

Mattis Rønning

Investigating deep learning

A reading project in English programme subjects
in upper secondary school

Master's thesis in Master of Science in Didactics - English and
Foreign Language Education

Supervisor: Karina Rose Mahan

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Abstract

This master's thesis explores students' perceptions of deep learning in English programme subjects at an upper secondary school. The study investigates students' attitudes towards reading, reading strategies, and their influence on deep learning outcomes. Action research was employed, including observations during a reading project and a semi-structured interview with five students, with the teacher serving as both researcher and instructor.

This research contributes to existing literature on deep learning and literacy by shedding light on students' perceptions and attitudes within the context of English programme subjects. It emphasises the need to bridge the gaps between students' and teachers' conceptions of deep learning, enabling the design of more effective pedagogical approaches.

The action research project is a reading project revolving around the memoir *Educated*, written by Tara Westover. The chosen approach to understanding literature is a hermeneutic framework. The study is qualitative, and the data material consists of field notes from observation during the reading project, and a semi-structured group interview. The analysis of the data material is based on thematic analysis.

An implication of the study is the necessity of promoting awareness of deep learning in the classroom. Findings reveal a divergence in understanding deep learning between students and the teacher, indicating a lack of clarity. Defining deep learning and incorporating sociocultural learning theories alongside cognitive theories is crucial.

The study underscores the significance of addressing student motivation for reading literature, as it directly impacts engagement and deep learning outcomes. Student attitudes towards reading varied, influenced by past experiences and digital media distractions. Educators, librarians, and parents play essential roles in recommending and promoting motivating literature.

To enhance future reading projects, the study recommends increased student participation in planning and execution. Allocating sufficient time, allowing flexibility, and providing open tasks connected to formal assessment promote interdisciplinary learning and deep engagement.

Acknowledging limitations such as the small sample size and focus on a specific memoir, further research is recommended. Exploring different genres and texts and investigating instructional strategies across age groups would provide valuable insights into deep learning through literature.

The thesis emphasises the importance of student perspectives, motivation, and awareness in fostering meaningful learning experiences. It provides implications for educators, encouraging their involvement in reading projects and a deeper understanding of the learning process. By addressing limitations and pursuing further research, pedagogical practices can be refined to enhance students' deep learning outcomes in literacy education.

Sammendrag

Denne masteroppgaven utforsker elevers oppfatninger av dybdelæring i engelsk programfag på videregående skole. Studien undersøker elevenes holdninger til lesing, lesestrategier og deres innflytelse på læringsutbyttet. Aksjonsforskning ble benyttet, inkludert observasjoner under et leseprosjekt og et semistrukturert intervju med fem studenter, med læreren som både forsker og instruktør.

Denne forskningen bidrar til eksisterende litteratur om dybdelæring og literacy ved å belyse studentenes oppfatninger og holdninger innenfor rammen av engelske programfag. Den understreker behovet for å bygge bro over gapene mellom studenters og læreres oppfatninger av dyp læring, noe som muliggjør utforming av mer effektive pedagogiske tilnærminger.

Aksjonsforskningsprosjektet er et leseprosjekt som kretser rundt Tara Westovers memoarer, *Educated*. Den valgte tilnærmingen til litteraturforståelse er et hermeneutisk rammeverk. Studien er kvalitativ, og datamaterialet består av feltnotater fra observasjon i leseprosjektet og et semistrukturert gruppeintervju. Analysen av datamaterialet er basert på tematisk analyse.

En implikasjon av studien er nødvendigheten av å fremme bevissthet om dyp læring i klasserommet. Funn avslører en divergens i forståelsen av dyp læring mellom studenter og læreren, noe som indikerer mangel på klarhet. Å definere dyp læring og inkorporere sosiokulturelle læringsteorier sammen med kognitive teorier, er avgjørende.

Studien understreker betydningen av å adressere studentenes motivasjon for å lese litteratur, da det direkte påvirker engasjementet og det dype læringsutbyttet. Elevenes holdninger til lesing varierer, påvirket av tidligere erfaringer og distraksjoner av digitale medier. Lærere, bibliotekarer og foreldre spiller viktige roller i å anbefale og fremme motiverende litteratur.

For å styrke fremtidige leseprosjekter anbefaler studien økt elevmedvirkning i planlegging og gjennomføring. Å sette av tilstrekkelig tid, fleksibilitet og åpne oppgaver knyttet til formell vurdering fremmer tverrfaglig læring og dypt engasjement.

Begrensninger som det smale utvalget av innformanter og fokus på en bestemt memoar, gjør sitt til at videre forskning anbefales. Å utforske ulike sjangre og tekster og undersøke undervisningsstrategier på tvers av aldersgrupper vil gi verdifull innsikt i dybdelæring gjennom litteratur.

Studien legger vekt på betydningen av studentperspektiver, motivasjon og bevissthet for å fremme meningsfulle læringsopplevelser. Det gir implikasjoner for lærere, ved å oppmuntre deres engasjement i leseprosjekter og tilegne seg en dypere forståelse av læringsprosessen. Ved å adressere begrensninger og forske videre, kan pedagogisk praksis raffineres for å forbedre studentenes dype læringsutbytte i leseopplæring.

Acknowledgments

As a teacher with more than twenty years in the classroom, teaching English and Norwegian, I have experienced three educational reforms of the national curricula. One of the new elements emphasised in the latest curriculum, *The curriculum for the Knowledge Promotion*, is deep learning. I wanted to explore this term to improve my own teaching in the classroom.

I would like to express my gratitude to my supervisor, Karina Rose Mahan, for your unwavering support and guidance throughout my journey in writing this master's thesis. Your honesty, constructive feedback, and dedication to pushing me forward have been invaluable. I am truly grateful for your mentorship and the inspiration you have provided.

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I am also extremely grateful to my family for your support, encouragement, and understanding during this endeavour. Your belief in my abilities have been a source of strength and motivation.

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Røros, May 23, 2023

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List of abbreviations

ADHD	Attention Deficit Hyperactivity Disorder
ASD	Autism Spectrum Disorder
CEFR	Common European Framework of Reference for Languages
EFL	English as a Foreign Language
L1	First language
L2	Second language
L97	The Curriculum for the 10-year Compulsory School 1997
LK06	National Curriculum for Knowledge Promotion 2006 (Kunnskapsløftet 2006)
LK20	National Curriculum for Knowledge Promotion 2020 (Kunnskapsløftet 2020)
PBL	Project Based Learning
PISA	Programme for International Student Assessment
UDIR	The Norwegian Directorate for Education and Training (Utdanningsdirektoratet)
UNESCO	United Nations Educational, Scientific and Cultural Organization

1 Introduction

1.1 Background

One of the main reasons why I became a teacher, was that I have always loved reading literature. This may seem pretentious, but my hypothesis is that reading has been the main driving force when it comes to my own motivation for learning myself and teaching others. Reading literature is a means of trying to understand people and the world we live in, which is one of the qualities young people of today definitely need. Furthermore, I go along with this quote by the famous author George R. R. Martin: 'A reader lives a thousand lives before he dies. The man who never reads lives only one' (2011, p. 495). Accordingly, being a language teacher and an avid reader brings along a desire to pass on the joy of reading to new generations. The implementation of the new national curriculum in Norway, *The Knowledge Promotion Reform 2020* (LK20), brought along an increased focus on reading and literacy skills (Kunnskapsdepartementet, 2017b). Hence, there has been a strong emphasis on deep learning, which is strongly associated with literacy.

1.1.1 The Importance of Reading

Reading is a fundamental skill that has a significant impact on students' academic success and personal development. As a language teacher for over two decades, I have observed that students who excel in reading tend to perform well in most subjects. On the other hand, students who struggle with reading often face challenges in various areas of learning. Therefore, it is essential to understand the importance of reading and how it affects students' academic and personal growth. Reading is defined as one of five basic skills in the core curriculum of LK20, along with writing, numeracy, oral skills and digital skills (Kunnskapsdepartementet, 2017a).

Students who are avid readers of literature tend to perform well for several reasons. The reading proficiency can aid them in understanding and engaging with complex texts across different subjects by helping them acquire a larger vocabulary. Literature also requires readers to think critically about characters, themes, and plot points, which can transfer to other subjects such as science and history. Furthermore, reading and writing are intricately connected, and students who read a wide variety of texts are exposed to different writing styles and techniques that can improve their own writing skills. Reading literature can also spark imagination and creativity in students, which can enhance their ability to solve problems creatively and approach tasks in a unique way. High reading proficiency fosters independent learning, and efficient reading skills save time and improve productivity. Finally, literature often explores complex human emotions and social issues, which can help students develop empathy and social skills that are valuable in school as well as life in general. For all the reasons mentioned above, I profoundly think reading is extremely important, and I will claim that if you do not like to read, you have not found the right book.

1.1.2 Surface Learning and Deep Learning

Deep learning can be described as an educational fad and a hyped term during the implementation of LK20 and is generally contrasted with surface learning. One of the main reasons why I chose deep learning as my focus in this thesis, was that I wanted to get a more nuanced picture and understanding of the term, as a variety of perceptions exist in the educational field. An initial challenge is that deep learning refers to two different concepts: deep learning in the context of machine learning and deep learning in an educational context.

So, what is deep learning? Originally, the term was used to refer to a subset of machine learning algorithms that are based on artificial neural networks (LeCun et al., 2015). These algorithms are designed to learn from large amounts of data and are used in a wide range of applications, including image and speech recognition, natural language processing, and autonomous vehicles. However, the term deep learning is also used in an educational context, with a fundamentally different meaning. The technological sense of deep learning focuses on the development of artificial intelligence, while the educational sense of deep learning is centred around the development of human competencies. In the following, I will only make use of the educational sense.

In the educational field, deep learning refers to a teaching approach that emphasises students' ability to think critically, analyse complex problems, and develop deep understanding and skills. This approach involves active learning, collaboration, and reflection, which allows students to engage in meaningful learning experiences (Barron et al., 1998).

Even though this thesis focuses solely on deep learning in an educational context, it can be noted that there are some similarities in how the terms in the two respective fields are understood. In both contexts, 'deep' refers to the idea of going beyond the surface level and achieving a more comprehensive understanding of the data or subject matter. Both contexts also involve complex and layered systems.

Surface learning is typically memorisation of facts and definitions, whereas deep learning involves engaging with the material in a more comprehensive and meaningful way (Marton & Säljö, 1976). Surface learners tend to focus on the surface features of information, such as specific details or facts, without making connections to broader concepts or contexts. However, it is important to note that surface learning and deep learning exist on a continuum, and learners may apply both approaches, depending on the task. The two approaches are actually mutually dependent, and I will elaborate on this in chapter 2.

1.2 Purpose and Research Questions

The aim of this study is to investigate upper secondary school students' perceptions of deep learning. The students do not necessarily know the term deep learning as such, but the aim is to explore how they perceive the principles of deep learning. There are many factors which contribute to deep learning, and some of the most prominent are found in the so-called 21st century skills, a broad set of knowledge, skills and character traits that are believed to be decisive for success in the modern world of today (OECD, 2005). Some examples of such skills are citizenship, character, collaboration, creativity, communication, and critical thinking. As we will learn in this thesis, there is a close connection between the framework of the 21st century skills, the development of the new curriculum, deep learning, and literacy. Consequently, my primary research question is as follows:

How do students attending English programme subjects in upper secondary school perceive their own deep learning through reading literature?

Investigating perceptions of deep learning among a group of students will necessarily not exhibit the universal truth about deep learning in upper secondary school, but it will hopefully be a contribution to understanding the term and its implications better, for both teachers and students. The students' perceptions of deep learning will be scrutinised and reviewed by the researcher, with the aspiration of giving nuances to their acknowledgements, as the students' insight in pedagogical and didactical theories evidently is limited.

Students in upper secondary school represent a cross-section of the population, to some extent, and it is a fact that not all students appreciate reading literature, even if they have chosen English programme subjects voluntarily. Thus, investigating the students' attitudes towards reading, as well as their reading strategies, became an additional objective. The purpose of this is to shed light on the primary research question. Therefore, my secondary research question is this:

How do the students' attitudes towards reading, and their reading strategies, affect their deep learning?

To better comprehend the significance of deep learning and literacy skills in the Norwegian school system, we need to plunge into the frameworks that paved the way for LK20. In addition, I will give an overview of the competence aims in the curriculum, and how they are related to deep learning and literacy.

1.3 Framework and Curricula

Today's modern society is often called a knowledge society, characterised by technological innovation, research and development (NOU 2015: 8, p. 8). The United Nations Educational, Scientific and Cultural Organization (UNESCO), acknowledges that technological development is necessary in a knowledge society, but the human-centred approach is even more important (Leye, 2007, p. 77). The new national curriculum for the ten-year compulsory primary and secondary school, and upper secondary education, LK20, is implemented gradually, over a course of three years, from autumn 2020 until spring 2023, and replaces *Kunnskapsløftet 2006* (LK06). One of the driving forces when it comes to establishing a new national curriculum, is the so-called 21st century skills, which is a set of competencies for a rapidly changing modern society. I will now present the main reports making a basis for the new curriculum, and what the main changes are in the curriculum as a whole. In addition, I will show the competence aims in the English programme subjects, in relation to deep learning.

1.3.1 The Ludvigsen Committee

In today's knowledge society, one of the most important skills that students learn, is how to acquire new knowledge and new skills. As the society continuously changes at a faster pace, students need to be prepared to adapt.

The curriculum renewal of LK20 is based on a solid theoretical foundation consisting of several key documents, including the White Paper *Report to the Storting 28* (Meld. St. 28 (2015-2016)), as well as other policy documents. In 2013, the Norwegian government appointed a committee, led by Professor Sten Ludvigsen, whose mandate was to evaluate the primary and secondary education and training. The Ludvigsen Committee produced two Official Norwegian Reports; *Student learning in the school of the future: A knowledge base* (NOU 2014: 7) and *The School of the Future, Renewal of subjects and competences* (NOU 2015: 8). These two reports subsequently constituted the basis for the aforementioned *Report to the Storting 28*.

The Ludvigsen Committee's mandate was to accommodate the Norwegian school system to the demands of a constantly changing society and working life. Thus, one of the main guidelines for the committee was the 21st century skills, also named *key competencies*. The terms refer to a set of competencies required to succeed academically and as a human being in the 21st century, and even if the concept is understood somewhat differently, with changing definitions and classifications in various frameworks, the figure below shows key competencies listed in six different frameworks.

Mentioned in <i>all</i> frameworks	Mentioned in <i>most</i> frameworks (i.e., P21, EnGauge, ATCS and NETS/ISTE)	Mentioned in a <i>few</i> frameworks	Mentioned only in <i>one</i> framework
<ul style="list-style-type: none"> - Collaboration - Communication - ICT literacy - Social and/or cultural skills; citizenship 	<ul style="list-style-type: none"> - Creativity - Critical thinking - Problem solving - Develop quality products / Productivity (except in ATCS) 	<ul style="list-style-type: none"> - Learning to learn (ATCS, EU) - Self-direction (P21, En Gauge, OECD) - Planning (En Gauge, OECD) - Flexibility and adaptability (P21, EnGauge) <p>Core Subjects:</p> <ul style="list-style-type: none"> - Mathematics; communication in mother tongue; science (EU, P21, ATCS); - History and arts (P21 and ATCS) 	<ul style="list-style-type: none"> - Risk taking (En Gauge) - Manage and solve conflicts (OECD) - Sense of initiative and entrepreneurship (EU) <p>Interdisciplinary themes (P21)</p> <ul style="list-style-type: none"> - Core Subjects: economics; geography; government and civics (P21)

Table 1: Classification of competencies in frameworks

(Voogt & Roblin, 2010)

There are nuances and variations in the frameworks listed in figure 1, but even if early projects, as UNESCO's *Learning to be: The world of education today and tomorrow* (Faure et al., 1982) and *The definition and selection of key competencies* from OECD (2005) define 21st century skills somewhat differently, as later projects also do, they share a few common traits. The Ludvigsen Committee emphasises the importance of skills mentioned in several frameworks, and some of the implications for the new curriculum are the importance of learning to learn, creativity, critical thinking, and deep learning. Globalisation is another trend linked to 21st century skills, and Norway's position as a country of high income, high taxes and high costs demands a focus on knowledge to ensure the country's position as a competitive power in the world (NOU 2014: 7). Democratic competency is also accentuated in projects about 21st century skills, and this must be seen in light of increasing individualisation, globalisation, and diversity. The technology development is another driving force for change competency.

Prior to the Ludvigsen Committee's work, *Report to the Storting 22* emphasises the importance of motivating students and providing them with opportunities to develop mastery in key subject areas (Meld. St. 22 (2010-2011)). The report also stresses the usefulness of individual adaptation of teaching, and differentiation in the classroom, which are key components of deep learning. The report also highlights the need for interdisciplinary teaching and learning, which allow students to make connections across subject areas and develop a deeper understanding of the world around them. Interdisciplinarity is defined as 'any form of dialogue or interaction between two or more disciplines' (Moran, 2002, p. 16).

The Ludvigsen Committee underlines the value of developing students' competencies in key subject areas, including mathematics, science, and languages. The report pinpoints the need for a focus on deep learning and understanding, rather than just memorising information. This focus is reflected in the new curriculum, which places greater emphasis on problem-solving, critical thinking, and creativity.

In conclusion, the theoretical basis for the development of LK20 is grounded in research on deep learning and enunciates the importance of developing students' competencies in key subject areas. The reviewed documents highlight the importance of student-centred learning, individual adaptation, differentiation, interdisciplinary teaching and learning, and the development of metacognition and self-regulated learning. By emphasising these key components, the Norwegian educational system is well-positioned to provide students with the skills and knowledge needed to thrive in today's global society.

1.3.2 LK20

To better understand the research questions and their implications, I will present a few distinctive features of LK20, contrasted by LK06. One of the things LK06 was criticised for, was having too many detailed competence aims, encouraging surface learning (Hodgson et al., 2012). Consequently, LK20 is less detailed, opening for more deep learning. The surface learning described in the aftermath of LK06 is not related to previous knowledge and is seen as disconnected elements of knowledge. Students memorise facts and procedures without understanding how or why, and they do not reflect upon the purpose or own learning strategies (Sawyer, 2014, pp. 25-26). As an answer to the richness of detail in LK06, LK20 attempts to refute this by reducing the number of competence aims in each subject. The primary objective is to encourage deep learning, as opposed to the above-mentioned surface learning.

The new core curriculum highlights global values and skills, such as cultural diversity, critical thinking, and environmental consciousness (Kunnskapsdepartementet, 2017a). The education shall enable the students to think for themselves, seek knowledge and reflect on and consider accepted truths, which are not always universal" (Meld. St. 28 (2015-2016), pp. 21-22). This critical perspective is found both in several competence aims in the subjects, as well as in the core curriculum. The White Paper connects the critical perspective with the three interdisciplinary topics *health and life skills*, *democracy and citizenship* and *sustainable development*, which are also new elements in the revised curriculum, influenced by the 21st century skills.

The five basic skills from LK06, reading, writing, numeracy, oral skills and digital skills, are still found in the core curriculum, but their connection to each subject is made more explicit, as they are also found in the section *About the subject*, in the general introduction to each subject's curriculum. The interdisciplinary topics connected to each subject are also mentioned in the same section, in addition to core elements, which consist of the most central terms, methods and paradigms. The core elements are meant to contribute to developing an understanding of the content and relationships in the subject.

1.3.3 Deep Learning and Literacy Skills in English Programme Subjects

To obtain an insight into the didactic methods used in the reading project, it is useful to provide an overview of what the English programme subjects say about deep learning and literacy skills. LK20 emphasises language learning and reading, and the three core elements are *communication*, *language learning*, and *encounters with English language texts*, and the only interdisciplinary topic related to the programme subjects is *democracy and citizenship* (Norwegian Directorate for Education and Training, 2020). The fact that only one interdisciplinary topic is included in English programme subjects is an answer to the aforementioned density of competence aims in LK06. The inclusion of the interdisciplinary topic opens for deep learning in the English subject, and across subjects. The core elements make the connection between language learning and reading in English visible. The online version of the curriculum, provided by the Norwegian Directorate for Education and Training (UDIR), supports teachers and students in seeing connections and explanations of core elements, interdisciplinary topics and basic skills, in relation to each competence aim. An example of this can be seen below, in the first competence aim mentioned in English 1:

Competence aims after English 1

The pupil is expected to be able to

- use suitable reading, listening, speaking and writing strategies adapted to the situation and purpose

The screenshot displays a digital interface for curriculum support. On the left, a green box titled 'Support for the competence aim' contains three categories: 'Core elements' with 'Communication', 'Language learning', and 'Encounters with English language texts'; 'Interdisciplinary topics' with 'Democracy and citizenship'; and 'Basic skills' with 'Oral skills', 'Writing', and 'Reading'. On the right, a light orange box titled 'Planleggingsverktøy' (Planning tool) includes links for 'Logg inn' (Log in) and 'Hva er dette?' (What is this?). Below it, a green box titled 'Curriculum support' features a section 'Examples of connections' with checkboxes for 'Core elements', 'Interdisciplinary topics', 'Basic skills', and 'Progression'. The 'Explanation' section has checkboxes for 'Explanation of competence aims' and 'Explanation of verbs'.

Figure 1: Example of support for a competence aim in LK20

(Norwegian Directorate for Education and Training, 2020)

1.4 Literature Review

As mentioned previously, the two rather divergent perceptions of the mutual term deep learning brought along a few challenges, especially when it comes to literature search. Finding the relevant literature was demanding, as it was not always evident that deep learning referred to either neural networks or an educational context. My main search engine was Oria in combination with Google Scholar and ResearchGate. Using the keywords 'literacy' and 'deep learning' as a starting point produced numerous articles and books about the machine learning context, so the need to expand keywords therefore emerged quickly, to include words like 'educational'. The endeavour of sorting the hits producing material from the educational context from the machine learning was a real struggle. Other keywords that were included in the search were: '21st century skills', 'critical thinking'.

In a master's thesis from 2021, Kunnikoff has studied Norwegian teachers' perceptions of deep learning, and how deep learning can foster democratic competence in the English subject. In the qualitative study, three teachers are interviewed, and the main findings show that the teachers do not see deep learning as something new in school. However, the focus on deep learning in LK20 gives the teachers room to spend more time on specific topics. Another finding is that the participants who influence their learning situations are more motivated, which can promote deep learning. The study does not comment on literacy in relation to deep learning at all.

A few studies explore the correlation between deep learning and literacy through project-based learning. Miller and Krajcik (2019) expound on the potential of project-based learning (PBL) in boosting deep learning. They claim that PBL creates possibilities for students to tackle complex real-world issues and cultivate a thorough understanding of the subject matter through a recurring design process. The authors indicate that PBL that integrates opportunities for communication, collaboration, and introspection can augment the students' capacity to immerse themselves in deep learning. They also emphasise the importance of scaffolding and support in helping learners navigate the design process and connect the content to their experiences. Ultimately, Miller and Krajcik highlight the capacity of PBL to engender meaningful and compelling deep learning experiences.

In 'Case study of the implementation of ATC21S in the United States', by Kathleen Comfort (2015), she presents a comprehensive examination of the implementation of assessment and teaching of 21st century skills in the United States. ATC21S refers to a research and development plan consisting of five phases: conceptualisation, hypothesis formulation, development calibration and dissemination. Comfort's research sheds light on the significance of 21st century skills among students, such as critical thinking, collaboration, and problem-solving abilities. Through examination of real-world examples and drawing upon empirical evidence, she provides a nuanced understanding of the impact on 21st century skills, when it comes to the students' learning outcomes and their preparedness for the demands of the modern workforce. Comfort states that even if several efforts have been made to implement 21st century skills in the United States the last decade, a main barrier is access and infrastructure, especially when it comes to access to computers for students.

Chapter 15, titled 'Policy pathways for twenty-first century skills', (Adamson & Darling-Hammond, 2015), from the book 'Assessment and teaching of 21st century skills' edited by Griffin & Care, provides valuable insights into the policy dimensions of integrating 21st century skills into education systems. As my master's thesis focuses on deep learning, this

chapter offers relevant perspectives for understanding the policy frameworks and initiatives that support the development of these skills. The authors critically examine different policy approaches, strategies, and challenges encountered during implementation, shedding light on the importance of aligning policy objectives with the evolving needs of the digital era. By analysing case studies and international examples, the chapter highlights successful policy initiatives and lessons learned, offering guidance for policymakers and educators interested in effectively integrating 21st century skills. One of the most interesting findings was a key policy strategy supporting the process: 'Creating assessments that can evaluate these skills and that create incentives for these abilities to be widely taught as a regular part of the curriculum' (Adamson & Darling-Hammond, 2015, p. 308).

Lankshear and McLaren explore the concept of critical literacy as a response to the postmodern era in their work 'Critical literacy: Politics, praxis, and the postmodern' (Lankshear & McLaren, 1993). Critical literacy is a pedagogical approach that promotes deep learning in literacy by encouraging students to think critically about power relations, social justice, and equity. It goes beyond traditional notions of literacy by fostering the development of critical thinking, problem-solving, and civic engagement. Through critical inquiry, students learn to deconstruct and analyse various forms of media and texts. Lankshear and McLaren emphasise the need for teachers to adopt critical literacy to promote deep learning in literacy instruction, enabling students to engage with complex social issues and develop a more profound understanding of the world around them. Overall, the study highlights the significance of critical literacy in empowering students and promoting meaningful learning experiences that go beyond surface-level understanding.

In her article 'Interdisciplinary approaches for deep learning', Tove Holmbukt (2018) underscores the importance of interdisciplinary teaching methods for promoting deep learning. Holmbukt argues that traditional subject-based teaching can limit students' ability to develop a holistic understanding of complex issues. By contrast, interdisciplinary teaching methods encourage students to make connections between different subject areas, facilitating a more integrated and nuanced understanding of the world. Holmbukt suggests that interdisciplinary teaching can be particularly effective in vocational education, where students need to apply knowledge from multiple subject areas to solve complex problems in real-world settings. The author accentuates the need for ongoing professional development to support interdisciplinary teaching, as well as the importance of collaboration between teachers from different subject areas. Overall, Holmbukt's article highlights the potential for interdisciplinary teaching methods to promote deep, integrated learning in a range of educational settings.

In the article 'Deep Reading in the library' (2015), authors Tor Arne Dahl and Anne Mangen explore the relationship between reading in a physical library and the cognitive and affective processes involved in deep reading. They argue that physical libraries offer unique opportunities for deep reading experiences, as they provide a quieter, less distracting environment than digital reading platforms. The authors draw on cognitive science research to suggest that deep reading involves not only the processing of words, but also the creation of mental models and the activation of empathy and imagination. The article concludes by underlining the importance of preserving physical libraries as spaces for deep reading and promoting their continued use in the digital age.

'Promoting deep learning through teaching and assessment: Conceptual frameworks and educational contexts' by Noel Entwistle, is a text that explores the importance of promoting

deep learning through the development of appropriate teaching methods and assessment frameworks. Entwistle stresses the importance of educators' understanding of the theoretical underpinnings of deep learning, which can aid in creating a learning environment that supports students' ability to engage in deep learning. Entwistle also discusses the significance of assessment methods that can support deep learning, emphasising the importance of using feedback to support students' learning outcomes. The text offers a variety of conceptual frameworks that can support educators in developing teaching and assessment strategies that promote deep learning.

'On qualitative differences in learning' by Marton and Säljö is a seminal work in the field of deep learning (1976). The authors argue that learning is not a uniform process but can occur at different levels of understanding. They distinguish between surface learning and deep learning, with the former being a superficial, memorisation-based approach and the latter involving a more profound understanding of the material. The study proposes that teaching methods and assessment practices can encourage deep learning and foster students' motivation to learn. The authors suggest that effective learning is possible when students' learning strategies match the assessment requirements, and when teaching and learning contexts encourage deep learning. Overall, this work provides a framework for understanding the complex nature of learning and affirms the importance of promoting deep learning in educational settings.

Critical literacy and critical reading are often used interchangeably, but they are two distinct approaches to reading and understanding texts. Critical reading draws from liberal-humanist traditions and emphasises the development of higher-order thinking skills related to comprehension (Cervetti et al., 2001). On the other hand, critical literacy is rooted in critical pedagogy and is a morally and politically committed approach to understanding language in use. Critical literacy employs strategies that help readers unpack the socially constructed nature of literacy and assists them in discovering the deeper, often hidden meaning of a text. It enables readers to go beneath the surface impressions and understand the complexity underneath, such as texts' processes and techniques that create and sustain social ideologies, normative practices, stereotypical identities, hegemonies, and both overt and disguised power relations that systematically advantage some people and disadvantage others (Darder et al., 2008). Therefore, critical literacy goes beyond comprehension and analysis of a text and aims to develop readers' critical consciousness to challenge and transform social inequities.

'Literacy and 21st century skills: Reading into the future: Competence for the 21st Century' by Patricia A. Alexander is an insightful article that examines the changing landscape of literacy in the era of deep learning. The author stresses the significance of equipping individuals with the necessary skills to effectively navigate and evaluate information in the digital age. Alexander points out the need for a well-rounded approach to literacy education, incorporating both traditional reading abilities and digital literacy proficiencies. The article underscores the importance of deep reading, which involves engaging in thoughtful and analytical reading practices to foster critical thinking and nuanced comprehension. Furthermore, the text delves into the opportunities and challenges brought about by technological advancements, such as the increasing availability of digital texts and the potential of artificial intelligence to enhance literacy experiences. Ultimately, the article advocates for a comprehensive literacy approach that encompasses both traditional and digital literacies, ensuring competence for the demands of the 21st century.

The literature review revealed various perspectives on deep learning and its relationship to literacy. Previous research examined deep learning from different angles, including teachers' perceptions of the term and its connection to democratic competence, as well as other interdisciplinary approaches, the role of project-based learning in fostering deep learning and literacy, the implementation of 21st century skills in education systems, and the cognitive and affective processes involved in deep reading. These studies provide valuable insights into the multifaceted nature of deep learning and its implications for literacy development. However, there is a gap in the literature regarding how students attending English programme subjects in upper secondary school perceive their own deep learning through reading literature and how the attitudes towards reading and reading strategies influence their deep learning. Addressing this gap will contribute to a better understanding of the role of literature in fostering deep learning among students in the English subject.

2 Theoretical Framework

Even if the literature review provided some insight into deep learning and literacy, a broader theoretical base must be elaborated.

2.1 Deep Learning

Deep learning is not a new term in the educational field, but it has gone through a revival in the process of implementing a new national curriculum in Norway. As mentioned in chapter 1, deep learning has been identified as a critical component to meet the demands of the 21st century. The Norwegian Directorate for Education and Training define deep learning as:

gradually developing knowledge and lasting understanding of concepts, methods and relationships in subjects and between disciplines. This means that we reflect on our own learning and apply what we have learned in different ways in familiar and unfamiliar situations, alone or with others (Utdanningsdirektoratet, 2019).

Deep learning thus requires that learners relate new ideas and concepts to previous knowledge and experience (Sawyer, 2014, p. 25). In an educational context, deep learning refers to a set of teaching and learning practices that aim to help students acquire and develop a range of competencies, including critical thinking, creativity, communication, collaboration, and character. These competencies are seen as essential for success in the 21st century and are often referred to as the 'Six Cs'.

Even if the definition above may be the prevailing and preferential understanding of the concept deep learning, thus being a guideline for Norwegian teachers, there are modifications and nuances of the perception of deep learning, constituting a continuum in the research field. In the following, I will try to shed light on miscellaneous distinctions regarding how deep learning is understood.

One of the aspects most researchers within the field agree on, is that deep learning is contradicted by surface learning. So, what is surface learning? I will again use the Norwegian authorities' definition: 'Surface learning, as a contrast to deep learning, is characterised by memorising factual information, and the student does not contextualise this knowledge' (Meld. St. 28 (2015-2016), p. 31). The traditional understanding of surface learning is that the students are not the central point of the learning process. The terms surface learning and deep learning are coined by Craik and Lockhart (1972), in a study of the human memory. The table below illustrates some key differences between deep learning and surface learning.

DEEP LEARNING	SURFACE LEARNING
Learning knowledge deeply (findings from cognitive science)	Traditional classroom practices (instructionism)
Deep learning requires that learners relate new ideas and concepts to previous knowledge and experience.	Learners treat course material as unrelated to what they already know.
Deep learning requires that learners integrate their knowledge into interrelated conceptual systems.	Learners treat course material as disconnected bits of knowledge.
Deep learning requires that learners look for patterns and underlying principles.	Learners memorize facts and carry out procedures without understanding how or why.
Deep learning requires that learners evaluate new ideas and relate them to conclusions.	Learners have difficulty making sense of new ideas that are different from what they encountered in the textbook.
Deep learning requires that learners understand the process of dialogue through which knowledge is created, and that they examine the logic of an argument critically.	Learners treat facts and procedures as static knowledge handed down from an all-knowing authority.
Deep learning requires that learners reflect on their own understanding and their own process of learning.	Learners memorize without reflecting on the purpose or on their own learning strategies.

Table 2: Deep learning and surface learning

(Sawyer, 2014, pp. 25-26)

In the mid-70s, Swedish researchers Marton & Säljö published their seminal work 'On qualitative differences in learning: I - Outcome and process' (1976). This study within educational psychology investigates how students' approaches to learning affect their understanding. The main findings of the study are that students whose approach is associated with surface learning tend to focus on memorisation, while those students who take a deep approach tend to focus on understanding. Surface learning will typically be forgotten sooner, while deep learning is long-lasting. The students who took the deep approach seemed to perform better on tasks that require critical thinking and analysis. Thus, deep learning is seen as knowledge and skills associated with the higher order of Bloom's taxonomy (Bloom, 1956). Marton and Säljö also found that the students' approaches to learning, preferring either of the two concepts, were conditional on factors such as their motivation, their prior knowledge, and the context of learning.

Marton & Säljö's study does not display a simplified version of how learning is acquired, as surface learning and deep learning are mutually dependent. Consequently, constructivism must be mentioned, as a theory about how we as humans learn. Constructivism has played an influential role in the last century, and Soviet psychologist Lev Vygotsky and Swiss psychologist Jean Piaget are associated with this epistemological view, and their theories about cognitive development. In short, constructivism emphasises the active role of learners, when it comes to constructing knowledge and understanding, as opposed to the didactic approach where the teacher is seen as the possessor of essential knowledge, and the student is a passive receiver of teaching, constructivists claim that learners are actively engaged in the process of making meaning (Jonassen, 1991, p. 5). Constructivism is not

a didactic theory, but it is still important as to how knowledge is constructed. Educational researcher John Hattie refers to philosopher Karl Popper's three worlds, as a means to understand surface learning and deep learning. The three worlds have parallels with the levels of academic achievement. The physical world correlates with surface learning, the subjective world is compared with deeper understanding, while the third world, the world of abstracts, is where 'students construct knowledge and reality for themselves as a consequence of this surface and deep knowing and understanding' (Hattie, 2009, p. 26). As Hattie comments, students come with already constructed realities within different fields, and it is vital for teachers to understand these. Hence, a hermeneutic approach to understanding students, as well as literature, is an adjacent and relevant method in connection with deep learning. I will come back to hermeneutics in the methods chapter. To conclude Hattie's reasoning about the relation between surface learning and deep learning, it can be said that all deep learning must accommodate components of surface learning.

Deep learning also entails a new mode of thought for the teacher, as he takes part in the students' learning, and becomes more of a facilitator and a coach. Hattie argues that teachers should act as coaches and provide students with specific and timely feedback that help them improve their learning (2012). Feedback can be defined as 'information provided by an agent (e.g., teacher, peer, book, self, experience) that is intended to modify the learner's thinking or behaviour for the purpose of improving learning' (Hattie & Timperley, 2007). The importance of feedback has to do with helping the students to understand where they are in learning process, in relation to their goals, which are manifested in the competence aims. The feedback should be a continuous dialogue between teacher and student. Consequently, the correct term would be feedforward, as the dialogue should focus on how the students can improve ahead in time. Feedforwarding is thus a crucial component of deep learning, as it helps students to understand where they are in the learning process.

Motivation is, as mentioned, a driving force for deep learning, and the principles of feeding forward are linked to formative assessment. Formative assessment can be defined as 'any activity undertaken by teachers and/or students, which provides information to be used as feedback to modify the teaching and learning activities in which they are engaged' (William, 2011, p. 47). Hattie claims that motivation can be directly traced back to feedback, which is one of the top influences on student achievement in school. Hattie's argument is that feedback works at four levels and addresses three questions. The three crucial feedback questions are 'where am I going?', 'how am I going there' and "where do I go next?'

Levels		Major questions		Three feedback questions
1	Task	How well has the task been performed; is it correct or incorrect?		Where am I going? What are my goals?
2	Process	What are the strategies needed to perform the task; are there alternative strategies that can be used?		How am I going? What progress is being made towards the goal?
3	Self-regulation	What is the conditional knowledge and understanding needed to know what you are doing? Self-monitoring, directing the processes and tasks		Where to next? What activities need to be undertaken next to make better progress?
4	Self	Personal evaluation and affect about the learning		

Table 3: Feedback levels and questions

(Hattie, 2012, p. 116)

This toolbox provided by Hattie can be a powerful means to help the student achieve deep learning.

Another factor relevant for students' participation in deep learning activities, is whether the students are intrinsically motivated. When the motivation comes from within, they are more likely to actively participate in deep learning activities and invest effort in understanding complex problems (Ryan & Deci, 2000). Intrinsic motivation can be fostered by providing the students with opportunities for autonomy, which allows students to have a sense of control over their learning process.

Having attended to several courses and lectures about the renewal of the curriculum, researcher Michael Fullan has been mentioned often. Fullan is mentioned in the Norwegian Official Reports *NOU 2014: 7*, *NOU 2015: 8* and the *White Paper Report to the Storting 28*. These essential documents therefore had to be investigated. During the implementation of the new curriculum, I learned that the Norwegian professor Øystein Gilje was a central person, and he demonstrates that there are two different approaches to deep learning, one cognitive and one sociocultural (Gilje et al., 2018). The cognitive approach stresses development of the long-term memory, and that the deep learning is put in a relevant and understandable context. The sociocultural perspective, in contrast, focuses on how the individual acquires knowledge through participation in the classroom (Ludvigsen, 2012). A few Norwegian researchers comment that *NOU 2014: 7* focuses almost only on cognitive learning theories, rather than sociocultural (Dahl & Østern, 2019). The term deep learning, and the foundation it rests upon, is not debated enough prior to the implementation of the curriculum, according to Gilje. Dahl & Østern also problematise the use of the term deep learning, as they state that surface learning and deep learning are both just learning. What do the terms *surface* and *deep* add to *learning*?

To prevent that the understanding of deep learning becomes privatised, core elements have been introduced in the new curriculum, to describe the most important things to learn in each subject. In addition to introducing core elements, *NOU 2014: 7*, *NOU 2015: 8* and *Report to the Storting 28* clarify that the preceding curriculum had too many topics, which was a challenge, as deep learning requires fewer competence aims. Deep learning takes place in each subject, but also by seeing connections between subjects. Deep learning depends on the students' orientation, prior academic knowledge, productive and reflexive dialogues and understanding of the knowledge areas they are working with (Mercer & Littleton, 2007).

Instead of seeing course material as disconnected bits of knowledge, deep learning requires that the learners organise their own knowledge in coherent conceptual systems. Deep learning also requires that students look for patterns and underlying principles, and they must reflect on their own understanding. As Michael Fullan says in *Deep Learning: 'Deep learning is valuable learning that sticks'* (2018, p. xvii). *New Pedagogies for Deep Learning* (NPDL) is a partnership consisting of around 1200 schools from seven countries, Australia, Canada, Finland, the Netherlands, New Zealand, the USA and Uruguay (Fullan et al., 2018, p. xvi). The challenging world of today requires new learning, replacing fixed and stereotypical knowledge and learning. The partnership has identified six global competencies that describe the skills and attributes needed for learners to flourish as citizens in the world. These competencies are: character, citizenship, collaboration, communication, creativity, and critical thinking (Fullan et al., 2018, p. 16).

The six competencies linked to Fullan's understanding of deep learning have several dimensions, and the overall objective is to aim at a common perception of deep learning for educators.

Character is defined as the ability to act with integrity, empathy, and respect for oneself and others. This involves developing a sense of purpose, taking responsibility for one's actions, and demonstrating ethical behaviour. Wisdom, courage, humanity, justice temperance, and transcendence may be seen as virtues that are essential for success in school and in life, as they make a basis for character development (Peterson & Seligman, 2004, p. 13).

Citizenship is the ability to participate in local, national, and global communities. This involves understanding and respecting cultural diversity, contributing to the common good, and engaging in ethical decision-making (Fullan et al., 2018, p. 17). The global perspective is prominent in the LK20. OECD provide a detailed framework for global competence, which includes the ability to understand the interconnectedness of the world and to recognise multiple and interdependent perspectives (OECD, 2016a).

Collaboration is the capacity to work effectively with others towards a common goal. This involves building trust, sharing responsibility, communicating clearly, and valuing diversity (Bryk & Schneider, 2002). Vygotsky's sociocultural theory emphasises the role of collaboration in learning. He argues that learning is a social process, and that collaboration with others can help learners to achieve more than they could on their own (Vygotsky, 1978, p. 90).

Communication is the ability to express ideas clearly and effectively, as well as the ability to listen actively and respond appropriately. This involves using a variety of media and formats, adapting communication to different audiences, and being respectful of others' perspectives. According to Hattie and Yates, effective communication involves not only

transmitting information, but also 'establishing and maintaining relationships with others' (Hattie & Yates, 2014, p. 48). They emphasise feedback and active listening in communication.

Creativity is the ability to generate new ideas and solutions, as well as the willingness to take risks and explore different possibilities. This involves thinking outside the box, experimenting, and being open to feedback. Robinson (2011) argues that creativity is essential for success in the 21st century, as it enables individuals to adapt to changing circumstances and to think creatively about complex problems. He pinpoints the importance of nurturing creativity in students through a variety of approaches, including arts education, interdisciplinary learning, and problem-based learning.

Critical thinking is the sixth and last competency described by Fullan, and the ability to analyse information, evaluate arguments, and draw conclusions based on evidence are vital characteristics. This involves questioning assumptions, considering multiple perspectives, and identifying biases. Ennis defines critical thinking as 'reasonable, reflective thinking that is focused on deciding what to believe or do' (1985, p. 45). He identifies several key components of critical thinking, including identifying and clarifying issues, identifying and evaluating arguments, and developing and defending one's own positions.

2.2 Literacy

What is literacy? The term is harder to define than expected. In quite a few languages, for instance German, French, Danish or Norwegian, there is no single word equivalent to literacy (Janks, 2010, p. 1). The challenges connected to finding a specific word in these languages is a reflection of the strong interest and controversial interpretations of the term worldwide (Brandt-Nilsson et al., 2018). Colloquially, the term literacy is understood as the ability to read and write. However, the term encompasses much more than the process of reading and writing. To comprehend and communicate effectively is also involved, and UNESCO's definition demonstrates that the term is complex:

Literacy is the ability to identify, understand, interpret, create, communicate and compute, using printed and written materials associated with varying contexts. Literacy involves a continuum of learning in enabling individuals to achieve their goals, to develop their knowledge and potential, and to participate fully in their community and wider society. Generally, literacy also encompasses numeracy, the ability to make simple arithmetic calculations. The concept of literacy can be distinguished from measures to quantify it, such as the literacy rate and functional literacy (UNESCO).

Literacy is thus a complex term, and it is not limited to functional reading and writing skills only. There are different sub-categories of literacy, from early literacy, digital literacy, multi-modal literacy and critical literacy (Barton, 1994, p. 40). All sub-categories share the perception that understanding and interpreting texts is increasingly important in a society where information becomes accessible to everyone.

In Norwegian, the term literacy is traditionally translated to 'being able to read and write' or 'reading and writing proficiency', and this corresponds to the adjective 'literate'. Nonetheless, the term literacy refers to a considerably wider understanding of reading and writing proficiencies. In the following, I will focus on the reading aspect of literacy.

The simple definition of reading is that it consists of two components, decoding and linguistic comprehension (Hoover & Gough, 1990). However, PISA, OECD's Programme for International Student Assessment, define reading literacy as understanding, using, reflecting on and engaging with written texts, in order to achieve one's goals, develop one's knowledge and potential, and participate in society (OECD, 2016b).

PISA measures 15-year-old students' ability to read, as well as their skills in mathematics and science. Even though PISA does not measure reading in English as a foreign language, the most recent results from 2018 for reading in their mother tongue show that Norwegian students perform significantly better than the average for OECD countries (Jensen et al., 2019). A large quantity of texts youths read today, in for example social media, require superficial and fragmented reading. Nevertheless, our information society becomes constantly more complex, and consequently modern readers need to master specialised text types within a wider range of genres than before, for example on the Internet or other screen-based media. The information abundance and the lack of editors result in a growing need for deep reading, where the readers often must reflect on the content of texts and consider the author's reliability (Weyergang & Magnusson, 2020, p. 51). The internet's inherent distractions and information overload are negatively impacting our cognitive abilities, though, including our capacity for deep reading.

Deep reading is thus closely related to deep learning. As implied, deep reading involves immersive and engaged interaction with a text, focusing on the interpretation of its meaning at multiple levels. Deep reading goes beyond the surface-level understanding, and involves careful analysis, reflection, and exploration of the deeper layers of a written work. The reading process requires concentration and focus, to pay attention to details and nuances vital to understand the text as a whole. The term deep reading was coined by Sven Birkerts in *The Gutenberg elegies, the fate of reading in the digital age*:

Reading, because we control it, is adaptable to our needs and rhythms. We are free to indulge our subjective associative impulse; the term I coin for this is deep reading: the slow and meditative possession of a book. We don't just read the words, we dream our lives in their vicinity (1994).

As I see it, deep reading is closely related to hermeneutics, which takes historical, cultural, and linguistic contexts into account. Hermeneutics, like deep reading, provides a framework for approaching texts with a critical and contextual lens, considering factors as authorial intent, historical context, and cultural influences.

In my opinion, critical literacy is the term that is most relevant when reading various texts in the English subject in school. In 'Critical literacy: Foundational notes', Allan Luke claims that the classical question of critical literacy is 'What is "truth"? How is it presented and represented, by whom, and in whose interests? Who should have access to which images and words, texts, and discourses? For what purposes?' (2012). As mentioned earlier, traces of this can be found in the new curriculum, LK20. The word "critical" is mentioned several times in the competence aims for English programme subjects, and the link to the interdisciplinary topic *democracy and citizenship* is explicit. It can be mentioned that this is the only interdisciplinary topic in connection with English 1 and English 2, whereas English for vg1 also includes the topic *health and life skills*. Sustainable development is not linked to English at all, and the reason for this is to keep the number of competence aims at a reasonable level and enhance deep learning.

The concept of critical literacy finds its origins in the teachings of Paulo Freire. According to Freire, it is not enough for teachers to solely enable students from oppressed communities to read the word; they must also educate them on understanding and interpreting the world around them. By neglecting to teach students to 'read the world', they may achieve technical literacy but will continue to be passive recipients of historical events rather than active participants in shaping their own destinies (Freire & Macedo, 1987). Meaning making is connected to the cognitive skills necessary for the comprehension, analysis and evaluation of texts in context, which is reading with the text. Critical literacy is linked to reading against the text, which implies that readers recognise texts as selective versions of the world.

2.3 Reading in English as a Foreign Language

Teaching English in 2023 is quite different from teaching English towards the end of the 20th century. Web 2.0, referring to social networking and two-way communication on the internet, introduced a new era for English as a foreign language (EFL) teaching in Norway. Even if Norwegian students learning were considerably exposed to the English language by the end of the last millennium, the growth of social media and its likes the last 15 years have made mastering English a prerequisite for youths navigating in the digital jungle. The spread of the English language strongly affects how English is taught. American linguist Stephen Krashen's theory of second language acquisition is based on the distinction between language acquisition and language learning (Krashen, 2009). Language acquisition is a subconscious process that occurs naturally when a person is exposed to comprehensible input in a language-rich environment. Language learning, on the other hand, refers to the conscious study of language rules and formal instruction. A large number of students in Norwegian upper secondary school have acquired the English language in an innate manner, similar to the way children acquire their first language. Students who learn large portions of English outside school, through gaming, media and the Internet demand a different approach to teaching the language. Even though the need for traditional teaching of formal knowledge is still prominent, such as grammar, learning literacy skills could be equally important. Thus, reading literature can provide the students with a broader and deeper repertoire of language skills, as well as expanded vocabulary.

Evidently, engaging in reading activities in a second language (L2), such as English for most students, fundamentally differs from reading in one's native language (L1). Unlike L1 reading, L2 reading entails the simultaneous involvement of two distinct languages (Koda, 2007, p. 1). There is a constant interaction between the two languages, making it a more advanced process than L1 reading.

For dyslectics, reading is even more challenging. Dyslexia is multifaceted and opposes a single, universally accepted definition (Reid, 2016, p. 4). However, I will use the simplest definition of dyslexia as a reading disability (Fawcett, 2002, p. 12), as elaborating on the topic will exceed the scope of this thesis. For dyslectics, reading in L2 is substantially more demanding than reading in L1. Dyslexia is often characterised by difficulties in decoding and recognising the sounds of words, which can be further compounded when confronted with new phonetic patterns and pronunciation variations. Dyslexia is usually associated with poor working memory and slower information processing, and accordingly, this can result in difficulties grasping the language's vocabulary and syntax (Fawcett, 2002). Possible consequences of this can be that dyslectics may have reduced ability to extract meaning from the text.

3 Methodology

Methodology is a critical component of a thesis as it outlines the approach used to conduct research and analyse data. It explains the methods, techniques, and procedures used to collect and analyse data, as well as the rationale for their selection. The purpose of methodology in a thesis is to establish the credibility and validity of the research results and ensure that the research is conducted ethically and rigorously.

According to Creswell & Poth (2018), methodology in a thesis serves several functions. One is to provide a clear and concise description of the research approach, including the data collection methods and data analysis techniques used. Another function is to establish the validity and reliability of the research results, ensuring that the findings are accurate and trustworthy. Demonstrating the researcher's understanding of the research topic and the ability to conduct research in a meticulous and systematic manner, is also necessary. The methodology attempts to provide a basis for replication, allowing other researchers to replicate the study using the same methods and techniques. Eventually, the research must be conducted ethically, following established guidelines and principles.

By clearly outlining the methodology, a thesis demonstrates that the research is conducted in a systematic and rigorous manner, and that the results can be trusted as a valid representation of the research topic. This is important because it helps to establish the credibility and legitimacy of the research findings, which is essential for advancing knowledge and making meaningful contributions to the field.

The methods chapter will present the methods used to answer the research questions in the study. The primary research question for this thesis is: 'How do students attending English programme subjects in upper secondary school perceive their own deep learning through reading literature?' A secondary research question revolves around the following: 'How do the students' attitudes towards reading, and their reading strategies, affect their deep learning'?

Which methods are best suited to shed light on this? Both quantitative and qualitative methods were considered, but as I was interested in the students' nuanced perspectives on deep learning and literacy, the qualitative path was the way to go for me, with action research as a guideline. Classroom action research involves collaborative and iterative cycles of planning, action, reflection, and evaluation to solve practical problems in a particular context, such as an educational setting. The aim of action research is to improve practice and to enhance the understanding of the complex dynamics of a particular situation through a process of inquiry that involves stakeholders such as teachers, students, and other community members (Denzin & Lincoln, 2005, p. 561).

To answer the research question, I observed the students during a reading project centred around Tara Westover's memoir *Educated* (Westover, 2018), and I conducted a semi-structured group interview with a few selected students. The reading project lasted for approximately three weeks, and the data material consists of 12 observed hours of teaching and 5 pages of field notes, as well as 15 pages of transcribed interview with 5 students.

3.1 Positioning Myself as a Researcher

This study of students' perception of deep learning and literacy is based on observation and interview of a group of students attending the programme subjects English 1 and English 2 in an upper secondary school in Norway.

I work as a teacher while writing the master's thesis. Hence, I saw several advantages to studying my own students, instead of doing a project in another school. The most obvious convenience is evidently that I am in total control regarding collection of data. Changing the time span of the project, obtaining consent from the participants, and altering the prerequisites during the project are all flexible parameters in such a study. Already knowing the students may also be a positive factor, as the social relation between teacher and students is more or less settled, and it could potentially be less intimidating for the students to be honest and sincere when responding to the researcher. Obviously, there are shortcomings connected to researching your own students as well, and I will come back to this when discussing research credibility.

The first curriculum I met as a teacher, *Læreplanverket for den 10-årige grunnskolen* (L97) (1996), was extremely specific when it comes to the competence aims, where the latest curriculum is much more open. LK20 is consequently a lot more interesting and progressive, and in line with my own fundamental pedagogical view. In short, I can explain this in the way that I focus fully on building strong relations to my students, so that they can achieve to their best abilities in the school subjects, and to be the best possible version of themselves as human beings. Being a language teacher, in Norwegian and English, I rate literacy skills very highly. Accordingly, hermeneutics is my preferential method used to understand texts, as well as to fathom my students. Consequently, I also base research on the same principles, and the new curriculum complies with this, as it is fairly open.

3.2 Qualitative Research

In the social sciences, qualitative methods are common, and useful for gaining a deeper understanding of human behaviour and attitudes (Leseth & Tellmann, 2018, p. 12). Qualitative research methods are used to explore the subjective experiences and perceptions of individuals, which can provide a rich understanding of the studied topic.

Qualitative research is a widely used research method in social sciences for examining human behaviour, experiences, and attitudes (Bryman, 2016, p. 18). Researchers often have to choose between using an inductive or deductive approach to data collection and analysis. Inductive research is a bottom-up approach that starts with data collection to develop theories and concepts based on that data. On the other hand, deductive research is a top-down approach that starts with a hypothesis or theory and then tests it with data (Creswell & Creswell, 2018, pp. 257-258).

Both approaches have their strengths and weaknesses, and the choice between them depends on the research question and the researcher's preferences. Inductive research is well-suited for exploratory research, where the goal is to identify new concepts and patterns from data that has not been studied before. Deductive research, on the other hand, is appropriate when the goal is to test an existing theory or hypothesis (Bryman, 2016, p. 30).

I prefer to choose an open approach to data collection, as it allows for a more exploratory and flexible research process. In this approach, the researcher does not start with a preconceived theory or hypothesis, but instead allows the data to drive the development of concepts and theories. This approach is particularly useful when studying complex and multifaceted phenomena, where preconceived theories or hypotheses may not adequately capture the nuances of the phenomenon being studied (Charmaz, 2006, p. 47).

Action research is a qualitative research method that involves an open approach to data collection. This participatory research approach aims to enhance a particular practice or process by engaging stakeholders in the research process. The objective of action research is not limited only to understanding the problem, but also developing and implementing solutions. By adopting an open data collection approach, researchers work collaboratively with stakeholders to identify issues and collect data. This collaborative approach enables stakeholders to actively participate in the research process, ensuring that the research outcome aligns with the real situation (Mertens, 2010, p. 187). My research relies on qualitative data gathered from classroom observations and interviews with five students, and I prefer an open approach to data collection because it allows for a more flexible and exploratory research process.

3.3 Autoethnography

The main research question in this thesis revolves around the students' perception of deep learning through reading a memoir, and both ethnography and action research were considered as methods. Even if action research ended up being the preferential method, I feel that I must explain why autoethnography was seriously considered, and why the two approaches share many traits.

Ethnographic research is an observational and descriptive approach to studying a community in order to gain an understanding of its beliefs, behaviours and social structures (Fetterman, 2010, p. 2). The term ethnography is derived from the two Greek words *graphein*, meaning to write, and *ethnoi*, meaning the nations-the others (Erickson, 2010). Ethnography involves spending an extended period of time observing and interacting with members of a particular community to gain an in-depth understanding of their culture and practices (Fraenkel et al., 2012, p. 13). This type of research often involves the use of participant observation, interviews, and other qualitative research methods to collect data, and the researcher is typically separate from the group being studied. Ethnographic research is typically used in anthropology, sociology, and other social sciences. When considering if ethnography is the preferential method, autoethnography could be even more appropriate.

Autoethnography is a research method that combines the personal experience of the researcher with a critical analysis of the culture and social structures that shape that experience. In educational research, autoethnography can be a valuable tool for understanding the experiences of students, teachers, and other stakeholders in the educational system (Adams et al., 2015, p. 1). By examining their own experiences in the context of broader social and cultural factors, researchers can gain insights into the challenges and opportunities faced by individuals within the system. However, it is important to recognise that autoethnography has limitations, including issues with generalisability and objectivity. Researchers using this method should carefully consider the ethical implications of sharing personal experiences in a public setting. Ellis and Bochner interestingly define autoethnography as 'autobiographies that self-consciously explore the interplay of the introspective, personally engaged self with cultural descriptions mediated through language, history, and ethnographic explanation' (2000, p. 738). I mention this because Tara Westwood's memoir thus can be seen as autoethnographic self-scrutiny.

Even though autoethnography and action research share a few common traits, as making participants' perspectives central to the research and relying on qualitative methods, action research is my chosen approach, mainly because of the differences concerning the positioning of the researcher, and the tendency of preferring action research in educational contexts. That said, ethnographic methods are widely used in classroom research, sharing many of the traits of action research, making the differences between the two blurry.

3.4 Action Research

In an educational setting, Mills provides an adequate definition of action research:

Action research is any systematic inquiry conducted by teacher researchers to gather information about the ways that their particular school operates, how they teach, and how well their students learn. The information is gathered with the goals of gaining insight, developing reflective practice, effecting positive changes in the school environment and on educational practices in general, and improving student outcomes (Mills, 2007, p. 4).

Action research involves a collaborative and participatory approach to conducting research. The aim of action research is to address a specific problem or issue in a particular setting by involving all participants in the research process, and to produce practical solutions to problems, while also generating new knowledge and insights that can be applied to similar challenges in the future. This approach typically involves a cyclical process of planning, acting, observing, and reflecting, and aims to develop practical solutions that can be implemented in real-world settings (McNiff, 2013). In action research, the researcher conducts research in collaboration with the participants.

The action research cycle is a framework used to guide the research process and promote improvement. The cycle consists of a series of interconnected stages that allows the teacher researcher to systematically investigate a didactic challenge. The cycle can be illustrated like this:

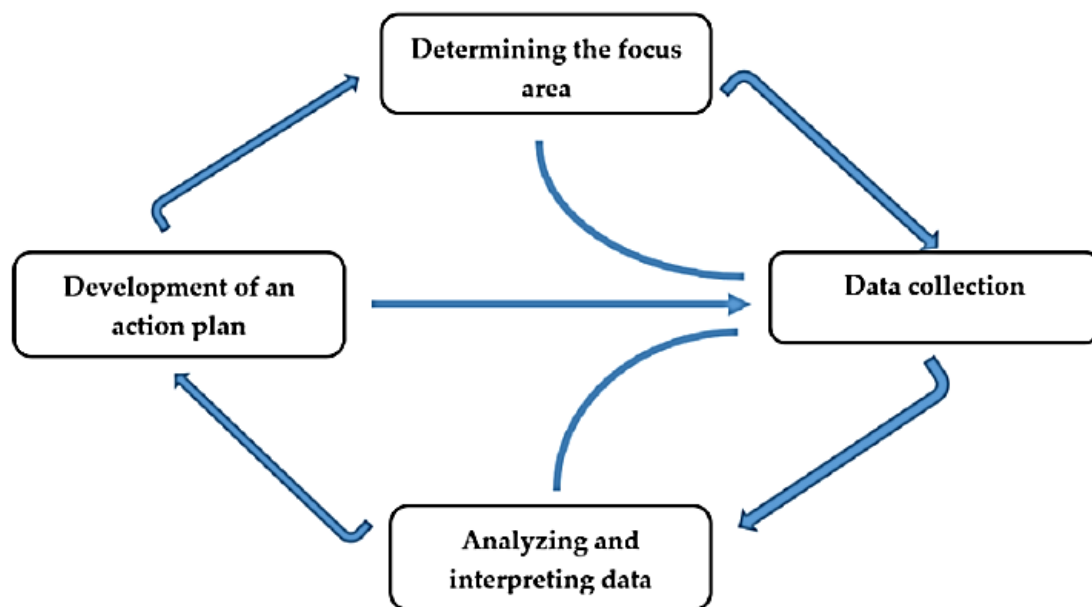


Figure 2: The action research cycle

(Mills, 2007, p. 167)

Action research consists of two main components, and the term implies that we have an action, which refers to a measure that presumably will lead to a desired change. At the same time, there is a component of research, where the aim is to evaluate the effect of the action. Action research combines evaluative research and the implementation of a measure (Krogtoft & Sjøvoll, 2018, p. 133). The main goal of action research is to express theory in such a way that the results of the experiment can be fed directly back to the theory (Lewin, 1997).

The purpose of the action research study is to improve my own practice in the classroom, not just by evaluating the isolated reading project, but also assessing the effect of reading books related to reaching the goals expressed in the competence aims in the curriculum. Even though the competence aims and the curriculum invite the teacher to use a wide repertoire of methods and a weighting of the competence aims, the hidden threat is always prominent, the public exam. Because of this, the teacher must ride two horses at the same time.

The four-step process illustrated by the figure above, includes identifying an area of focus, which is embodied in the research questions. The next step involves collection of data, with qualitative data from an interview and observation in the classroom. The data will be analysed and interpreted, which subsequently will lead to development of a new and improved teaching programme. Consequently, this process can be repeated again in a new setting, in another reading project.

According to Carr & Kemmis, critical action research represents the only authentic educational science (Anderson & Irvine, 1993). The chosen action research project makes use of qualitative methods, through observation and interview. Action research does not necessarily have to be qualitative, though. An educational action research project can effectively utilise quantitative methods to gather and analyse data related to specific research questions or hypotheses. For example, a study on the effectiveness of a specific teaching technique can use pre- and post-tests to measure student learning outcomes. The data collected can then be analysed using statistical methods such as regression analysis or t-tests to identify any significant changes in student performance (Creswell & Plano Clark, 2011). Another example could be a study examining the relationship between class size and student achievement. In this case, researchers could gather data on class size and student grades and use correlation analysis to identify any associations between the two variables. By utilising quantitative methods in educational action research, researchers can generate reliable and valid results that can inform improvements in educational practice.

As mentioned in the introductory part of this chapter, I explained my fundamental pedagogical views. Consequently, I will justify why hermeneutics lays the foundation for the reading project.

3.5 Hermeneutics

Hermeneutics is a field of study concerned with the interpretation of written texts. It involves developing a framework for understanding the nuances and complexities of language, as well as the cultural and historical contexts that shape the meaning of literary works. By examining these factors, hermeneutics seeks to uncover deeper meanings and insights within texts that might otherwise be overlooked (Honderich, 1995, p. 353).

The reason for including a section about hermeneutics in the methods chapter, is to clarify my theoretical approach to analysing literature. Hermeneutics provides a framework for interpreting literature that considers the historical, cultural, and social context in which a text was written. This can help you to understand the text on a deeper level and to draw more nuanced conclusions from your analysis (Ricoeur, 1981, pp. 13-27). As a teacher in school, I think it is crucial that the students can make subjective interpretations, rather than reproducing the teacher's insight in a literary work. Hermeneutics emphasises the importance of subjective experience in interpretation. By acknowledging the subjective nature of your own reading experience and the experience of others, you can avoid making overly simplistic or reductionist interpretations of the text (Fish, 1980, pp. 303-355).

In the Middle Ages, hermeneutics was used as a method for interpreting sacred scriptures, such as the Bible, in the most authentic way possible (Gadamer, 2004, p. 175). Through the German theologian Friedrich Schleiermacher, hermeneutics developed in the 1800s into what we call modern hermeneutics (Brinkkjær & Høyen, 2020, p. 81). Modern hermeneutics includes social, cultural and historical contexts in the process of interpretation, taking into account the historical contemporary of the writer (Brinkkjær & Høyen, 2020, p. 82).

Hermeneutics does no longer include only sacred or authoritarian writings, but all human creations (Brinkkjær & Høyen, 2020, p. 82). With hermeneutics as a method, human creation is interpreted based on a whole, where what one interprets gives an understanding of the whole and the whole in turn gives an understanding of the part one interprets (Brinkkjær & Høyen, 2020, p. 81). The greater the distance between the part one interprets and the cultural and historical whole, the more demanding the interpretation work is (Brinkkjær & Høyen, 2020, p. 93).

Instead of focusing on the intentions of the author or the text on its own, hermeneutics establish a connection between the reader, the text, and the context. Hermeneutics presupposes that an individual comes with a preconception through a lived life, in the face of the phenomenon to be studied. We all have a set of attitudes, opinions, and knowledge from the life we have lived, and we take this with us into the interpretation of a phenomenon. Literature is not created in a vacuum; it is influenced by the historical, cultural, and social context in which it is written. Hermeneutics allows readers to better understand the context in which a text was produced and to interpret the meaning of the text within that context (Ricoeur, 1976, pp. 10-12).

Hermeneutics thus becomes an art of interpretation of meaningful phenomena. Preconceptions are connected to the expectations and assumptions that are linked to a specific phenomenon. Literature is often ambiguous, meaning that it can be interpreted in different ways by different readers. Hermeneutics provides tools for readers to approach ambiguity in literature and to create a more nuanced understanding of the text (Fish, 1980, pp. 4-9).

The concept of horizon of understanding is closely related to preconceptions, but here it is more about the totality of all the experiences, attitudes, and perceptions we have. The horizon of understanding is necessarily subjective to some extent, although much is also universally human. Hermeneutics as a method and philosophy deals with how we go about achieving an understanding of meaningful phenomena, as well as what understanding really is.

The hermeneutic circle describes the continuous adaptation between the whole and the parts, where preconceptions are constantly changing in that the overall understanding of a text depends on how we interpret the various part (Gadamer, 2004, p. 189). Preconceptions thus have significance for interpretation, and in the face of a new situation, previous experiences must be put in a critical light to create new meaning. This new understanding of a situation then forms a post-understanding, which in turn forms the basis for a new preconception. Interpretation never happens in a vacuum.

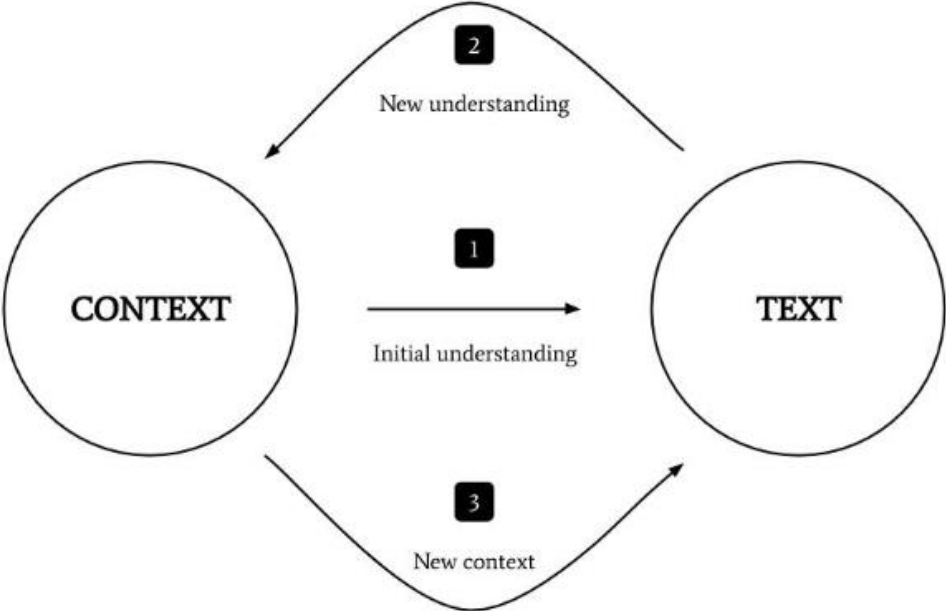


Figure 3: The hermeneutic circle

(Le Cunff, 2022)

When encountering an event or phenomenon, a constantly recurring process takes place, where preconceptions, understanding and post-understanding affect each other. At the same time, text interpretation depends on the context in which the text occurs, and vice versa.

The English subject is strongly influenced by texts in various forms, and it is therefore quite logical to use the hermeneutic circle and hermeneutics as an approach. It is admittedly challenging to view hermeneutics as an exact science, as interpreters of texts necessarily have different horizons of understanding. Nevertheless, one can say that some interpretations are more valid than others. Where positivism strives for objectivity, it is subjectivity that guides hermeneutics. A text and an author always relate to the cultural present, and the reader must interpret the text based on this, as well as their own horizon

of understanding. Hermeneutics helps readers understand the intended meaning of a text by examining the author's background and historical context. This can help readers understand the motivations behind the author's writing and the intended audience for the text (Wimsatt & Beardsley, 1946, pp. 468-487).

Reader response theory emphasises the role of the reader in constructing meaning from a literary text. According to this approach, meaning is not simply inherent in the text itself, on the contrary it is created through an interaction between the reader and the text. This idea of 'transactional reading' was first introduced by Louise Rosenblatt in her seminal work, *Literature as Exploration* (1938).

Rosenblatt argues that the meaning of a text is not fixed or predetermined, but rather is 'produced in the interplay between reader and text' (1938, p. 38). She emphasises the importance of the reader's subjective experience and perspective, arguing that 'each reader comes to the book with a different set of experiences, a different range of attitudes and emotions, and a different level of maturity' (1938, p. 42).

Hermeneutics can help us understand the relationship between reader and text in transactional reading. According to Gadamer, interpretation is not a one-way process of extracting meaning from a text, but is rather a dialogue between the reader and the text (2004). The reader brings their own preconceptions, biases, and historical context to the reading, which can shape their interpretation of the text. At the same time, the text itself can challenge or change the reader's perspectives and assumptions.

In this way, transactional reading is a hermeneutical process that involves a back-and-forth exchange between reader and text, in which meaning is constantly being negotiated and revised. As Rosenblatt puts it, 'the meaning of the poem or story is not simply what the author had in mind, but what he [or she] set in motion in the reader's mind' (1938, p. 42).

3.6 Data Collection

This section presents the data collection, from the planning of the reading project to selection and recruitment of participants, designing the teaching plan and preparation of the interview and interview guide.

3.6.1 Planning the Book Project

When planning my master's thesis, I chose to focus on matters that could be relevant for my practice as an English teacher in Norwegian upper secondary school. In the theory chapter, I mentioned that the issue of deep learning caught my interest, partly because it was one of the new terms in LK20, and also because the term is understood differently among the educational field of expertise. Thus, I aimed at improving my own interpretation of deep learning. At the same time, I have a clear impression that fewer and fewer young people read novels or other long texts. The obvious reason for this, is that the modern youths graze on mental junk food, in the form of social media, tv series, films and their likes, to a previously unprecedented extent. Our patience for reading novels has declined, but at the same time, school should function as a counterweight to trending values in the society. My hypothesis is that reading novels still is crucial to develop advanced literacy skills.

LK20 introduced three interdisciplinary topics, *health and life skills*, *sustainable development* and *democracy and citizenship*, in contrast to the preceding national curriculum, LK06, which did not accentuate interdisciplinary topics at all (Dagsland, 2021, p. 32). When that is said, several of the preceding curricula have focused on the importance of interdisciplinary aspects, but not as defined and focused as in LK20. The three interdisciplinary topics are introduced and defined in the core curriculum, and at the same time they are explicitly linked to the competence aims in the subjects, thus creating a stronger relation between the core curriculum and the subject-specific curricula. However, not all three interdisciplinary topics are connected to all subjects. Only *democracy and citizenship* is associated with English programme subjects.

For the book project, I wanted all the students to read the same text. Introducing Tara Westover's memoir *Educated* in an English class in upper secondary school is a compelling and valuable opportunity for students to develop their reading and literacy skills. Tara grows up in a strict Mormon home in Idaho, and her father is a survivalist and prepper with no confidence in public health services or educational system, and he also shows signs of mental illness. The book's themes of self-discovery, resilience, and the pursuit of knowledge make it a poignant and relatable work for young adults. Through the memoir's exploration of Westover's journey from an isolated and abusive upbringing to her eventual enrolment at Cambridge University, where she earns a PhD in history, students can develop deep reading skills by analysing complex character development and narrative structure. Additionally, the book's themes can prompt critical discussions on the importance of education and the role it plays in shaping one's identity and beliefs. Possible themes as family loyalty, identity issues and the cost of pursuing a different path than the one she was raised to believe was the only option, are all topics a teenager may relate to. The question of Tara being a reliable narrator or not also plays an important role, as she herself questions her own memories, as some of her relatives also do. Overall, incorporating *Educated* into an upper secondary school English curriculum has the potential to enhance

students' literacy skills and encourage critical thinking about the transformative power of education.

3.6.2 Participant Recruitment and Selection

Together with a colleague of mine, I teach a class in my own school, and this is a combined class, consisting of twelve students who study either English 1 or English 2. Eight of the students belong to English 1, while four of them are in English 2. In quite a few contexts, the two classes are considered as one group, and I will describe them as such. There are two boys and ten girls in the group, all aged between 16 and 19. All the students' mother tongue is Norwegian, with English as a second language learned from when they started school at an age of six. One of the Norwegian students, however, is also a native speaker of American English, as her father is American. In addition to the eleven Norwegian students, there is one girl who is an exchange student from the USA. She came to Norway in August this school year and returns in June. She did not have any Norwegian language qualifications when she came, and still has a long way to go to be fluent, partly because most of her fellow students prefer to address her in English.

Before starting the reading project, I explained the implications for the students, that confidentiality is of the essence, and that partaking was completely voluntarily. A letter containing participant information and informed consent was distributed to the students (Appendix 1) and all the details were scrutinised. All students agreed to be observed in the research project, and all of them, except one, agreed to be candidates for the group interview. However, I informed the students that I would wait towards the end of the project period before deciding who to interview. The reason for waiting to decide on this was that I wanted to observe how they responded to the reading and the pedagogical activities, so that I could address challenges and other interesting observations during the project.

A week before the projected interview, and when the project was coming to an end, I asked six of the students to join the group interview. To make as broad representation as possible, I nominated two students from Education Programme for Specialisation in General Studies, year two, two students from Education Programme for Specialisation in General Studies, year three, and two students from Supplementary Programme for General University and College Admissions Certification, also year three. The representation when it comes to the genders could have been better, as there were only one boy and five girls.

As I have been teaching the students for approximately half a year, I have registered through individual talks, that only four of the students can be categorised as avid readers, while the remaining students very seldom read books. Surprisingly, one of the students mentioned that she had never finished reading a single novel. Another aspect that may affect the project, is that one quarter of the class are dyslectic, and three of the students are diagnosed with attention deficit hyperactivity disorder (ADHD) or autism spectrum disorder (ASD). Furthermore, I found it useful to map the students' English language proficiency in detail.

3.6.3 Mapping the Students' English Proficiency

As a part of the reading project, the students performed a self-assessment of their English language proficiency, using the Common European Framework of Reference for Languages (CEFR) (Appendix 2).

The Common European Framework of Reference for Languages (CEFR) is a widely used framework for assessing and describing language proficiency levels. It defines six levels of language proficiency, A1, A2, B1, B2, C1 and C2, where the A-levels correspond to the basic user, B to the independent user, and C to the proficient user (Europe, 2020). These levels are organised into four main modes: reception, production, interaction, and mediation.

	Reception	Production	Interaction	Mediation
Creative, interpersonal language use	e.g. Reading as a leisure activity	e.g. Sustained monologue: describing experience	e.g. Conversation	Mediating communication
Transactional language use	e.g. Reading for information and argument	e.g. Sustained monologue: giving information	e.g. Obtaining goods and services Information exchange	Mediating a text
Evaluative, problem-solving language use	<i>(merged with Reading for information and argument)</i>	e.g. Sustained monologue: presenting a case (e.g. in a debate)	e.g. Discussion	Mediating concepts

Table 4: CEFR categories for communicative language activities

(Europe, 2020, p. 33)

In the reception mode, learners focus on understanding spoken and written language. This includes listening and reading comprehension skills. According to the CEFR, the reception mode is broken down into two subcategories: listening and reading.

In the production mode, learners focus on producing spoken and written language. This includes speaking and writing skills. The production mode is also divided into two subcategories: spoken interaction and writing.

In the interaction mode, learners focus on using language to communicate with others. This includes both spoken and written communication and involves both receiving and producing language. The interaction mode includes the subcategory of spoken interaction, which is also part of the production mode.

In the mediation mode, learners focus on using language to facilitate communication between others. This includes interpreting, translating, and summarising information for others. According to the CEFR, mediation is a complex and demanding task that requires high levels of language proficiency and cognitive processing skills.

The CEFR describes these four modes as complementary and interconnected aspects of language use (Europe, 2020, pp. 32-33). By focusing on all four modes, learners can develop a well-rounded set of language skills that allow them to understand and communicate effectively in a variety of contexts.

The assessment of my students' own language skills reveal that the majority of the students estimate themselves as B2 upper intermediate or C1 advanced language users, whereas the two native speakers of English are C2 proficient users, and one of the students characterises herself as B1 intermediate. A self-assessment may not be as accurate as an actual language test, but as I have thorough preconceptions of the students' language skills before starting the reading project, my judgment of their language skills corresponds very well with their own assessment.

Mapping the students' level of language proficiency is a crucial prerequisite for any language teacher, and meaningful when planning a reading project. In LK20, the national curriculum, adapted teaching is an articulated objective which all the subjects are imbued with, and English is no exception.

As previously mentioned, most of the competence aims overlap in the two subjects, so all the students participated on the same conditions, except from a few distinctions between English 1 and English 2 when it comes to the evaluation criteria linked to the written assignment.

3.6.4 Designing the Lesson Plan

In connection with the English class reading the novel *Educated* by Tara Westover, my plan was to complete a teaching program over a period of about a month. During this period, the students would have to partly read the novel at school, but most of it must be read at home. In the English lessons, various teaching activities would be initiated to support the reading, as well as helping to expand the students' understanding of the book. One of the main objectives during the reading project would be to get the students to talk about literature, while using literary terms. The plan was to carry out this in various contexts. We would discuss key events in the memoir in full class, and thereby practice using literary terms. I would also facilitate for group discussions and individual talks between teacher and student during the reading process. Towards the end of the project, a written assignment was incorporated as well. Among other things, I wanted to investigate the students' experience of reading, with and without interference with, for example, mobile phones.

During the project period, my plan was to observe my own teaching, and how the students learn. By researching what happened in the classroom, I would try to improve my own teaching.

3.6.5 Designing the Interview Guide

As a part of the collection of data material for my research question, I intended to conduct a qualitative interview, to bring forward nuanced descriptions of the situation the interviewees are in (Dalland, 2017, p. 68). I considered performing individual interviews, but as part of my experience with students in upper secondary school over a period of many years, I have seen a tendency that the students are more open and sharing if they are in a group. There could be many reasons for this. One could be that they feel safer in a group, where there is a collective responsibility when it comes to sharing information. In general, a safe interview setting encourages students to respond more freely. Another advantage with the group interview is that the students may pursue a train of thought introduced by a peer.

The process of making an interview guide for the semi-structured focus group interview was gradual, as the first questions were made several months before the action research took place. A draft was submitted to *Sikt*, to obtain permission to conduct the interview according to the law in force related to data management. The main challenge connected to making the interview guide was that the research questions also developed constantly. Which questions do you ask if you do not know what to ask about? As the research questions evolved, the questions in the interview guide also had to change. The questions in the interview guide were sorted coarsely into main areas as attitudes to reading in general, the students' experiences with the book project, learning through reading literature, pedagogical methods, and deep learning (Appendix 3). The interview guide was written in Norwegian, as I wanted the interview to be held in Norwegian. My hope was that the students would be more communicative when speaking their native language, and to minimise potential misunderstandings. As the interview guide was set up for a semi-structured interview, I wanted the participants to add contributions beyond my planned questions, and adjacent to the ones I wished to shed light on.

3.6.6 Observation

Observation can be defined as 'systematic monitoring of behaviour or speech in natural situations. Participant observation is observation where the researcher also has a role or part in the situation, in addition to the observation' (Bryman, 2016, p. 275). The main goal of the observation was to validate the findings in the interview, and to identify if there was correlation between what the participants in the interview said and what they actually did (Krumsvik, 2019, p. 181). The observer may take notes, make audio or video recordings, or use other tools to document the observations. My observation protocol was quite simple. I wrote field notes on paper, where a dividing line down the middle separated the descriptive notes from reflexive notes.

In the following, I will give a description of the reading project, based on the teaching plan and the field notes. The project lasted for a period of three weeks, with a total of seven classes, each lasting 90 minutes, and one longer sequence lasting 180 minutes (day 6).

Day 1	<p>In the first lesson, I informed the students that we were going to read the novel <i>Educated</i> by Tara Westover. I did not say much about what the book was about, other than that education was, of course, an important perspective. In addition, I mentioned that the book is about Tara herself, that this is a memoir, and that she grew up in a Mormon community in Idaho. I briefly informed the students that they would be asked to be participants in the research project, either as observation objects, or also as participants in group interviews by the end of the project. All those present, except one, agreed to participate in both roles. The students signed the informed consent. After notifying about the practicalities of formalities of the research project, we borrowed the book in the library. Before they had the opportunity to read on their own, I informed them that listening to an audiobook while reading was an option. This could be found on our Learning Management System, Canvas. Furthermore, I talked about the differences between an autobiography and a memoir, and we talked a little bit about what Mormons are, as well as watching a video about Mormons and their characteristics when it comes to religion and way of life. After this, we briefly studied the schedule, where the students got a rough overview of how much they had to read every week to get through the book. I deliberately omitted saying anything about the fact that we had planned two assessments related to the reading, one written and one oral. This was done to not overwhelm the students on the first day. The last half hour of the 90-minute session was spent on reading. The students sat down where they wanted, most of them in the library.</p>
Day 2	<p>In the next lesson, the whole period was spent reading. The students were located in different places this time also. Two of the students, Ingrid and Katrine, were in a group study room. They commented that they liked to stop occasionally, to talk about the plot in the book. The other students sat in the classroom or in the library. Some students had certain questions about the action, for example about the time aspect. They did not quite get the hang of this with the constant jumps back and forth in time, so we spent some time unravelling this. Anne commented that she did not understand everything, but when we talked through the plot of the first few chapters, it turned out that she had a very good understanding of the content anyway, much better than she thought herself.</p>
Day 3	<p>I started the class by asking if anyone had any questions about what they had read, which they had not. I did not want to deprive them of reading time if they wanted to spend the time on this. I also asked what the status was in terms of the progression of the reading. Most of the students were up to speed. Daniel was a little worried that he was lagging with his reading, partly because of his part-time job. He commented that it was hard to concentrate on reading, as there were constant mobile phone interruptions, where he had to check different social media. He eventually became more positive, by saying that he must not get hung up on all the details he does not immediately understand, and that he uses the audio file while reading himself. He was more elated after this conversation. The others were mostly on schedule, except Gro and Line. Lars kept looking at his phone. My impression is that he received little context in his reading and has also come relatively shorter than most others. Tom, by the way, was sent home, as he was sick.</p>

Day 4	By now, most of the students had read up to the middle of the book, roughly. I started the class by drawing up a simple family tree of the Westover family. The purpose was to clarify who is who, and to highlight the age difference between the different siblings. The whole class joined in a conversation about what the parents and siblings are named and what the age difference was between them. In this discussion, we discussed a bit what characteristics some of the characters had. We got into the fact that it seemed like there was a kind of split in the family. One side was more friendly towards public services, such as health care and schools, while the other was more sceptical of public services in every possible way. In this discussion, we also touched on this by saying that one half, those who are sceptical of the public, are referred to by pseudonyms in the book. One of the students commented that this was to protect themselves from the content of the book that was not so beneficial to them. Another student talked about how she envisioned Shawn, as he was central to what they had just read. I then informed him that Shawn's real name is Travis, and I also showed a picture of him. The reason I did this was that I wanted to point out that it is generally difficult to find out very much about several of the people by looking online. It is not difficult to find out the name of the father in the family. In the book, he is referred to as Gene, while his real name is Val. However, it is much more difficult to find photos of the various people. In addition to discussing some of the characters in the book, we talked about the setting. The point of this is that we need to practice using literary terms, as this is important knowledge for the exam in English.
Day 5	We started the class with a conversation about whether one can trust one's childhood memories or not. Some of the students made interesting observations about this. However, too few were really involved in the discussion. This is a recurring problem during these hours of the morning. It is a completely different vibe than in the lessons late in the day. I briefed about the imminent writing assignment in the long session on Friday. The essence of this was that they were to write a coherent text based on seven given bullet points about the book. It should be mentioned that the plan was that on Friday they would not be completely finished reading the book, but that this was not a prerequisite for answering the task well.
Day 6	In this session, the students wrote a coherent text based on seven bullet points, where they selected four to six of these (Appendix 4). Students only had access to a limited selection of websites by logging on to a dedicated exam network. Two of the students had previously asked to sit in separate group rooms in connection with the classroom. The session went very smoothly, without many questions about the practicalities.
Day 7	The students had to finish reading the book for this session, and it turned out that everyone had done this. They had been assigned to find at least two sentences or quotes from the book, which they found interesting in some way. These had to be printed in two copies, so that it became easier for everyone to read the quotes. Both of us teachers were involved in the session, and the class was split in two. In turn, the students presented their quotes, and then we discussed what these could mean. We spent 90 minutes on this discussion, only interrupted by a short break halfway through.
Day 8	Conducting the group interview.

Tabell 5: Reflective teaching log

3.6.7 Conducting the Group Interview

The interview was conducted at the end of the book project, immediately after finishing reading the memoir. As mentioned previously, the students did not know whether they would be selected for the interview or not until a week before the set date. Six students were selected, but one student turned ill on the day, resulting in five students attending the interview. The selection of participants to the interview was done based on several criteria. First and foremost, I wanted the group to be representative for the class as a whole. Therefore, examples of criteria for selection were gender, age, and language proficiency. In addition, I observed the students' attitudes towards reading during the project, and I also had to try to find the students who would be talkative. The five selected students are presented in chapter 5, 'Findings'.

The five students were informed that the interview would take 60-75 minutes and reminded that this was a part of the data collection for my master's thesis. Before the actual interview commenced, I informed the participants that I did not seek any correct or proper answers. However, my intention was to get the students to answer honestly, and not think of any consequences of any sort because of their responses. It was also mentioned that I had prepared a set of questions, but that they may add other perspectives than the ones I was thinking of. They should take their time to think through their answers before responding, and to ask if anything was ambiguous. The students were notified that the interview would be recorded, and that the conversation would be transcribed. The recorded files would be deleted when the master's project comes to an end.

The interview was recorded using a designated recorder borrowed from NTNU. The recorded data were immediately transferred to an encrypted hard drive and then deleted from the recording device. The transcription is stored on the researcher's work-computer, which is secured with a password. The document containing the codes used to identify the persons participating in the interview is stored on paper only.

3.7 Reliability

Deep reading and literacy have gained increasing attention in recent years due to the widespread use of digital technologies and the internet. Qualitative action research is a useful approach to explore and understand the challenges and opportunities of deep reading and literacy. However, reliability is a significant challenge in this type of research, particularly when the researcher is also the teacher in the English class. As Church et al. comment: 'How can researchers assure readers that their conclusions are not subjective or biased in some way?' (Church et al., 2019, p. 2).

The chosen methods in this qualitative action research project are observation and a semi-structured interview. Observation involves the systematic recording of behaviours, actions, and events in a natural setting (Creswell & Poth, 2018, pp. 95-97), while the semi-structured interview allows the researcher to collect detailed and in-depth information on participants' experiences and perspectives (Rubin & Rubin, 2005, p. 130). However, the reliability of these methods depends on several factors, such as the observer's biases and the quality of the interview questions (Creswell & Poth, 2018, p. 367). In this study, I had a few pre-conceptions regarding the students' learning outcomes related to deep learning. My predispositions mainly concerned the correlation between reading proficiency and deep learning. These predispositions were based on hands-on experience as a teacher through twenty years, and as a pupil and student for just as many years before that. My assumption was that the highly proficient readers are more inclined to reach deep learning. Moreover, the researcher's subjective interpretation of the data may also be influenced by their prior knowledge and beliefs about deep reading and literacy (Braun & Clarke, 2006).

Another significant challenge in this qualitative action research project is the potential impact of the researcher's role as a teacher on the data collection and analysis. As the teacher, the researcher has a pre-existing relationship with the participants, which may affect their responses to the interview questions and their behaviour during observation (Braun & Clarke, 2006, p. 80). Positioning is vital, as biases, values and experiences may affect the study. I have been the participants' English teacher for at least half a year when the study started, so I already knew a lot about the students' level of proficiency, their motivation and attitudes, learning difficulties, as well as challenges a few of them have on a personal level. The advantage is evidently that the background information enabled me to understand the students on a deeper level. At the same time, being both a teacher and a researcher at the same time brings along challenges and might influence the results in the study. The students may potentially modify their behaviour and answers to achieve better marks. However, one of my most important principles as a teacher is to build strong relations to my students, and I encourage them to be honest in every aspect of their behaviour, which entails being both positive and negative.

To address these challenges, the researcher must establish a rigorous and transparent approach to data collection and analysis. This includes developing clear and specific observation and interview protocols, minimising the potential impact of the researcher's role as a teacher by using a neutral tone and avoiding leading questions, and conducting member checks to ensure the accuracy and validity of the data (Creswell & Poth, 2018, p. 201). Additionally, the researcher must acknowledge their subjectivity and biases in the research process and engage in reflexive practices to reduce the potential for personal bias (Braun & Clarke, 2006).

Reliability can be enhanced if the researcher obtains detailed fieldnotes by employing a good-quality tape for recording and by transcribing the tape (Creswell & Poth, 2018, p.

209). The quality of the recording of the group interview is clearly pleasing, and there is not much room for unambiguity regarding what is uttered. However, the transcription is edited to make the statements more readable, and for more conciseness. This transcription method, called intelligent verbatim transcription, means that fillers and repetitions are omitted and the language is cleaned up to make the text more readable (Hennink et al., 2020, p. 177).

In qualitative research, coding the qualitative data to identify themes and relationships between them is of the essence. To improve reliability, multiple coders is a measure which ensures intercoder reliability (Kurasaki, 2000). Using multiple coders was not practicable in this project, however, so this could be a potential drawback in relation to reliability.

In conclusion, the reliability of a qualitative action research project about deep reading and literacy is challenging, particularly when the researcher is also the teacher in the English class. However, by establishing a rigorous and transparent approach to data collection and analysis and engaging in reflexive practices, the researcher can minimise the potential impact of their role and subjective interpretation of the data.

3.8 Validity

Action research is a type of research methodology that aims to bring about practical improvements in a particular context through a cycle of inquiry, action, and reflection (Bradbury, 2015). Validity is a crucial aspect of action research, as it ensures that the findings and conclusions are accurate and reliable. However, several challenges can affect the validity of an action research study, including reactivity, the 'Hawthorne effect' and the 'Pygmalion effect'.

Reactivity refers to the phenomenon where participants modify their behaviour or attitudes in response to being observed or studied (Creswell & Plano Clark, 2011). In an action research study, reactivity can occur when participants become aware that they are being studied, leading them to alter their behaviour or provide socially desirable responses. This can potentially compromise the validity of the findings, as they may not accurately reflect the participants' true attitudes or behaviours.

To address the challenges regarding validity, action researchers can take several steps. A variety of data collection methods to triangulate their findings can be used, which can help to reduce the influence of reactivity (Creswell & Plano Clark, 2011). Additionally, researchers can use techniques such as member checking to ensure the accuracy and validity of their findings (Reason & Bradbury, 2008).

The Hawthorne effect is a form of reactivity and is consequently a challenge to validity in action research. This phenomenon refers to the tendency for individuals to modify their behaviour or performance in response to being observed or receiving attention (Brannigan & Zwerman, 2001, p. 55). In an action research study, the Hawthorne effect can occur when participants improve their performance simply because they are being studied, rather than due to the intervention itself. This can make it challenging to determine the true impact of the intervention and can compromise the validity of the study.

Before initiating the reading project, the students were informed about the formalities regarding the project, and the fact that they were to be scrutinised, both through observation and a forthcoming group interview. My impression was clearly that the students took this very seriously, but they did not seem to alter their demeanour whatsoever, compared to how I as a teacher knew them from before. It seemed as if they forgot that observation was a part of the study, and even if I explained this extremely thoroughly in advance of the project, I deliberately did not mention this aspect during the ongoing project. However, I did call attention to the fact that some of the students were to be nominated for the group interview. I reminded the students about this at a few times, and the students did not know if they would be elected until just a few days before the actual interview. My impression as researcher, was that the students felt honoured by being potential interview objects. They seemed to be taken seriously by being included in a study, especially through being a possible interviewee. That said, I could not see any substantial changes in the students' behaviour at all. The Hawthorne effect did not manifest itself particularly.

The Pygmalion effect, also called the 'Rosenthal effect', refers to the fact that students tend to live up to what is expected of them (Chang, 2011, p. 198) . When informing the students ahead of the project, I was quite clear about my expectations to the students. It was crucial for the study that the learners acted as regular. As expected, this effect was perceived as a minor problem, as the students behaved and performed as usual.

In conclusion, action research can be a powerful tool for bringing about practical improvements in a particular context. However, it is essential to be aware of challenges such as reactivity, including the Hawthorne effect and the Pygmalion effect, which can compromise the validity of the findings. By taking steps to address these challenges, action researchers can help to ensure that their studies are both reliable and impactful.

3.9 Ethical considerations and limitations

Ethical considerations are an essential aspect of any research study and demand the attention and awareness of all researchers. In the conduct of their research, researchers must prioritise the well-being of study participants and avoid subordinating this obligation to their desire to carry out their investigation. The attainment of research objectives does not justify any unethical means of achieving them. Furthermore, the foundation of research studies is built on trust, which demands that researchers maintain this trust by upholding their ethical responsibilities, just as they expect participants to maintain trustworthiness in the data they provide (Mills, 2007, p. 103).

Mills emphasises the importance of informed consent in action research projects. This involves providing participants with clear and accurate information about the research project, including the purpose, procedures, risks, and benefits. Participants should also be given the opportunity to ask questions and provide informed consent to participate in the project.

Maintaining confidentiality and anonymity is another important ethical consideration in the project. The researchers must protect the participants' privacy by not revealing any identifying information in any publications or presentations related to the research project (Mills, 2007).

In addition, the researchers must take steps to ensure that the participants are not harmed in any way during the research. This includes protecting their physical, emotional, and psychological well-being. For example, the researchers must ensure that the questions asked in the interviews are not overly sensitive or invasive, and that the participants are not exposed to any inappropriate content during the observations.

Respect for autonomy is also an important ethical consideration that the researchers must adhere to. This includes allowing the participants to make their own decisions regarding participation in the research project and withdrawing from the project at any time without penalty.

Action research is a type of research that stresses collaboration, reflection, and action to solve problems and improve practices in a particular setting (Mills, 2007). In an action research project, the researcher and the participants work together to identify a problem, collect data, and develop and implement solutions.

However, when the researcher and the teacher involved in an action research project are the same person, several ethical considerations become important. Mills highlights the importance of maintaining objectivity and impartiality during the research process to avoid personal biases or interests influencing the research outcomes.

In conclusion, conducting research with human participants requires careful consideration of ethical principles to ensure that participants are protected from harm and their privacy is respected. Informed consent, confidentiality and anonymity, protection from harm, and respect for autonomy are some of the ethical considerations that researchers must take into account when designing and conducting research projects.

3.10 Analytical Approach

Prior to commencing the data analysis process, it is advisable to revisit the intended goals of the research project and the research question posed. Additionally, a re-examination of the literature review is recommended to gain a clear understanding of the research problem and its objectives (Grenness, 2020, p. 64). The primary objective of data analysis is to identify and evaluate themes and patterns that can provide substantial evidence to support any claims derived from the findings in the study. The data collected from various sources should be thoroughly analysed and related to the original anticipated outcomes, while being cognisant of any unforeseen results that may be significant to the study. Conclusions drawn from the analysis should be consistent with the initial research objectives. Moreover, the literature review can serve as a crucial guide for the analysis by illuminating the gaps in the field's knowledge and what is already known. Findings should either corroborate or enhance previous literature or offer new insights into the topic. In the following, I will present the methods I have used in the analysis process.

3.10.1 Thematic Analysis

Thematic analysis is a widely used method for analysing qualitative data, including observational data and group interviews. To analyse observational data, it is recommended to transcribe the observations and identify patterns and themes that emerge from the data. In the case of a group interview, the audio recording should be transcribed and analysed in a similar manner. Braun & Clarke provide a six-step process for conducting thematic analysis, which can be adapted for the analysis of both observational data and group interviews. The steps are as follows: Familiarise yourself with the data, generate initial codes, search for themes, review themes, define and name themes and write up the analysis (Braun & Clarke, 2006, p. 87). I will briefly summarise the thematic analysis, following these six steps.

The first step in thematic analysis is to become familiar with the data. The data material was read multiple times, both observational data and the interview, to gain an overall understanding of the content and to identify any initial impressions or patterns that emerge. It is important to approach the data with an open mind, without preconceptions or biases, to be open to all potential themes and patterns (Nowell et al., 2017, pp. 4-5). One of the first things I did was to identify interesting or surprising statements made by the participants, and to highlight areas of ambiguity or confusion.

The second step in conducting thematic analysis is generating initial codes, which involves breaking down the data into smaller units and assigning descriptive labels to each unit based on its content. I chose to assign codes under the principles of open coding. According to Braun and Clarke, open coding involves generating codes that identify features of the data that seem important, interesting, or relevant to the research question (Braun & Clarke, 2006, pp. 88-89). I generated initial codes very early in the project, as my initial direction of the study was to learn more about students' perceptions of deep learning. Thus, I was interested in the relationship between deep learning and surface learning. At an early stage, I also wanted to explore the students' attitudes towards reading literature, as I had a notion that reading and literacy skills are premises for deep learning to a great extent. Examples of codes could be 'attitudes', 'interdisciplinarity' or 'teaching programme'.

The third step in the process of thematic analysis is to search for themes within the data. This step involves identifying patterns of meaning that emerge from the data and grouping

them into themes. According to Braun and Clarke, themes 'represent patterns of shared meaning across data items' (2006, p. 82). Braun and Clarke suggest that the process of searching for themes should be constant and involve several stages, including reading and re-reading the data, generating initial codes, reviewing codes, grouping codes into potential themes, and refining themes, and this was exactly my approach. Miles and Huberman (Miles & Huberman, 1994) also suggest that the process of searching for themes involves creating a codebook or a set of rules for identifying and labelling themes. The codebook should include definitions of each theme and examples of how it applies to the data. This ensures that the coding process is transparent and replicable. An example of a theme that was generated, based on the codes, was 'attitudes towards literature-based learning'. This theme could encompass codes related to the students' attitudes towards reading literature as a method of learning, such as enjoyment of reading, engagement with the memoir, or perceptions of the relevance of literature for future studies.

In the fourth step of thematic analysis, the themes were reviewed to ensure that they accurately capture the data and are meaningful. This step involves checking whether the themes are coherent, consistent, and distinctive from each other. Braun and Clarke (2006, p. 89) suggest that the review process should involve asking questions such as: 'Does this theme make sense in relation to the data?' and 'Does the theme capture a significant aspect of the data that is not accounted for by other themes?' One of the more challenging tasks linked to the analysis, was that even if most of the themes were distinctive of each other, a few of the responses from the participants were overarching, dealing with several themes simultaneously, thus making bridges between themes. In addition to checking the coherence and consistency of themes, I had to ensure that the themes were grounded in the data and supported by examples from the data (Braun & Clarke, 2006, p. 89). This process involves reviewing the data again to ensure that the themes are valid, reliable, and not influenced by the researcher's assumptions or biases.

Defining and naming themes is the fifth and crucial step in thematic analysis. It involves identifying overarching patterns in the data and creating meaningful representations of those patterns. Braun and Clarke (2006) emphasise the importance of providing a conceptual interpretation of the patterns identified, going beyond mere description to create clear and concise themes that accurately reflect the data. In line with Miles and Huberman (1994), the naming of themes required careful consideration, and some of the names were changed during the analysis, as the research questions also were slightly altered. The guiding principle for naming themes was that they could be seen in light of the research questions. The final main themes were 'perceptions of deep learning', 'developing literacy skills', and 'didactic methods', with respective subthemes. These will be presented in the table in chapter 4.

The sixth and last step in thematic analysis is to write up the analysis. This step involves synthesising the themes and their supporting evidence into a coherent narrative that answers the research question or objective (Braun & Clarke, 2006, p. 93). I chose to use quotes and examples from the data to support the analysis and illustrate the themes.

The analysis of the data material is strictly a text-based analysis of the transcription of the interview and the data from the observational field notes. The process of a thematic analysis is, paradoxically, all about trying to reduce the complexity of the data material (Jacobsen, 2005, p. 185). Following the steps of the thematic analysis, the outcome of the analysis is hopefully new insight and knowledge through compilation of the data material. The analysis is a hermeneutical method, as there is a continuous relation between

the parts and the whole. The data material from the interview constitutes the main guideline for my analysis, while the observational data adds information to the analysis, as an attempt to fill the gaps and missing links.

Kvale & Brinkmann (Kvale & Brinkmann, 2015) mention the aspect that the interpretation of the transcription is influenced by the interviewer's previous knowledge of the interviewees. The students were profiled during the reading project, collated with my already existing knowledge of their skills and attitudes. The selection of informants for the interview was primarily based on this profiling, and I thus already had preconceptions of the students even before analysing the data material. The student profiles are presented in chapter 4.

4 Findings

This chapter presents the findings from the observation, based on the field notes, and the transcription of the interview in the end of the action research project. The interview constitutes the basis for the findings, while the observational data validate the findings from the interview. Additionally, the observational data are used to identify gaps between what the informants said in the interview, and what they did during the book project.

To understand the informants' responses, it is useful to get to know them a little bit better, though. It must be mentioned that only the five students attending the group interview are presented here, as the interview constitutes the main data material. To ensure confidentiality, all the students have pseudonyms.

4.1 Who Are the Students?

Daniel is an ambitious student with clear plans for his future, regarding education and occupation. His background is from health science in the vocational training. He achieves relatively well regarding oral English skills, but because of dyslexia, he struggles more with writing. His motivation for the English subject in general is coloured by this, as he is very inspired, unless he must write longer texts. Reading is also a challenge for Daniel, even if he has a few strategies that work well for him. One of these is to listen to an audiobook while reading the written text.

Marit is also diagnosed with dyslexia, but this is not very visible at all, as she makes use of a set of strategies to minimise the negative effects. When it comes to reading, she likes to read the text without using an audiobook. She just states that it takes longer time to finish texts. Her motivation and attitudes towards the English subject are exquisite. Even though she may be extremely direct in her feedback to both her peers and her teachers, she is always constructive, with no hidden agenda. Her background is also from health science.

Ingrid is a truly dutiful student, who always perform every task to the best of her abilities, even if she both has ADHD and dyslexia. Her challenges concerning ADHD are mainly connected to attention deficiency. However, she copes well with her difficulties, as she has developed useful strategies to reduce her shortcomings both related to attention and reading and writing. She prefers to read books in the traditional way. Overall, Ingrid performs above average in school, in terms of grades.

Anne is an easy-going student, in a positive way. She hardly ever complains, except when she was told to read 'Educated'. It became apparent that she had hardly read an entire novel before. Her results in English are on, or slightly above, average. She does not like reading long texts.

Eva is a determined student who wants to perform well in school. She does very well in English, even if her ambitions are even higher than what she actually achieves. She enjoys reading literature.

4.2 Presentation of the Findings

As mentioned, the coding resulted in three main themes:

- Perceptions of deep learning
- Literacy skills and attitudes
- Didactic methods

It must be noted that the themes that originated as a result of the thematic analysis seem fairly obvious, in relation to the research questions. However, the research questions have developed and changed a great deal throughout the process of the thesis. The research questions have been continuously altered, and the interview guide had to evolve in the same direction, making the preliminary themes change constantly. Following the steps of thematic analysis, new themes occurred, as well as new connections between the themes. Consequently, I will present the three main themes I found, with subsequent subthemes. Finally, I will display a few correlations between the main themes, making reference back to the research question.

4.2.1 Perceptions of Deep Learning

Working with the topic of deep learning, it became clear to me that everything related to the analysis of the literary work had to do with deep learning. I justify this with my fundamental view in terms of understanding literature in general, which has its basis in hermeneutic theory. All our understanding of the world as such is based on previous experiences, and we take this background with us from a lived life, and through knowledge and skills in several different fields.

After analysing the data material, it became evident that the participants do not have previous knowledge about the term deep learning, or surface learning for that sake. The interviewees are not familiar with the technical language used in the educational system. This is understandable, since teachers probably do not talk about deep learning or surface learning in everyday life. When we talk about this theme, however, it becomes clear that the students themselves believe that it is more important to learn a little about everything, rather than go very in-depth on a topic. Daniel puts it quite aptly when answering questions about what is most important to learn, whether it is deep learning or surface learning:

I would rather learn a little about everything than very much about little. In general, in the classroom there are so many different interests, so many young people plan to educate themselves within various fields. It is better to learn a little about many topics, rather than learn a lot about a topic that is deep, which I may not need in the future.

Daniel does not initially think that reading and analysing a book is academic specialisation:

I do not think so, because when I read a book, I read about a topic, I learn sentence structure, how to use words, I learn to read better, I learn language better. There are so many topics related to reading a book, it's kind of not just one thing.

There are several interesting issues in this quote, which I will return to in the discussion chapter. This example is quite typical of how many of the students think about deep learning. It is a quite common perception that deep learning is solely about going very deep into a topic. In his response, Daniel touches on this by acknowledging acquiring a few different skills and knowledge by reading a work of fiction, but he does not put this in

the context of deep learning. He mentions knowledge and skills which are characteristic of the subject of English, but he does not include interdisciplinary knowledge as part of his understanding of deep learning. He is challenged as to whether there is knowledge from other subjects that can be brought in to understand the book *Educated* better. Here he points out that his background from health sciences means that he understands the extent of the physical injuries from the accidents described in the book better. However, he does not say that knowledge from other subjects is important for understanding the book. Daniel also points out that one of the most important effects of reading a book, according to him, is that he gets to practice concentrating for longer periods of time, which subsequently is valuable preparation for university studies.

Ingrid seems to have a somewhat more nuanced view of in-depth learning compared to reading a fictional text. She reflects on the fact that Tara Westover herself has pointed out that the book is not about the American Dream, which is often a topic students learn about in high school. Ingrid's interpretation of the memoir is that the most important theme in the book is about identity, that Tara struggles find her place both in the family and in society. Thus, the centre of attention is more on Tara's coming of age than her professional success in the educational system. At the same time, Ingrid draws on interdisciplinary knowledge in her understanding of the memoir:

There is a lot within the history discipline that we know something about, such as the history of the Holocaust, fascism and radicalisation, and in religion, conspiracy theories. This can give us a better understanding of what is going on in the book.

In addition to this, she points out that there is great religious freedom in the United States, due to emigration because of religious persecution in the emigrants' respective home countries. Here she puts knowledge in context, by linking previously learned knowledge together. She shows that she can put historical causes of immigration to the United States in the context of the role of religion in today's American society. In addition to this, Ingrid reflects thoroughly on the Westover family's relationship to religion, seen in light of conspiracy theories and radicalisation. She attributes some of Tara's father Gene's actions to his religious beliefs, linked to Mormonism. At the same time, Ingrid believes that a much larger part of his actions can be attributed to his unspoken mental illness. Ingrid makes several explicit references to interdisciplinary learning.

Marit highlights the importance of education as a metaperspective. She uses the example of Tara not knowing the term 'Holocaust' when she commenced studying history at university. To get a common understanding of our history, there are certain concepts one must know, to 'show respect for history', as Marit says. Marit also comments in her metaperspective that the general freedom one finds in the United States, regarding for example religion and education, can be dangerous. Religious freedom can cause children to live dangerously, in a physical sense. The Westovers do not allow medical assistance in case of accidents or illnesses. The fact that Gene and Faye, the mother in the family, do not allow the children public education, also poses a danger, perhaps not physically, but rather by privatising and individualising education in such a sense that children lack the frames of reference required to understand the world they live in. Marit also comments on the relationship between religion and the fact that the family are so-called survivalists or preppers. They intend to manage completely on their own in a long-term perspective in a possible crisis, both in terms of dealing with illnesses, food shortages and whatever else life may offer in terms of challenges. So, they do everything they can to be self-sufficient. Here Marit tries to separate the wheat from the chaff. What can be attributed to religion

and what is triggered by other social conditions? There is probably no definitive answer to this, but the important thing is the reflection.

In her open analysis of the book, Anne makes several comparisons with conditions in her own life, and differences between the United States and Norway:

Not letting children go to school, and many of the incidents that happen in their home, would have been considered child abuse in Norway. There would have been reports of concern immediately. Living like that would have been prohibited. Being severely injured in various incidents, and to be treated medically only by your parents, I don't think that is allowed here.

What is clear from the statement is that Anne is familiar with the social safety net that child welfare services Norway provide, and that this does not necessarily work in the same way in the United States. This is just another example of the students themselves seeing connections across subjects. Anne also has a nice observation on human development in her youth. Anne's impression is that:

Tara developed extremely fast, from the age of fifteen until she was seventeen. I have been thinking about the same thing myself too. If I look at a snap (visual message sent on Snapchat) from two years ago, I see that time has passed very quickly, but I notice that I have changed a lot in short amount of time.

My interpretation of this statement is that Anne finds it difficult to see her own development, and that it is easier to see this in someone else, from a distance. If, on the other hand, one takes a metaperspective, it can be easier to reflect on one's own development compared to a person in a novel or a memoir. This perception has transfer value in terms of the students' assessment of their own deep learning, which I will return to in the discussion chapter.

Eva is also particularly interested in the development of Tara's character, regarding doubting oneself and finding out who you are as a person. Tara is on several occasions in the book doubtful of her own memories, whether these are real, or if there are other family members who have the correct recollections of memories of various events in the past. Eva states that 'this doubt strengthens Tara's credibility rather than weakens it'. One might imagine that Tara's doubts about her own memories could lead us readers to not fully believing her, but Eva thinks that it works quite the opposite. Here, Eva draws lines to knowledge from the Norwegian subject, where she refers to rhetorical concepts, especially ethos, that has to do with a person's credibility. She also reflects on Gene's distrust of the government. She says that this mistrust, albeit somewhat extreme in Gene's case, is a picture of the ever-increasing polarisation in American society, which in turn leads to a weakened faith in the government among the people. Eva believes that the contempt for politicians and lack of trust in government in the USA are partly rooted in the political system, which consists of only two parties. The parties therefore become overly broad, and their respective party programmes being nuanced enough. They therefore lose many voters because they do not relate to the party programme as a whole. Eva draws lines to social studies, history and Norwegian, and seems to be particularly interested in the social criticism one can find indirectly in *Educated*, in addition to Tara's development as a person. Eva emphasises that she prefers analysis of a literature to be open, without too many regulations. She states that she loses the overall picture if she is asked to analyse based on a set of given premises, often provided by the teacher:

When you analyse a book in school, in the traditional way, you emphasise the analysis, and not so much the story itself. You pick the book apart more and deal with elements. You do not get the overall picture in the same way. If you do not have anything concrete to think about when you read a book, you often start thinking on your own, and you analyse on your own terms. It is quite a bit more interesting than concrete things that you always recognise from other texts you have analysed previously.

Here, Eva touches on an important point, which is how different instructions in an analysis task affect the students' motivation for reading. I will discuss this in detail in the discussion chapter.

4.2.2 Developing Literacy Skills

To answer the main research question, revolving around the informants' perceptions of deep learning through reading longer literary texts, it is useful to comment on the students' literacy skills and their attitudes towards reading in general. In addition, the students' reading strategies are interesting to examine, both because they directly affect their deep learning, and because the feedback related to this parameter may influence how to work with longer literary texts in the classroom in the future.

Reading literature in English is necessarily somewhat different than in the pupils' own mother tongue, even though two of the pupils are actually native English speakers. For the remaining students, however, there is a significant difference, in that some words and phrases do not immediately make sense. Most of the students placed themselves at B2 or higher on the reading skill grid in the CEFR (Europe, 2023), which I as a teacher agree with. The pupils have somewhat different approaches to increasing their vocabulary by looking up in the dictionary. Quite a few comment that they usually do not look up individual words, as this interrupts the flow of the reading, and they lose the coherence of the plot, exemplified by Ingrid: "To stop reading to look up a word pulls you out of the book, and you lose concentration". Others are afraid of losing important information, and therefore look up words more frequently in the dictionary.

Attitudes towards reading fiction are decisive for how the pupils perceive the book in question. Two of the students, Daniel and Anne, were initially not very positive to reading an entire book, while Ingrid and Eva had a more positive attitude. Marit's attitude was the most neutral of the five interviewees. These five students constituted a representative sample regarding attitudes towards reading in class. Roughly speaking, one third are negative to reading, one third positive, while the last third are reasonably neutral. When asked about attitudes towards reading books, Marit says: 'My motivation for reading depends very much on the book. Sometimes I might like to read if it is a book I have chosen myself, at the right time'. The privilege to choose her own book plays a role in her motivation for reading, and Marit is not alone in thinking this in the class. The main reason for an aversion to reading from the negatively inclined, is that it is simply both energy-consuming and time-consuming to read an entire book, exemplified by Marit's statement: 'It is very boring and tiring to read so much and think a lot, if there are difficult words and such'. Eva follows up: 'It is so much easier to binge-watch a series'. The attitudes to reading in general are reflected in the interview committee's view of reading shorter texts compared to longer texts. The two who are positively inclined to reading in general prefer to read longer texts, while the two negatively inclined prefer shorter texts.

Another element that influences the students' motivation for reading literature is the extent to which the work should be analysed, and how. Approaches to analysis was mentioned in connection with deep learning as well, and here the focus is on analysis in relation to motivation for reading. All interviewees agreed that analysis generally reduces motivation to read. Anne expresses what quite a few of her peers think about this: 'Analysis makes the main point of the book disappear, and then it certainly will not be exciting to read the book, because I have to pay attention to the boring stuff, instead of the interesting'. One does not get the opportunity to enjoy the text. Eva comments that you often think on your own terms when reading a book, and thereby analyse, which makes it more interesting than if you receive a traditional assignment for analysis, based on a number of given elements. This refers to the typical short story analysis, where the students ought to comply with a formula, where you are instructed to comment on literary devices, such as setting, characterisation, plot, structure, point of view, style, theme and so on. Marit is perhaps most pronounced that analysis in a school context can lead to weakened motivation for later reading of literature: 'I do not exactly have bad memories from analysing, but that is what I associate with reading a book'.

Although the basic attitudes to reading vary, drawing conclusions about the students' reading strategies when reading an extensive literary work, is not entirely straightforward and unequivocal. Four students out of the twelve can be categorised as dyslexic, and two of these have a negative attitude towards reading, one is more neutrally inclined, while the last pupil has a positive attitude. The two who have the most negative attitude towards reading, Daniel and Mona, chose to listen to the audiobook version while reading the traditional book. For Daniel, it worked out better to both listen and read at the same time, rather than just listening to the audiobook: 'When I only listen to the audiobook, I lose focus quickly, so by seeing the words at the same time as I hear them, it becomes easier to stay focused'. Marit, who is more neutral in her attitude to reading, also has dyslexia, but chose to vary how she read to a greater extent. She commenced reading the paper book traditionally, and later read at the same time as listening to the audiobook. Towards the end of the book, she only listened to the audiobook while doing other things. The two students who had the most positive attitude to reading, Eva and Ingrid, mainly read the physical book. Ingrid is diagnosed with both ADHD and dyslexia but chose to read traditionally because this is what she was used to. Eva barely tried the audiobook, but this was a too slow method for her, so she went back to reading traditionally. Her remedial action to stay focused reading was to buy her own copy of the book so she could write notes along the way, with small summaries and thoughts about interesting elements.

4.2.3 Didactic Methods

When designing the teaching programme for the book project, some practical issues occurred. The class started reading the book in mid-January, and the plan was to spend almost four weeks on the book project. The memoir consists of 352 pages, so the students had to read about 90 pages a week, according to a schedule laid out by the teacher. The pupils were given some time to read during classes at school, but also had to put in considerable effort at home. For the literate pupils, reading was not a major challenge, but for the pupils with reading difficulties it was, however, more difficult. Part of the reason for this is that the pupils had a number of tests and submissions in other subjects during this period, so it was not always easy to prioritise reading *Educated*. As a result, some pupils fell behind with their reading during the project period, and this in turn meant that the reading became rather exigent for some, towards the end. The consequence of this again

was that a few of these students struggled to grasp all the details and to some extent the main content of parts of the book. As Anne says: 'I only read to get to the next chapter. I am thinking about how much I have left until I am done, instead of thinking more about what I have actually read'.

In one of the sessions halfway in the project, the students had to stay in the classroom for 90 minutes, without being allowed to talk to each other, and their mobile phones had to be put away to prevent unwanted interference. The pupils reacted differently to this. Eva thinks it is liberating to have restrictions: 'It is actually a good thing. You just have to check your phone, and then you forget where you are in the book'. Ingrid agrees, as she is easily distracted by the phone, while not being able to stop and reflect with her partner Kim. Ingrid profits from these continual discussions with her partner, while reading, but at the same time she is now able to read more in less time. Ingrid: "You win some, and you lose some". A few other students seem more annoyed by the imposed ban and therefore spend as much energy being annoyed as concentrating on reading. Daniel and Marit point out that the requirement to sit completely still without communicating with each other, and without a mobile phone, is like returning to lower secondary school: "Do not talk to each other! The mobile phones must be put here! No nonsense!" For these two students, the intervention seemed demotivating. Regarding this point, the results of the interview do not fully correspond to what the observation during the teaching programme shows. A relatively large amount of time was set aside for reading the book at school. In most situations, no restrictions were placed on where the students could sit or how they grouped themselves. They also did not have limitations in terms of any distracting factors, like the mobile phone. The observation shows that all pupils, to a greater or lesser extent, were disturbed in their reading by having to check something on their phones. This had a major impact compared to how much they read in each class. Even if the mobile phone generally was intended used to look up things from the book, other distractions emerged while using the phone, and the attention was drawn more and more away from the text. It also turned out, in individual conversations during classes, that some students had challenges reproducing key content in what they had read, when I talked to them about the content. In individual conversations between me and students during the project, quite a few of them admitted that the mobile phone was a major distractor and competitor to reading.

The participants in the interview had the opportunity to provide feedback on methods that could work well in future reading projects, as a supplement to reading the book itself. Ingrid wanted to be able to present an oral presentation about the book, with a conversation in a small group, as in a Socratic seminar: "I do not write too much, but I can talk a lot and reflect orally". It should be noted that the class did something similar during the project. The class was split in two, with six students in each group. All the students had picked out two quotes each from the book, which they found interesting in one way or another. These quotes were presented to the rest of the group, and then there was a joint discussion where the quotes made a point of departure. In the following, the quotes were discussed in relation to the students' experiences, as well as applying knowledge from other subjects. All the students agreed in their assessment of this exercise, as they felt that it is easier to express their thoughts about the book by talking and discussing with fellow students. As Marit points out: 'When you write, the chance of getting out of context is higher'. Eva also suggests creating a podcast based on selected questions up for discussion. Anne comments that one of the most important things to keep her motivation up, is that the teaching is varied, and that she does not always quite know what is going to happen in the individual classes. Thus, she likes the element of surprise: 'I am much more enthusiastic when classes are varied, and when I get surprised. I dread classes

where we do the same thing every time'. This means that Anne actually appreciates that the learning management system does not always prepare her prior to the learning activities in class.

4.2.4 Connections Between the Main Themes

While finding themes when processing the transcribed text from the interview, there will always be challenges concerning their placement. Some themes merge into each other, and one must therefore find out where they fit in best. At the same time, it can probably be said that some themes overlap more than others, as they are interdependent of each other. In the following, I will therefore present an overview of some overarching themes.

As previously mentioned, most of the students in the study do not feel that they have achieved deep learning as such, but at the same time this may be because they have not fully understood the concept itself. For example, Daniel says that he has indirectly learned something about writing in English by reading books: 'When I write, I can look at a sentence and see that something is wrong, and then I sometimes know what is right, because I have read texts. So, I have learned something from reading books'. What Daniel is saying here is that he is not necessarily explicitly aware of what is grammatically correct, but that he subconsciously knows what is correct because words, phrases and sentence structures have been internalised by having read countless texts in the past. This can be a good example of how deep learning happens, and that the person who goes in depth does not necessarily notice it so well themselves, immediately. Daniel does not experience reading a book as deep learning, although he explores several themes in the book, and becomes an increasingly better language user. Marit also comments on her linguistic learning through the book project: 'You learn a little by little, in a way. It is difficult to say specifically what you have learned; you notice it over time'. Anne touches upon the same thing when she says that it is only when she looks back at lower secondary school that she becomes aware that she has developed very much, both academically and as a person. Accordingly, this can function as a good illustration that the pupils have challenges seeing that they achieve deep learning.

Critical thinking, and thus critical literacy, are closely linked to their relationship with fact-based knowledge, which can be a typical representative of surface learning. Here, the pupils agree that surface learning and deep learning are mutually interrelated. Marit perhaps expresses this best:

There is no need to be critical if you do not have anything to be critical of, but it also does not help to have a lot of factual information if you cannot be critical of whether it is true or not.

5 Discussion

The aim of the study is to investigate the students' perceptions of deep learning, and how their attitudes towards reading, as well as their reading strategies, affect their deep learning. The action research model suggests that all participants of the study will contribute to improve the action at issue. The students have contributed with valuable feedback to me as a teacher, with the intent of improving the teaching programme for future use. To emphasise the important role of the students, I will claim that the students not only provide feedback to me as a teacher, but they also actually provide feedforwarding, as they share constructive thoughts as we go in the project. However, the main point of view in this section is from the teacher and the researcher.

5.1 Perceptions of Deep Learning

Based on what the students said about their perceptions of their own deep learning, it may appear as if they are not too aware of the concept itself. They simply do not seem to fully understand what deep learning implies. This is not at all surprising, as my experience as a teacher is that most teachers also have a somewhat vague picture of what exactly lies in the concept of deep learning. Since this is understood differently by many teachers, there is also an even greater chance that the students will not be presented with a clear definition through the different teachers they have in different subjects.

At the same time, it seems like the pupils have actually achieved deep learning in the reading project, to a much greater extent than they realise themselves. My experience as a teacher is that they have gone in depth, among other things by being able to draw on experiences and knowledge from other subjects when they relate to the text and in the analysis of this. A good example of this is the reflection Ingrid had on the importance of knowledge from history and religion, seen in the context of the subject of English. When she is made aware of it, she immediately sees that interdisciplinary knowledge gives her greater insight into the book they are reading. It is important to note that this is not a new way of acquiring knowledge in school. Seeing connections between subjects and applying experiences from your own life have always been vital ingredients in finding meaning in literature. However, LK20's accentuation of deep learning has illustrated that teachers must be more aware of the characteristics of deep learning and surface learning. In addition, LK20 is filled with clear incentives of making room for deep learning at the sacrifice of surface learning. Fewer competence aims, the introduction of interdisciplinary topics, and a clearer connection between competence aims in subjects make room for deep learning.

Strangely enough, some of the interviewed students seemed to prefer surface learning to deep learning. As I see it, this can be traced back to the dichotomy presented by Dahl & Østern (2019); is there really a difference between surface learning and deep learning? If there is a difference, where is the dividing line? At the same time, the statement made by Daniel, where he says that he prefers to learn about as many things as possible, rather than learning about few topics, is quite interesting. The implication in the statement is that he prefers to learn basic skills, reading, writing, oral skills, digital skills and numeracy. By

preferring surface learning, he also prefers factual learning. However, the tendency in school is that teachers performing traditional lecture-based teaching is decreasing. Teachers are more academic supervisors and facilitators for the students' learning, and this prepares for a more dialogue-based teaching, where the higher orders of Bloom's taxonomy are more in play, thus facilitating deep learning. A possible reason why Daniel promotes surface learning, could be that it is more tangible. He claims that factual knowledge can come in useful totally unexpectedly. This is not wrong by any means, but the fact that he has acquired the ability to apply knowledge from diverse fields of expertise, and make use this expertise, will with no doubt be much more useful in his future work life, in line with the framework of the 21st century skills (Comfort, 2015). He claims that studying a topic in-depth, as for example the memoir, will probably not be applicable when he is going to study in the university, except for the useful practice of concentration and persistence. This exemplifies the need to justify the reasons for deep learning as opposed to surface learning. Teachers must explain why practising reflection and analytical skills are even more useful than learning factual information. Not only teachers should emphasise that learning to learn is extremely important for the students' higher education and work life. School counsellors also play a prominent part, and students in upper secondary school ought to meet students at universities, as well as educators, early in upper secondary school.

In the process of reading the book *Educated*, the class took part in several activities related to analysis. We discussed character development in class, possible themes and so on, but we never used a formula for any analysis. When writing an analysis of a written work, like a short story, novel or a memoir, all the students commented that following a recipe is limiting, and quite demotivating. They preferred to approach the memoir more openly and focus on the features each of them found interesting. This did not result in a constricted analysis, though. A few of the students mentioned scaffolding formulas for literary analysis used in the Norwegian subject as examples of demotivating tools. Following the steps in such a recipe for analysis reduced creativity, even if scaffolding tools could be helpful as a check list. Towards the end of the reading project, when the students had finished reading the better part of the book, they had a written assignment, where the task was to write a coherent text, revolving around four to six bullet points provided (Appendix 4). These writing prompts did not include any guidelines concerning the use of literary devices, but the essays did display a variety of literary devices, nevertheless. My impression is that the students showed signs of deep learning through their writing, as they had to reflect on connections in the English subject, and across subjects. When Ingrid discusses possible themes in the memoir, she points out that it can be described as the quintessence of the American Dream, but at the same time it is more in the direction of finding an identity, who Tara really is. This could be one indicator of deep learning within the subject. When she discusses themes using knowledge about Mormons, from religion classes, or about holocaust, from history classes, she uses knowledge across disciplines to understand important themes in the book. At the same time, it must be noted that the students did not only acquire deep learning. There were also bits and pieces of surface learning. Very few students knew where the state of Idaho was located on the map, and just as few knew much about Mormonism at all. These are just examples of surface learning, but they illustrate that surface learning and deep learning are mutually dependent, as explained by Marton & Säljö (1976). There is always an element of surface learning in deep learning.

One measure that can easily be taken to achieve deep learning in the English subject through interdisciplinarity, is to provide more open assignments, both written and orally. In the final oral exams, such open tasks are quite standard, and students often use

knowledge from other subject areas to answer the given task. During the school year, the tendency is that most assignments are more limited, where the aim is to get the student to show knowledge that is narrower, fitted for one or a few competence aims.

As the analysis of the memoir is based on a hermeneutic approach, without too many instructions about what to focus on in the book, the students often bring interesting perspectives to the table. Anne's observations concerning Tara's developing identity can be seen as signs of deep learning. Literature can function as a window to the world, where the reader can observe a character's growth as a human being. Tara progresses by leaps and bounds as a human, in her formative years. As Anne discusses this, she gets increasingly aware that her own progress is comparable, as she has also taken tremendous steps in her own development the recent years. This is in line with the role of literature as a mirror, where we see our own lives in the reflection of the written word. Literature thus functions as a means to understand oneself, and this requires deep insight, in line with Gadamer's *Truth and method* (2004).

As a teacher, I prefer the hermeneutic approach to analysis of literature, but there are a few challenges associated with this. One of these is that the public exam may require that the students are familiar with a wide variety of literary devices. Evidently, not all literary devices are relevant for all texts, and even if they are, they may not be included in the student's analysis, as they find them irrelevant. The solution to this is to teach literary devices in other settings. As previously mentioned, one of the most important objectives related to reading literature, is to learn the students to love reading, and to continue reading as adults. This is comparable to the curriculum of physical education, which encourages to lifelong joy for physical movement, and an active lifestyle (Kunnskapsdepartementet, 2020). The point of mentioning this is that analysis is important, also when reading a memoir, but it should not ruin the students' reading experience. Consequently, teaching literary devices can be more efficient in relation to shorter text, as short stories or poems.

Critical thinking is a crucial aspect linked to deep learning. One of the most interesting aspects in *Educated*, according to the students, was linked to trustworthiness. Whose memory can we trust, as readers? The students were aware of the fact that we tend to trust the narrator more, as a general rule, especially in this type of text, where Tara recounts her lifetime. When Tara distrusts her own memory, it adds to her reliability as narrator, according to the students. That said, some students mentioned that we should not believe Tara and her version completely, as the other family members are unable to defend themselves. Some students sought information about the Westovers on the internet, after having finished the memoir. This resulted in discovering arguments between Tara and other family members about incidents mentioned in the book, resulting in a slight change of their take on Tara's trustworthiness. Furthermore, the students found a few pictures of some of the Westovers on the internet, for example Tara's brother Shawn, who they had a quite negative impression of. As a result of seeing that Shawn's complexion apparently was much more good-natured than their impression was through reading the book, they seemed to be more forbearing when it comes to his seemingly evil purposes. This could be an illustration of how the students applied hermeneutics, by continuously altering preconceptions (Ricoeur, 1976).

Discussing possible themes could be used as an example of how analysis can be seen as a motivating activity for students, when relying on hermeneutic principles. This literary device was examined when the class was divided into two groups, discussing interesting

quotes from the book. Eva and Marit set up a dialogue about the validity of their own interpretations. Tara states the following in the author's note:

This story is not about Mormonism. Neither is it about any other form of religious belief. In it there are many types of people, some believers, some not: some kind, some not. The author disputes any correlation, positive or negative, between the two (Westover, 2018, p. x).

The debate revolved around several possible main themes in the memoir, from identity to the importance of education, the power of memory, abuse of power and religion or radicalism. The point is that both Eva and Marit was getting more and more hesitant, as they explored different themes, so I had to pause the debate, to adjust the students' understanding of themes. The short version of this is that as long as the students can ground their theories about themes in the text, they can be quite free and open in their interpretations. This is of course not groundbreaking research, but the point is that this simple explanation made the students a lot more confident when pronouncing their ideas about themes, and they commented that it is motivating to interpret literature this way.

5.2 Developing Literacy Skills

As mentioned previously, deep learning and literacy skills are mutually dependent to a large extent. The new subject curriculum for English 1 and English 2 have competence aims that are relatively open, in the sense that the teacher has freedom to choose a wide range of approaches to language learning, as well as methods. Nearly all competence aims may be related to reading to a certain degree. So, what do the findings in the data material reveal about literacy skills?

The students' attitudes towards reading literature differed considerably. The reasons for this are obviously many. For the first, the students who had no previous positive experience reading a novel were more negative to reading literature in general. One of the students, Anne, claimed that she had never read a novel, and the main reason was that she had found reading literature boring. Anne does not have any challenges when it comes to the technical aspect of reading, so there are other reasons to her negativity towards reading. Of course, to resort to social media and on-demand streaming is becoming increasingly accessible, so why should young people read literature, which requires more of the reader? Reading literature takes time, and you do not get the instant gratification social media or TV gives you. Even though it is not this thesis' main focus of attention, it is a fact that reading literature brings along an added value. Reading can reduce stress, it can improve your vocabulary and understanding of syntactical structures and enhance your critical thinking, among a multitude of other benefits. As I see it, the most prominent of the qualities of a book can be illustrated by this quote by Paulo Coelho: 'The book is a film that takes place in the mind of the reader. That's why we go to movies and say, "Oh, the book is better"'. A film is already interpreted to a large extent by the director, like processed food, while the book represents rougher and more unprocessed material, leaving more of the brainwork to the reader. Anne mentioned that she had commenced reading novels a few times, but she did not finish any of them. My interpretation of this is that she had not been introduced to first-rate literature, adapted to her technical reading skills, and her mental faculties. However, there is one other factor that is even more crucial; the book must be motivating and interesting to read. Thus, the book must hold literary qualities. Consequently, teachers and librarians, as well as parents, have a momentous mission when it comes to recommending literature to students. Moreover, the job is only halfway accomplished when using literature in school, as the teaching must create motivation for reading rather than reducing it. I will come back to this in the next section.

Anne commented that her main reason for not reading literature was that it is energy-consuming. The same can be said about the students who struggle because of dyslexia or other diagnoses, as they spend so much energy on the decoding process of reading, so that the understanding of the meaning content is impaired (Fawcett, 2002). The students who used the audiobook in combination with the traditional book reduced this effect to some extent, though. In addition, the use of audiobook combined with the traditional book for the dyslectics in class, had a positive effect regarding their attitudes toward reading as well. The reading process took less of their energy, and the written word made more sense in combination with listening, functioning as scaffolding.

The findings concerning EFL reading are interesting. Only one of the interviewed participants, Marit, thought reading literature was more demanding in English than in their native language, Norwegian. On the contrary, Ingrid and Eva mentioned that they prefer reading in English, as Norwegian is very direct and embarrassing, for example when it comes to expressing feelings. Based on what the participants express about EFL reading,

the borders between their mother tongue and English are becoming increasingly obscure. The effect of the students being immersed in the language, through extensive use of streaming services, social media and the Internet, are extremely positive and help reducing the amount of necessary interaction between L1 and L2 (Koda, 2007). Some students preferred to look up words in the dictionary occasionally, while a few used it more frequently. Each student must find their own balance to this, to maintain the reading fluency, and at the same time fathom what they read.

5.3 Didactic Methods

One of the distinctive features of deep learning is the ability to apply knowledge from different subjects or disciplines. The findings demonstrate that the students see connections between subjects, to create meaning in the literary work they read. When examining various themes in the book, Ingrid points specifically to what she has learned about conspiracy theories, in religion and history classes, and about holocaust, seeing connections between disciplines (Moran, 2002). These are just examples, among many other interdisciplinary connections. Based on experience, this is the most tangible approach to interdisciplinarity when reading novels in the English classes. The preferential method of working with interdisciplinarity in school is to set the timetable aside for a period of time, and let the students work on a project including competence aims from several subjects, in combination with an interdisciplinary topic from the core curriculum. However, there are a few practical challenges, and the short version is that these projects are rare. To include the reading of a longer literary work in such a project takes too much time, as the projects never last for more than a week. As I see it, reading a book in connection with an interdisciplinary project could only be done as preparation or supplementary work. This means that working with interdisciplinarity must take place within the English subject predominantly. The main obstacle hindering longer interdisciplinary topics is the public exam. Even if the curriculum has changed substantially the last few decades, the exam system has changed less. The consequence is that most teachers cling to their own subjects, defending the subject-specific competence aims, to ensure that the students are prepared for the exam. Another obstacle to such interdisciplinary projects is that the administrative systems, taking care of the teachers' timetables, seem to discourage interdisciplinarity, making the organisation of the projects increasingly more difficult. Teachers can come with the best intentions to projects, being flexible, but the systems now and then bring along conditions that obstruct collaboration across disciplines. This is a too big debate to elaborate on now, though. Anyway, working with interdisciplinarity is evidently in your own subject.

There are dilemmas concerning how much time to distribute to a reading project. There is always a balance between making the teaching programme efficient, demanding a lot from the students, and providing enough time to reduce stress, without reducing the students' learning outcome. In this reading project, there are a few factors that could have been modified to improve the learning experience as a whole. Some of the students did not distribute the reading well enough, even if the teacher provided a tentative schedule. Reasons for this were complex, such as accumulation of extracurricular activities in periods, or tests in other subjects at school, which were prioritised rather than reading a memoir. Marit explains that she was in too big a hurry reading the last few chapters, and she missed out on crucial meaning. A reading project should thus be planned together with the other subject teachers, to avoid that too many tests or assignments are scheduled in the project period. Your own schedule ought to be flexible as well. Unexpected things will occur during the project, and you will have to change your plans. The most important success factor here, as I see it, is to have a strong relationship with the students, so that you understand their life situation, both academically and privately. Also, the students need to feel confident, both on each other and you, as teacher. This opens for a better communication during the reading project, and in class in general. Even if you have a tentative schedule for the project, you should always be open for suggestions from the students. If you involve the students in both planning and execution of the book project, you will possibly get more motivated students. This also includes planning what to assess during and at the end of the project, and how to do this.

How much do you need to plan in advance in such a project? Finding a relevant text is of course essential. The language should optimally be slightly more advanced than what they are used to, referring to Vygotsky's zone of proximal development (1978). Finding a novel with an interesting plot is also crucial. Even though most of the competence aims in the English programme subjects are quite open, one can strive to include as many as possible to the reading project. An example of a competence aim that can be relevant to some texts is 'demonstrate comprehension, independent reflection and critical thinking during the analysis of some current social debates in English-speaking countries' (Norwegian Directorate for Education and Training, 2020). To kill two birds with one stone and include as many competence aims as possible is a means to reduce the stress prior to the exam, both for students and teachers. Having found a text to read, and competence aims to go along, I prefer to have an open teaching programme. This makes it easier to adjust the teaching during the project, according to the needs and wishes of the students. If the teaching programme is too detailed and set in stone, I find it more challenging to deviate from the plan. The advantage of this method is that I am in the clear as teacher, having a sense that I really have done what I am supposed to. However, this is all about control. In general, I think the students profit from the fact that I as a teacher do not have control all the time. In some ways you take back control when it is time for formal assessment of the students. As long as the competence aims are well known for the students, each student can find their way to learning, and you get the chance to evaluate their learning in various formal assessments.

Some of the students commented that they thought we spent too much time reading in school. At the same time, I appreciated this very much as a teacher, as I had time to talk to the students, one at a time, or in small groups. This is a fine way of performing formative assessment. In these learning conversations we could focus on for example literary devices or language issues. These situations are invaluable both to map the students' understanding of key elements, as well as feedforwarding, so that the students know how to attain their academic goals in the subject. In addition, you get the chance to observe each student's reading strategies, and you get to advise them so they can become more powerful readers. As an example, some of the students were strangely not too aware of how much they were distracted by their mobile phones. When the teacher suggests that they may reward themselves by reading non-stop for half an hour, and then spend five minutes using the mobile phone before continuing reading, this might come with more weight than if a parent does the same.

Even if we talk about a reading project as such, reading is not the only activity involved. The other basic skills, such as writing, oral skills and digital skills, are all highly relevant. In this project, reading and oral skills were dominant, while the other two were less prominent. In retrospect, I think we should have emphasised writing to a larger extent. There was a written assignment toward the end of the project, but not too much writing except from that. The students also commented that they would have enjoyed making digital presentations, where they could share their thoughts with the rest of the class. Varying methods like this entails that the time scope of the project must be lengthened, though.

Should all the students read the same book, then? The simple answer to this is yes and no. There are many advantages of reading the same book in class, as everyone has the same references. Setting up discussions and tasks connected to the book is fairly straightforward. The sense of community is also an element, as this can be motivating for some students. However, the motivation for reading a novel could potentially be greater if

the students choose a text all by themselves, but the teaching programme entails pedagogical challenges. There are ways to solve this, but the framework is different. As teacher, you lose some control, as you seldom have the chance to read all the works the students read. My personal conclusion is that a class can read a common novel and a novel of one's own choice. Even if it is time-consuming, the benefits are so many.

To summarise the discussion, the students have an essential role in deep learning, as they provide valuable feedback and contribute to improving the teaching programme. The hermeneutic approach is a favourable method related to reading literature, as it opens for interpretations that put interdisciplinarity to use. In addition, providing open tasks will also allow the students to apply knowledge from different subject areas. However, teachers need to explain the benefits of deep learning to the students, such as developing reflection and analytical skills, and how these skills are crucial for higher education and future work life.

6 Conclusion

The purpose of this study was to explore the perceptions of students attending English programme subjects in upper secondary school regarding their own deep learning through reading literature. A secondary research question revolved around the students' attitudes towards reading, as well as their reading strategies, and how these affected their deep learning. The combined class, with twelve students attending both English 1 and English 2, read Tara Westover's memoir *Educated*. The study employed an action research approach, including observations during a reading project and a semi-structured focus interview with five students. The teacher served as both the researcher and instructor during the study.

The action research cycle is now at its fifth step, where it is time to develop a plan for future reading projects, to obtain deep learning. The data material is organised, and subsequently analysed and interpreted. Now, the experiences in this reading project and their relations to existing studies and theory will lead to a few implications for future projects.

This study contributes to the existing research on deep learning and literacy by shedding light on students' perceptions and attitudes within the context of an English programme subject in upper secondary school. It underscores the need for educators and researchers to recognise and bridge the gaps between students' and teachers' conceptions of deep learning. By addressing these disparities and incorporating student perspectives, educators can design more effective pedagogical approaches to promote deep learning through literature.

An implication of the study is the necessity of promoting awareness of deep learning as opposed to surface learning in the classroom. The findings of this study revealed a divergence in understanding deep learning between the students and the teacher. It became evident that the students were not fully aware of the concept itself. This lack of understanding is not surprising, as many teachers also seem to have a vague understanding of deep learning, which stems from the lack of a clear definition across the research field. The Norwegian Directorate for Education and Training have provided an interpretation of deep learning which functions as a somewhat clear-cut definition for schools in Norway, though.

Another implication concerning the term deep learning itself, is that through examining the theories that form the basis for LK20, it is evident that sociocultural learning theories are given less than their fair share compared to cognitive learning theories. Thus, LK20 seems to emphasise the cognitive aspect of deep learning, which focuses on the individual's knowledge, and how they construct meaning. This individual approach stresses how learners acquire and organise information internally. The sociocultural approach to deep learning, on the other hand, highlights the idea that learning is a social and collaborative process. This approach to deep learning is not as eminent in the basis of knowledge for LK20. Even if this is recognised, teachers should still pay as much attention to the sociocultural aspect of deep learning as the cognitive, in the classroom. Learners who engage in problem-solving and interaction with others, preferably peers or teachers who

are more knowledgeable than themselves and can function as scaffolding, will have excellent conditions for deep learning.

The study also explored the students' development of literacy skills. Moreover, the study emphasised the significance of addressing student motivation for reading literature, as it directly affects their engagement and deep learning outcomes. Attitudes towards reading literature varied among the students, with some displaying a negative perception due to previous boring experiences or the allure of instant gratification offered by social media and streaming services. However, reading literature offers unique benefits, including stress reduction, vocabulary improvement, and critical thinking enhancement. Teachers, librarians, and parents play crucial roles in recommending and promoting literature that is motivating and interesting to students. First and foremost, school ought to function as a counterweight to powerful trends in society, which can be perceived as adversaries to reading literature.

To enhance future reading projects with the goal of facilitating deep learning, increased student participation in both planning and execution is recommended. This empowers students and fosters a sense of ownership and investment in their learning process. Additionally, allocating sufficient time and allowing flexibility emerged as crucial factors for successful reading projects. Providing open tasks connected to formal assessment is recommended, as this gives room for interdisciplinarity and deep learning.

However, it is important to acknowledge the limitations of this study. Firstly, the sample size was relatively small, consisting of five students participating in the interview, and twelve students in the class, which may limit the generalisability of the findings. Additionally, the study solely focused on a specific memoir, *Educated* by Tara Westover. Therefore, further research could explore different literary genres and texts to gain a more comprehensive understanding of students' perceptions of deep learning.

Furthermore, future studies could investigate the impact of various instructional strategies and interventions on students' attitudes towards reading and deep learning. Comparisons between different age groups or educational levels could also provide valuable insights into the developmental aspects of deep learning through literature.

Overall, this thesis contributes to the growing body of knowledge on deep learning and literacy, emphasising the importance of student perspectives, motivation, and awareness in fostering meaningful learning experiences. Hopefully, it offers valuable implications for educators, encouraging them to involve students in the planning and execution of reading projects while promoting a deeper understanding of the learning process. By addressing the limitations and pursuing further research, we can continue to refine pedagogical practices and enhance students' deep learning outcomes in the field of literacy education.

Finally, I will illustrate my own view of deep learning by quoting Tara Westover, and simultaneously encourage and recommend you to read the memoir *Educated*: "I don't think getting an education should be about making a living. It should be about making a person" (Conroy, 2018). The quote can function as a metaphor for the relation between the core curriculum and the subject-specific curricula in LK20, as there is always a mutual dependency. The core curriculum's main aim is to develop the student as a human being with good values, while the subject-curricula take care of the purely academic aspect. Academic learning cannot be separated from social learning.

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Appendices

Vil du delta i forskningsprosjektet

«Dybdelæring, lesing og tverrfaglighet i engelsk programfag»?

Dette er en forespørsel til deg om å delta i et forskningsprosjekt som omhandler dybdelæring, lesing og demokrati og medborgerskap i engelsk programfag. I dette skrivet vil du få informasjon om hva det innebærer.

Formål

Dette forskningsprosjektet er en del av studieprogrammet «Master i fagdidaktikk, studieretning engelsk og fremmedspråkdidaktikk» ved NTNU, Trondheim. Formålet med prosjektet er å undersøke lærere og elevers holdninger og forståelse av dybdelæring ved lesing av lengre litterære verk. Datamaterialet samles inn gjennom semistrukturerte dybdeintervjuer av lærere og elever. Det vil i tillegg bli gjort observasjoner av elevene i klassen, samt læreren jeg deler faget med.

Hvem er ansvarlig for forskningsprosjektet?

NTNU er ansvarlig for prosjektet. Karina Rose Mahan er prosjektleder.

Hvorfor får du spørsmål om å delta?

Utvalget av informanter er basert på at du enten er elev i et av programfagene i engelsk i videregående skole, eller at du er engelsklærer i videregående skole.

Hva innebærer det for deg å delta?

I dette prosjektet vil datainnsamlingen foregå gjennom dybdeintervju, og du vil få spørsmål om | dybdelæring, lesing og tverrfaglighet. Om du velger å delta i prosjektet, innebærer det å samtykke til å bli observert i klasserommet, over en periode på om lag en måned, i forbindelse med lesing av boka. Om du blir bedt om å stille som informant til intervju, må du også samtykke til dette. Da kan du bli bedt om å stille til et gruppeintervju, som anslås til å vare i om lag 45 minutter.

Det er frivillig å delta

Det er frivillig å delta i prosjektet. Hvis du velger å delta, kan du når som helst trekke samtykket tilbake uten å oppgi noen grunn. Send meg ei melding eller snakke med meg om dette. Alle dine personopplysninger vil da bli slettet. Det vil ikke ha noen negative konsekvenser for deg hvis du ikke vil delta eller senere velger å trekke deg.

Ditt personvern – hvordan vi oppbevarer og bruker dine opplysninger

Jeg vil bare bruke opplysningene om deg til formålene jeg har fortalt om i dette skrivet. Jeg behandler opplysningene konfidensielt og i samsvar med personvernregelverket.

Intervjuet vil bli tatt opp, og datamaterialet vil bli oppbevart konfidensielt og i samsvar med personvernregelverket. Opplysningene om deg vil bare bli brukt til formålene beskrevet i dette informasjonsskrivet. Det er kun masterstudenten (Mattis) og veileder, Karina Rose Mahan, som vil ha tilgang til datamaterialet.

Transkriberte intervju vil lagres anonymt, med koding. Identifiserbare personopplysninger vil erstattes med koder som lagres i et eget dokument, adskilt fra øvrige data.

Hva skjer med personopplysningene dine når forskningsprosjektet avsluttes?

Prosjektet vil etter planen avsluttes i løpet av juni 2023. I desember 2023, vil datamaterialet bli slettet. Dette gjelder lydopptak, transkripsjoner, samtykkeerklæringer og eventuelle notater fra intervju.

Hva gir oss rett til å behandle personopplysninger om deg?

Vi behandler opplysninger om deg basert på ditt samtykke.

På oppdrag fra NTNU har Personverntjenester vurdert at behandlingen av personopplysninger i dette prosjektet er i samsvar med personvernregelverket.

Dine rettigheter

Så lenge du kan identifiseres i datamaterialet, har du rett til:

- innsyn i hvilke opplysninger vi behandler om deg, og å få utlevert en kopi av opplysningene
- å få rettet opplysninger om deg som er feil eller misvisende
- å få slettet personopplysninger om deg
- å sende klage til Datatilsynet om behandlingen av dine personopplysninger

Hvis du har spørsmål til studien, eller ønsker å vite mer om eller benytte deg av dine rettigheter, ta kontakt med:

- NTNU, ved:
 - Mattis Rønning, e-post: matro@trondelagfylke.no, telefon: 41 40 30 95
 - eller
 - Karina Rose Mahan, e-post: karina.r.mahan@ntnu.no, telefon: 93 23 13 28
- Vårt personvernombud: Thomas Helgesen. E-post: thomas.helgesen@ntnu.no, telefon: 93 07 90 38

Hvis du har spørsmål knyttet til Personverntjenester sin vurdering av prosjektet, kan du ta kontakt med:

- Personverntjenester på epost (personverntjenester@sikt.no) eller på telefon: 53 21 15 00.

Med vennlig hilsen

Mattis Rønning

Samtykkeerklæring

Jeg har mottatt og forstått informasjon om prosjektet «Dybdelæring, lesing og tverrfaglighet i engelsk programfag», og har fått anledning til å stille spørsmål. Jeg samtykker til:

- å bli observert
- å delta i gruppeintervju

Jeg samtykker til at mine opplysninger behandles frem til prosjektet er avsluttet

(Signert av prosjektdeltaker, dato)

ASSESSMENT GRID ENGLISH – CEFR

		A1	A2	B1	B2	C1	C2
U N D E R S T A N D I N G	Listening	I can recognise familiar words and very basic phrases concerning myself, my family and immediate concrete surroundings when people speak slowly and clearly.	I can understand phrases and the highest frequency vocabulary related to areas of most immediate personal relevance (e.g. very basic personal and family information, shopping, local area, employment). I can catch the main point in short, clear, simple messages and announcements.	I can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure, etc. I can understand the main point of many radio or TV programmes on current affairs or topics of personal or professional interest when the delivery is relatively slow and clear.	I can understand extended speech and lectures and follow even complex lines of argument provided the topic is reasonably familiar. I can understand most TV news and current affairs programmes. I can understand the majority of films in standard dialect.	I can understand extended speech even when it is not clearly structured and when relationships are only implied and not signalled explicitly. I can understand television programmes and films without too much effort.	I have no difficulty in understanding any kind of spoken language, whether live or broadcast, even when delivered at fast native speed, provided I have some time to get familiar with the accent.
	Reading	I can understand familiar names, words and very simple sentences, for example on notices and posters or in catalogues.	I can read very short, simple texts. I can find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus and timetables and I can understand short simple personal letters.	I can understand texts that consist mainly of high frequency everyday or job-related language. I can understand the description of events, feelings and wishes in personal letters.	I can read articles and reports concerned with contemporary problems in which the writers adopt particular attitudes or viewpoints. I can understand contemporary literary prose.	I can understand long and complex factual and literary texts, appreciating distinctions of style. I can understand specialised articles and longer technical instructions, even when they do not relate to my field.	I can read with ease virtually all forms of the written language, including abstract, structurally or linguistically complex texts such as manuals, specialised articles and literary works.
S P E A K I N G	Spoken Interaction	I can interact in a simple way provided the other person is prepared to repeat or rephrase things at a slower rate of speech and help me formulate what I'm trying to say. I can ask and answer simple questions in areas of immediate need or on very familiar topics.	I can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities. I can handle very short social exchanges, even though I can't usually understand enough to keep the conversation going myself.	I can deal with most situations likely to arise whilst travelling in an area where the language is spoken. I can enter unprepared into conversation on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events).	I can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible. I can take an active part in discussion in familiar contexts, accounting for and sustaining my views.	I can express myself fluently and spontaneously without much obvious searching for expressions. I can use language flexibly and effectively for social and professional purposes. I can formulate ideas and opinions with precision and relate my contribution skilfully to those of other speakers.	I can take part effortlessly in any conversation or discussion and have a good familiarity with idiomatic expressions and colloquialisms. I can express myself fluently and convey finer shades of meaning precisely. If I do have a problem I can backtrack and restructure around the difficulty so smoothly that other people are hardly aware of it.
	Spoken Production	I can use simple phrases and sentences to describe where I live and people I know.	I can use a series of phrases and sentences to describe in simple terms my family and other people, living conditions, my educational background and my present or most recent job.	I can connect phrases in a simple way in order to describe experiences and events, my dreams, hopes and ambitions. I can briefly give reasons and explanations for opinions and plans. I can narrate a story or relate the plot of a book or film and describe my reactions.	I can present clear, detailed descriptions on a wide range of subjects related to my field of interest. I can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.	I can present clear, detailed descriptions of complex subjects integrating sub-themes, developing particular points and rounding off with an appropriate conclusion.	I can present a clear, smoothly-flowing description or argument in a style appropriate to the context and with an effective logical structure which helps the recipient to notice and remember significant points.
W R I T I N G	Writing	I can write a short, simple postcard, for example sending holiday greetings. I can fill in forms with personal details, for example entering my name, nationality and address on a hotel registration form.	I can write short, simple notes and messages relating to matters in areas of immediate needs. I can write a very simple personal letter, for example thanking someone for something.	I can write simple connected text on topics which are familiar or of personal interest. I can write personal letters describing experiences and impressions.	I can write clear, detailed text on a wide range of subjects related to my interests. I can write an essay or report, passing on information or giving reasons in support of or against a particular point of view. I can write letters highlighting the personal significance of events and experiences.	I can express myself in clear, well-structured text, expressing points of view at some length. I can write about complex subjects in a letter, an essay or a report, underlining what I consider to be the salient issues. I can select style appropriate to the reader in mind.	I can write clear, smoothly-flowing text in an appropriate style. I can write complex letters, reports or articles which present a case with an effective logical structure which helps the recipient to notice and remember significant points. I can write summaries and reviews of professional or literary works.

Source: <https://www.coe.int/en/web/common-european-framework-reference-languages/table-2-cefr-3.3-common-reference-levels-self-assessment-grid>

INTERVJUGUIDE – SEMISTRUKTURERT INTERVJU

Problemstillinger: «Hvordan opplever elever i engelske programfag i videregående skole sin egen dybdeløring gjennom litteraturløsing?» og «Hvordan påvirker elevenes holdninger til lesing, og deres lesestrategier, dybdeløringen?»

Introduksjon:

- ✓ Velkommen og takk for at du deltar i intervjuet.
- ✓ Formålet med intervjuet er datainnsamling til en masteroppgave i engelsk fremmedspråkdidaktikk.
- ✓ Jeg ønsker å få innsikt i dine tanker om dybdeløring.
- ✓ Informasjon om intervjuet
- ✓ Intervjuet vil vare omtrent 75 minutter.
- ✓ Lydopptak vil bli gjort.
- ✓ Ta deg gjerne tid til å tenke gjennom svarene dine på spørsmålene mine. Spør gjerne hvis noe er uklart. Jeg er ikke ute etter «riktige» svar, det er kun dine egne tanker og meninger jeg ønsker å få innblikk i.

Husk:

- Samtalen blir transkribert i etterkant. Lydfilene blir slettet etter at prosjektet er innlevert.
- Vær tydelig!
- Gi tid!
- Hold det enkelt!
- Still oppfølgingsspørsmål der det er naturlig.
- Har noen spørsmål før vi starter?

Intervjuguide:

SPØRSMÅL	KOMMENTARER
Hva synes du om å lese bøker?	(Liker du å lese bøker? Hvorfor? Hvorfor ikke?)
Foretrekker du å lese flere korte tekster framfor få lengre? Begrunn svaret.	
Er det forskjell mellom å lese bøker på norsk og på engelsk?	
Hva kan du lære gjennom å lese bøker?	
Hvilke utfordringer ser du med hensyn til det å lese hele bøker i engelskfaget?	
Hva syntes du om boka <i>Educated</i> ?	Likte du boka <i>Educated</i> ? Hvorfor? / Hvorfor ikke?
Hvordan leste du boka? Med lydbok eller fysisk bok?	Hvorfor valgte du denne lesestrategien?
Hva synes du var mest interessant i boka?	
Hvilke temaer syntes du var mest interessante?	
Har du tilegnet deg kunnskaper fra andre fag, som gjorde det lettere å forstå boka?	
Har du lært noe ved å jobbe med boka <i>Educated</i> ?	
Hva tenker du om lesing av romaner opp mot forberedelse til eksamen i engelsk?	
Hva tenker du om å lese romaner som forberedelse til universitetsstudier?	
Hva kunne ha vært gjort annerledes med selve opplegget?	Mindre tid til lesing på skolen?
Er analyse av romaner med på å øke leselyst, eller har det motsatt virkning?	
Hvordan bør man jobbe med lesing av romaner i skolen?	
Hva kan du lære av å lese romaner, som ikke kortere tekster kan gi deg?	
Har du endret syn på det å lese romaner på engelsk?	
Hva synes du om leseøktene på skolen, der du ikke kunne bruke mobiltelefonen?	
Hadde det noen effekt på leseopplevelsen at du ikke fikk lov til å snakke med noen i løpet av noen av leseøktene?	
Hvilke arbeidsmåter synes du fungerer best som et tillegg til selve lesinga?	
Hvordan bør man jobbe med lesing av romaner i skolen?	
Hva er det viktigst å lære i engelskfaget?	
Hva er din opplevelse av læring? Når har du virkelig lært noe?	
Føler du at du har lært mer rent språklig av å lese boka?	
Er det mest fornuftig å gå i dybden i færre temaer i engelskfaget, eller lære litt om alt?	
Er evnen til kritisk tenking viktigere enn faktabasert kunnskap?	

SPØRSMÅL	KOMMENTARER
Måtte du være kreativ på noe slags vis når du leste boka?	Mht fortolkninga av boka. Hvordan forholder du deg til det du ikke forstår i teksten?
Hvordan brukte du tidligere erfaringer for å forstå boka?	Adaptasjon Kunnskaper fra andre fag?
Har du endret ditt syn på mormonere, utdanningssystemet i USA eller noe annet etter å ha lest boka?	

EDUCATED

Hopefully, you have read at least the two first parts of the book. Write an essay where you focus on four to six of the bullet points below. Try to make the text coherent, so that there is a logical and clear connection between the paragraphs.

In your introduction, you must paraphrase the main content in a short paragraph, and you can review what you have read so far. Do you like the book or not and explain why. Try to keep this quite short, though.

In the following, choose four to six bullet points below:

- *Educated* starts with an epigraph from Virginia Woolf: "The past is beautiful because one never realizes an emotion at the time. It expands later, and thus we don't have complete emotions about the present, only the past." What do you think Woolf meant by this? Why do you think Tara Westover chose to begin her memoir this way?
- Why do you think it was so important for Tara to write her story and tell the truth about her family?
- Why does Tara's father Gene encourage her to pursue music and drama?
- How is education connected to freedom for Tara? Is education equally important to yourself?
- As Tara reflects upon her childhood, she questions the truth of her memories, for example when it comes to the incident with her brother Luke and the fire pp. 88-89. Do you trust Tara more than the other characters, and why? Do you trust your own memories?
- What are your thoughts when it comes to compromising Tara's closest family in a memoir, where they don't have the chance to defend themselves?
- Is Gene's extremism, for instance when it comes to his views on prepping, a consequence of his religious beliefs or mental illness, or maybe a combination? How can you connect Gene's attitudes towards public services with the development of USA as a society today?

Competence aims:

- Use rich and accurate vocabulary of a general and subject-specific nature in an appropriate and situationally based manner, both orally and in writing
- read and use different types of texts in English as a basis for their own language learning and academic reflection
- analyse and interpret fictional texts in English, including self-chosen texts
- demonstrate comprehension, independent reflection and critical thinking during the analysis of some current social debates in English-speaking countries

Field notes, adapted from handwritten log

DATE	WHAT HAPPENED?	REFLECTIONS Green – mainly the students' reactions Blue – my reflections
18.1 08.00- 09.30	<p>First, I informed the students that we were going to read the novel "Educated" by Tara Westover. I didn't say much about what the book was about, other than that education was, of course, an important perspective. In addition, I mentioned that the book is about Tara herself, that this is a memoir, and that she grew up in a Mormon community in Idaho.</p> <p>After this, I briefly informed the students that they would be asked to be participants in the research project, either as observation objects, or also as participants in group interviews by the end of the project. All those present, except one, agreed to participate in both roles. The students signed the informed consent.</p> <p>After notifying about the practicalities of formalities of the research project, we borrowed the book in the library. Before they had the opportunity to read on their own, I informed them that listening to an audiobook while reading was an option. This could be found on our Learning Management System.</p> <p>Furthermore, I talked about the differences between an autobiography and a memoir, and we talked a little bit about what Mormons are, as well as watching a video about Mormons and their characteristics when it comes to religion and way of life.</p> <p>After this, we briefly studied the schedule, where the students got a rough overview of how much they had to read every week to get through the book. I deliberately omitted saying anything about the fact that we had planned two assessments related to the reading, one written and one oral. This was done to not overwhelm the students on the first day.</p> <p>The last half hour of the 90-minute session was spent on reading. The students sat down where they wanted, most of them in the library.</p>	<p>A couple of the students expressed skepticism about reading the book (Lars, Daniel, Marte). As I understand it, this was about the fact that the book was perceived as extensive, and that it would be a demanding effort to read the book. Two out of three of these clearly showed (body language) that it would be easier to read when having audio files in addition to the text. <u>Both of these students are dyslectics.</u></p> <p>My impression was that the students seemed reasonably motivated to start reading, except for one of the students (Lars), who is generally not very interested in the subject. He seems tired and has little energy.</p> <p>None of the students expressed that they knew about Mormons and the characteristics of their faith and culture.</p> <p>For the most part, there was apparently good concentration when the students started reading.</p>

19.1 13.30- 15.00	<p>The whole period was spent on reading. The students sat in different places this time also.</p> <p>Two of the students, Ingrid and Katrine, were in a group study room. They commented that they liked to stop every once in a <u>while, and</u> talk about the plot in the book.</p> <p>The other students sat in the classroom or in the library. Some students had certain questions about the action, for example about the time aspect. They didn't quite get the hang of this with the constant jumps back and forth in time. It was helpful to talk about this.</p> <p>Anne also commented that she didn't understand everything, but when we talked through the plot of the first few chapters, it turned out that she had a very good understanding of the content anyway, much better than she thought herself.</p>	<p>The students seemed to stay focused for shorter periods of time than the previous day. This is consistent with experiences throughout the school year so far. The students have had six hours of different subjects earlier in the day, and concentration and endurance are clearly affected by this.</p> <p>Daniel was particularly concerned about the time aspect. He was honest about not having had time to read at home the day before. His own comment about his own understanding was that he struggled to really catch the content when reading at school. In this lesson, he read the book in the traditional way. In conversation with him, we agreed that he would try to listen to the audiobook while reading the book. I observed him a lot during the session and could see that he was constantly distracted in his reading, mostly by his phone, which was constantly out of his pocket. I confronted him about this eventually, and it took longer until it was brought up again, but it still happened several times afterwards.</p> <p>My clear perception of this conversation was that Anne did not believe that she could understand what she was reading. This was a nice conversation, which made the self-esteem challenges she had when it came to reading more apparent. She seemed happy when we had had the conversation, as she gained a stronger belief that she had <u>actually understood most of the action.</u></p>
25.1 08.00- 09.30	<p>I started the class by asking if anyone had any questions about what they had read, which they hadn't. I didn't want to deprive them of reading <u>time</u>, if they wanted to keep reading. I also asked what the status was in terms of the progression of the reading. Most were on track. Daniel was a little worried that he was <u>lagging behind</u> with his reading, partly because of work. Hard to</p>	<p>Before the reading started, we talked a bit about how we should spend time at school. The tendency was that most people wanted to spend some time at school reading, as they had to read quite a bit in a relatively short time.</p>

	<p>concentrate on reading. Constant phone interruptions and more. He got a little positive, by saying that he must not get hung up on all the details he does not immediately understand, and that he uses the audio file while reading himself. He was more elated after this conversation. The others were mostly on schedule, except Gro and Line. Lars kept looking at his phone. My impression is that he received little context in his reading and has also come relatively shorter than most others. Thomas, by the way, was sent home, as he was sick.</p>	<p>I wonder if steps can be taken to improve concentration for some of the students and will therefore try to complete the next class by putting down their phones for 90 minutes, and everyone sitting in the classroom. It will not be allowed to talk at all. If the students must go to the bathroom, they should not talk to anyone.</p>
26.1 13.30- 15.00	<p>By now, most of the students had read up to the middle of the book, roughly. I started the class by drawing up a simple family tree of the Westover family. The purpose was to clarify who is who, and to highlight the age difference between the different siblings. The whole class joined in a conversation about what the parents and siblings are named and what the age difference was between them. In this discussion, we discussed a bit what characteristics some of the characters had. We got into the fact that it seemed like there was a kind of split in the family. One side was more friendly towards public services, such as health care and schools, while the other was more skeptical of public services in every possible way. In this discussion, we also touched on this by saying that one half, those who are skeptical of the public, are referred to by pseudonyms in the book. One of the students commented that this was to protect themselves from the content of the book that was not so beneficial to them. Another student talked about how she envisioned Shawn, as he was central to what they had just read. I then informed him that Shawn's real name is Travis, and I also showed a picture of him. The reason I did this was that I wanted to point out that it is generally difficult to find out very much about several of the people by looking online. It is not difficult to find out the name of the father in the family. In the book, he is referred to as Gene, while his real name is Val. However, it is much more difficult to find photos of the various people. Another perspective was Gene's anti-establishment attitudes. Eva mentioned that this is a general trend in the American society, as there is a growing polarization, which leads to contempt against politicians. She also explained that this had to do with the political system,</p>	<p>I wanted to discuss the characters to get more clarity regarding who is who in the family, as well as to have a discussion about how the students perceived the people they had met so far in the book. Revealing bits and pieces about the real identity of some of the people was done to challenge the students, by highlighting that it is actually real people, that it is not fiction. I found that this worked, and that they became curious to understand the characters even better. For example, the students were very surprised by how Shawn looked in real life. This did not correspond to how his personality was portrayed.</p>

UNDERVISNINGSSOPPLEGG

I forbindelse med at engelskklassen skal lese romanen *Educated* av Tara Westover, skal jeg gjennomføre et undervisningsopplegg over en periode på om lag en måned. I denne perioden skal elevene delvis lese romanen på skolen, men mesteparten må leses på hjemmebane. I engelsktimene vil det være ulike undervisningsaktiviteter som skal støtte lesinga, samt være med på å utvide elevenes forståelse av boka. Jeg vil blant annet undersøke elevenes opplevelse av lesing, med og uten forstyrrelser av for eksempel mobiltelefoner.

I prosjektperioden vil jeg gjøre observasjoner av min egen undervisning, og hvordan elevene lærer. Ved å forske på hva som skjer i klasserommet, vil jeg forsøke å forbedre min egen undervisning. Alle elevene i klassen blir invitert til å være med i forskningsprosjektet, ved at jeg observerer dem i klasserommet. I tillegg vil jeg invitere fire av elevene til å være med på et felles intervju om lesing og dybdelæring opp mot leseprosjektet i klassen.

Jeg viser i det følgende til sentrale elementer fra læreplanen for programfag i engelsk, knyttet spesifikt til leseprosjektet.

Fra læreplan i engelsk programfag:

Fra kjerneelementene:

Arbeid med engelskspråklige tekster bidrar til å gi elevene kunnskap om og erfaring med språklig og kulturelt mangfold, og også innsikt i andre menneskers levesett, tradisjoner og kultur. Gjennom å reflektere over, tolke og kritisk vurdere ulike typer engelskspråklige tekster skal elevene tilegne seg språk i tillegg til kunnskap om kultur og samfunn. Elevene utvikler med dette interkulturell kompetanse slik at de kan forholde seg til ulike levemåter, tenkesett og kommunikasjonsmønstre. Elevene skal få et grunnlag for å se sin egen og andres identitet i en flerspråklig og flerkulturell sammenheng.

Tverrfaglige temaer:

Demokrati og medborgerskap

I engelsk programfag handler det tverrfaglige temaet demokrati og medborgerskap om å utvikle elevenes forståelse for at deres oppfatning av verden er kulturavhengig. Ved å lære engelsk kan elevene møte ulike samfunn og kulturer gjennom å kommunisere med andre over hele verden, uavhengig av språklig og kulturell bakgrunn. Dette kan bidra til å åpne for flere måter å tolke verden på og være med på å skape nysgjerrighet og engasjement, og medvirke til å forebygge fordommer.

Grunnleggende ferdigheter:

Å kunne lese

Å kunne lese i engelsk programfag innebærer å skape mening i ulike typer autentiske og oversatte, skjønnlitterære og fagspesifikke tekster. Det innebærer å lese varierte typer tekster og å kunne forstå et bredt spekter av krevende og komplekse tekster ved hjelp av egnede lesestrategier. Det innebærer også å hente ut og tolke ulike typer av eksplisitt og implisitt informasjon. Leseferdigheter i engelsk programfag innebærer å lese varierte og komplekse tekster med flyt og forståelse og i stadig større grad kunne reflektere over og vurdere ulike typer tekster kritisk.

Kompetansemål engelsk 1:

Mål for opplæringen er at eleven skal kunne

- bruke egnede lese-, lytte-, tale- og skrivestrategier tilpasset situasjon og formål
- bruke et rikt og presist ordforråd av generell og fagspesifikk art på en hensiktsmessig og situasjonstilpasset måte både muntlig og skriftlig
- produsere ulike muntlige og skriftlige situasjonstilpassede tekster med klart innhold og hensiktsmessig stil og struktur
- lese og bruke ulike typer tekster på engelsk som utgangspunkt for egen språklæring og faglig refleksjon
- analysere og tolke skjønnlitterære tekster på engelsk, inkludert selvvalgte tekster
- vise forståelse, selvstendig refleksjon og kritisk tenking i analyse av noen aktuelle samfunnsdebatter i engelskspråklige land

Kompetansemål engelsk 2:

Mål for opplæringen er at eleven skal kunne

- bruke egnede lese-, lytte-, tale- og skrivestrategier tilpasset situasjon og formål
- bruke et rikt, presist og variert språk av generell og fagspesifikk art på en hensiktsmessig og situasjonstilpasset måte både skriftlig og muntlig
- produsere ulike typer skriftlige og muntlige faglige tekster med klart innhold, hensiktsmessig stil og struktur
- vise selvstendig refleksjon og kritisk tenking i lesing og drøfting av ulike typer tekster
- tolke og drøfte noen typer skjønnlitterære tekster på engelsk i lys av deres historiske og kulturelle sammenhenger

EDUCATED – TARA WESTOVER

Tara Westover grew up preparing for the end of the world. She was never put in school, never taken to the doctor. She didn't even have a birth certificate until she was nine years old.

At sixteen, to escape her father's radicalism and a violent older brother, Tara left home. What followed was a struggle for self-invention, a journey that gets to the heart of what an education is and what it offers: the perspective to see one's life through new eyes, and the will to change it.


TENTATIVE SCHEDULE:

DATE	TIME	WHAT TO DO?	READING
18.1	08.00 – 09.30	<ul style="list-style-type: none"> • Introduction about the reading project. Why? How? • Give consent to participate in the research project. • Overview of the schedule. • Pre-reading activities: • Start reading 	Chapter 1 and 2
19.1	13.30 – 15.00	Reading	Chapter 3 - 12
25.1	08.00 – 09.30	Discussion + reading	Chapter 13-16
26.1	13.30 – 15.00	Sum up Part 1 + reading	Chapter 17-29
1.2	08.00 – 09.30	Sum up Part 2 + reading	Chapter 30-32
2.2	13.30 – 15.00	No class (Utdanningsmesse)	Chapter 33-36
3.2	08.00 – 11.00	Written assignment: You will be given six-seven bullet points to write about, and you will have to try to make a coherent text out of the writing prompts.	Chapter 37-40 (Which means that you will have to finish the book until Wednesday)
8.2	08.00 – 09.30	Oral task – in two groups	
9.2	13.30 – 15.00	Group interview	

This means that you will have to finish the book before we meet on Wednesday 8.2 😊 |

Vurdering av behandling av personopplysninger

Referansenummer
727841

Vurderingstype
Automatisk 

Dato
13.05.2023

Prosjektittel

Masteroppgave engelsk fremmedspråksdidaktikk, NTNU

Behandlingsansvarlig institusjon

Norges teknisk-naturvitenskapelige universitet / Fakultet for samfunns- og utdanningsvitenskap (SU) / Institutt for lærerutdanning

Prosjektansvarlig

Karina Rose Mahan

Student

Mattis Rønning

Prosjektperiode

15.08.2022 - 30.12.2023

Kategorier personopplysninger

Alminnelige

Lovlig grunnlag

Samtykke (Personvernforordningen art. 6 nr. 1 bokstav a)

Behandlingen av personopplysningene er lovlig så fremt den gjennomføres som oppgitt i meldeskjemaet. Det lovlige grunnlaget gjelder til 30.12.2023.

[Meldeskjema](#) 

Grunnlag for automatisk vurdering

Meldeskjemaet har fått en automatisk vurdering. Det vil si at vurderingen er foretatt maskinelt, basert på informasjonen som er fylt inn i meldeskjemaet. Kun behandling av personopplysninger med lav personvernulempe og risiko får automatisk vurdering. Sentrale kriterier er:

- De registrerte er over 15 år
- Behandlingen omfatter ikke særlige kategorier personopplysninger;
 - Rasemessig eller etnisk opprinnelse
 - Politisk, religiøs eller filosofisk overbevisning
 - Fagforeningsmedlemskap
 - Genetiske data
 - Biometriske data for å entydig identifisere et individ
 - Helseopplysninger
 - Seksuelle forhold eller seksuell orientering
- Behandlingen omfatter ikke opplysninger om straffedømmer og lovovertrедelser
- Personopplysningene skal ikke behandles utenfor EU/EØS-området, og ingen som befinner seg utenfor EU/EØS skal ha tilgang til personopplysningene
- De registrerte mottar informasjon på forhånd om behandlingen av personopplysningene.

Informasjon til de registrerte (utvalgene) om behandlingen må inneholde

- Den behandlingsansvarliges identitet og kontaktopplysninger
- Kontaktopplysninger til personvernombudet (hvis relevant)
- Formålet med behandlingen av personopplysningene
- Det vitenskapelige formålet (formålet med studien)
- Det lovlige grunnlaget for behandlingen av personopplysningene
- Hvilke personopplysninger som vil bli behandlet, og hvordan de samles inn, eller hvor de hentes fra

- Hvem som vil få tilgang til personopplysningene (kategorier mottakere)
- Hvor lenge personopplysningene vil bli behandlet
- Retten til å trekke samtykket tilbake og øvrige rettigheter

Vi anbefaler å bruke vår [mal til informasjonsskry](#).

Informasjonssikkerhet

Du må behandle personopplysningene i tråd med retningslinjene for informasjonssikkerhet og lagringsguider ved behandlingsansvarlig institusjon. Institusjonen er ansvarlig for at vilkårene for personvernforordningen artikkel 5.1. d) riktighet, 5. 1. f) integritet og konfidensialitet, og 32 sikkerhet er oppfylt.

Masteravtale/hovedoppgaveavtale

Sist oppdatert 11. november 2020

Fakultet	Fakultet for samfunns- og utdanningsvitenskap
Institutt	Institutt for lærerutdanning
Studieprogram	Master i fagdidaktikk (MDID)
Emnekode	DID3930

Studenten	
Etternavn, fornavn	Rønning, Mattis
Fødselsdato	25.10.1974
E-postadresse ved NTNU	mattisr@stud.ntnu.no

Tilknyttede ressurser	
Veileder	Karina Rose Mahan
Eventuelle medveiledere	
Eventuelle medstudenter	

Oppgaven	
Oppstartsdato	01.09.2022
Leveringsfrist	24.05.2023
Oppgavens arbeidstittel	Democracy and Citizenship in Literature
Problembeskrivelse	How can one achieve in-depth learning by working with the interdisciplinary topics "Health and life skills" and "Democracy and citizenship" in the reading of the novel Educated by Tara Westover.

Risikovurdering og datahåndtering	
Skal det gjennomføres risikovurdering?	Nei
Dersom «ja», har det blitt gjennomført?	Nei
Skal det søkes om godkjenninger? (REK [*] , NSD ^{**})	Ja
Skal det skrives en konfidensialitetsavtale i forbindelse med oppgaven?	Nei
Hvis «ja», har det blitt gjort?	Nei

* Regionale komiteer for medisinsk og helsefaglig forskningsetikk (<https://rekportalen.no>)

** Norsk senter for forskningsdata (<https://nsd.no/>)

Eventuelle emner som skal inngå i mastergraden

Retningslinjer - rettigheter og plikter

Formål

Avtale om veiledning av masteroppgaven/hovedoppgaven er en samarbeidsavtale mellom student, veileder og institutt. Avtalen regulerer veiledningsforholdet, omfang, art og ansvarsfordeling.

Studieprogrammet og arbeidet med oppgaven er regulert av Universitets- og høyskoleloven, NTNUs studieforskrift og gjeldende studieplan. Informasjon om emnet, som oppgaven inngår i, finner du i emnebeskrivelsen.

Veiledning

Studenten har ansvar for å

- Avtale veiledningstimer med veileder innenfor rammene master-/hovedoppgaveavtalen gir.
- Utarbeide framdriftsplan for arbeidet i samråd med veileder, inkludert veiledningsplan.
- Holde oversikt over antall brukte veiledningstimer sammen med veileder.
- Gi veileder nødvendig skriftlig materiale i rimelig tid for veiledning.
- Holde instituttet og veileder orientert om eventuelle forsinkelser.
- Inkludere eventuell(e) medstudent(er) i avtalen.

Veileder har ansvar for å

- Avklare forventninger om veiledningsforholdet.
- Sorge for at det søkes om eventuelle nødvendige godkjenninger (etikk, personvern hensyn).
- Gi råd om formulering og avgrensning av tema og problemstilling, slik at arbeidet er gjennomførbart innenfor normert eller avtalt studietid.
- Drøfte og vurdere hypoteser og metoder.
- Gi råd vedrørende faglitteratur, kildemateriale, datagrunnlag, dokumentasjon og eventuelt ressursbehov.
- Drøfte framstillingsform (eksempelvis disposisjon og språklig form).
- Drøfte resultater og tolkninger.
- Holde seg orientert om progresjonen i studentens arbeid i henhold til avtalt tids- og arbeidsplan, og følge opp studenten ved behov.
- Sammen med studenten holde oversikt over antall brukte veiledningstimer.

Instituttet har ansvar for å

- Sorge for at avtalen blir inngått.
- Finne og oppnevne veileder(e).
- Inngå avtale med annet institutt/ fakultet/institusjon dersom det er oppnevnt ekstern medveileder.
- I samarbeid med veileder holde oversikt over studentens framdrift, antall brukte veiledningstimer, og følge opp dersom studenten er forsinket i henhold til avtalen.
- Oppnevne ny veileder og sørge for inngåelse av ny avtale dersom:
 - Veileder blir fraværende på grunn av eksempelvis forskningstermin, sykdom, eller reiser.
 - Student eller veileder ber om å få avslutte avtalen fordi en av partene ikke følger den.
 - Andre forhold gjør at partene finner det hensiktsmessig med ny veileder.
- Gi studenten beskjed når veiledningsforholdet opphører.
- Informere veileder(e) om ansvaret for å ivareta forskningsetiske forhold, personvern hensyn og veiledningsetiske forhold.
- Ønsker student, eller veileder, å bli løst fra avtalen må det søkes til instituttet. Instituttet må i et slikt tilfelle oppnevne ny veileder.

Avtaleskjemaet skal godkjennes når retningslinjene er gjennomgått.

Godkjent av

Mattis Ronning
Student

02.09.2022
Digitalt godkjent

Karina Rose Mahan
Veileder

02.09.2022
Digitalt godkjent

Mari Linna Mosebekk Aglen
Institutt

22.09.2022
Digitalt godkjent

Master`s Agreement / Main Thesis Agreement

Faculty	Faculty of Social and Educational Sciences
Institute	Department of Teacher Education
Programme Code	Master i fagdidaktikk (MDID)
Course Code	DID3930

Personal Information

Surname, First Name	Rønning, Mattis
Date of Birth	25.10.1974
Email	mattisr@stud.ntnu.no

Supervision and Co-authors

Supervisor	Karina Rose Mahan
Co-supervisors (if applicable)	
Co-authors (if applicable)	

The Master`s thesis

Starting Date	01.09.2022
Submission Deadline	24.05.2023
Thesis Working Title	Democracy and Citizenship in Literature
Problem Description	How can one achieve in-depth learning by working with the interdisciplinary topics "Health and life skills" and "Democracy and citizenship" in the reading of the novel Educated by Tara Westover.

Risk Assessment and Data Management	
Will you conduct a Risk Assessment?	No
If "Yes", Is the Risk Assessment Conducted?	No
Will you Apply for Data Management? (REK*, NSD**)	Yes
Will You Write a Confidentiality Agreement?	No
If "Yes", Is the Confidentiality Agreement Conducted?	No

* REK -- <https://rekportalen.no/>

** Norwegian Centre for Research Data (<https://nsd.no/nsd/english/index.html>)

Topics to be included in the Master`s Degree (if applicable)

Guidelines – Rights and Obligations

Purpose

The Master's Agreement/ Main Thesis Agreement is an agreement between the student, supervisor, and department. The agreement regulates supervision conditions, scope, nature, and responsibilities concerning the thesis.

The study programme and the thesis are regulated by the Universities and University Colleges Act, NTNU's study regulations, and the current curriculum for the study programme.

Supervision

The student is responsible for

- Arranging the supervision within the framework provided by the agreement.
- Preparing a plan of progress in cooperation with the supervisor, including a supervision schedule.
- Keeping track of the counselling hours.
- Providing the supervisor with the necessary written material in a timely manner before the supervision.
- Keeping the institute and supervisor informed of any delays.
- Adding fellow student(s) to the agreement, if the thesis has more than one author.

The supervisor is responsible for

- Clarifying expectations and how the supervision should take place.
- Ensuring that any necessary approvals are acquired (REC, ethics, privacy).
- Advising on the demarcation of the topic and the thesis statement to ensure that the work is feasible within agreed upon time frame.
- Discussing and evaluating hypotheses and methods.
- Advising on literature, source material, data, documentation, and resource requirements.
- Discussing the layout of the thesis with the student (disposition, linguistic form, etcetera).
- Discussing the results and the interpretation of them.
- Staying informed about the work progress and assist the student if necessary.
- Together with the student, keeping track of supervision hours spent.

The institute is responsible for

- Ensuring that the agreement is entered into.
- Find and appoint supervisor(s).
- Enter into an agreement with another department / faculty / institution if there is an external co-supervisor.
- In cooperation with the supervisor, keep an overview of the student's progress, the number of supervision hours spent, and assist if the student is delayed by appointment.
- Appoint a new supervisor and arrange for a new agreement if:
 - The supervisor will be absent due to research term, illness, travel, etcetera.
 - The student or supervisor requests to terminate the agreement due to lack of adherence from either party.
 - Other circumstances where it is appropriate with a new supervisor.
- Notify the student when the agreement terminates.
- Inform supervisors about the responsibility for safeguarding ethical issues, privacy and guidance ethics
- Should the cooperation between student and supervisor become problematic, either party may apply to the department to be freed from the agreement. In such occurrence, the department must appoint a new supervisor

This Master's agreement must be signed when the guidelines have been reviewed.

Signatures

Mattis Rønning
Student

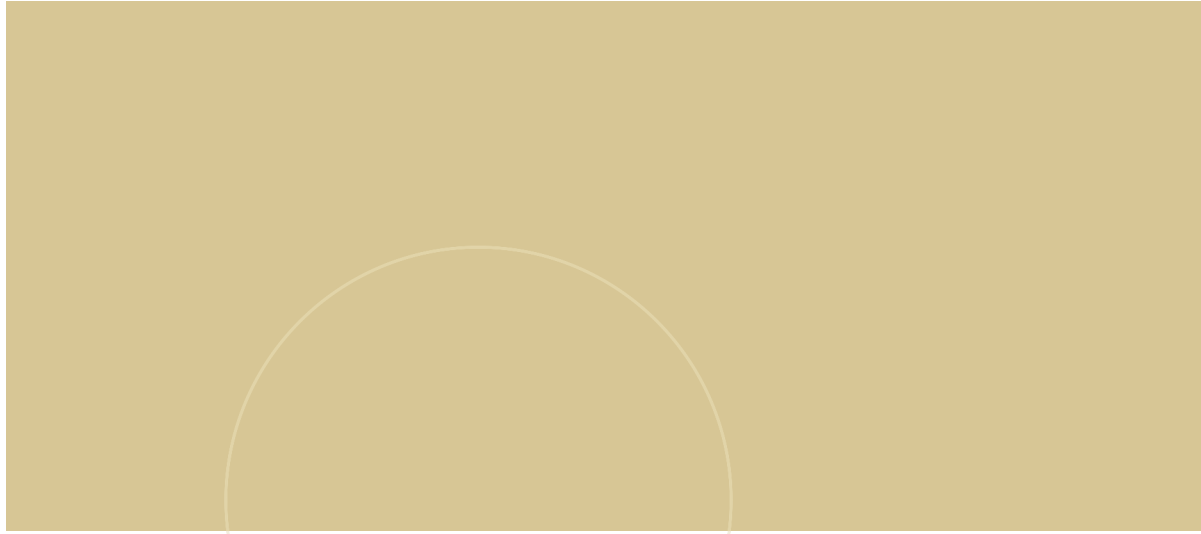
02.09.2022
Digitally approved

Karina Rose Mahan
Supervisor

02.09.2022
Digitally approved

Mari Linna Mosebekk Aglen
Department

22.09.2022
Digitally approved



 **NTNU**

Norwegian University of
Science and Technology