CRITICAL LITERACY TEACHING ACCOUNTABILITY IN THE ELT CLASSROOM

MARGIT REITBAUER

HANNES FROMM

CONTENTS

AUSTRIAN CURRICULUM FOR AHS
(RIS, 25.10.2019)

"Die SuS sind sowohl zum selbstständigen Handeln als auch zur Teilnahme am sozialen Geschehen anzuhalten. Im überschaubaren Rahmen der Schulgemeinschaft sollen SuS Fähigkeiten erwerben, die später in Ausbildung und Beruf dringend gebraucht werden, etwa für die **Bewältigung kommunikativer und kooperativer Aufgaben**."

(Lehrplan für AHS konsolidiert, RIS, 2019, p. 9)

AUSTRIAN CURRICULUM FOR AHS
(RIS, 25.10.2019)

Innovative Technologien der Information und Kommunikation sowie die Massenmedien dringen immer stärker in alle Lebensbereiche vor. Besonders Multimedia und Telekommunikation sind zu Bestimmungsfaktoren für die sich fortentwickelnde Informationsgesellschaft geworden.

(Lehrplan für AHS konsolidiert, RIS, 2019, p. 9)

AUSTRIAN CURRICULUM FOR AHS (RIS, 25.10.2019)

Zur **Förderung der digitalen Kompetenz** ist im Rahmen des Unterrichts diesen Entwicklungen Rechnung zu tragen und das **didaktische Potenzial der Informationstechnologien** bei gleichzeitiger **kritischer rationaler Auseinandersetzung** mit deren **Wirkungsmechanismen** in Wirtschaft und Gesellschaft nutzbar zu machen.

(Lehrplan für AHS konsolidiert, RIS, 2019, p. 9)

IMPORTANT TERMS

LITERACY

MEDIA LITERACY

DIGITAL LITERACY

CRITICAL LITERACY

LITERACY

Literacy is understanding, evaluating, using and engaging with written text to participate in the society, to achieve one's goals and to develop one's knowledge and potential.
(OECD)

LITERACY

Literacy refers to the ability to read and write at a level whereby individuals can effectively understand and use written communication in all media (print or electronic), including digital literacy.
(European Literacy Policy Network)

MEDIA LITERACY
(HOBBS, 2019)

The concept of media literacy refers to the set of knowledge, skills, and habits of mind required for full participation in a contemporary media-saturated society. Typically associated with the ability to access, analyze, evaluate, and create messages in a wide variety of forms, the concept of media literacy continues to morph and change as a result of rapid changes in digital media, mass media, social media, popular culture, and society.

MEDIA LITERACY
(HOBBS, 2019)

All media messages are constructed.

Media messages use medium- and genre-specific codes and conventions.

Different people interpret media messages differently.

Media have embedded values and points of view.

Media messages have political, economic, and social power because they influence perceptions, attitudes, and behavior.

DIGITAL LITERACY
(BUCKINGHAM, 2006)

IT knowledge

Navigating databases and search engines

"Power searching" skills

Safety

Evaluation criteria (Fabos, 2004)

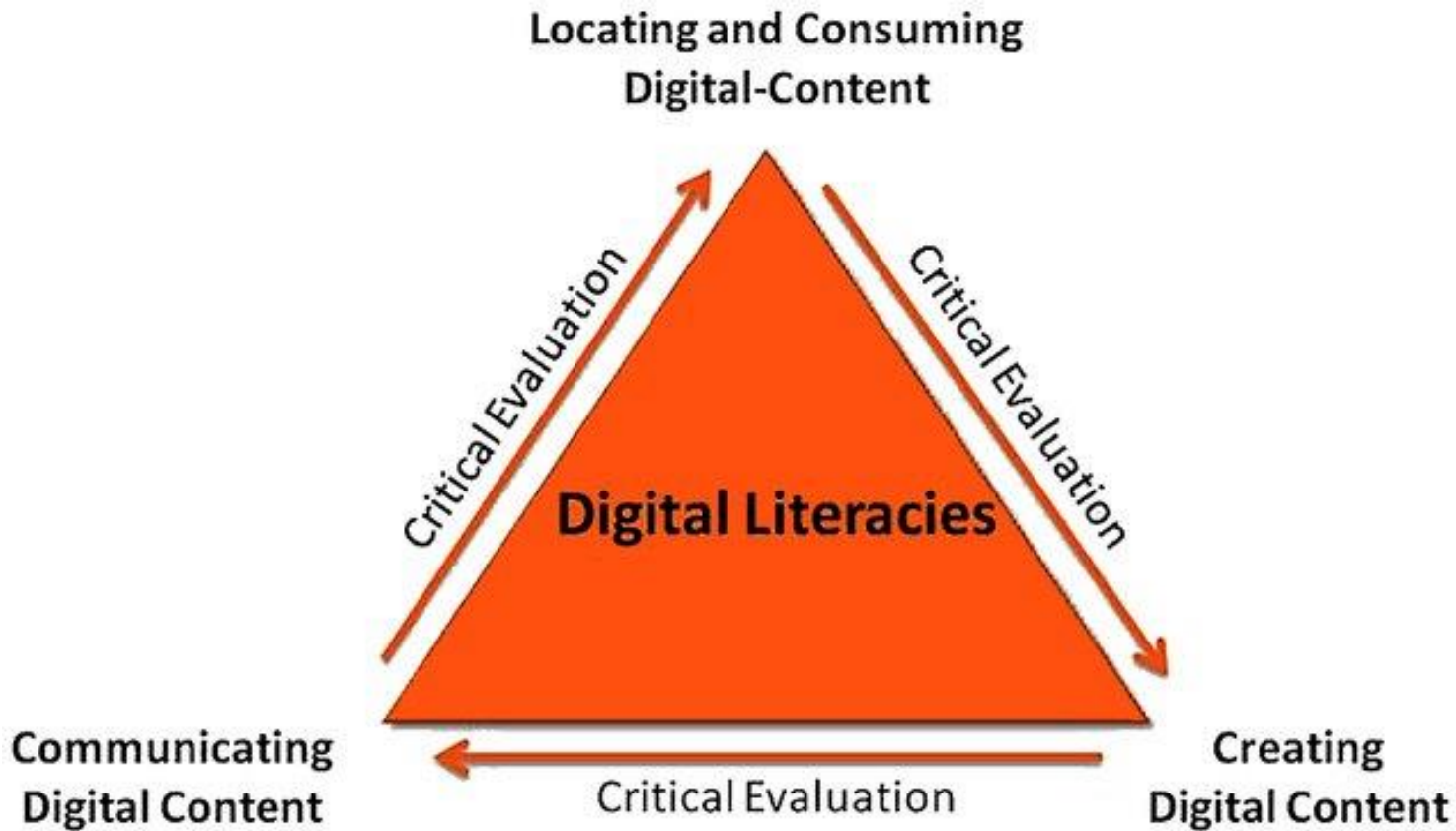# THREE ASPECTS
(SPIRES & BARTLETT, 2012)

1 locating and consuming digital content

2 creating digital content

3 communicating digital content

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1 **locating and consuming digital content**

2 creating digital content

3 communicating digital content

CRITICAL LITERACY

Critical literacy espouses that education can foster social justice by allowing students to recognize how language is affected by and affects social relations.

(Behrman, 2006)

THREE DIMENSIONS

1 Examine power relations in language use

2 Recognize that language is not neutral

3 Students confront their own values in their use of language

PROBLEM: NO CLEAR M.O.

"A theory for practice"
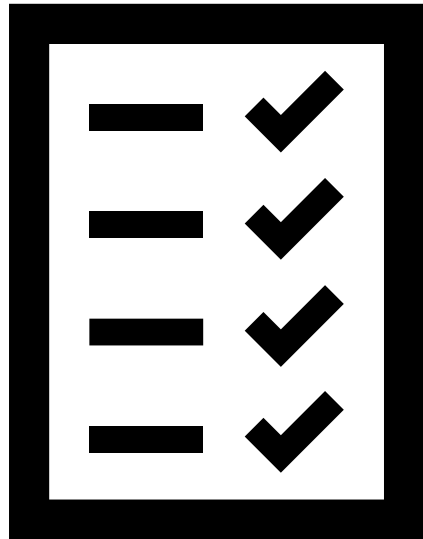(Morgan & Wyatt-Smith, 2000)

"A theoretical and practical attitude"
(Luke, 2000)

"It lacks a consistently applied set of instructional strategies"
(Behrman, 2006)

BEGINNERS AND ENTRY-LEVEL EFL LEARNERS: IDENTIFYING UNTRUSTWORTHY SOURCES USING THE W'S (HODGE, 2019)

WHEN (date of publication)

WHERE (credibility of the news outlet, 'about' sections?)

WHAT (content)

WHO (author's name, expertise and affiliation)

WHY (possible reasons for this text's publication)

WEEKLY WORLD NEWS®

THE WORLD'S ONLY RELIABLE NEWS

Search ...

FACEBOOK TO END ON MAY 15th

Recent Posts

FAMILY FINDS HERMIT IN ATTIC

UNICYCLE GANG TERRORIZES L.A.!

EINSTEIN WAS AN ACTOR!

GEYSER ERUPTS IN DOWNTOWN CHICAGO!

ALIENS SEIZE GIULIANI'S BRAIN!

TOP 5 POSTS

FACEBOOK WILL END ON MAY 15TH, 2013!

October 1, 2012 by J.B. Smitts

★★★⯪☆ ⓘ 9603 Votes

[mpoverlay]PALO ALTO, CA –Mark Zuckerberg announced that Facebook will be shut down in May of 2013. Managing the site has become too stressful.

"Facebook has gotten out of control," reportedly said Zuckerberg in a press conference outside his Palo Alto office, "and the stress of managing this company has ruined my life. I need to put an end to all the madness."

Zuckerberg reportedly went on to explain that starting May 15th, users will no longer be able to access their Facebook accounts. That gives users (and Facebook addicts) a year to adjust to liwithout Facebook.

"After May 15th, 2013 the whole website shuts down," said Avrat Humarthi, Vice President of Technical Affairs at Facebook. "So if you ever want to see your pictures again, I recommend you take them off the internet. You won't be able to get them back after Facebook goes out of business."

Zuckerberg said the decision to shut down Facebook was difficult, but that he does not think people will be upset.

"I personally don't think it's a big deal," he said in a private phone interview to a source close to a friend. "And to be honest, I think it's for the better. Without Facebook, people will have to go outside and make real friends. That's always a good thing."

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Some Facebook users were furious upon hearing the shocking news.
"What am I going to do without Facebook?" said Denise Bradshaw, a high school student from Indiana. "My life revolves around it. I'm on Facebook at least 10 hours a day. Now what am I going to do with all that free time?"

However, parents across the country have been experiencing a long anticipated sense of relief.
"I'm glad the Facebook nightmare is over," said Jon Guttari, a single parent from Detroit. "Now my teenager's face won't be glued to a screen all day. Maybe I can even have a conversation with her."

SIGN THE "SAVE FACEBOOK" PETITION HERE

Those in the financial industry are criticizing Zuckerberg for walking away from a multibillion dollar franchise. Facebook is currently ranked as one of the wealthiest businesses in the world, with economists estimating its value at around 47.9 billion.
But Zuckerberg remains unruffled by these accusations. He said he will stand by his decision to give Facebook the axe.

"I don't care about the money," said Zuckerberg. "I just want my old life back."

The Facebook Corporation suggests that users remove all of their personal information from the website before May 15th, 2013. After that date, all photos, notes, links, and videos will be permanently erased.

!!!!CHECK OUT THE LATEST UPDATE ON THIS BREAKING STORY!!!!

COMMENTS (27,086)

nike team hustle basketball shoes
Trackback from nike team hustle basketball shoes

air jordan 4 iv retro thunder black white tour yellow 1

ほんまでっか！？ Ｆａｃｅｂｏｏｋがサービスを停止したというのは！ ｜ゴーストニュース
[...] 出典 http://weeklyworldnews.com/headlines/27321/facebook-will-end-on-ma-15th [...]

Осем лъжи за Facebook, които вероятно ще чуете през 2015г. | Онлайн сигурност и защита на ◆
[...] пролетта. Първоизточникът му е фалшива новина в сайта Weekly World News, а всяка година разпространяващите го просто сменят [...]

On social media, be a responsible journalist | nitinbidani
[...] Cena is dead – Click Here to know more about this Fake news b. Facebook is shutting down – Click Here to know more about this Fake news c. ICICI is shutting down -Click Here to know more about this [...]

trac lynn · *317 weeks ago*   0

why facebook will end ?someone can eplain to me ?

Reply

istanbul temizlik şirketleri · *318 weeks ago*   0

Is there a way I can get a printer friendly version of this site?

Reply

knife reviews · *318 weeks ago*   0

Woow Facebook survived .Sweet

AN EVEN BETTER SOLUTION: CRAAP

A CRITERION-BASED TEST FOR EVALUATING SOURCES

Currency

Relevance

Authority

Accuracy

Purpose

CRAAP

- Developed at California State University (CSU) at Chico
- Recommended by multiple universities in the US and the UK (e.g. UCL, NC, McGill)
- **Middle schoolers are unable to identify which stories on websites are ads and which are real news** (Wineburg et al., 2016)
- **College students are likely to find questionable online content trustworthy if the website looks professional** (Wineburg et al., 2016)
- **Oftentimes same news outlets publish both "real" news and biased stories** (Hodge, 2019)

CURRENCY: *THE TIMELINESS OF THE INFORMATION*

When was the information published or posted?

Has the information been revised or updated?

Does your topic require current information, or will older sources work as well?

Are the links functional?

RELEVANCE: *THE IMPORTANCE OF THE INFORMATION FOR YOUR NEEDS*

Does the information relate to your topic or answer your question?

Who is the intended audience?

Is the information at an appropriate level (i.e. not too elementary or advanced for your needs)?

Have you looked at a variety of sources before determining this is the one you will use?

Would you be comfortable citing this source in your research paper?

AUTHORITY: *THE SOURCE OF THE INFORMATION*

Who is the author / publisher / source / sponsor?

What are the author's credentials or organizational affiliations?

Is the author qualified to write on the topic?

Is there contact information, such as a publisher or email address?

Does the URL reveal anything about the author or source (examples: .com .edu .gov .org .net)?

ACCURACY: *THE RELIABILITY, TRUTHFULNESS AND CORRECTNESS OF THE CONTENT*

Where does the information come from? (References)

Is the information supported by evidence? (Presupposition, Claim vs Fact)

Has the information been reviewed or refereed? (updates)

Can you verify any of the information in another source or from personal knowledge?

Does the language or tone seem unbiased and free of emotion?

PURPOSE: *THE REASON THE INFORMATION EXISTS*

What is the purpose of the information? Is it to inform, teach, sell, entertain or persuade?

Do the authors / sponsors make their intentions or purpose clear?

Is the information *fact-based* or *opinion-based*?

Does the point of view appear objective and impartial? (modality, stance markers)

Are there political, ideological, cultural, religious, institutional or personal biases?

THE PROBLEM WITH CHECKLISTS

«Web evaluation» approaches appear to presume that objective truth will eventually be achieved through a process of diligent evaluation and comparison of sources. They imply that sites can be easily divided into those that are reliable, trustworthy and factual, and those that are biased and should be avoided. (Buckingham, 2006)

THE PROBLEM WITH CHECKLISTS

In practice, such approaches often discriminate against low-budget sites produced by individuals, and in favour of those whose high-end design features and institutional origins lend them an air of credibility. (Buckingham, 2006)

AN ALTERNATIVE VIEW (FABOS, 2004)

Recognise that bias is unavoidable (Pariser, 2011: *The Filter Bubble*)

Information is inevitably "couched in ideology"

Ideologies are "[…] fundamental social beliefs that organize and control social representations of groups and their members." (Van Dijk, 2009)

"Ideologies form perspectives capable of **'ironing out' the contradictions**." (Barker & Galasanski, 2001)

EMBRACE COMPLEXITY

Rather than seeking to determine the «true facts», students need to understand «how political, economic, and social context shapes all texts, how all texts can be adapted for different social purposes, and how no text is neutral or necessarily of ‚higher quality' than another» (Fabos, 2004, p. 95).

POSTDIGITALISM (BLOMMAERT, 2019; LINDGREN, 2017)

Media become 'hotter' and 'hotter'

Cognitive load required decreases due to increased competition

Narratives are more important than facts

Fragmented and hybrid media spheres are co-dependent

New news value: virality

SHOW OF HANDS: WHO USES THE FOLLOWING MEDIA

- **Daily Newspapers**
- **TV and Radio**
- **Whatsapp**
- **Facebook**

- **Twitter**
- **Instagram**
- **Snapchat**
- **TikTok**

SUGGESTION FOR THE CLASSROOM

Reflection diary about students' screen time and media usage
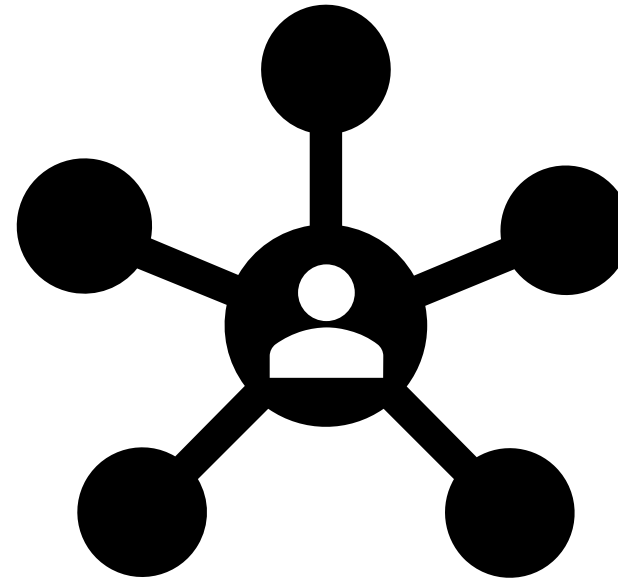
TWO USEFUL CRITERIA FOR DOUBLE-CHECKS

TWO ADDITIONAL CRITERIA TO ASSESS ONLINE CONTENT
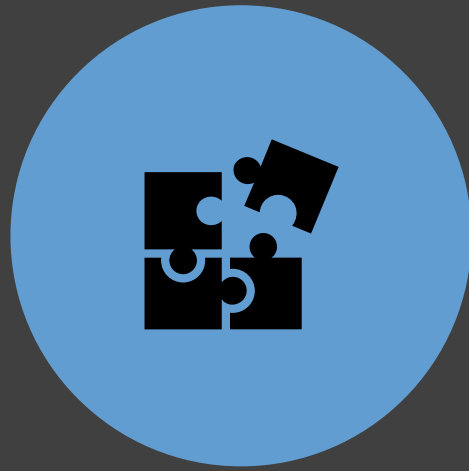
CONSISTENCY   CONTINUITY

CONSIDER THE FOLLOWING FACEBOOK NEWS STORIES AND TRY TO ASSESS THEIR CREDIBILITY

PRESIDENT TRUMP'S WALL COSTS LESS THAN THE OBAMACARE WEBSITE. LET THAT SINK IN, AMERICA.

Tim Allen

See Notice

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