



## Data glowing: literature as disrupting and unsettling

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This presentation aims to explore Donna Haraway's (2016) concept of staying with the trouble and discuss its relevance for literary education. Staying with the trouble is a philosophical approach to the world, a way of becoming response-able and cultivating response-ability in troubled times. Recent research on literary education in the Nordic countries has emphasized the significance of ambiguity, uncertainty, and unpredictability in literary education (cf. Borsgård, 2021; Johansen, 2019), a question that our presentation addresses. Based on a study where upper secondary students engage with Lisen Adbåge's (2021) picture book *Furan*, we analyze video recordings from three groups in two Swedish-medium schools in Finland. Using a thinking with theory-approach (Jackson & Mazzei, 2023), we think with Donna Haraway's staying with the trouble, more specifically the concepts string figures and response-ability.

Analytically, we are inspired by Maggie MacLure's concept of data that glows (MacLure, 2013), meaning moments where the data resonates with us as researchers in an embodied manner, affecting both the body and mind. In our analysis of the students' encounter with *Furan*, the glow of the data is strongest when existential questions disrupt and unsettle the students. These questions relate partly to the human/nature relationship, partly to themes of death and rebirth. In our presentation, we explore how the data that glows can be understood in relation to staying with the trouble in literary education. Based on the analysis, we discuss how the aesthetics and the questions raised by the literary text must be attended to as intertwined, in order to become responseable.

**Keywords:** Literary education, Post-qualitative inquiry, Upper secondary education

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