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Personīgi nozīmīga lasīšana pamatizglītībā
Personally meaningful reading in primary education

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Questions to explore

- What does it mean to read? How has the understanding of the concept 'reading' changed today?
- What does the personally meaningful reading mean?
- **How to promote personally meaningful reading in primary education?**
Practical ideas for work

What does it mean to read?

Reading is use of the alphabetical code to understand the meaning of the text.



Traditionally, reading is understood as:

recognition of letters, joining them in words and sentences, understanding the meanings of words and sentences, associating them with objects in reality, interpreting them in accordance with previous experience.

Understanding of the environment, social life, culture, etc is the result of decoding and sorting the information from the texts.

How has understanding of the reading concept

Everything but alphabetical code changes in reading.

The Internet has actually saved reading (and books) from the decline caused by the expansion of image and digital media (Eco, 2009).

Reading practices are changed by:

- technological development,
 - dematerialisation, digitisation of the text, involvement of new devices in storage, distribution and presentation,
 - digitisation of culture in general, which means new places, roles and functions as a reading background.
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- We write and read in such communication situations in which we had not done it before!

Digital media ensure that nobody can live without reading (for different needs in life)

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The changes affect not only the texts but also the authorship of the texts.

Anyone can react instantly to what they have read on social media by commenting and reading comments written by others.

Digitalisation and the Internet also completely change the conditions for creation, publishing, sales and reading of the literature.

Experience of reading and writing changes completely in time and space.



Do we read more or less

In society, reading is basically understood as reading a book._

It has been found that in Latvia 20% of the population read books every or every other day, 18% – a couple of times a week, 14% – a couple of times a month (respectively, 24% less often and 23% not at all).

Books and printed media account for a very insignificant amount of the total amount of reading (Latvian Publishers Association. *Study on the reading habits of the Latvian population*. 2018).

People are more likely to read digitally, on average 2-9 hours a day (LETA. Survey: 41% of Latvian residents not read books. TVNET, 2017, Jan 28).

Digital reading is opposed to analogue reading - book culture for digital media culture (Skulte, 2019).

The criteria for selection of texts have changed significantly, if we look throughout the century,(Limane, 2019).

Personally meaningful reading – what does it mean?

Reading for a student becomes personally meaningful when implemented in real language situations related to a specific context of communication.

If a student has an opportunity to read and create their own text literacy skills not only for language lessons, but also for other lessons. It includes the reading strategy, in-depth understanding of words, concepts and text, learning of terms in the field of study, reading scientific texts, presentation of ideas on a specific issue etc.

I'm reading in order to... The reader develops an experience of meaning, if the text creates associations with the reader's existing experience, the reader sees usefulness of reading the text, the reader identifies himself as a reader

(Priniski, Cameron et.al., 2018).

How to involve a student in a personally meaningful activity (reading)?

What is the benefit of a good exploratory question?

- A well-formulated exploratory question in the lesson links learning together with life and makes the purpose (goal) of the activity understandable to the student.
- A good question is open and ambiguous, one that challenges the student and encourages them to get a complete and meaningful answer using knowledge, skills and/ or feelings, enthusiasm, creativity and experience.
- A well-formulated question includes references to the answer, both key concepts and the importance of the result.
- Authentic (human life/nature/culture)-related issues demanding higher level of thinking are suitable for initiation of the learning process, they encourage students to become more actively involved, using the information in new situations, seeking solutions to problems, paying attention to details, looking for different analytical solutions, using previous experience and synthesizing it with the new one, critically evaluating what has been achieved, as well as focusing on the metacognitive dimension of their learning- an ability to observe and notice operational successes and weaknesses in themselves.

(Marzano, Kendall, 2007; Polman, Hornstra, Volman, 2020; Ferlazo, 2020; Briška, Siliņa-Jasjukeviča, 2020, 2021 etc.)



~~Read about...~~

Read in order to...

Personally meaningful reading does not mean reading about a certain topic (about autumn, about friendship, about ...), but reading to find out an answer to a question, to solve a difficult situation, to relax, to help someone, to become stronger, smarter, more skilled, affectionate, responsive, better, more creative, happier person, and to build one's life and make a better world with love, courage and responsibility



Examples

- How to choose (write, dedicate) a heartfelt greeting poem to grandma on her birthday?
- How to use a recipe to prepare a tasty breakfast for the family?
- How to create a favorite recipe book of the pandemic?
- How to choose a play together with others and stage a show for the end-of-school party?
- How to choose an anecdote that suits the situation? How to tell it to make the listener laugh and be delighted?
- Which harvest time traditions in our county could I explore and try out this year?
- How to create a visually effective/ informative poster to gather as many people as possible to the Big Clean-up?

A number of subordinate issues can be associated with the main issue to be explored.

Introduce a tradition of regular discussion with students related to topics they want to know or understand, accomplish, solve...

Invite students to write down their ideas.

Vārds, uzvārds	Kāpēc man tas ir svarīgi?
Es gribētu ...	Kas būtu jādara, lai to paveiktu?
	Kā es zināšu, ka esmu to paveicis?

Arrange the ideas offered by students in a conveniently transparent place.

Discuss those ideas with students (group their ideas by frequency, prevailing areas of learning, priorities, etc.)

Invite the school staff to familiarize themselves with the ideas, create a work plan together.

Es gribu uzināt kā var
uzheist datoru un telefonu

Ko es gribu uzināt?
Kāpēc kakti mirst?
Kāpēc lietus liets?
Kāpēc ir cilvēki?
Kāpēc ir daivoni?
Kāpēc arā ir iedērs?
Kā no akas āderis tiek pie krāsas?

Arāni
Kāpēc jūsi idomājās
būt par skolotāju

Kāpēc cilvēkiem aug
mati? Kāpēc cilvēkiem
nau spārmu? Kā išķatāties
pēc 20 gadiem?

Marta BB.

Es gribu uzināt kā būvē dā
Vai pastāv ciplanētēsē.
Vai tagat 2016. Gada pastāv alu cilvēni.

Ko es gribu uzināt?

Kā var uzdomāt grūtu bētu

Es velos uzināt
par vēsturi un
kā izstijās karalienes
un karali!!!

Es gribu zināt kā radās
pasaulē.

Un kāda viņa būs nākotnē.
Vēl gribu zināt vai man būs
sieva kad būšu liels vai arī
meitene.

Un es būšu miljonārs.

patērēt senās, betas, notiku-
mi. Man vēl gribētos
uzzināt par visādām
valodām, tad arī būtu
nēgli saprast cēltaubiesu
valodu ko viņi saka.
Vēl es gribu uzināt
par visām planētām, kā
tās radās, kā tām no-
sākums radās. Vēl es
gribu uzināt kā ka-

Es gribētu lai mēs laistu daudz eksperimentus
Es gribētu lai mēs uztāsim mīļas arhitektūras veida
Es gribētu uzināt visu par melno caurumi
Es gribēt mācīties par cilvēka ķermeni
Es gribētu mācīties filmošanu
Es gribēt iemācīties zīmēt cilvēku portretus
Es gribētu zināt visu par dakteru
Es gribētu uzreizēt visu par spoku
Es gribētu uzināt visas dzīvnieku valodas
Es gribētu gribētu uzināt kāds ir pasaulē cilvēku
skaitlis 1,0000?

Ko es gribu uzināt?

Kāpēc diem ir radējis slūktus cilvēkus?
Ja raudu nevar raudu nomāgāt.
ar ko var ierēt nēdas.

Es vēlētos uzināt kāpēc lietus ir
ar īpašības vārdu atšķiras. Vai drūmā
vārds ar īpašības vārdu. Ja tie
jau ir tie paši vārds. Un kāpēc
ir izdomāto vārds.

OSKARS
Ko tu gribi uzināt, Dievs.
Es gribu uzināt kā radās pasaule
Es gribu zināt kā tāsīt

1. klases skolēnu atbildes: "Ko tu gribi uzināt?"

- Vai Dievs pastāv?
- Kas pasaulē piedzima pirmais?
- Es gribu uzināt par planētu Zemi
- Kā radās saule?
- Kā radās pirmais cilvēks?
- Es gribu uzināt no kā radās Dievs?
- Kā cilvēki iemācījās runāt?
- Vai Lieldienu zakis pastāv?
- Es gribu uzināt kā radās zelts?
- Ja netic Dievam vai cilvēks nokļūst ellē?
- Es gribu uzināt, kas valda pār pasauli?
- Es gribu uzināt kā rodas briljanti?
- Es gribu uzināt, vai esmu vienīgā Terēze uz pasaules?
- Es gribu zināt vai Dievs ir ļots?

Issue to be explored and related sub-questions

Example:

The main issue to be explored:

How to prepare for the class redecoration using the assigned budget smartly?

Sub-questions:

Is there really a need for the redecoration in the classroom?

What exactly needs to be improved in our classroom? Why?

What classroom would we like to study in?

What materials are needed for the redecoration? How to find it out?

How much budget can we count on?

How can we use the budget sparingly?

What can we do ourselves? Where will adult help be needed?

Examples:

In order to plan a summer hike to explore the cultural and historical values of your native side, it is worth focusing on exploring rivers, lakes, hills, heritage trees. Read printed and digital informative texts about objects of nature and cultural history: fortified settlements, heritage trees, heritage stones, parks, legends, stories, paying attention to place names, local names, peculiarities of the dialect. Get acquainted with different routes provided. Plan your own tour route with different goals - to take the great-grandmother to her birthplace, go on an entertainment hike with friends, take a foreign friend on a tour, etc. (language, natural sciences, mathematics, social sciences)

A recipe can be used to prepare a dish for the holidays (a festive cake for the Independence Day, bacon rolls for Christmas, dyed eggs for Easter). In the text of the recipe, it is worth paying attention to the structure of the text, names of the products (nouns), units of measurement, their abbreviations, but in the description how the dish is prepared, pay attention to nouns (product names) and verbs (social sciences, language, technologies).

In order to help to find the classmate's missing dog, students can discuss importance of socially responsible, civic action and learn to create an advertisement, learn their peculiarities (language, social sciences, ethics).

How to plan personally meaningful learning?

(Kolb, 2008)

Mācību procesa posmi	Rezultāts
1. Problēmas (jautājuma, mērķa) formulēšana	Motivācija, ideja, kāpēc ir vērts darīt, saistība ar skolēna dzīves pieredzi un vērtībām
2. Problēmas risināšanas iespējamo līdzekļu izpēte (integrēts mācību saturs)	Priekšstats par problēmas risināšanai piemērotiem līdzekļiem (kā konkrētas mācību jomas saturs var palīdzēt risināt problēmu – iegūt atbildi uz jautājumu)
3. Daudzveidīga praktiska darbība (process)	Darbībā gūta pieredze un personīgi nozīmīgs rezultāts
4. Atgriezeniskā saikne (darbības rezultāta izvērtēšana)	Apjēgta iegūtā pieredze, mācīšanās, personīgā izaugsme un paveiktā darba nozīmība dzīves kontekstā

How to include personal meaningfulness aspect in the evaluation process?

Dimensijas	Skolēnu darbības rezultāts	Skolēna mācīšanās un izaugsme
Konteksts (dzīve) Vērtības	Ko esam paveikuši? Ko esam radījuši/ atklājuši, atrisinājuši? Kam tas noderēs? Kā tas palīdzēs? Kā mainījās pasaule? Kā uzlabojās dzīves kvalitāte?	Kādu pieredzi esmu guvis/ ko izjutis un piedzīvojis? Kas man bija svarīgi? Kāda jēga bija to darīt/ mācīties? Kā es to varu pielietot?
Individuālā Procesi un prasmes	Kāds bija mans ieguldījums problēmas risināšanā/ parādības izpētē?	Ko es darīju? Kā man veicās?
Profesionālā Mācību saturs	Kā mācību jomas/-u teorija un prasmes palīdzēja nonākt līdz rezultātam? Kā prasme lasīt noderēja, lai atrisinātu problēmu?	Ko es mācījos? Ko es tagad zinu un protu?

Thank you for your attention!

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