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Framing the QUALE project: Theoretical pillars, revised research questions, and methodology

The QUINT sub-study Quality Literature Education (QUALE) is a qualitative multiple case study investigating what local transformations of a learning resource designed for inquiry-oriented literature education tell us about inquiry-oriented teaching across Nordic countries. As such, QUALE contributes to the multidimensional exploration of quality teaching from a subject-specific perspective (Elf, 2021). Drawing on pragmatic and phenomenological aesthetic theory (Dewey, 2005 [1934]; Hansen, submitted) as well as more recent sociocultural and sociocognitive studies on inquiry teaching, QUALE builds on the pillars of a subject- and domain-specific program theory about quality literature education, which represents the advanced and very specific theory of quality teaching within a subject domain (Hansen et al., 2019). In this introductory paper, I briefly present justify QUALE's over-arching research question and design, which involves fieldwork including video observations and interviews in Swedish, Norwegian and Danish classrooms. Furthermore, I present the sub-questions guiding the methodology, data generation and analysis from the Development phase via Interventions I and II to the Nordic Inquiry phase, where we gather participating teachers and researchers for a participatory research session. Finally, I present the various analytical perspectives that we are working on in the QUALE, some of which are presented in this symposium.

References

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