

Centre for Language and Literature Education, CSL

Research programme for 2020–2022

Centre for Language and Literature Education, CSL, is a multidisciplinary subject-specific research environment in which researchers and teaching staff representing many subjects cooperate on issues, challenges and development relating to education. CSL researchers are active in research environments at Karlstad University and in national, Nordic and international networks. Together with the research centres CSD and SMEER, CSL is also part of the strong and interdisciplinary research group ROSE (Research on Subject-Specific Education).

The members of CSL represent the subjects English, comparative literature, applied pedagogy, Spanish, Swedish language and Swedish as a second language. Research spans subject-specific as well as transdisciplinary projects. Visiting researchers and professors enrich the environment as do externally recruited postdoc researchers. CSL research is pursued in close cooperation with teachers, headmasters and school leaders and with relevance to education as well as teacher education. We also strive to ensure that our research is relevant to the needs and challenges of professional practice and that results are disseminated to the research community and to school teachers. There are many ongoing well-functioning and reciprocally beneficial partnerships with practicing teachers at all levels of education from preschool to the university.

CSL has, since the start in 2010, formulated three research programmes. The first applied to the period 2010–2012 and aimed to provide opportunities for career qualifications in the group, but also prioritised areas such as New Literacy Studies, conversation and writing in all subjects, assessment and classroom research. The programme also clearly had the ambition to allocate funding transparently through calls, and if required, external review of applications. The requirement of reporting granted projects was also introduced. The next research programme for 2013–2015 centred on *Reading – Teaching – Assessing*. The ambition here was to achieve a more unified and focused research profile by investing in three major projects rather than allocating resources to a number of minor projects on various and unrelated topics. The research programme for 2016–2019 prioritised the financing of practice-related research on language and literature education, linked to ongoing projects involving junior researchers. Primarily, multilingualism/multiliteracy, multimodality and assessment were targeted. In 2018–2019, strategic investments were made in the two Swedish language subjects and the area of early literacy. Since 2019, CSL has had an external chair and a board consisting of representatives from schools and the academic subjects. A doctoral student is also a member

CSL's research strategy has successfully developed over the years and many pilot projects have attracted external funding. We have also considerably increased the number of publications in international journals. Since the establishment of the strong research environment ROSE in 2017, comparative subject-specific education studies have also been

important parts of CSL, just as cooperation on graduate schools, e.g. the licentiate graduate school, FUNDIG, in the area of digitalisation of teaching, and a joint licentiate graduate school with Gothenburg University. The fourth research programme for 2020–2022, centres on the development of CSL and its research activities.

Goals

Since 2010, CSL has been an organisational centre formation with a board and research management. CSL's overarching aim is to support and contribute to the strengthening of school teachers' professionalism and students' learning in the field of language and literature teaching and to be a leading research environment in its field, nationally and internationally. Our ambition is to cooperate on language and literature teaching at the university and in national and international arenas where we make efforts to develop subject-specific education research. Guest teachers and guest researchers contribute to the development of CSL research by reviewing, discussion and developing ongoing projects.

The target for 2020–2022 includes further development of national and international cooperation and contacts with schools. The ambition is also to ensure a continued high share of externally funded projects and an extensive production of books, articles, anthology and conference contributions. We will also continue to support CSL researchers' career development by providing planning support, and to involve more researchers and strengthen our environment through a bottom-up strategy of doctoral studentships and post doc appointments.

With a view to developing national and international networking, CSL is planning to continue supporting researchers' participation in workshops and conferences as well as supporting CSL researchers' participation in arranging and organising conferences.

Research priorities

CSL's research is pursued along many tracks with the common denominator of influencing and developing the forms, conditions and content of teaching.

In 2020–2022, CSL plans to continue investing in the established research areas while enabling the projects of junior researchers to ensure increasing numbers of senior researchers in the environment, as well as doctoral students. In addition, CSL aims to link research more clearly to teacher education.

The practice-related perspective is central to CSL. If research is to contribute to the development of teaching and learning, it needs to be close to school practice and conducted in conjunction with teachers and school leaders. CSL aims to continue supporting practice-related research, which is an important precondition for increased research-based teacher education and for CSL.

CSL has in recent years worked on a number of projects involving theoretical and conceptual development of subject-specific education research, such as ROSE research aiming to develop a sociological perspective on subject-specific research. A second example is to be found in

the Nordic cooperation QUINT (see under cooperation below), where the focus is on the quality aspects of teachers' language and literature teaching strategies.

CSL intends primarily to direct future research to four key themes framed by language and literature teaching and identified by current community issues and the needs of the field, namely:

- Multilingualism
- Digitalisation
- Early literacy
- Professional development

Research cooperation

CSL researchers are active in Swedish and international networks related to CSL research areas and have several international contacts. ROSE functions as an important platform for international partnerships, not least through the Research Council funded network KOSS, in which Karlstad University cooperates with colleagues at Helsinki University and the Institute of Education in London. There is also cooperation between researchers in and between the various centre formations in relation to the government initiative ULF (*Teaching–Learning–Reserach*) 2018-2022, focusing on collaborative models between researchers and teachers. CSL also participates in the Nordic networks QUINT (Quality of Nordic Teaching) which in its capacity of a Centre of Excellence is funded by Nordforsk. Several research projects are conducted in conjunction with other universities, nationally and internationally. These partnerships are subject to development in the coming period. The projects are presented and updated continuously on the CSL website.

CSL regularly makes funding available to junior and senior researchers for research in an international environment and for participation in international conferences.

External partnerships

In the coming period, we will further develop the graduate school partnerships with Region Värmland and Gothenburg University, as well as designing a master program for subject-specific education at Karlstad University. Several of our ongoing research projects rest on close collaboration with schools in the region and these partnerships will be maintained. Research dissemination is important to CSL. In addition to research projects, the CSL day is arranged annually at which current projects and results are presented to school teachers. For next year, the plan is to broaden and develop this event, together with CSD and SMEER, into a general subject teaching day for school teachers and researchers to address teaching issues. Other important partners are *Nätverket värmländska språk-, läs- och skrivutvecklare*, a useful network for seminars, lectures and development of practice-related research projects, and RUC, a given partner for CSL. CSL also encourages collaboration with public agencies and

other actors related to education and aims to deepen and advance such contacts in the next years.

Principles of issuing calls for research funding, reviewing applications and following up research projects

Calls for research funding are issued via the CSL mailing list in September and February and include information about for what and by whom applications for funding can be submitted. Funding for 2020–2022 are granted for senior lecturers' research and will, as mentioned above, be expected to target one of CSL's current priority areas. Junior researchers are invited to apply. To support permanent lecturers' academic career, CSL accepts that lecturers are linked to the projects. Expenses, such as cost of travelling in connection with field studies or purchase of project equipment, should be specified in applications for research funding. However, minor expenses can be covered at any time during a year.

The applications are processed by CSL's research leaders and, if needed, reviewed and ranked by experts external to the CSL board. Only applicants with a doctorate in relevant fields and permanently employed for at least 50% at Karlstad University can receive a grant. Considerable weight is given to research quality, practicability and the relation to CSL's research priorities. Other assessment criteria considered in the allocation of funding are activity in CSL activities, and publications and conference participation in relation to previously received grants. Also other strategic aspects may be considered, such as previous grants or existing external funding. Allocation decisions are made by the CSL board.

Recipients of grants have a duty to actively participate in CSL arrangements such as seminars, workshops and outreaching activities, and present their projects on our home page. Recipients must also report on completed tasks at a joint CSL seminar at the end of each budget year. The request for annual reports is intended to stimulate publishing and to facilitate co-researchers' work to ensure that projects result in conference presentations, articles in international and national academic journals and applications for external funding.

Principles of allocating grants for conference participation and research travels

Application for grants for travel to and participation in conferences are invited twice a year (in February and September) via the CSL mailing list. A condition is that applicants must have an abstract accepted in a field related to CSL's research areas. Applications are processed by the CSL research leaders. Allocation decisions are made by the CSL board. Recipients of grants have a duty to actively participate in CSL arrangements such as seminars, workshops and outreaching activities. Recipients must also report on completed work at the end of each budget year.

On behalf of CSL

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Research leaders