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DEVELOPING AESTHETIC SENSITIVITY IN STUDENTS THROUGH LITERARY TEXT RECEPTION USING VISIBLE LEARNING TECHNOLOGIES

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This article investigates the process of literary text reception through visible learning technologies as a means to develop students' aesthetic sensitivity. Grounded in the requirements of the Romanian Language and Literature curriculum, this study validates the application of John Hattie's 'visible learning' paradigm as an effective framework for systematizing literary text reception through a conscious, structured, and reflective process. Metacognition and reflection on personal learning processes, presented as visible learning strategies, are structured around the stages of literary work reception, namely comprehension, interpretation, and application, highlighting the active and profound nature of learning guidance, which is facilitated through pedagogical strategies, tools, and methods applied in teaching, thus rendering reading practices explicit and accessible.

Keywords: *literary text, aesthetic sensitivity, reception, visible learning, comprehension, interpretation, application.*

DEZVOLTAREA SENSIBILITĂȚII ESTETICE A ELEVULUI DIN RECEPTAREA TEXTULUI LITERAR PRIN TEHNOLOGII DE ÎNVĂȚARE VIZIBILĂ

În conținutul articolului este reflectat procesul de receptare literară a textului literar prin tehnologii de învățare vizibilă în scopul dezvoltării sensibilității estetice a elevului. Referințele argumentate de cerințele curriculumului disciplinei limba și literatura română au justificat aplicarea strategiilor paradigmei „visible learning" propusă de John Hattie, concluzionând, că receptarea textului literar devine un proces conștient, structurat și reflexiv. Cu statut de strategie de învățare vizibilă, este prezentată metacogniția și reflecția asupra propriei învățări, proiectată pe baza etapelor procesului de receptare a operei literare (comprehensiunea, interpretarea și aplicarea), care scot în evidență caracterul activ și profund al ghidării învățării prin strategii, instrumente și metode pedagogice aplicate în predare, făcând lecturarea explicită și accesibilă.

Cuvinte-cheie: *text literar, sensibilitate estetică, receptare, învățare vizibilă, comprehensiune, interpretare, aplicare.*

Introduction

Reception constitutes a fundamental element of communication, conceptually defined within communicative processes as "the set of activities through which a receiver (listener or reader) receives, decodes, interprets, and evaluates the message transmitted by a sender, depending on the context, purpose, linguistic code, and communication channel used" [6, p. 29]. Reception, as defined by these parameters, involves two essential processes: *discerning the sender's communicative intent and generating an appropriate verbal or emotional response from the receiver*. The Romanian Language and Literature Curriculum frames reception as the development of students' competencies in comprehending, analyzing, and interpreting a variety of oral and written messages, enabling them to decode and evaluate diverse text types, as outlined in both the core Curriculum [4] and the Grade XI Syllabus [9]. During high school, as students progressively develop abstract and critical thinking skills, they become capable of examining literary texts through multiple analytical perspectives, such as thematic, stylistic, symbolic, and contextual. Such cognitive maturation enables a deeper engagement with artistic messages and promotes reflective inquiry into both external worldviews and personal identity.

Research methodology

The aim of the research is to investigate the process of literary text reception through the application of visible learning technologies as a means of developing students' aesthetic sensitivity. The study is based on the requirements of the Romanian Language and Literature curriculum and validates the application of John Hattie's visible learning paradigm as a structured framework for guiding the reception of literary texts. The research employs theoretical methods such as *analysis and synthesis of curriculum* documents and relevant pedagogical literature, the *hypothetico-deductive method* for formulating and testing assumptions about literary reception, and *pedagogical modeling* to adapt visible learning strategies to the stages of text reception, namely comprehension, interpretation, and application. Empirical methods include *structured observation* of student engagement with literary texts, as well as *pedagogical reflection* focused on metacognition and the visibility of learning processes.

Study Findings and Scientific Debates

Within the context of school learning, students develop a personal relationship with literature by engaging with texts in ways that promote dialogic interpretation and aesthetic appreciation. The concept of *aesthetic reception*, introduced by M. Zappone, is employed in literary studies to describe the reader's response to literary texts. „The reader, in this case the student, functions as a meaning-maker whose interpretations vary depending on space, time, and sociocultural group. Consequently, literary works are neither read, understood, nor evaluated uniformly across different historical periods or social communities” [10, p. 153]. More broadly, literary reception encompasses the process through which a reader interprets a text and assigns meaning to it, generating a subjective response. Engaging with a literary work involves exploring its multiple dimensions, thereby enriching its significance through diverse interpretative perspectives and critical reflection [10, p. 155].

The general competencies outlined in the school curriculum reflect the reception component of both oral and written messages, emphasizing the development of skills required to understand and interpret texts through the reception of oral messages, as well as the ability to comprehend, interpret, and appreciate both literary and non-literary texts through written message reception. The specific competencies relevant to the synchronization of these two types of messages include:

- Identifying central ideas and relevant details in texts that are heard or read.
- Recognizing artistic expressive devices and stylistic techniques.
- Formulating a reasoned opinion about a received text.
- Comparing texts in terms of themes, characters, narrative perspectives, and other elements.

In the rationale for implementing the National Curriculum by educators, aimed at fulfilling the objectives of linguistic and literary-artistic education at the high school level, an implicitly assumed and achieved goal is the contribution of literary texts to the development of core competencies such as *critical and creative thinking, the expression and understanding of national cultural models, and the formation of social and civic competencies* through engagement with moral dilemmas, human typologies, and historical contexts.

In high school education, the reception of literary texts takes place within an instructional framework aimed at cultivating mature readers capable of critically analyzing and reflecting on the messages conveyed by literary works. The three stages of the literary work reception process established by H.R. Jauss (*comprehension, interpretation, and application*) highlight the active and profound nature of guiding learning through pedagogical strategies, tools, and methods applied in teaching, making reading practices explicit and accessible [3, p.260-261]. In the first stage, *comprehension*, the initial reading is approached as a “time of aesthetic perception,” during which the reader engages with the work through wonder and curiosity, allowing meanings to gradually emerge. The second stage, *interpretation* (re-reading), deepens understanding by altering the horizon of expectations, enabling the reader to construct a coherent meaning through reflective and critical engagement. The third stage, *application* (post-reading), represents a moment of aesthetic judgment, wherein the reader aims to reconstruct the meanings of the work and integrate them into a broader interpretative framework. This phase allows the reader to move beyond the initial experience, for-

mulating a personal perspective on the text. The final stage affirms the dialogic relationship between reader and text, transforming reading into an active process of reflection and reinterpretation.

Beyond a basic understanding of content, the third stage of 'aesthetic judgment' involves cultivating a personal connection with literature through individual interpretation and critical evaluation of its *aesthetic dimensions*. Reception elicits a range of emotional responses associated with the traits of *artistic reception* competence, which Vl. Pâslaru (2013) defines as "the totality of attitudes, skills, and knowledge a reader (the student) develops to understand, interpret, and engage with a literary text through its artistic merits" [7, p. 31]. The concept of reception, as addressed in the Romanian Language and Literature Curriculum for the 10th grade, involves the study of literary works aimed at deepening students' understanding of the reception process, grounded in the theoretical knowledge required for a personalized, interpretive engagement with the literary text [4, p. 10], an objective pursued through activities focused on recognizing artistic expressive devices and stylistic techniques, as well as formulating a well-reasoned opinion about the text.

Building on Jauss's definition [3], which emphasizes the exploration of a literary work's multiple meanings, where the reader contributes to its enrichment through various interpretive approaches and the outcome of critical evaluation, we argue for the development of students' artistic reception competence through pedagogical tools and methods that make reading explicit and accessible. This approach is grounded in *visible learning technologies*, a concept associated with John Hattie's *Visible Learning* theory, which asserts that learning is most effective when it becomes visible, meaning that students understand *what they are learning, why they are learning it, and how they can evaluate their progress* [2].

Aesthetic sensitivity is an important indicator in identifying the discerning reader, someone who engages with literature beyond its surface meaning and appreciates its artistic qualities through thoughtful, personal interpretation. This variable plays a significant role in examining how visible learning technologies influence high school students' reception of the literary texts. To support meaningful learning, based on the principles of visible learning theory, where students understand *what they are learning, why it matters, and how to measure their progress*, evaluation criteria for artistic reception competence have been developed, with aesthetic sensitivity as the main dimension. The framework outlined by H.R. Jauss's stages of reception (*comprehension, interpretation, and application*) synchronizes naturally and coherently with students' development as readers, supporting a gradual progression toward the personal *appreciation and evaluation of literary works* [3].

Table 1. Assessment Criteria for Aesthetic Sensitivity in Literary Text Reception

Criteria	Descriptors
Interpretive Analysis	Ability to decode the text's implicit meanings by formulating personal, well-supported interpretations.
Emotional resonance	Affective engagement with the characters, reflecting on personal experiences in relation to the situations depicted in the text.
Critical and reflective thinking	Analyzing the text's structure, the author's intent, narrative techniques, and symbols, while expressing personal opinions on the theme, characters, and overall message.
Literary Transformations	Reformulating, reinterpreting, or transforming the text into original works, such as essays, artistic projects, dramatizations, etc.
Personalized Appraisal	Establishing a personal connection with the text by articulating literary preferences, narrative styles, and themes that prompted reflection, while sharing the reading experience through reviews, critical essays, or creative adaptations.

H. R. Jauss's Literary Reception Process structures the student's engagement with a text, guiding them from initial comprehension to personalized interpretation and creative expression. This progression unfolds across distinct stages:

1. *Comprehension → Interpretive Analysis*

Students begin by decoding the text's structure, themes, and implicit meanings to establish a foundational understanding.

2. Interpretation → Emotional Resonance

As students deepen their analysis, they forge emotional connections with the text's characters and scenarios, linking these to their own experiences and reflections.

2.a. *Critical Reanalysis → Critical and reflective thinking*

Once the reader reanalyzes the text, they develop an aesthetic judgment, observing the author's intent, literary techniques, and symbolism, while articulating critical opinions.

3. Application → Literary Transformations

Students reinterpret the work through essays, artistic projects, or performances, translating their insights into new expressive forms.

3.a. *Personalized Appraisal*

In the final stage, students express their personal connection to the text, justifying their interpretations and offering original perspectives that contribute to the broader literary discourse.

The development of a student's *aesthetic sensitivity* through the reception of literary texts involves cultivating the ability to perceive and appreciate the text's expressiveness. This includes recognizing elements such as style, rhythm, metaphors, and other artistic features that shape the emotional impact of the work, thereby fostering a deeper and more nuanced understanding of its literary message.

A subsequent phase in designing visible learning frameworks to cultivate aesthetic sensitivity in literary text reception involves clarifying learning objectives and integrating self-assessment mechanisms. To promote metacognitive awareness, educators can utilize tools such as rubrics, portfolios, and structured reflection exercises. We propose a reflection sheet, based on the suggested indicators, which is well-suited for high school Romanian language and literature classes. This tool can be used after reading a literary text to help develop students' artistic reception skills.

Table 2. Student Reflection Sheet for Romanian Language and Literature Classes

Interpretive Analysis	Which image, passage, or artistic expression most resonated with you? What message does the text convey, and how do you interpret it personally?
Emotional resonance	Is there a situation, character, or theme with which you identified? What emotions did the text evoke in you?
Critical and reflective thinking	What is your opinion on the way the author constructed the text? (Structure, techniques, symbols, message)
Literary Transformations	Would you recommend this work to a classmate? Why? What do you like or dislike about the author's style?
Personalized Appraisal	Propose a personal reformulation or reinterpretation of a scene or theme from the text (in the form of an essay, drawing, short play, poem, etc.).
Creative Transformation (optional - for students with creative inclinations)	Title of the work: _____ Form: essay, poetry, illustration, short play, etc.”
Personal reflection: In what ways did this text enhance your understanding of the world, people, or yourself?”	

Metacognition, within the context of visible learning, enables students to *reflect on their cognitive processes,* identify effective strategies, and pinpoint areas that require further development. According to John Hattie's research, metacognition is one of the most influential factors contributing to academic progress. In this framework, metacognition involves the intentional monitoring, evaluation, and regulation of one's own

learning. Students *learn how to learn* by reflecting on questions such as: *What do I already know? What do I need to learn? Which strategies are most effective for me? How can I address my mistakes?"*

According to Hattie, a metacognitive student is an autonomous learner capable of transferring knowledge across contexts and engaging in continuous, lifelong learning. Within the classroom, the teacher plays a central role in modeling metacognitive practices through reflective questioning and the application of visible thinking strategies. In the studies synthesized by Hattie, *metacognition demonstrates an average effect of +0.69* on academic progress, *surpassing the threshold for significant impact (+0.40),* thereby positioning it among the most effective educational practices. M. Marin, in an article addressing the development of the 'Smart lesson' concept, observes that, due to the importance of learning autonomy, lesson materials must be meticulously prepared. Facilitators are expected to ensure coherent implementation and integrate visible learning into the instructional process. The theoretical foundation of the *Smart lesson* model emphasizes the design of *technology-enhanced instruction* rooted in *constructivist theory*, focusing on *student interactivity, self-directed learning, learner autonomy, and the complete transparency of the learning process* [3, p. 35].

The author structures the linguistic content of the text according to deliberate principles, using originality to enhance the reader's understanding. By strategically guiding interpretation and minimizing deviations from the intended conceptual trajectory, the text actively directs the reader's perception, reducing ambiguities. This intentional constraint ensures coherence within the reader's cognitive framework, aligning it with the author's communicative objectives [11].

Conclusions

Visible learning technologies aim to *enhance pedagogical impact* by actively involving students in their learning process, fostering critical thinking, and developing transferable skills.

The educational outcome, linked to the elements of *artistic reception competence*, focuses on developing students' ability to comprehend, analyze, and appreciate literary works, forming an engaged and perceptive reader who can thoughtfully interact with the aesthetic dimensions of a text. This instructional approach emphasizes *encouraging reflective, empathetic, and creative engagement with reading,* aligning with the various interpretations a literary work may offer, while promoting the development of literary comprehension.

Aesthetic sensitivity is evidenced by the *student's ability to recognize, interpret, and appreciate the artistry of a text, including its imagery, style, and emotional impact*. Visible learning technologies, such as platforms, applications, and instructional methods that facilitate learning, are grounded in transparent learning goals, continuous feedback, student participation, and metacognition (thinking about one's own thinking). Within this framework, tools like visual and emotional text mapping (Padlet, Canva, Miro, Jamboard), audio and video text analysis, creative writing inspired by multimedia prompts (Storybird, Book Creator, Wakelet), and digital portfolios for aesthetic engagement (Google Sites, Seesaw, Adobe Express) serve as valuable resources for enhancing students' aesthetic sensitivity through literary exploration.

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