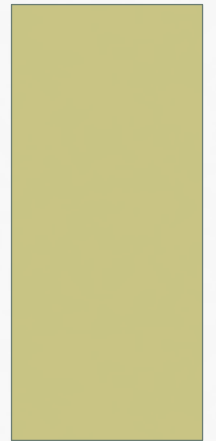


READING FOR LIFE LONG LEARNING

STINE MARI FLIKKI
ANNE GLIMSDAL MIDTHUN



MAIN ASPECTS

Topic:

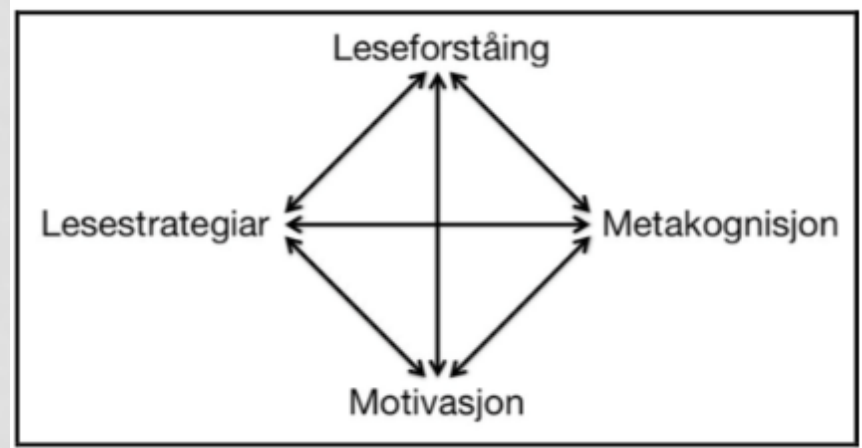
Reading as a basic skill

Research question:

How does teacher in 4.-7. grade work with reading as a basic skill in the subjects Norwegian, mathematics and Natural Sciences?

Definition:

“To read is to understand, use, reflect upon and engage in the content of texts” → four aspects



RESEARCH METHOD

- Qualitative interviews and observations of 9 teachers
 - 3 subjects
 - 3 schools

MAIN FINDINGS

1. Reading instructions are generally implicit
1. Reading as a basic skill seems to be linked to explicit work with reading strategies
1. Findings in the different subjects:
 - Norwegian Language: A superior responsibility
 - Natural Sciences: Practical experiments or nonfiction texts?
 - Mathematics: Vocabulary and text-based tasks
2. The four aspects:
 - Metacognition least attention
 - Reading comprehension very important

REFLECTIONS

- Relevant answers to the topic
- No room for generalisations
- Different approaches could given us different answers
- To understand everyday practise takes more than one observation.

PROCESS

(January-May 2014: Planning and pilot)

August 2014 - May 2015: Working fulltime on our thesis

Supervisor: Jan Olav Fretland

- Meetings, skype, e-mail

Working together:

- Skype, Google Docs, meetings in Sogndal.
- Colour codes
- Working on all chapters together

JOINT REASEARCH

- Positives:
 - Motivation
 - The ability to discuss the content
 - Commitment
 - Language and grammar
 - Different point of wiew
- Possible negatives