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Article/Book Title: Engaged Reading as a Collaborative Transformative Practice

Full APA Reference: Ivey, G., & Johnston, P. H. (2015). Engaged reading as a collaborative transformative practice. *Journal of literacy research*, 1086296X15619731.

Major Themes/Theories: Pedagogical Practise, Literacy Programming,

Abstract:

The context of this study is a voluntary modification in teaching focus by four eighth-grade teachers who shifted their instructional focus toward student engagement. They abandoned assigned readings in favor of student-selected, self-paced reading within a collection of high interest materials—primarily young adult fiction that students found personally relevant. Over a 4 year period, among other things, this shift consistently resulted, for the students, in increased reading volume, a reduction in students failing the state test, and changes in peer relationships, self-regulation, and conceptions of self. Increasingly predictable shifts across classes in the nature of classroom activity systems along with increasingly predictable student-level outcomes have been accompanied by a parallel evolutionary shift in the activity of teaching (individually and collectively) among the four teachers, reflected in their relationships, their use of resources, and the objects of their activity. Using Cultural Historical Activity Theory (CHAT), we analyze this co-evolution of activity systems and the subjectivities and development of individuals acting within those systems. We examine the inseparable shifts in community and individual activity, and their evolution over three time scales—a 4 year history of change in practice among a small community of teachers, the evolution of their student communities over the course of a school year, and, at the microgenetic level, the moment-to-moment interactional processes that feed the evolution of individuals and the relational properties of their communities.

Define the Research Questions:

The study, *Engaged Reading as a Collaborative Transformative Practice*, aims to answer the following questions:

1. Over the years, what are the historical processes through which teaching activities are transformed, and how do these transformations affect the classroom activity systems?
2. What are the changes in the classroom activity systems over the course of the school year in terms of community, division of labor, mediational tools, subjects, and objects?
3. In what ways are students and teachers transformed and transformative within the relational engagements of the classroom? (Ivey & Johnston, 2015)

Discuss the methodology used by the authors.

This study analyzed four eighth grade teachers who prioritized student engagement in English class, by offering students a wide collection of personally relevant young adult literature, inviting them to choose what to read and how to approach their reading, providing opportunities for them to talk about what they read, and removing barriers to reading such as book reviews, journal entries, and comprehension questions (Ivey & Johnston, 2015). Progress was documented and processed, and throughout the 4 year period, with a focus being placed on years 3 and 4, after pedagogical changes were made. Participating teachers provided additional access and

attention to diverse books, particularly multicultural books and books with male protagonists, as well as proactive one-to-one support for inexperienced readers identifying relevant, accessible books. The frequency of strategy instruction was also reduced. Overall, teachers interviews were completed, as well as student beginning, process and end of year interviews. Observations were also completed of classroom activities and student discussions (Ivey & Johnston, 2015).

Describe the results.

Engaged reading was found to be an agentive transformative practise, in which students were fully engaged with both characters in their books, and with those with whom they interact around the books. The findings of the study suggest that teachers and students alike came to recognize that engaged reading (and teaching) is a transformative act of meaning making by *collectivials* (Stetsenko, 2012). This is a process that depends on contradiction or differences in perspective. These differences don't disqualify participation but rather provide students the feeling of being component contributing members of their surrounding community (Ivey & Johnston, 2015).

Reference List

Stetsenko, A. (2012). Personhood: An activist project of historical becoming through collaborative pursuits of social transformation. *New Ideas in Psychology*, 30, 144-153