

# Examples from Stockholm

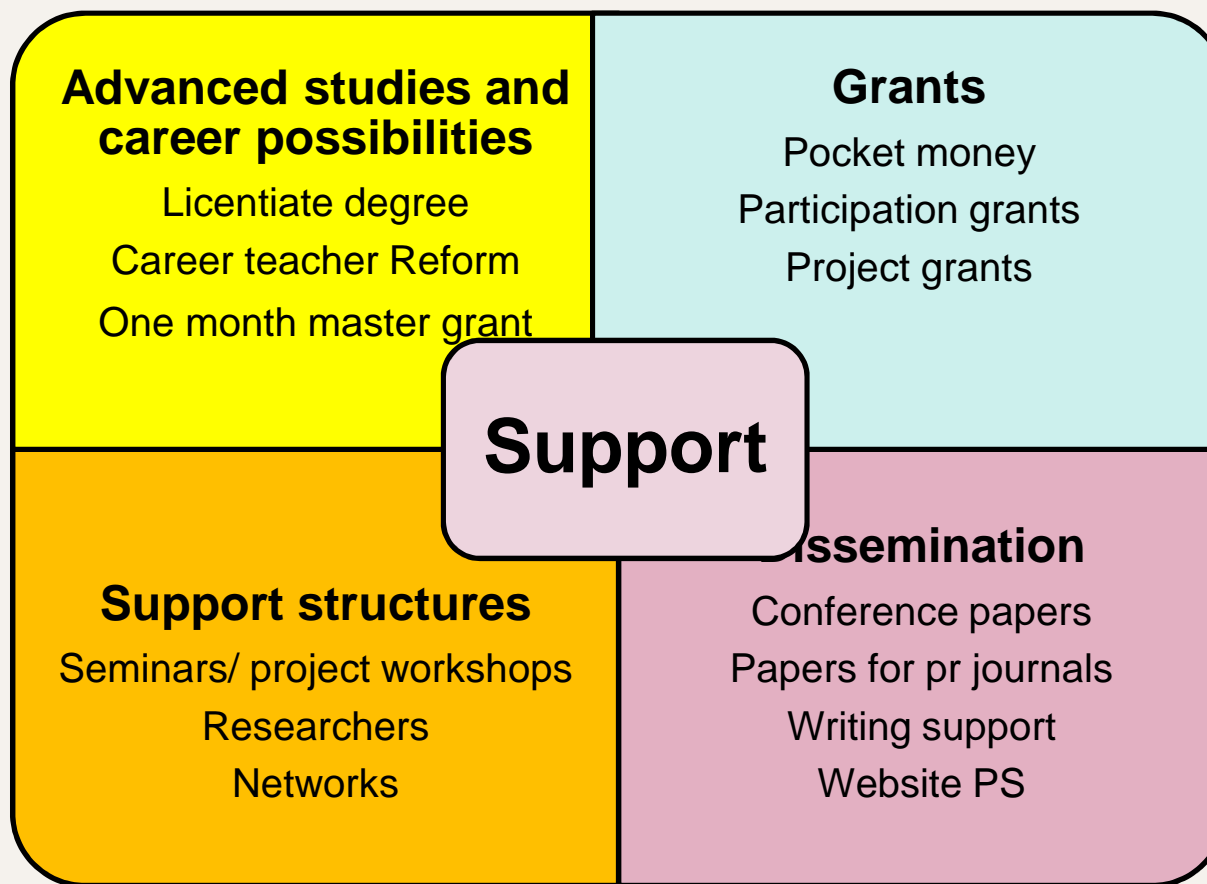
## EIPPEE Oslo May 14 2014



2014-05-22

The Capital of Scandinavia

# Stockholm R&D Teacher Support



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# **Opening Windows on the World: the Challenges of Teaching and Learning World Literature**

**Globala gymnasiet  
/ Global College  
Stockholm**

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EIPPEE Oslo  
May 14 2014**



# Our presentation

- Global College
- Our research interest
- The process of the project
- Results
- Highlights and challenges



# Global College



# Our project

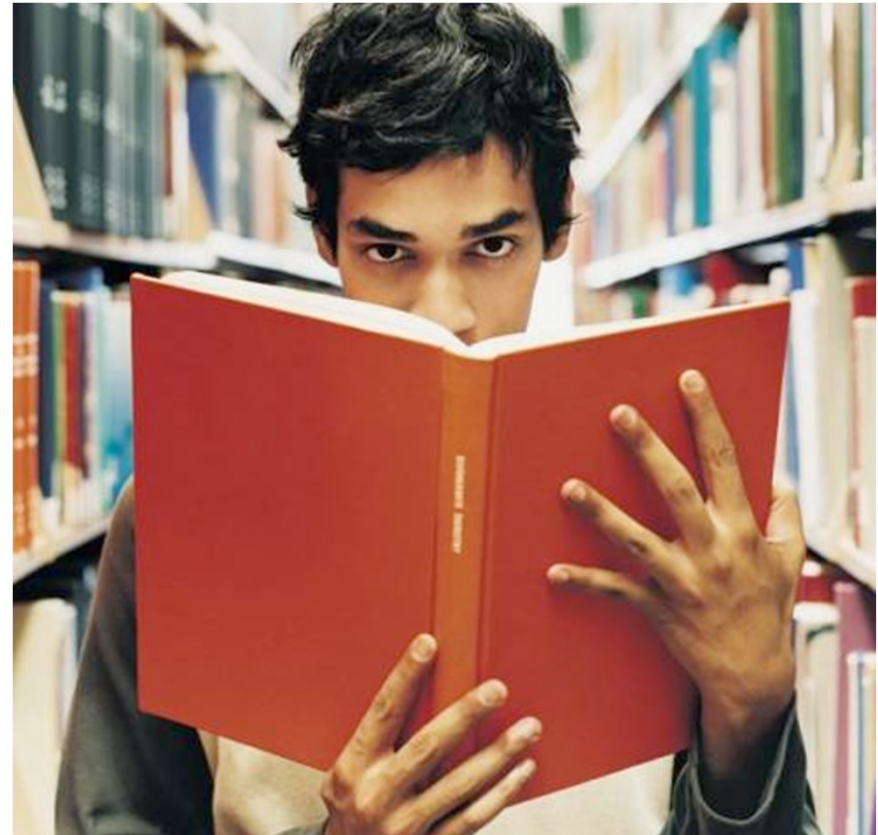


# The classroom dilemma

- Students often have difficulties **relating to world literature** with a cultural and/or geographical space that is very different from their own. The **unknown form and content** of the literature can cause problems for the students understanding.
- When reading world literature students seem to **lose their ability to interpret and analyse the text as a piece of fiction.**
- Why and **how can we develop our teaching methods** to help the students use reading strategies?

# Our research interest

What strategies and tools do upper secondary students need in order to read world literature as fiction *and* to learn about the world?





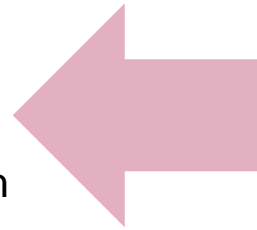
# Why world literature?

- Democratic values
- Curriculum
- The “gap” in research



# The process of our project

1. Identifying the classroom dilemma
2. Research questions
3. Focus group interviews - confirmed our thesis
4. Theory - models – pilot studies- analysis- operationalised to content of teaching
5. Repeated sequences of classes with observations, documentation, analysis and improvement
6. Continued theoretical studies.
7. Data: students' texts, classroom observations
8. Evaluation and analysis
9. Article presenting our project



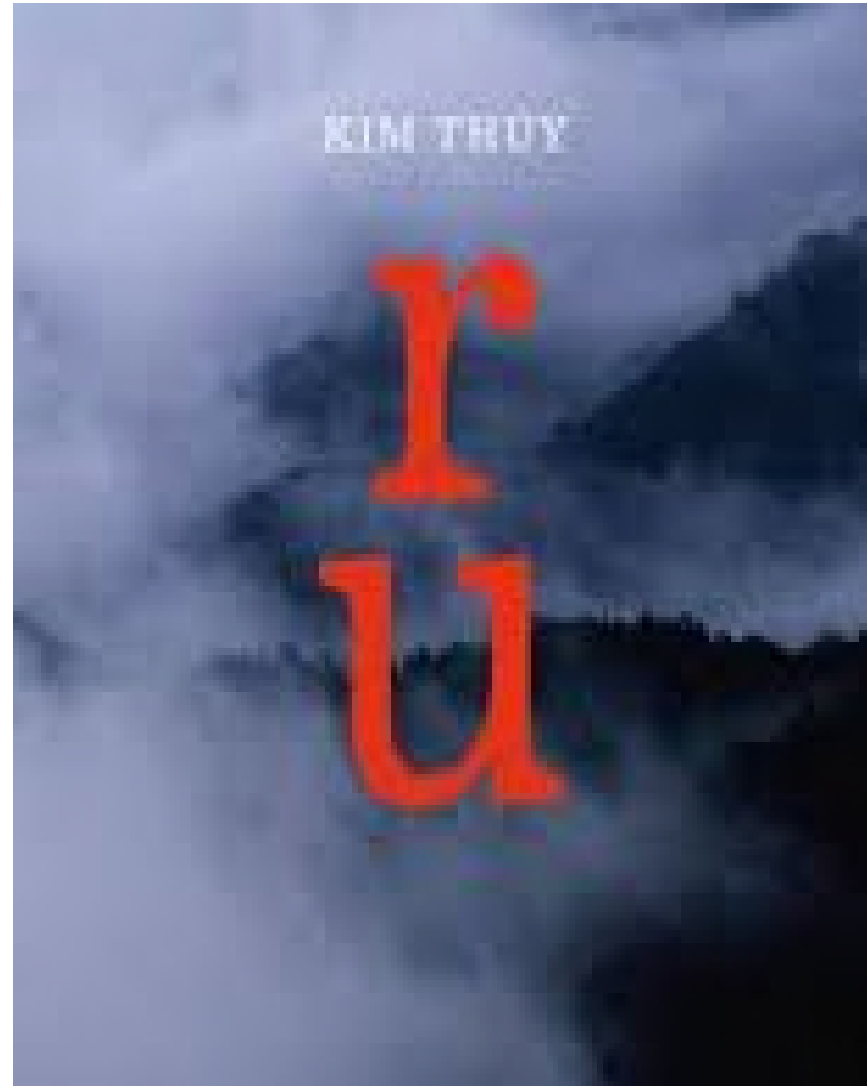
**Seminars and  
monitoring at the  
Stockholm Education  
Administration**

# Theoretical background on reading strategies:

Judith Langer (1995)

Gerard Genette (1997)

Keane & Zimmerman (2007)



# Sample lesson

## "The Face of the Enemy"



# Results

- Initially adding historical and cultural context did help the students making connections to the text and read it in a more critical way, as a piece of fiction.





# Advantages

- Teachers' professional development
- Bridging the gap: research - classroom
- Learning from each other.
- Questioning the way we teach based on *how, what, why, who, when, with and for whom?*

# Challenges

- Time aspect.
- What is a manageable research question?
- Lack of knowledge when it comes to collecting and analysing data.