

## Symposium 3 B | Nordic inquiry in Quality Literature Education: Danish, Swedish and Norwegian teachers' enactments, adaptations and understandings across national contexts

Room: Skiftnyckel

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Building on a prior large-scale intervention focusing on literature education in a Danish context (Hansen et al 2019), 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. More specifically, we ask 1) how students and teachers enact, adapt and understand inquiry-oriented/based literature teaching, 2) which contextual factors co-shape the transformations, and 3) what the conditions are for inquiry-oriented teaching in the Nordic countries.

As such, QUALE contributes to the multidimensional exploration of quality teaching focusing on subject- and domain specific perspectives (Elf, 2021). Drawing on pragmatic and phenomenological aesthetic theory (Dewey, 2005 [1934]) as well as more recent sociocultural and socio-cognitive 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 specific theory of quality teaching within a subject domain (Hansen, 2023; Hansen et al., 2019).

QUALE's design comprises pilot and intervention as well as 'Nordic inquiry' phases. In this symposium, we focus on analyses and preliminary findings from the Intervention and Nordic Inquiry phases. In the Intervention phase, data consists of classroom observation, observation of students group work, individual interviews with teachers and

group interviews with students. In the Nordic inquiry phase, we brought together eight participating teachers and researchers for a 2-days participatory research session which worked as a communicative space (Kemmis & McTaggart, 2005; Kemmis et al., 2014) for exploring teachers' self-reported enactments, adaptations and understandings of the learning resource, and how they, and we as researchers, understood similarities and differences in practices across the three Scandinavian school cases. Specifically, in the Nordic inquiry phase, teachers were asked to reflect on the QUALE conceptualization of didactic principles and strategies, as well as how they understood how contextual aspects such as school leadership and national steering documents co-shaped their enactments, adaptations and practices. We also asked teachers, in a so-called 'Future workshop', to further develop their literature teaching sketching future teaching informed by QUALE, but using new texts teachers preferred. Two of the teachers participating in the Nordic inquiry session will also participate in and contribute to this symposium, and all teachers contribute to the analyses and inferences of preliminary findings and implications.

Preliminary findings suggest that regardless of school context, the offered learning resource and the general concept of inquiry-oriented teaching informing the resource, is interpreted in very positive terms and considered highly useful for improving the quality of literature education that include all students. Findings offer cross-case validation of the research questions and suggest potentials for upscaling the project in national Nordic contexts or as a Nordic large-scale comparative project.