

NOFA9

**Education, knowledge
and Bildung in a global world**

May 9–11, 2023 in Vaasa, Finland

Book of Abstracts



Promoting phenomenon-based learning via students' reading engagement program by the @TARU model

Merja Kauppinen, University of Jyväskylä, Finland

Juli-Anna Aerila, University of Turku, Finland

Versatile texts are in the core of all learning at schools. However, the text-related practices need to be updated according to the ideology of continuous learning. Multiple meaning making strategies, shared reading practices, and common knowledge building can form the basis for text-based learning (Anstey & Bull, 2018).

This paper is based on a 3rd grade classroom intervention, where versatile texts are at the core of phenomenon-based learning. Phenomenon-based learning can be broadly defined as a student-centered, multidisciplinary instructional approach (Tarnanen & Kostiainen, 2020). The students are encouraged to set the learning goals based on their own interests, find co-operationally relevant information from multiple textual resources and create a final product to show their learning outcomes.

The @TARU model presented in this paper is a research-based model for readers' engagement with texts. The @TARU model concentrates on increasing the amount of texts, the suitability of texts for diverse readers and meaningful, shared-reading activities. In the paper, the intervention is pondered from the perspective of an ecological process model of systems change (Peirson et al., 2011). The model includes four phases – succession, interdependence, cycling of resources, and adaptation – and offers a framework for analyzing the intervention and describing the mechanisms of the @TARU model for the needs of phenomenon-based learning. The first phase of the pilot produces various data such as the pedagogical continuum, the reading materials and activities, learning outcomes, student and teacher interviews, and the teacher's and researchers' memos. In the results, we describe the key practices of text-based learning which became relevant in the pilot. On the basis of the preliminary results, we consider what are the conditions to apply the @TARU model as part of phenomenon-based learning in the spirit of the socio-materialism paradigm (see Ennser-Kananen & Saarinen, 2023), especially reading for learning from the perspective of social justice.

Keywords: Reading engagement, Phenomenon-based learning, Ecological process model

References

- Anstey, M., & Bull, G. (2018). *Foundations of Multiliteracies. Reading, Writing and Talking in the 21st Century*. Routledge.
- Ennser-Kananen, J., & Saarinen, T. (2023). Towards socio-material research approaches in language education. In J. Ennser-Kananen & T. Saarinen (Eds.), *New Materialist Explorations into Language Education* (pp. 1–17). Routledge.
- Peirson, L. J., Boydell, K. M., Ferguson, H. B., & Ferris, L. E. (2011). An ecological process model of systems change. *American Journal of Community Psychology, 47*(3–4), 307–321.
- Tarnanen, M., & Kostiainen, E. (2020). Ilmiölähtöinen oppiminen [Phenomenon-based learning]. In M. Tarnanen & E. Kostiainen (Eds.), *Ilmiömäistä! Ilmiölähtöinen lähestymistapa uudistamassa opettajuutta ja oppimista [Phenomenal! A phenomenon-based approach to reform teaching and learning]*. (pp. 6–19). University of Jyväskylä.