

# IS1404 E-READ: Evolution of Reading in the Age of Digitization

## Position paper

Name: Margrethe Sønneland

WG(s): WG2 Developmental aspects of reading

WG3 Experiential/emotional aspects of reading

1. **Potential research contribution** in light of, or linked to

A. WG interest and Scientific programme:

My research contribution will be targeting in particular the focus of WG 2, Developmental aspects of reading and WG 3, Emotional aspects of reading.

B. Action objectives (pages 7-10 in the MoU):

I am in the very early stage of my research, and in the beginning of my Ph.D.work. The main objective in my study is *the importance of problems in literature education*. My working title is called *Working with literature in the Norwegian subject in lower secondary school – a search for affinity spaces in literary conversations*. The preliminary research question is *Can meaningful and adequate problem-solving as disciplinary practice be a portal to affinity spaces in literature education?*

Based on preliminary observational findings, I am working on developing an experimental design for testing an hypothesis. The hypothesis is developed based on a few implications which points to the importance and significance of:

1. Framing: The teachers' ability to prepare the pupils for meaningful tasks
2. Method: Didactic methods should not lead students' attentions away from the texts, nor create "out-of-text-problems"
3. Choice of text: "Difficult" texts which are unknown to the pupils' literacy paradigm seems to create interest, motivation, "joy" and attention for both so-called strong and weak readers
4. Platforms: There may be different aspects of problems depending on what kind of space the pupils collaborate in: IRL (f.ex. classroom) or in a digital space. The aim is to carry out experiments where pupils engages in literary conversations (collaborative learning) both IRL and IS (in space), where they meet literary texts with various kinds of problems (experimental aesthetics, challenging narrative styles, etc.)

"The main objective of the Action is to develop, on the basis of an integrative model of reading, an aggregate of reading on paper and screens". The data from my study will hopefully contribute to information about collaborative problem-solving both in real life, and in digital spaces. Will the problems in literary texts be solved, or tried to be solved, in the

same manner both in real life (reading on paper and talking to each other) and in space (reading on screen and “chatting”)? How will students react emotionally (the feeling of motivation, engagement, frustration, joy) to literary problems on and off screen? I think that my work and interests are somehow particular linked to the action objectives described under C.2:

- to provide evidence-based recommendations to educational practitioners and policy makers
- to establish long-term theoretically and methodologically innovative research collaboration and hopefully, in the long run, also:
  - to prompt systematic, empirical, interdisciplinary research transcending established boundaries between scientific disciplines involved in reading research;

## 2. Interest in

B. organizing and/or participating in a **Training School** (please indicate what kind of training [theoretical; methodological; technical]).

*Optional:* linked to what objective(s) of the Action:

I'm interested in participating in the Training School in Empirical Methods for the Humanities at the Max Planck Institute for Empirical Aesthetics in Frankfurt 22th-24<sup>th</sup> of September 2016. I am using both qualitative and quantitative methods in my Ph.D.-work and I would like to learn more about the possibilities of interdisciplinary research, basics of empirical research methodology, to design and set up experiments and to use statistics and to explore data.