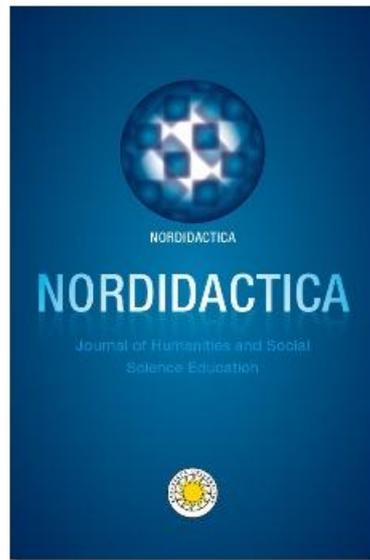


Religious Education in Transit - Teachers' Experience of Digital Transition in Teaching Religion and Worldviews: An Interpretative Phenomenological Approach

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Abstract: This article investigates RE teachers' experiences using digital educational resources, focusing on how this use influences their didactical discernment and understanding of their roles. Using an interpretative phenomenological approach, the study uncovers the complexities of integrating digital resources into educational practice, particularly in the context of RE. It reveals varying adaptive mindsets regarding the utilisation of these resources. The TPACK framework is employed to illustrate the complex interplay between technological, pedagogical, and content knowledge, underscoring the importance of ongoing professional development. Additionally, the Norwegian research-based knowledge summary led by Elaine Munthe and Ola Erstad highlights the challenges of conceptualising digitalisation. The findings indicate that while digital resources provide new opportunities, they also introduce challenges teachers must navigate carefully as they transform their didactical approaches and discernments.

KEYWORDS: DIGITAL TRANSITION, DIGITAL LITERACY, DIDACTICS OF RELIGION, DIVERSITY AND CONFLICTS, ELEVKANALEN

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Introduction

In the realm of education, the concept of being 'in transit' holds a unique significance.¹ Education is a journey, and to be 'in transit' is to be in a place where you find yourself neither at home nor at your destination. You are always at a temporary place embodying both anticipation and uncertainty, a crossroad where unknown things are encountered, new things must be comprehended, and decisive decisions about where to go must be made. In transit, the expectation is to incorporate the experience from the present learning and move forward with the transformative impact.

For 'intrepid explorers,' this might be a pleasant place to be, as they always strive to gather new experiences with inquisitiveness and an appetite for things yet unlearned. However, for 'domestic-minded people,' being in transit is a wearying experience. Their longing for familiarity, stability, and rootedness clashes with the impermanence of being in transit.

Education or formation (*Bildung*) is closely related to travelling, the so-called Grand Tour or *Bildungsreise* (Gustavsson, 2001; Kraus & Pemsel, 2023). Moreover, from a formation perspective, our whole life can be comprehended as a formative journey where we always find ourselves in transit.

When it comes to the digitalisation of education in school, the contrast between 'the intrepid explorers' (those who embrace the digital transformation) and 'the domestic-minded people' (those who are more reluctant) might have peaked, exemplified by a new political attitude towards screens, particularly in Norway, to which this study pertains, but also in the neighbouring country, Sweden. The governments in Norway and Sweden advocate for more use of physical textbooks and less use of screens (Ministry of Education and Research, 2024; Støre, 2023). In Sweden, Minister of Education Lotta Edholm has reversed previous digitalisation policies by about 180 degrees, making the shift so radical that it might be appropriate to describe it as a form of de-digitisation in educational policy. It signals a preference for analogue educational resources, with a renewed emphasis on physical textbooks and handwriting as fundamental to learning (Selwyn, 2023).

This political backdrop from Norway and Sweden may illustrate a scientifically based attitude responding to the slight decline in reading and writing skills (cf. Delgado et al., 2018; Stenman et al., 2023), but it might also signify a puzzled and ineffectual approach to digitalisation in bringing the school 'back to basics' (Ministry of Education and Research, 2024). This attitude might also be seen as a 'domestic mindset' in returning 'home' to a more familiar educational landscape due to the discomfort of being 'in transit.'

¹ The metaphor 'in transit' is based on the experience of the participants in this study, and the claim of its unique significance is a pivotal part of the study's findings. The use of the metaphor serves as a literary entry into the phenomenological sphere of this article, inviting the reader to grasp the sense of the participants' experienced lifeworld. The term is inspired by the work of Bernt Gustavsson (2001) and Kraus and Pemsel (2023).

Many Swedish scholars have warned against this political lopsidedness and advocate a more nuanced and balanced approach regarding early childhood (Pramling et al., 2024). A basic rationale is that we cannot escape from the digital reality we are living in. The challenge, then, is not avoidance but proper use. We cannot simply choose not to be 'in transit.' Such a state is inevitable because our time is digital, or even better, it is post-digital, meaning blurred boundaries between online and offline, as our lives are intertwined in physical and virtual reality on many levels. Our society is basically in a digital condition (Veletsianos et al., 2024).

This article delves into teachers' experiences navigating the digital transition in teaching religion and worldviews.² The concept of being 'in transit' in the digitally saturated classroom emerged as the essence of the teachers' experience through interpretative phenomenological analysis (Smith et al., 2022). Hence, the central theme³ identified in this study is the shared experience of being 'in transit.'

This concept refers to the ongoing transition from traditional practices, designated by the use of physical textbooks, expository curricula and syllabuses, and the teacher's primary role as an instructor, to a contrasting scenario. In this scenario, educational resources are predominantly digital, providing extensive access to information. Moreover, the curriculum is less prescriptive, the syllabus is less delimited, and the teacher's role is evolving (Repstad, 2020). Instead of primarily delivering instruction, teachers are becoming facilitators, supervisors and tutors, expected to elicit engagement and inquisitiveness in an explorative learning environment. This transition and alteration of the teacher's role due to digitalisation is not new but ongoing (Blikstad-Balas et al., 2020; Munthe et al., 2022; Stenbom & Geijer, 2024; Wheeler, 2001).

According to the latest National Curriculum in Norway, the "[s]chool shall allow the pupils to experience the joy of creating, engagement and the urge to explore, and allow them to experience seeing opportunities and transforming ideas into practical actions" (UDIR, 2017, p. 8). Implementing digital educational resources seems to force teaching and learning into a constructivist direction (Tondeur et al., 2017). Consequently, as the analysis will disclose, this shift places the teachers in a complex position which has significant implications for their didactical thinking and practices as well as their comprehension of the subject-specific approach, in this case, related to religious education (RE).

However, the shared experiences also contain many reflections and valuable insights regarding this transition. They provide us with knowledge about digital literacies and

² In this context, 'worldviews' refers to the diverse philosophical, religious, and secular perspectives included in the Norwegian RE curriculum, intended to ensure a broad and inclusive approach to religious education (Jackson, 2014). While traditionally focused on religious traditions, RE in Norway has become a comprehensive subject incorporating both religions (not delimited to the Big Five) and worldviews to reflect societal diversity and promote critical thinking (Rasmussen, 2021). The abbreviation of the Norwegian RE subject is KRLE, which is an acronym for Christianity (K), Religion (R), Philosophies of Life (L) and Ethics (E). Worldviews are synonymous with the Philosophies of Life in this context.

³ Group experiential theme (GETS), see the analysis section.

practices among RE teachers and how their experience impacts the evaluation of practice.

The focus of this article is delimited to their didactical assessments of digital educational resources and approaches in RE and their comprehension of their role as RE teachers in the digitally saturated classroom. Hence, the research question is:

- How does the experience of being 'in transit' during the digital transition in teaching religion and worldviews (RE) influence teachers' didactical assessments and the comprehension of their role as teachers in general and as RE teachers in particular?⁴

Even though the focus is on RE specifically, the findings of this study might be relevant beyond the strict borders between different school subjects as it delves into the shared experience of teachers encountering an increased digitalised approach to teaching and learning.

In alignment with the phenomenological approach, the term 'comprehension' is deliberately used throughout this study to encompass the experiential and intentional meaning of the participants' comprehensive meaning-making. 'Comprehension' is used instead of 'perception' or 'understanding'. The Latin origin of the concept can be separated into three parts, i.e., *com-pre-hendere*, where *com* means 'with', 'together', or 'completely', *pre* means 'before' or 'in advance', and *hendere* means 'to seize', or 'take' (OED, 2024). It conveys the meaning of grasping, taking the total understanding into account, including the intentional act of it (Østereng, 2022, p. 135). Hence, the concept 'comprehension' is preferred as the most apt term to denote the complete understanding of the participants.

Digitalisation, Didactics and Digital Educational Resources

Since the transition from physical textbooks to digital educational resources is at the heart of this study, it is essential to recognise that teachers' digital competence is shaped by their lived experiences of adaptation. As the participants navigate in the digitally saturated classroom, they find themselves 'in transit', a state of continuous negotiation between established teaching habits and practices on the one hand and the affordances provided by digital resources on the other. Digitalisation introduces complexity into the didactical decisions. Moreover, as the findings show, they underscore that digital competence is not merely about acquiring technical skills but about developing adaptive mindsets, which enables them to reassess their role, adjust their didactical strategies, and respond to the new learning environment. The theoretical contextualisation of this study aims to emphasise the complexity of digital competence.

A comprehensive research-based knowledge summary led by Elaine Munthe and Ola Erstad has recently reviewed the issue of digitalisation in primary education in

⁴ The rationale for integrating a research finding into the research question is grounded in the methodology, which is inductive, iterative and adheres to the double hermeneutic. According to Smith et al. (2022), this is a part of the flexibility required from the methodology. Integrating the findings into the research question demonstrates the research dynamics.

Norway. Munthe et al. (2022) emphasise that ‘the concept of digitalisation has become increasingly complex’ (p. 13). In the context of education and policy, they have analysed 32 public documents and identified 23 different connotations regarding the usage of the digitalisation concept, which displays that the concept of digitalisation points in many different directions and has a wide array of meanings (cf. Munthe et al., 2022, pp. 9, 29). There is no need to delve into all the different concepts here except to emphasise that *digital competence* is the most common, which further comprises a wide array of different connotations (see Table 1) and demonstrates that it is an inherently complex and composite concept (Erstad et al., 2021).

TABLE 1

*Digital Competence*⁵

Digital Competence	Definition
Adaptability and resilience	The ability to adjust to changes
Knowledge and skills	Understanding the necessary skills for utilising digital technology
Creative and critical use	Competence in creatively and critically using digital tools
Digital literacy	Skills related to reading, writing, and numeracy within a digital context
Digital discernment	Ability to navigate and evaluate digital information critically
Self-regulation	Awareness of one’s own learning process and ability to regulate it using digital tools
Practical application	Execution of practical tasks using digital tools
Communication skills	Competence in using digital tools for communication
Information retrieval and processing	Ability to seek, locate, transform, and control information
Creation of digital products	Skills to create and produce content using digital resources
Navigational skills	Ability to find and manage digital content
Engagement in lifelong learning	Learning and participation in an evolving digital society
Trust and participation	Digital competence for ensuring participation and trust in digital solutions
Understanding of digital resources	Knowledge of using digital tools and resources responsibly
Collaborative skills	Ability to communicate and interact with others in digital environments
Holistic approach	Recognition of the interconnectedness of digital skills, knowledge, creativity, and attitudes necessary for engagement with digital resources

⁵ Table 1 presents a condensed overview, compiled by the author, based on the work of Munthe et al. (pp. 31-33). It displays the various dimensions of digital competence as reflected in public documents. In the context of this article, the table acts as an illustration of the composite and complex nature of the concept of digital competence and does not constitute a significant part of the discussion.

Furthermore, regarding the concept of 'digital', it is essential to underscore some significant aspects of conceptual divergence pointing in different directions. For instance, *digital solutions* refer to technological innovation and applications, *digital discernment* refers to digital literacy and skills, and *digital strategies* refer to policies and implementation of digital resources. What these terms share is the concept 'digital', which contrasts with analogue representations and relates to computer technology, which, in an educational context, transforms the teaching and learning environment (Farias-Gaytan et al., 2023; Munthe et al., 2022).

Based on these various concepts of digitalisation, Munthe et al. (2022) organise their study around three categories: '*technological perspectives*', '*competence perspectives*', and '*formative (Bildung) perspectives*' (p. 13). These perspectives will serve as the main framework for discussing the findings.

Besides, Munthe et al. (2022) highlight the role of the teachers in addressing these three categories in primary and secondary education. They assert that a 'recurrent answer' to how to deal with the technological, competence, and formative aspects of digitalisation 'in primary and secondary education is through teachers' digital competence' (pp. 9, 13).

Based on their knowledge summary, Munthe et al. (2022) require research to 'gain insight into how teachers experience digitalisation at their own school and how they use digital teaching material, resources, and tools' (p. 14). In response to this need, this article addresses aspects of this identified research gap, particularly by examining teachers' experiences of digitalisation, the alteration of their role and the didactical approach in RE.

The teachers and schools involved in this study share a common characteristic: they have eliminated physical textbooks in RE and rely solely on online resources through iPads or Chromebooks. All schools have provided the pupils with personal devices, i.e., one-to-one access to digital tools and educational resources used in teaching and learning. Moreover, all schools had access to at least one online textbook in RE and the educational resource Elevkanalen (the Norwegian proper noun for 'The Pupil Channel').⁶

These teachers and schools have implemented *digital strategies* by practising a digital approach to teaching and learning through their application of *digital technology*

⁶ Elevkanalen is integral to a comprehensive research project beyond the scope of this article and, hence, with particular relevance to this study as a whole (Østereng, 2022, 2024). It is Norway's only wholly digital school publisher. The educational resource was first established as TV 2 Skole (TV 2 School) in 2009, featuring educational content based on news from the Norwegian commercial public broadcaster TV 2. In 2014, it became a subsidiary of TV 2 and transitioned to a school publisher. In 2018, it changed its name from TV 2 Skole to Elevkanalen. Elevkanalen continually produces educational material and provides a portal with access to resources from fifty-five other agents. In 2022, it launched a renewed portal, which, in addition to subjects and news, also has video archives and themes. The renewal responded to requirements for relevance, in-depth learning, and interdisciplinary approaches from the latest curriculum (Elevkanalen, 2024; Østereng, 2022, 2024).

solutions, i.e., hardware and software. Hence, as is the thesis of this article, the transition from physical textbooks to digital resources, driven by the implementation of *digital strategies* and *digital technology solutions*, signifies a transformative shift in teaching and learning practices. This study is delimited to focus on teachers' experience of this transformative shift in RE.

Finally, this shift involves teachers' *digital-didactical competence* in RE. As this article aims to explore RE teachers' didactical discernments based on their experience of the digital transition, further delimitation of the didactic aspects addressed is required.

In 2009, Matthew J. Koehler and Punya Mishra developed the technology, pedagogy, and content knowledge (TPACK) framework, an expansion of Lee Shulman's pedagogical content knowledge (PCK) framework (Koehler & Mishra, 2009, p. 60). Their TPACK framework is displayed in this figure:

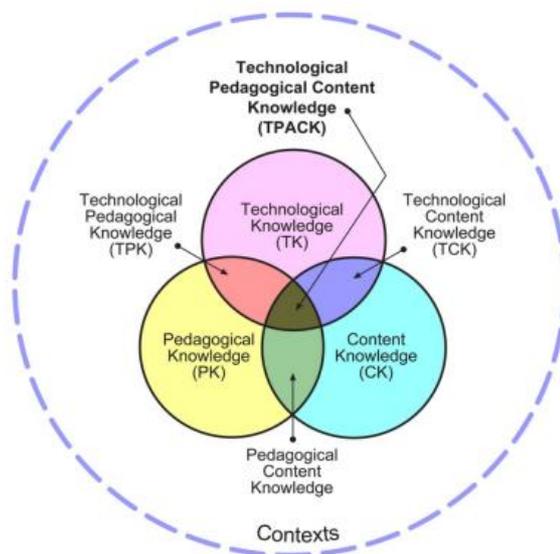


FIG. 1

The TPACK framework and its knowledge components (Koehler & Mishra, 2009, p. 63).

In the context of this article, the sole purpose of displaying the TPACK framework is to illustrate how different types of knowledge and competencies are interrelated and require complex pedagogical skills. The integration of these different competencies is what provides digital-didactical literacy and 'move[s] beyond oversimplified approaches that treat technology as an "add-on" instead to focus [...] in a more ecological way, upon the connections among technology, content, and pedagogy as they play out in classroom contexts' (Koehler & Mishra, 2009, p. 67).

The findings concerning the participants' transitory experience align with the TPACK framework regarding the complex nature of digital-didactical competence. However, the findings lead to a focus on resource assessments, where teachers consider content provision and self-reflection regarding their teaching practice in relation to the digital approach and the subject of RE.

In a didactical context, occupied with the educational questions of 'what,' 'how,' and 'why' something is to be learned or taught, the TPACK framework visualises how 'the educative substance become[s a] part of the teaching process' (Kjellsdotter, 2020,

p. 53). This article, however, finds that the complex interplay of these elements tilts towards the didactical 'how'.

Moreover, this study aligns with Tondeur et al. (2017), who emphasise that implementing educational technology often alters teachers' pedagogical beliefs and classroom practices. However, this is not always the case due to teachers' individual experiences, emotions, knowledge, skills, motivation and resistance (pp. 557 and 566). The analysis of the participants' comprehension has identified distinct adaptive mindsets that shape their didactical approaches, resource assessments, and the extent to which digital tools transform their didactical beliefs in the digitally saturated classroom. The adaptive mindset resonates with Tondeur et al.'s (2017) assertion that such transformations are influenced by teachers' individual experiences.

This brings in the final element of didactics: the aspects of formation (*Bildung*), particularly emphasised as *digital discernment* by Munthe et al. (2022). Under the overarching experience of being 'in transit', the participants continually reflect on their educational practice. This element of digital discernment relates not only to their teaching and learning approach ('how') but also to their subject-specific didactical assessments of 'what' and 'why', which, as the findings show, are experienced as either more restricted or empowered by the applied resources.

Digital educational resources are materials designed with a specific educational purpose. Depending on their intended use in school, they can be classified as school-targeted or formal resources. In this paper, 'digital educational resources' refers to materials created by editors and publishers to meet curriculum and regulatory standards. Other resources used in education, such as webpages or software not primarily intended for learning, will be referred to as 'teaching aids' or 'digital learning tools.'

In Norway, educational resources are legally defined as 'all printed and non-printed elements, either individually or as a part of a larger whole developed for use in education, that, either alone or together, cover the competence goals in the Curriculum for Kunnskapsløftet' (Kunnskapsløftet is the national quality framework for knowledge promotion). (Forskrift til opplæringslova, 2006).

Method

The method of analysis is interpretative phenomenological analysis (IPA). As a methodology, its basic assumptions derive from phenomenology, hermeneutics and idiography (Smith et al., 2022, p. 7). In alignment with the principles drawn from phenomenology, this study is entering into the lifeworlds of teachers and comprehending their lived experiences as teachers in the digitally saturated RE classroom. The methodological effort is thus to explore the participants' intentionalities in their digital didactical practice on the subject of RE (Creswell & Poth, 2018, p. 76).

Furthermore, in alignment with the principles of hermeneutics, the participants are deliberately called so (and not informants) due to their co-constructive participation in the interpretation of the phenomena studied. The term 'dual interpretation' conveys the meaning of a twofold process, where the participants make sense of their lifeworld, and

subsequently, the researcher interprets the interpreted (Pietkiewicz & Smith, 2014, p. 8).

The methodology's ideographic aspect is the individual perspective in the context of the shared experience (Peat et al., 2018, p. 7; Smith et al., 2022, p. 31).

Sample

Eleven teachers participated in the study. Seven were chosen for comprehensive analysis because their contributions were particularly rich, as their insights provided particularly detailed and reflective perspectives on key aspects of digital didactical adaptation. The remaining four, while still offering valuable contributions, added supplementary insights, either by reinforcing key themes or providing contextual variation around the same issues. In Table 2, the seven are listed by pseudonyms, while the four are implicit in the findings and referred to as 'Others'.

A purposeful sampling strategy was used to recruit participants. According to Creswell and Poth (2018), this strategy is suitable when the sample includes 'people that can best inform the researcher about the research problem under examination' (p. 148), and 'purposefully inform an understanding of the [...] central phenomenon in the study' (p. 158). The findings do not make any statistical or generalisable claims but provide an in-depth understanding of the research question (p. 131).

The recruitment criteria were: 1) the teachers must work in middle or secondary school (grades 5-10)⁷, and 2) they should teach RE and/or work in a digitally saturated school. The participants include two females and nine males representing eleven schools across eight cities in southern Norway. Nine are RE teachers. The two non-RE teachers were included for their specific contribution to digitalisation didactics. However, since this study focuses on both digitalisation and RE, their expertise was included to provide valuable perspectives on the intersection of general digitalisation didactics with relevance for subject-specific RE teaching. The participant referred to as Robert is not an RE teacher; the other participants mentioned by pseudonyms are.

Semi-structured one-on-one interviews were conducted to generate data, allowing for an in-depth examination of the participants' lifeworld (Pietkiewicz & Smith, 2014, p. 10). Such interviews 'facilitate the elicitation of stories, thoughts and feelings about the target phenomenon' (Smith et al., 2022, p. 53) while also providing the researcher with a context in which ambiguity, change, clarification, emphasis, focus, interpretative dialogue, sensitivity and specificity become essential aspects of the interviews (Kvale & Brinkmann, 2015, pp. 32-35). The targeted phenomenon in the interview guide was digital educational resources, examining the teachers' comprehension and didactical experiences with these resources in general and within the subject of RE in particular, allowing room for emergent themes.

⁷ Grades 5–10 constitute a distinct category within teacher education in Norway, making this division a natural focal point for research.

The interviews were recorded and transcribed for analysis. Additionally, observation data were also gathered from nine of the eleven participants. These data are not analysed like the interviews, but support the interpretation in the findings section.

Analysis

A seven-step analysis procedure was conducted, following Smith et al. (2022). (1) Reading and re-reading, (2) exploratory noting, (3) constructing experiential statements, (4) searching for connections across experiential statements, (5) naming the personal experiential themes (PETS) and consolidating and organising them in a table, (6) constituting the individual analysis of other cases, and (7) working with personal experiential themes to develop group experiential themes (GETS) across cases. The GETS are themes every participant contributes to (Smith et al., 2022, pp. 75-104).

The analysis was conducted manually using three sets of forms, with each participant's transcript analysed separately in the first two forms. The first form was for exploratory noting (step two), which involved making descriptive, linguistic and conceptual comments on the transcript (Smith et al., 2009, pp. 84-90). The second form developed the personal experiential themes (step four) (Smith et al., 2022, pp. 90-94). The final form collected all participants' experiential themes to develop the group experiential themes (step seven) (Smith et al., 2022, pp. 100-104).

In displaying the analysis in the findings section, a major challenge has been doing justice to the *emic* perspectives of each participant (Tai, 2023, p. 55). In IPA, a detailed illustration of how each theme relates to each participant is expected to be supported 'with plenty of quotes from the data' (Smith et al., 2022, pp. 110, 113). Smith et al. (2022) emphasise that a comprehensive account of each participant is expected in samples with one to three participants, but 'in larger samples, it can be more difficult [...] to reflect as much idiographic detail' (p. 105) and 'one will have to be [selective] in choosing extracts' (p. 114). With eleven participants, the excerpts used to underpin the findings must be read as *pars pro toto*.

Conducting IPA is not merely a thematic analysis ending up with the participants' shared themes and common categories. At face value, the thematic aspects of the findings are 1) educational resource assessments, 2) the alteration of the teacher's role, and 3) RE in the digitally saturated classroom, which also echoes the interview guide. IPA goes beyond these categories to analyse the participants' lived experiences in relation to these aspects. These three themes are simply structuring the findings section, but are not at the level of hermeneutic phenomenology. The GETS display the phenomenological outcome.

The GETS displayed in the table below have emerged as shared experiences. These experiences provide a more profound comprehension of the teachers' transitory state when reflecting on their didactical assessments and role as RE teachers in the digitally saturated classroom.

Due to the extensiveness of the original analytical matrix, the table below is highly condensed and far from displaying all the PETS related to each participant. However, it

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provides some essential PETS excerpts demonstrating the participants' contributions to the GETS.

TABLE 2

Personal Experiential and Group Experiential Themes

Partici- pants	Personal Experiential Themes (PETS)			Group Experiential Themes (GETS)
	<i>Educational resource assessments</i>	<i>Alteration of the teacher's role</i>	<i>RE in the digitally saturated classroom</i>	
Michael	More updated than textbooks The absence of the textbook is not felt Brings a major transition Provide vast opportunities	Essential task to be updated Didactification Transformed role New approach to teaching and learning Less instruction – tutor, not teacher Critical literacy Avoid the instrumental approach to religion	Current relevance Textbook religion is instrumental Dynamic phenomenon Visualising religion Diversity – individual, societal, global Representation and biases Existential questions	<i>In transit state</i> <i>Equipped and empowered</i> <i>Limited and restricted</i> <i>Adaptive mindset</i>
John	Access issues Expands the learning array Individualise/personalise learning	Facilitate, initiate, guide learning More administration Elicit inquisitiveness and reflectivity Digital literacy as independence Emancipate	Awareness of the existential aspects Diversity - encounter controversies Diversity - prevent stereotypes Knowledge-based discussions RE – a formation project	<i>Structure and predictability</i> <i>Being in the present</i> <i>Diversity issues</i>
Anna	Elevkanalen sole and sufficient resource Updated and engaging Implementation takes time Satisfied with the digital transition More demanding than textbook	Tutor rather than an instructor In alignment with the new curriculum Emancipate the teacher Teacher dependent Need for more preparation Didactification Restrained teaching	RE – a gratifying subject RE – great responsibility Diversity – respect, cultural sensitivity Diversity – social tensions and conflicts Diversity values Elevkanalen aligns Cultural identity Representation and neutrality	<i>Existential matters</i>
Peter	Elevkanalen – hard to familiarise A pedagogical replacement The old way is better Hindrance to critical reflection Overlook knowledge Digital restlessness Experiencing confidence	Teacher-centred Losing dynamics, disrupt Pupils come first Restrict teaching Facilitating for reflection Facilitation is crucial, not the resources Becoming a tutor is to abdicate as a teacher	Responsibility Sensitivity Conceptual understanding Inclusive language Christianity disproportionately criticised Diversity is about lived experiences Existential issues Formation is at the heart	

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<i>Mariann</i>	<p>Unfamiliar with Elevkanalen Digital educational resources enhance More creative and varied approaches Digital restlessness Questioning digitalisation The transition disrupts Attention consuming Brings new dynamics The complexity makes learning harder</p>	<p>Eliciting reflection Provide resources Address critical literacy issues Digital literacy issues Emancipates Following old-fashioned classroom instructions Experiencing a generation gap in learning approaches</p>	<p>Require conceptual understanding Exploring the social, religious, and political environment Maturity Diversity – prejudice Representation Diversity issues addressed are teacher-dependent</p>
<i>Jakob</i>	<p>Satisfied with Elevkanalen Being constantly updated is essential Move beyond mere subjects Interdisciplinary In a transition phase Expedient digital utilisation Enhances the teacher</p>	<p>Lead discussions, supervise, summarise Digital competence required Explorative approach The curriculum forces change in approach Digital learning in alignment with the curriculum Transform the role Pupil-oriented Improves pupils' products</p>	<p>Current picture vs historical aspects Diversity – interdisciplinary task Diversity through broad representations Diversity without truth claims Expand conceptual understanding Prevent confusion The humanistic aspect of understanding Provide openness and prevent biases Representation – avoid extremes</p>
<i>Robert</i>	<p>Misaligns contemporary teaching needs Transform traditional learning Needs didactification Expedient and proper use Formation through immersive use Level social differences Superior to textbooks Currently updated Enhances inherent potential</p>	<p>Transform the didactic task Traditional instruction obsolescent Providing structure essential Initiating processes Becoming a facilitator, supervisor, and tutor A complex comprehension of the role of the teacher Multi-dimensional professional understanding</p>	<p>Provide a unique encounter Levels up the overall comprehension Formation – dignifying attitude Diversity - provide social aspects The digital world is rooted in reality</p>
<i>Others</i>	<p>Provides new approaches Provide broad access - improvement Emancipate the teacher Emancipate the pupils Challenges classroom-dynamics Sharing enhances socio-cultural learning Elevkanalen – a supplement</p>	<p>Become resource providers Critical literacy Transform preparations Pupil-oriented Explorative learning Didactification Provide structure Lack of digital competence is an obstacle</p>	<p>More focus on current issues Present-day religion and societal issues Diversity – value-based, respect, tolerance More theme-based approaches Access to more realistic encounters</p>

Findings

The central finding regarding the participants' comprehension of digital educational resources is the shared experience of being 'in transit.' This transitory state is embedded within the teachers' lifeworld, reflecting the fluid and shifting structures of meaning they experience regarding their evolving roles. This transitory theme has emerged through the interpretation of three identified PETS, all in some sense related to this GETS, which are (1) educational resource assessments, (2) the alteration of the teacher's role, and (3) RE in the digitally saturated classroom. There is an inherent relationship between these PETS, which are closely integrated as parts of the same transitory experience leading to the GETS.

The findings show that teachers are experiencing an altered role, with their didactical discernment and teaching approaches in RE challenged by digital educational resources. The experience of (a) feeling empowered or restricted, (b) having an adaptive mindset, and (c) facing the didactical challenge of structure and predictability is all related to this transitory experience. Moreover, regarding RE, this experience provides the participants with new approaches to teaching and learning, particularly in (d) addressing religion and worldviews as present-day phenomena and (e) providing resources for dealing with diversity and existential issues.

Consequently, these GETS are not isolated themes emerging from the empirical data. They are profoundly interconnected, each contributing to different aspects of the transitory experience and the teachers' comprehension of their evolving roles and new demands associated with being 'in transit'.

Educational Resource Assessments

Access – Equipped and Empowered, Limited and Restricted

Access is a multifaceted element in this context, not only in terms of available resources but also as a mode of intentional didactical engagement with the resources. The term denotes the literal meaning of the available resources to which the participants have access. However, it also denotes the broader aspects of resource integration into didactical practice. Hence, teachers' lived experiences of access are not uniform. It unfolds within their unique didactical lifeworlds, where digital resources are experienced in ways that align with or challenge their intentional orientation towards teaching. The spectrum of resource assessments is thus not merely a question of availability but of how teachers actively constitute meaning through the integration of digital tools into their educational praxis. These aspects of access lead the participants in two different directions on this spectrum of feeling, either equipped and empowered or limited and restricted.

All participants share the experience of transitioning from physical textbooks to digital resources. However, they are in different positions regarding access. One school benefits from comprehensive access to all available digital resources provided by school publishers, designated as the digital 'goodie bag.'

This is the first year we don't have physical textbooks. We received this [digital] goodie bag from the management when we started up this autumn. ... the major benefits are that they [the pupils] can mix between different resources (John)

With this ample access, the participant finds himself equipped and empowered, allowing the teacher to employ various resources to suit different pupils and their learning needs. In contrast, the other teachers in this study do not have the same privileged access. They were more limited, relying on one school publisher providing digital textbooks and their shared access to Elevkanalen.

One participant expressed concerns about transitioning from one digital educational resource to another. Having become well-acquainted with the initial resource and integrated it into his didactical practice, replacing this resource disrupted his routines. This sense of being restricted by the loss of previous resources, coupled with the requirement to adapt to new resources didactically, has led to frustration. Instead of feeling equipped and empowered, he feels limited and restricted.

Despite his frustration, this participant perceives a misalignment between digital educational resources and contemporary teaching needs. He is not satisfied with any digital educational resources as he thinks they are providing a resource which is:

... trying to solve a problem that does not exist (Robert)

In this case, John and Robert's comprehension of digital educational resources denotes extremes on the spectrum of resource assessments. On one end, John experiences a sense of empowerment due to abundant access, while Robert, on the other end, experiences a sense of limitation and consequently assesses these resources as something that, by and large, restricts rather than enhances teaching and learning. His critical assessment is grounded in what he comprehends as a lack of appropriate didactical design. His inference is that digital resources fail to provide an explorative approach to learning.

... you have to do all the [didactical] preparation and structuring yourself. So it's not an educational resource in that definition, but it can be a good resource that can be didactified so that it can be used (Robert)

Beneath this participant's expressed comprehension lies profound ambivalence, which he negotiates while speaking. On the one hand, he reflects that digital educational resources should be better didactically designed. On the other hand, he acknowledges that didactic preparation and facilitation are tasks the teacher must undertake regardless of any resources. Robert believes that the digital resources do not meet the didactical needs of teaching and, as a result, represent a limitation.

Divergent Aspects of Adaptive Mindset in Digital Educational Resource Utilisation

However, between these two extremes, similar experiences are going in both directions, from enthusiastic users to more critical stances. Nevertheless, these different stances are not so much entrenched in the assessment of the resources themselves; they

are rather found to be rooted in the teachers' adaptive mindset.⁸ This is especially evident regarding the use of Elevkanalen, which every participant relates to.

The term 'adaptive mindset,' as I intend to use it here, encapsulates two divergent intentional orientations toward digital resources. On one hand, it refers to teachers like John, who are willing to *conform* (adapt) their teaching methods to the structure provided by the resources. They are heavily *resource-dependent*. On the other hand, it refers to teachers like Robert, who perceive the *facilitation* (adaptation) of the learning process as a fundamental task for the teachers, which is not heavily reliant on educational resources. His intentionality is more agentic. According to him, every teacher must adapt (facilitate) every resource to their specific classroom context and individual pupil. The contrast between John and Robert highlights how different adaptive mindsets disclose a variability of lived experience in digital didactical adaptation.

Elevkanalen is a compelling illustration of how teachers who conform their approach to this specific resource tend to be more satisfied than those who view it as merely one option among others. The level of involvement appears to influence the experience of satisfaction.

Anna combines both conforming and facilitating aspects within her practice. Her dedication to Elevkanalen is apparent, as it is her principal and nearly exclusive educational resource in RE. However, while she is heavily *resource-dependent*, she thinks of Elevkanalen as her raw material, the entrance through which the pupils get engaged with the different RE topics, but not without the teacher's adaptation.

... it is the task of the teacher to adapt this up [to a higher level] or down [to a lower level] based on the already provided resources (Anna)

In Anna's case, Elevkanalen provides the material, but she leads the learning process in how to engage with the material. She does not leave this to the educational resource, as John does, and she is not as critical of the resource as Robert is. A core didactical principle in applying the material is to provide restrained teaching.

Well, you see, I'm rather keen on being succinct and not too elaborative (Anna)

By applying Microsoft OneNote, she provides structured learning roadmaps to provide focus. Anna has deeply internalised the comprehension of providing a didactical framework to facilitate structured lessons.

A commonality between Anna and Robert is the comprehension of digital learning as highly teacher-dependent, while John grants more autonomy to educational

⁸ The term 'mindset' (in adaptive mindset) is deliberately used to encompass more than just the participants' attitudes. It designates the way they comprehend, interact with, and integrate digital resources both mentally and practically. However, in pedagogy, 'mindset' often refers to a broad set of concepts, including 'fixed' and 'growth' mindsets, 'grit,' 'self-efficacy,' and 'locus of control' (Hochanadel & Finamore, 2015; Yeh et al., 2023). In this context, the term 'mindset' should not be conflated with these broader pedagogical concepts but rather understood in relation to its qualifier, 'adaptive'.

resources. He finds Elevkanalen sufficiently developed to meet his didactical needs and uses his digital 'goodie bag' as tailored resources for his pupils.

However, Peter and Mariann represent another comprehension of digital educational resources as disruptive to classroom dynamics. Hence, they find it hard to adapt (conform) their teaching to these resources in order to lead learning processes through them. It feels robotic, lacking the human touch of creativity and reflexivity that physical interaction provides. They have become *resource-detached*. Nevertheless, they use these resources since their schools have abolished textbooks, but not as a source where the pupils interact with the educational resources as their pathway to learning. In their practice, the educational resources become mere tools in their instructional approach.

I feel that I am becoming too mechanical when I am too digital [in my approach]. I feel that the encounter with the pupils, the [classroom] conversation, [and] my ability to initiate a reflection are more crucial (Peter)

Mariann acknowledges the opportunities digital tools provide but finds them tedious and unengaging, echoing Peter's sentiment.

When it comes to digital educational resources, I am a bit more pessimistic. I experience it as tedious and [...] little motivating for the pupils, as well as I experience [that the] learning strategies [are] disappearing (Mariann)

Another participant, Jakob, clearly distinguishes between Elevkanalen and other digital educational resources. He finds Elevkanalen more adapted in its didactical design and more in alignment with the curriculum than other resources.

What I think Elevkanalen is doing right is [providing] short, adapted texts, often in various versions [...], and I think [they] align with the new curriculum in order to [provide] explor[ative learning] (Jakob)

A shared rationale for utilising digital resources is their ability to be updated and address current needs, especially evident in Elevkanalen, which offers material from current news. The absence of textbooks is not felt by the participant, Michael, citing up-to-date information as his main argument for a digital approach. Like Robert, Michael is not dependent on any specific educational resource but considers his main task to provide the pupils with adequate and pertinent resources.

... the digital educational resource becomes updated quite often, uhm, compared to a book, [...] the book becomes easily outdated (Michael)

Figure 2 displays the different tendencies among the participants regarding adaptive mindset. While the participants predominantly align with one of these orientations, it is essential to emphasise that these categories are not mutually exclusive. This categorisation displays their predominant tendencies and how their comprehension of digital educational resources informs different didactical strategies.

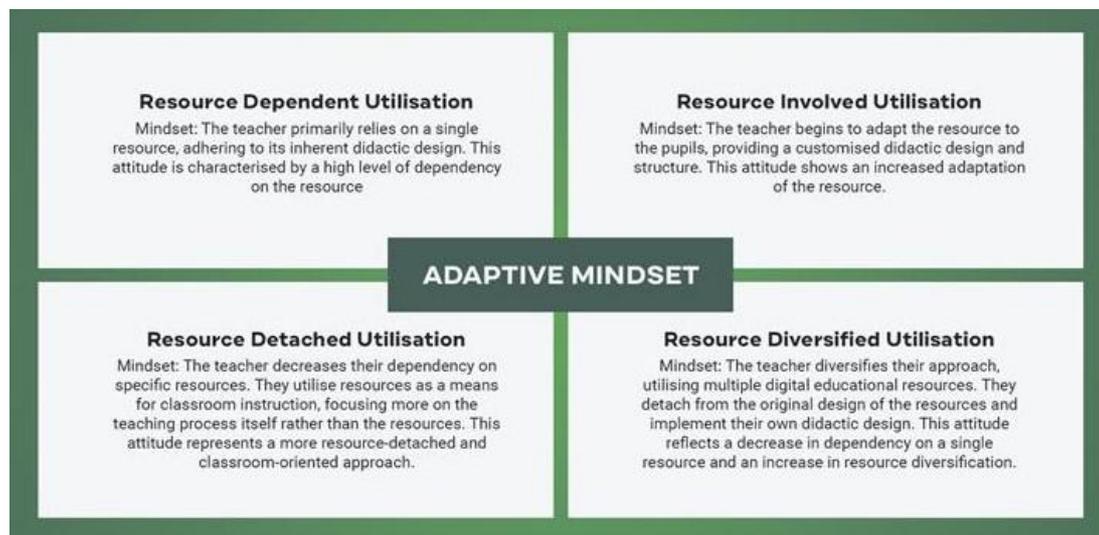


FIG. 2

Adaptive Mindset

Teachers' Digital Literacy as Providing Structure and Predictability

According to Robert, the pupils' experience of structure and predictability is the primary key to digital didactics. In the context of comparing textbooks to screens, Robert is unambiguous:

And so, fortunately, I've had capable pupils who have managed to join a revolution around 'what is it that you really miss [when abandoning textbooks]? ... 'what is the real problem?' No, 'I learn better from a book,' is the claim. – But I don't believe that! 'Can you somehow explain what you think the difference is?' [...] then I give them something I either create myself, or maybe I've scanned, and then they say that's exactly what they want. So it's not the book as such; it's the experience of the structure. It's predictable, isn't it? And I completely agree with that. This was a revelation to me that the rebellion was about structure and not about paper. [...] [In digital didactics, we need] to replace the same experience of structure and predictability [provided by textbooks] (Robert)

In the context of this finding, John finds the structure provided by the digital educational resources satisfactory. Jakob and Anna are conscious about adding their own didactical structure and predictability to their use of Elevkanalen, while Robert and Michael tailor their own digital didactics by incorporating various digital educational resources and tools. All of them primarily use a digital, pupil-oriented, explorative approach.

For instance, Jakob and Anna demonstrated high proficiency in leading a lesson relying on digital resources, which required a steady hands-on progression. This clearly demonstrated their comprehension of the didactical framework in practice. It was not to surrender the pupils to their iPads. Anna converted the structure provided by Elevkanalen to fit the structure she wanted by adapting it to each pupil in OneNote.

*... and then, sort of ... add a "next level" ... [from] something more initial
[and then] you can increase the effort a bit (Anna)*

This illustrates how Anna creates her own individual structure in effectively utilising Elevkanalen. No unified approach fits everyone; the didacticism ultimately rests with the teacher, regardless of the structure offered by educational resources. Her notion of restrained teaching is to delimit the content, serving as her core didactical principle to provide focus and predictability.

In contrast, Peter and Mariann struggle to find a functional way to lead the learning process through digital educational resources; hence, they revert to traditional classroom dynamics. The teacher is doing the instruction, using digital educational resources to display content on a screen. Consequently, structure and predictability rely on a teacher-oriented approach. They advocate for this as suitable for facilitating classroom discussions and eliciting reflections.

The Alteration of the Teacher's Role

The alteration of the teacher's role is closely tied to the adaptive mindset, both contributing to a more profound comprehension of the shared experience of being 'in transit.'

John is quite transparent in his reflection, which reveals a fundamental shift in intentionality as he reassesses his role within the digitally saturated classroom. He unveils a meta-discussion concerning the autonomy of the pupils' encounter with digital educational resources, experiencing that neither he nor the pupils are currently mastering this satisfactorily. However, he does not find this incompetence stressful or a deficiency, but rather perceives it as an anticipatory mode of being 'in transit' where digital competence is an ongoing process of adaptation.

*And so it is... they might feel that they have had too little practice on that type
of task yet... [...] but it's clear that I notice that some of the pupils still haven't
practised working on such tasks [...] they simply need practice on it (John)*

His patient approach involves gradually familiarising himself with the provided educational resources and their design. Stamina is key, and explorative learning is an objective.

*In not too many months, these things will function much better. Then it's
important to stand firm, [...] one must not put aside the good things that
actually follow today's curriculum, that one should be able to do a little
research oneself, [...] to] be able to find some information themselves and
create some individual learning (John)*

He comprehends that his role has turned from leading lessons to facilitating learning. With ample access to many different educational resources, a core task is to provide each pupil with pertinent material. Through iterative use of digital learning, he believes the pupils will undergo digital formation, aligning with his reflections on the potential for improved learning in a less teacher-led, more digitally-oriented learning environment. Perceiving his role as a facilitator rather than an instructor serves the

objective of fostering digital literacy. According to John, digital literacy is about becoming independent and exploring information independently.

I think that perhaps my most essential task as a teacher is to teach the pupils to become more independent (John)

Perhaps the most radical comprehension of this alteration is expressed by Robert. He perceives the teacher as a learner among the pupils. His perspective evolved through a personal didactical crisis, which led to a profound change in his teaching approach. The bottom line of his new didactical comprehension is that learning is not primarily about knowledge acquisition but understanding. He describes his previous practice as:

I had an instrumental view of learning [...] learn the procedure. I'm not so concerned about you understanding what you're doing as long as you get the right answer, so I hope you'll understand it someday (Robert)

Experiencing a personal 'didactical awakening,' he became radically pupil-oriented and transformed his practice, where learning starts with the assessments for learning. Hence, his focus became not on the final (summative) assessment but on the ongoing (formative) evaluation of the learning process, where the learning process is superior to the end product. Instead of being an instructor, he also finds his new role to be the facilitator who:

... initiates processes through engagement and inquisitiveness (Robert)

He consciously defines his role through three essential elements for leading digital learning: a) the professional foundation, b) the contingent moment, and finally, c) the collaborative approach.

The professional foundation refers to the teacher's knowledge, skills, and experience. *The contingent moment* is the ability to adapt and respond effectively to unexpected situations or challenges in the classroom. *The collaborative approach* refers to the ability to explore something unknown alongside the pupils, fostering a dynamic learning environment where the teacher and the pupils learn together. According to Robert, these three elements are key to facilitating explorative, pupil-oriented, and process-led learning, where the teacher becomes a part of the learning community, continually pursuing a more profound understanding.

Michael aligns closely with Robert on the transition from instructor to tutor, supervisor, and facilitator. This transformation is deeply rooted in their lived experience of the digitally saturated classroom, where their professional identity is no longer defined by knowledge transmission but by fostering meaning-making processes. The necessity of adapting to pupils' lives reflects a shift in their experiential horizon. Consequently, the didactic effort is more focused on preparatory work. To stay relevant, the teacher must remain updated and adapt to the pupils' lives.

RE in the Digitally Saturated Classroom

Being in the Present

Given the transitory state of digital educational resources and their influence on teachers' comprehension of their roles and approaches, participants described an intentional shift in RE towards a more dynamic perspective. It turns away from the retrospective textbook perspective of religion as a historical phenomenon. Moreover, it shifts its focus from learning about religion in the past to understanding religion in the present. The participants emphasise the advantage of digital educational resources in this respect.

Michael asserts that the old-fashioned textbook presentation of religion adopts a predominantly instrumental approach. While he does not elaborate on his use of the term 'instrumental,' it primarily contrasts with the dynamics provided by digital resources. This term suggests a targeted, static, or oversimplified presentation of religion, which represents a limitation and serves certain educational policy objectives, lacking the vibrant freshness that digital educational resources can offer.

I think [...] RE [is a] topical subject, so I kind of think that the textbook ... yeah, quickly becomes very much like [...] it's so easy to make a textbook that becomes very instrumental ... which tells about religion in a very instrumental way ... but a digital textbook can constantly show who the religious are, what it really is ... what religion actually is in the world today (Michael)

Religion is perceived as a dynamic phenomenon relating to contemporary representations, practices, discussions and incidents, rather than the past. Therefore, the educational approach to religion should emphasise that the current understanding of religion is more important than the historical aspects, necessitating constant resource updates. This dynamic nature of RE is expressed by Jakob, who states:

Even if RE, in some sense, is much of the same [historical content], it evolves. It evolves with respect to how one might perceive different things (Jakob)

According to Jakob, the teacher should focus on how religion is practised and perceived in today's society, including modern beliefs, practices, conflicts, and influences on social or political issues. The current state of religion may not closely mirror its historical form; while historical context is essential, the present picture of religion is more directly relevant for the pupils. Thus, the subject's objective is to engage with the present and the future, not the past.

Diversity Issues

Interestingly, the participants' varying adaptive mindsets toward digital educational resources also impact their approaches to diversity and vice versa.

John, for instance, connects his didactical intentionality to fostering religious literacy, emphasising exposure to viewpoints that strongly oppose the pupil's own perceptions, views or beliefs. He experiences a commitment to providing a learning

environment which promotes intersubjective understanding, where learning is a formative matter, enabling the pupils to engage critically with challenging perspectives.

... it should be an objective [in RE] that they [the pupils] could read, for instance, something that attacks themselves (John)

He strongly rejects the notion of a 'safe space,' arguing that shielding the pupils from conflicts hinders the schools' formative obligation. Instead, he advocates for structured engagement with contentious issues, ensuring discussions are grounded in facts and comparisons.

I never try to avoid conflicts! [laughter] ... but there has to be a reason. We must have worked with facts [in advance]. We must have worked with comparisons which make them able [equipped] to [participate in the] discuss[ion] (John)

By exposing the pupils to contentious issues, he intends not to fuel conflicts but rather the opposite. He sees RE as a platform for fostering reflection, equipping the pupils with knowledge and values for respectful societal discussions. He metaphorically describes this formation as turning the pupils into 'chief editors' of their own lives. The school should help them take responsibility for their words and actions in a religiously diverse world. To achieve this, they must encounter material from present-day debates and challenging diversity issues.

So, I think if the school does not dare to take these discussions, where in the world should they take them then? The other place is social media, and that's far more dangerous. [...] You need to become a responsible chief editor [in your own life]. So I think RE is fantastic in order to foster decent human behaviour (John)

John considers digital educational resources valuable. They provide a platform for formation by addressing diversity issues by presenting current debates and lived religion in a contemporary context.

In contrast, Anna is far more cautious, approaching diversity issues with greater sensitivity to the potential tensions they might elicit. Instead of focusing on media representations or current debates, she prioritises issues experienced by the pupils in their domestic environment. In this respect, she finds the interplay between media representations displaying diverse religious or cultural identities valuable in helping the pupils to recognise their own issues and fostering understanding and cultural sensitivity.

So, I try to teach the pupils a fundamental respect [...] for diversity [...] and cultural issues which different peoples believe in, [and] ... most of the time it has to do with what your family believe (Anna)

For Anna, normalising diversity through meaningful representations is key. She values Elevkanalen as a resource for displaying contemporary depictions of diverse religious beliefs and practices.

Regarding diversity, Jakob takes another angle. He is concerned with expanding the pupils' conceptual understanding of religion and worldviews, aiming to provide a humanistic understanding of differences. In RE, his approach goes beyond the mere borders of the 'Big Five'.

So, it's something I talk a lot about. I think there can be more religions involved than just the 'Big Five.' They need to understand that there are more religions and why people think and act differently. It's important we also include the human, humanistic aspect, which should be a natural part of religious education (Jakob)

For Jakob, RE is a profoundly existential subject. It is about exploring human existence in a world of different humans. While digital educational resources offer access to this complexity, they cannot fully represent infinite diversity. To address this complexity, this participant emphasises fostering a genuine interest in diversity.

I think it's important, but we can't represent everyone; we don't have the capacity. I've told my pupils: Try to be interested in other people. Because I think that applies to all subjects, not just religion, [...] be interested in getting to know them and think about why they do what they do (Jakob)

Jakob is engaged in the content aspect of diversity, mirroring and reflecting on the complexities and trying to sort through the confusing aspects of diversity within and between religions and worldviews. The participant affirms this interpretation and underscores a deep level of engagement in critical thinking, encouraging authentic engagement with others. For Jakob, exposure to contemporary human diversity and fostering an open-minded attitude toward humanity are core tasks in RE.

Mariann, not much unlike Anna, is occupied with delimiting the pupils' exposure to diversity to things close to their own social, religious, and societal environment. She finds this more valuable in forming an understanding of diversity than exploring things that the pupils might never encounter in real life. A didactic aspect of Mariann is that simplicity is required to provide understanding. The complexity of diversity, as Jakob advocates, is, according to Mariann, something she finds:

... too difficult. They don't understand it (Mariann)

While Mariann aligns with Jakob in recognising the importance of conceptual engagement, she insists on simplicity. She finds digital resources challenging, as pupils often lack religious literacy. They simply do not understand the language they encounter when exploring something independently. Hence, the teacher must consciously provide pertinent resources and support to build their conceptual understanding over time.

Like Mariann, Peter is critical of exploratory learning with digital resources in RE. Similarly, like Jakob and Mariann, he is concerned with language and conceptual understanding. However, as an RE teacher, he finds his role to be one of modelling a balanced critique of religion using sensitive and inclusive language. Consequently, he finds it even more urgent to adopt a teacher-centred approach in RE in the digitally saturated classroom due to the teachers' modelling role.

Summing up these comprehensions, the participants' intentionality regarding diversity issues has a decisive impact on their didactical approaches, which can be categorised into five orientations:

1) *The critical-conflict approach*, which exposes students to diverse and opposing viewpoints to foster religious literacy and critical discussions.

2) *The respectful representation approach*, which focuses on teaching respect for diversity through meaningful representations and prioritises issues experienced by the pupils in their immediate domestic environment.

3) *The humanistic and expansive understanding approach*, which aims to expand pupils' understanding of religion beyond the major world religions, emphasising a humanistic perspective distinguished by a genuine interest in diverse human experiences.

4) *The simplicity and familiarity approach*, which prefers limiting pupils' exposure to familiar contexts, emphasises simplicity and the need for teacher support due to pupils' lack of religious literacy.

5) *The teacher-centred and balanced-critique approach*, in which the teacher models balanced critique and sensitive language and is critical of using digital resources for exploratory learning.

Discussion

The TPACK model contextualises the interplay between three core domains: technology, pedagogy, and content. The integration of these competencies is essential for teachers' digital competence (Koehler & Mishra, 2009). In this study, however, the model is employed solely as an analytical tool to illustrate the complexity of these competencies, as reflected in the participants' varied adaptive mindsets.

The findings reveal that the 'in transit' experience and the varied adaptive mindsets demonstrate that a key issue related to digital competence is aptly identified as the challenge of integration of these three competencies. The 'in transit' experience itself illustrates this sense of competence gap, and, for instance, the *resource-detached* mindsets display the struggle with integration. They use digital educational resources as supplementary 'add-ons' rather than as an integrated part of the educational ecology (cf. Koehler & Mishra, 2009, p. 67). In contrast, those with a *resource-dependent* mindset tend to outsource too much of the didactical efforts to technological solutions, thereby diminishing their active role as teachers in their pedagogical and content discernment. The participants who are categorised as either *resource-involved* or *resource-diversified* represent participants with a more complex integration of different competencies, negotiating these in their practice, aligning more with the competence prompted by the TPACK model. However, they do so in a manner that reflects their challenges.

These challenges resonate with the broader literature on technology integration. Wohlfart and Wagner (2022) have, in their umbrella review, identified a notable number of elements which impact technology integrations, e.g., 'availability of technical support and facilitation, access to resources, paths to professional development, accurate pedagogical approaches, teachers' digital literacy, possibilities of collaboration, leadership, and teacher educators' (p. 357). In other words, to succeed with the integration of technology, pedagogy and content knowledge, there are a multitude of prerequisites that must be in place.

The findings illustrate how the didactical 'how' influences diverse outcomes in digital utilisation, with particular emphasis on the approaches to diversity issues within RE and how digital educational resources lead to a re-evaluation of their didactical strategies.

Similarly, the categories drawn from Munthe et al. (2022), 'technological perspectives', 'competence perspectives', and 'formative (Bildung) perspectives' (p. 13), serve as a framework for further contextualisation of how the participants' experience of being 'in transit' during the digital transition affects their didactical assessments and comprehension of their role as teachers. A brief discussion regarding the didactics of religion will be included within this framework.

Technological Perspectives and RE

Regarding the technological aspects of the findings, digitalisation brings about the shared experience of altering classroom dynamics, the teacher's role, and teaching and learning approaches. Figure 2 illustrates their differing adaptive mindsets, which reflect varying attitudes toward this transition.

Munthe et al. (2022) identify the altered classroom dynamics caused by technology as a dilemma, emphasising the need for didactic design in digital educational resources (p. 117). They do so without extensive discussion. They simply state that digital resources 'create new possibilities but also new challenges. [...] This requires that the concept of design becomes central to the facilitation and execution of pupils' learning processes' (my translation) (p. 117). According to them, the dilemma lies in 'the relationship between the subject-related (didactical) and the technological (infrastructure) in the development of educational practice' (my translation) (p. 117).

The participants acknowledge this dilemma differently. There is indeed a need for didactical design to provide structure and predictability. While some, like John, find digital resources to meet their needs, others, like Robert and Michael, see the teacher's role as crucial for adapting to the digital learning environment. Anna and Jakob require didactically designed resources, but also take responsibility for their specific classroom contexts. All participants offer valuable insights into navigating this complex digital transition, indicating that sustainable solutions cannot rely solely on technological development. They require ongoing didactical effort based on the digital resources and the teachers who use them, which further underscores the dilemma Munthe et al. identified.

However, Robert is the participant who reminds us that the didactical foundation is superior to any technological solution. He exemplifies a teacher in charge who does not leave anything to digital resources but instead views the digitally saturated classroom as an opportunity to reach the learning objectives more exploratively and multifacetedly through the (1) professional foundation of the teacher, (2) the contingent moment, and (3) collaborative approach. While didactical design in digital educational resources is desirable, it alone is insufficient. How the teacher facilitates the learning environment is crucial.

Regarding the issues addressed by the participants about digital technology, access to explorative independent learning is expressed as a comprehension of what this technology provides. Regarding RE, the most apparent comprehension of digital educational resources is how they bring present-day dynamics into the subject. Digital resources turn the focus from the past to the present.

Assessed from a didactic point of view, this technological access to present-day and current issues aligns with the comprehension of the editors of *Elevkanalen* regarding the RE approach (Østereng, 2024). This demonstrates how technology also impacts the content and pushes the present-day context to the forefront as the most relevant issue, and hence leaves the more historical and dogmatic aspects of religion in the background. Jakob and Michael strongly emphasise this.

Competence Perspectives and RE

Munthe et al. (2022) describe digital competence as 'competence for change' (p. 31), which can be translated to 'change agility' or 'adaptive competence'. This highlights the importance of embracing the transitory state of digitalisation. Notably, *adaptability and resilience*, the ability to adjust to changes, are the most apparent competencies emerging from the data in this study. Other aspects are also reflected in participants' material, such as *digital discernment, practical application, trust and participation, collaborative skills, navigational skills, and a holistic approach*, as shown in Table 1.

By applying digital educational resources in RE, the participants aim to facilitate a learning environment that promotes respect and tolerance for religious diversity. While their stances on resource applicability differ, they all contribute to the elaboration of the challenges they face regarding adaptability.

From the aspects of competence, Michael Fullan and Maria Langworthy (2014) emphasise what they call 'new pedagogies [...] between and among students and teachers when digital tools and resources become pervasive' (p. i). They have introduced the term 'learning partnership', which emphasises the changing role of the teacher and the pupils, respectively (p. 11). A key to this change is the altered focus regarding assessment for learning, i.e., to focus on the process rather than the product (Kongsgården & Krumsvik, 2019). The pupils' autonomy and independence are crucial aspects (Fullan & Langworthy, 2014, p. 33) as well and the teachers are becoming co-learners (Fullan & Langworthy, 2014, p. 12). The aspects of the pupils' independence and autonomy are strongly emphasised by John, while Robert emphasises the aspects of co-learning as the essence of digital didactics.

Formative Perspectives and RE

Munthe et al. (2022) connect digital formation primarily to 'digital discernment' (p. 34), which encompasses the whole idea of digital phronesis. It can be defined as the practical wisdom needed to navigate ethically, reflectively, critically, responsibly, and practically in the digital landscape (Konstadopoulou, 2024; Peters & Green, 2024). This aligns well with how Jeppe Bundsgaard defines digital formation as a skill where users internalise different competencies to support learning. He breaks it down into four main

objectives: 1) investigative, 2) critical, 3) productive, and 4) participatory skills (Bundsgaard, 2023, p. 69).

In this study, some of these formative elements are apparent. John, for instance, associates religious literacy with critical literacy, enabling pupils to engage with opposing views. This aspect is closely related to the second element in Bundsgaard's definition of digital formation. Other participants, like Jakob, emphasise the existential aspects, reflecting on what it means to be human. Hence, for him, the formation perspective regarding digitalisation focuses on adequate representation, i.e., encountering the unknown with inquisitiveness to broaden the perceptions of what it means to be human, which aligns more with the fourth element of Bundsgaard.

Robert holds a formative perspective, which aligns with a Humboldtian view on learning in various respects. Humboldt wrote: 'At the higher level, the teacher does not exist for the sake of the student; both teacher and student have their justification in the common pursuit of knowledge' (Macfarlane & Erikson, 2021, p. 1137). According to Macfarlane & Erikson (2021), 'This means that professors do not have a monopoly on knowledge creation and truth seeking, and so it follows that teaching cannot be conceived of as a crude form of 'spoon feeding' students with the received wisdoms of an academic discipline. Humboldt's conception is essentially egalitarian in nature and suggests that a common bond ties both parties – students and their professors – together' (p. 1137). This aspect aligns well with the first and third elements of Bundsgaard.

Conclusive remarks

The experience of being 'in transit' encapsulates the dynamic and evolving nature of teaching in a digitally saturated classroom, i.e., in phenomenological terms, the experience-based impact on teachers' intentionality and professional lifeworld. This study highlights how digitalisation transforms educational practices, requiring teachers to adapt their roles and develop new competencies. The findings reveal that teachers' adaptive mindsets significantly influence their didactical strategies and unveil the complex didactical landscape they are navigating. The digital transition necessitates a continuous didactical effort, where the teacher's role in facilitating the learning environment is paramount. While digital resources bring present-day dynamics into RE, they also bring new didactical discernments, where thoughtful didactical design remains essential. The teachers' digital and didactical competence, discernment and formation are superior to any technological and digital solutions. However, their digital competence is in transit.

Given the backdrop of the new political stances in Norway and Sweden, a decisive emphasis must be placed on the urgent need to enhance the integration of teachers' digital literacy into didactical practice without regressing or relinquishing this responsibility. This is paramount as our time requires teachers with digital literacy. The advent of artificial intelligence (AI), which is not a part of this study, has made it even more urgent.

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