

Proposal for a presentation for the conference

The Future is Theirs: Visions for Primary Education in the Twenty First Century
25.-27.11. 2009 Hong Kong

Title of presentation: Literacy enhancement in practice – Collaboration between school and library

Sub-theme: Diversity and Inclusive Education

Ingebjørg Tonne, Ingebjorg.tonne@lui.hio.no, Faculty of Education and International Studies, Oslo University College, Norway

Joron Pihl, Joron.pihl@lui.hio.no, Faculty of Education and International Studies, Oslo University college, Norway

Keywords: literacy, library, minorities

In this paper we address how a “book-flooding program” and educational use of the public library influence literacy among linguistic minority students. We present preliminary results from a literacy project in Norway (2007-2011).

The design is a research- and development project. The research question is how inter-professional cooperation between teachers and librarians may enhance literacy among pupils in the language of instruction (Norwegian). The project initiates teacher-librarian cooperation about educational planning, “book-flooding” in the classroom and extensive use of the public library. There are two schools in the project. One of the schools has 75% minority students, whereas the other school only has 5% minority students. The school with 75% minority students has a public library branch in its immediate vicinity. Collaboration between the school and this public library branch is initiated and followed up in our research project.

Mixed methods are applied in the project: participant observation, interviews, a survey about pupils’ reading and use of the public library and small tests on reading. The reading tests and the survey data is interpreted statistically.

The students in the two schools differ with regard to the number of books they report to have at home. Nevertheless, the students from the multilingual school have, on average, read the same number of books as the students from the other school during the past school year. Preliminary results show a significant correlation between amount of reading and reading speed during one year at the multicultural school. We interpret the high results in reading at the multicultural school as a result of the project in which pupils have had extensive access to books and reading within the “book-flooding program” and we also link the preliminary results to the students’ extended use of the public library.