic approach to classroom dialogue. Observations in the KiDM-project reveal that the dialogic approach is challenging for the teachers. Of course, the literature dialogue is not the only dialogue in the classroom. The teacher starts and finishes the lessons and in between for example framing dialogues, dialogues on the subject matter or personal dialogues appears. The students are offered various positions by the teacher which they may accept, reject, or maybe not catch at all. The question is how the openness, and the steering is balanced and conducted by the teacher and met by the students in the literature dialogue in the context of the literature teaching as a whole.

Preliminary studies are presented and discussed. The data material encompasses video observations from a Danish 7th grade class using the QUALE teaching materials. The primary data are sequences describing the classroom talk before, under and after the literature dialogue. Secondary data are transitions in teaching. Data is analysed using didactic theory, theory on classroom dialogue and positioning theory.

At the time of writing, I have no results to present but my expectations are that the character of the dialogue and the positioning is changing rapidly and unconsciously in the teaching and sometimes invisible for the students.

Extended summary (1000 words, excluding reference list) Include introduction, theoretical background, methods, aims, preliminary findings/findings, results, theoretical and education significance, relevance to the QUINT ambition and the reference list.

One of the eight didactic principles for planning and performing inquiry-based literature teaching in QUALE is the concept of steered openness. Steered openness describes the need of a balanced approach to on the one hand structural features in the text and on the other hand gaps in the text in the process of meaning-making, understanding and interpretation in the classroom. The balance is favored in a dialogic approach to classroom dialogue. Observations in the KiDM-project reveal that the dialogic approach is challenging for the teachers. But the literature dialogue is not the only dialogue in the classroom. The teacher starts and finishes the lessons and in between appears for example framing dialogues, dialogues on the subject matter or personal dialogues. The students are offered various positions by the teacher which they may not catch at all, accept, or reject. The

question is how the openness, and the steering is balanced and conducted by the teacher and met by the students in the literature dialogue in the context of the literature teaching as a whole.

The inquiry-based literature teaching has a phenomenological and hermeneutic outset making the students' experience of the text the starting point for meaning-making and interpretation. The literature didactic is described in eight principles and put into practice in the seven strategies (Hansen et al., 2020). Central for the realisation of the inquiry-based approach is the concept of steered openness. By using a dialogic approach based on the thoughts of Bachtin (Bachtin & Holquist, 1981; Møller Andersen, 2002) the openness is given good conditions. However, classroom dialogue as such incorporates various forms for dialogue which are connected to various purposes of the actual teaching sequence (Cazden, 2001; Mercer, 2004; Reznitskaya, 2012) and in continuation hereof various sorts of orality (Høegh, 2018). In the teachers' re-didacticization of the QUALE teaching material, the teacher draws on knowledge of general didactic theory (e.g. Christiansen, 2008; Meyer, 2005; Mottelson, 2010). The teaching practice is in other words formed by shaped by other than the teaching materials. The complex practice constitutes the frame for a possibly ambiguous positioning the teacher and the students in the classroom (Harré & Van Langenhove, 1991).

The qualitative case-study has a preliminary character. Video observations (Christensen, 2018) from a Danish 7th grade class using the QUALE teaching materials constitute the raw data. As primary data sequences framing and conducting literature dialogue is selected and as secondary data transitions in teaching. The primary data is content-based while secondary data is selected inductively looking for significant transitions (Erickson, 2006).

At the time of writing, the analysis is not conducted yet. The results will be presented at the conference.

I presume to find challenges in at least two levels:

1. In a diachronic perspective the teacher's changing position during the lesson
2. In a synchronic perspective negotiation of positioning, for example if the students allow the teacher to occupy a withdrawn position in the literature dialogue, a position differing from the usual role of the teacher. Furthermore, if the students understand and accept the personal position which they are offered and expected to undertake, regardless the moral orders in the classroom as such (Harré & Van Langenhove, 1991, p. 397)

Knowledge of possible barriers for the dialogicity in the classroom dialogue is important because it is central for performing the steered openness in practice and therefore, central for the quality of the inquiry-based literature education. The discussion will be developed in the presentation.

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