

“Critical Literacies and Awareness in Education” (CLAE project)

2017, First-year report

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What?

A project about the improvement of critical literacy and critical awareness in education, focusing on the following common goal: How can we improve critical literacy and awareness among pupils (12-13 years old)?

Objectives

1. To chart and to compare literacy practices in France and Norway and to learn from other “teaching cultures” and educational systems.
2. To discuss and to experiment with possible methods for the improvement of critical literacy and awareness in schools with 12-13-year-old pupils.
3. To develop innovative learning methodologies, resources and activities, with a clear focus on critical literacy and awareness as a methodology and as a learning outcome.

Who?

- + 4 schools in Norway (Jærskolen), 3 schools in France (Dunkirk-area)
- + Headmasters and other public actors
- + 8 teachers in Norway and 9 teachers in France, working within the fields of Norwegian/French (mother tongue), History/Social Sciences and English as a foreign language
- + A multidisciplinary research group from the University of Stavanger

How?

Through a grounded theory approach, which means that we did not go into the project trying to verify existing theoretical perspectives in relation to critical literacy. The idea was “to extract the meaning of an event (...), to link various elements in a situation in an explanatory schema, (...) to renew the comprehension of a phenomenon by shedding a different light upon it” (Paillé, 1994).

The “phenomenon” in question was framed in the following way: “How can we improve critical literacy and awareness among pupils?” The teachers, researchers and headmasters assumed the role of a “community of inquiry” (Daniel et al., 2005; Dewey, 1930). This “community of inquiry” operated through a 3-step process during the first year:

1. Intensive exchanges between teachers and researchers (conferences, workshops and seminars), which resulted in the production of a common Guide for Critical Teaching (20th – 25th of March 2017);
2. Designing teaching methods and testing practices that focus on the development of critical literacy, documented through log writing (May-June 2017);
3. Observations of teaching practices and interviews with teachers to gain an understanding of the way(s) in which they perceived and used critical literacy methods in their own practice and discipline (November-December 2017).

I. French and Norwegian educational contexts

Background information

Age	France	Norway
	French Primary School	Norwegian Primary School
6	CP (Preparatory Class)	1. trinn
7	CE1 (Elementary Class)	2. trinn
8	CE2	3. trinn
9	CM1 (Middle Class)	4. trinn
10	CM2	5. trinn
	French Lower Secondary School	
11	6ème	6. trinn
12	5ème	7. trinn
		Norwegian Lower Secondary School
13	4ème	8. trinn
14	3ème	9. trinn
	French Upper Secondary School	
15	Seconde	10. trinn
		Norwegian Upper Secondary School
16	Première	VG1
17	Terminale	VG2
18	Higher Education (start)	VG3
19		Higher Education (start)

Compulsory teaching (at age 12)¹	In France hours (60 min)	In Norway hours (60 min)
Sports	3 h	3 h
Arts, Crafts and Music	2 h	3 h
French/Norwegian	4 h 30 min	3 h
History and Social Sciences	3 h	2 h 15 min
Foreign Language I (English)	3	2 h 15 min
Foreign Language II (Spanish, German...)	2 h 30 min	
Maths	3 h 30 min	3 h
Natural Sciences, Physics and Chemistry	3 h	2 h 15 min
Technology	1 h 30 min	
Religion		2 h 15 min
Personalised teaching and interdisciplinary subjects / Optional subject	4 h	45 min
Total	26 h	21 h 45 min

¹ Some differences may exist from one school to another, but this gives a general picture of what a week looks like in France and in Norway for a 12-year-old pupil.

Teacher education and training

Lower secondary school teachers in France (French 6ème-3ème/Norwegian 6th-9th grades) usually teach only one subject in which they have specialised. Each year, the Ministry of Education issues a certain number of positions per subject and the candidates are selected after national competitive exams in their particular subject. There are different ways to qualify to take this exam, but the main qualification route is through an external examination. To be entitled to take the exam, candidates must have at least a bachelor's degree and be enrolled in at least the first year of a master's programme. In 2013, a new training programme was established for all teachers in France: the ESPE (Ecoles Supérieures du Professorat et de l'éducation - Higher Colleges of Teaching and Education). There are 32 such colleges in France and they offer a master's degree in Education, Teaching and Training. The first year of the master's degree prepares students for the national exam. The second year offers courses in didactics and pedagogy, and internships in schools for students who have passed the exam. Following the exam, the students become trainees for the Ministry of Education, receive a salary, and at the end of their second year of the master's programme, they are assigned to a school. The recruitment of teachers is made at the national and regional level.

In Norway, on the other hand, teachers teach two or even three different subjects. There is no national exam or assignment to a school by the state in Norway; instead, teachers are directly recruited by school principals following an open and public process. Norwegian students who choose to be teachers in primary, lower or upper secondary schools can now follow integrated 5-year master's programmes, which usually combine two different disciplines and include modules in pedagogy, didactics and more than 100 days of school teaching practice. Each 5-year programme is specific to a level of education: 1st-7th-grade teacher education (French CP to 5ème); 5th-10th grade teacher education (French CM2 to 3ème), or upper secondary teacher education (8th to 13th; French 4ème to Terminale). It is also possible to become a teacher by completing a 2-year master's programme after a bachelor's degree, followed by an additional year of coursework, which comprises teaching internship, pedagogical and didactic training and education called PPU (Degree in Practical and Pedagogical Education).

Working as a teacher in lower secondary school (France) and primary school (Norway)

In France, lower secondary school teachers usually have 18 hours of classes (50- or 55-minute long) per week. In addition, it is necessary to count the hours for preparation for teaching and for assessment, for parent-teacher meetings, for administrative duties and participation in school life more generally (school board, class board, participation in school teaching projects). Apart from these, the teachers are under no obligation to be at the school besides during their teaching. Teachers can work from home. They usually do not have offices in the school.

In Norway, working hours are generally 43-44 hours per week in schools, to compensate for the number of school holidays. Teachers usually have 26 hours of lessons (45-minute long) and ten hours of additional duty per week. Each school principal sets the hours of compulsory weekly attendance in the school for the teachers. These hours are used for meetings and collaboration with colleagues. Working in teams and being at the school outside of the regular teaching hours are natural elements of teachers' everyday life in Norway.

Although the everyday working life of a teacher in Norway and France is quite different, the profession is described very similarly in France and Norway.

The governmental website "devenirensignantgouv.fr" presents the teaching profession as teamwork and collaboration with other teachers and families to develop the knowledge and skills of each child and help them become an enlightened and educated citizen in a democratic and republican society.

According to this governmental website, the teacher must:

- Listen to and adapt to the children's needs
- Be prepared to engage in continuous professional development
- Integrate digital literacy into their practices

A national reference framework of competences defines the 4 main objectives of the teachers in France:

- To master disciplinary knowledge and its didactics
- To be an expert in teaching and education
- To take into account cultural and social diversity
- To cooperate and work in a team and within a national educational community

In Norway, the governmental website "utdanning.no" emphasises disciplinary knowledge to a lesser degree and introduces the primary and lower secondary school teacher as a facilitator of the child's learning and personal development, making the best use of their disciplinary, pedagogical and ethical skills. The teacher plays a central role in the socialisation of the child in their daily personal development within the school. This work also involves close collaboration with colleagues, with other educational actors within the school, and with the children's parents.

Policy documents and curricula

In Norway, the government has established learning outcomes, or competencies, after certain grades, with each individual school having the autonomy to establish its own annual plan, thus concretising the learning outcomes.

Each subject is defined by 6 elements:

- the main objective
- the field of knowledge and skills according to two levels : 1) in primary and lower secondary school (1st-10th grade), 2) in upper secondary school (11th-13th grade)
- the number of teaching hours allotted for each level
- 5 general and basic skills connected to all the subjects
- the disciplinary learning objectives achieved after 4 levels: 1) after 4th grade (French CM1); 2) after 7th grade (French 5^{ème}); 3) after finishing lower secondary school; 4) in upper secondary school
- the assessment framework and system

In France, the curricula are set in detail for each class and discipline and pupils have a personal "Livret Unique Scolaire", which documents in detail the development and acquisition of competences for each discipline and for each grade. The website "Eduscol.fr" offers resources and thematic courses posted by practising teachers for each theme in the curriculum of each subject.

A quick review of official policy documents in France and Norway shows that critical competence is quite central in both countries.

The common framework of competences in France focuses on central perspectives for the development of critical competence, such as metacognitive aspects (acquisition of methods and tools for learning), the development of historical and geographical consciousness, the acquisition of different languages for the understanding of the society and the world we live in.

Different curricula in France presented on governmental websites also highlight the importance of the presence of "critical thinking/reflection", as, for example, in the following fields:

- Moral and Civic Education: to develop the pupil's critical mind so that they become aware of their responsibilities in their personal and social life;
- Science and Technology: to develop critical thinking in the scientific process;
- French: to develop in 5ème-3ème critical thinking and the quality of judgement necessary in upper secondary school;
- Arts and Crafts: to take a critical look at art and the visual worlds (French 5ème-3ème);
- History of the Arts: to perform a simple critical analysis and interpretation of a work of art;
- Media and Information Education: to have critical knowledge of the information environment in the 21st century.

In Norway, there is an ongoing process of revising the national subject curricula and the core elements in each subject. The revision of the core curriculum (the common part of the curriculum for all the subjects) has led to the introduction of a specific chapter about “critical thinking and ethical awareness”² (p. 7). In the course of this process, the concept of critical thinking and critical literacy seems also to get more importance in several subjects. A study conducted by Alexandre Dessingué (Dessingué, 2016) before the revision of the curricula had shown that approximately 24-27% of the learning outcomes described in the Norwegian and Social Sciences curricula focus on the development of critical literacy competence.

Nevertheless, although the development and the acquisition of critical competence has always had a central place in the education of most democratic societies, several researchers have problematised the lack of empirical studies that document how this particular competence functions and is applied in practice (Kuhn 1999; ten Dam, G., & Volman, M. 2004).

II. Theories and methodologies in the project

This project started in March 2017 with a one-week workshop at the University of Stavanger with all the participants (see annex C for the complete programme of the week).

During the week, the project and its objectives were presented in detail to the participants. The main focus was to create a common theoretical platform and a common understanding of what the project was about.

First, general and theoretical considerations about critical literacy, inspired for the most part by Freire and Dewey (Dewey, 1930; Luttrell, Freire, & Macedo, 1988), were introduced to the participants:

Reading does not consist merely of decoding the written word or language; rather, it is preceded by and intertwined with knowledge of the world. Language and reality are dynamically interconnected. The understanding attained by critical reading of a text implies perceiving the relationship between text and context. (Freire and Macedo, 1987, p. 29).

It was clarified that for the purposes of this project the development of critical competence was viewed as leading to the *production* of new knowledge for and by the pupil and not only as the *acquisition* of knowledge by the pupil (Dessingué 2016).

2

<https://www.regjeringen.no/contentassets/37f2f7e1850046a0a3f676fd45851384/overordn-et-del--verdier-og-prinsipper-for-grunnopplaringen.pdf>

The methodological framework chosen for working with critical literacy was then presented. It was based on the combination of a critical text analytical approach and a critical pedagogical approach (Fajardo, 2015).

Four main ways of working critically with a text were then presented and discussed with the participants:

1. Reading different texts/perspectives about the same topic (Ciardiello, 2004)
2. Reading a story that reveals varying points of view (Clarke & Whitney, 2009)
3. Discussing the perspectives of people with different cultural backgrounds (Iyer, 2007)
4. Identifying the dominant and silenced voices in a text (McDaniel, 2004)

Additionally, several critical pedagogical approaches were also presented during the workshop:

1. Importance of the possibility of taking social action (protesting orally, writing to persons in authority, writing to editors in newspapers, making a video/documentary, etc.) (Bender-Slack, 2010; Williamson, 2017)
2. Conducting research to deepen understanding about an issue (Wolk, 2009)
3. Making documentaries about one's cultural experiences (Comber, 2011)
4. Publishing findings in a local newspaper (Rashidi & Safari, 2011)
5. Presenting insights through live performances (Lopez, 2011)

Many of the articles we drew on in the one-week workshop were distributed to the participants beforehand. The discussions during the conference were very fruitful and the interactions between the participants (teachers, researchers, school leaders) were engaging, engendering what we could call a community of inquiry. During the last session, at the end of the week, the participants created a "Guide for critical teaching", organised around 5 principles that would function as the core elements for the first year of the project and for the development of teaching activities with a clear focus on critical literacy and awareness.

III. Creating a guide for critical teaching

As a community of inquiry, the researchers and teachers reflected on the core elements needed for the development and acquisition of critical literacy and awareness. The following reflection question was posed: If we consider that for the improvement of critical literacy we need both critical discourse analysis and critical pedagogy (what we defined as critical teaching), what should critical teaching look like and which core elements seem indispensable?

Five pedagogical principles for the improvement of CRITICAL TEACHING in classrooms were then established in collaboration between the teachers and the researchers:

1. **The GOAL:** The development of critical literacy and awareness should be considered as a long term and multidisciplinary goal, as a learning outcome in a short term perspective and in a concrete discipline and as a teaching method (i.e. the way we teach). It means that this perspective should be integrated from the very start in the planning of a lesson or of a teaching activity.
2. **The TOPIC:** Be aware of the topic you choose. We should keep in mind that it is easier for the pupils to have an opinion on a topic when they manage to establish a connection with their own environment (possibility of transfer). This does not mean that we should avoid challenging topics.

A central challenge for critical teaching lies in the way we manage to connect a challenging topic to the pupils' lives and how we make it relevant for them in their everyday lives.

3. **THE INTRODUCTION:** Be aware of the way you introduce or present the topic.

It should be possible to present the topic as a question/an inquiry task, a task or a problem that has to be answered/solved by the pupils, not only as a topic. As teachers, we do not make "propaganda", we do not necessarily have THE answer... but the pupils should be encouraged to come up with one or more possible answers.

You should accept not to be in control of the result/the meaning THEY create (but be in control of the process which leads to the creation of meaning).

Priority should be given to a variety of resources (multimodal resources: "texts", films/documentaries, visual supports/photos, digital resources...) and resources with multiple and diverse perspectives/points of view.

4. **THE INTERACTION:** Be aware of the way you discuss the topic with the pupils, the methods of work you choose for the fulfilment of the task/inquiry. Focus on the way you ask them questions during the work. This point is also related to the final product you want the pupils to produce and the kind of critical competence you want them to work with.

a. Do you want them to argue? To defend their own opinion? Consider interactional work, dialogues, and discussions between the pupils... and with the teacher.

b. Do you want them to reflect? Prioritise the presentation of "research" work, a group or individual project.

c. Do you want them to carry out a social action? Focus on concrete social issues and actions outside the school.

5. **THE ASSESSMENT:** Be aware of the evaluation of critical literacy and critical awareness. There is not one correct answer and you should prioritise formative feedback. Evaluation can be carried out by the teachers or by the pupils. An important aspect here could be that the pupils should also learn to give feedback to other pupils – the "learning to learn" perspective.

These 5 principles are quite similar to the characteristics of instruction that have been used for the improvement of critical thinking in other research/instructional projects focusing on: the development of the epistemological beliefs of pupils, the promotion of active learning, a problem-based curriculum, stimulating interaction between pupils and learning on the basis of real-life situations (ten Dam & Volman, 2004).

IV. The practice of critical literacy within the project so far

During the months of May-June 2017, the teachers were asked to develop two activities based on these principles and document the results through logs (see the template, Annex A). In October-December 2017, researchers from UiS participated as observers in critical literacy based lessons both in France and in Norway (1 week observation with each teacher) and interviewed each teacher (9 interviews of approximately 45 minutes each, see the template, Annex B).

The study of the teacher logs, the lesson observations and the teacher interviews will lead to additional and more extensive scientific publications, focusing on different aspects of the project, but some of the main observations from the early stages of the project are summarised below.

About motivation, engagement and teachers' self-awareness

All the teachers, without exception, refer to positive experiences both with regard to the preparation of the critical teaching activity, and with regard to the implementation of the activity with the pupils. Among the teachers there is a general impression that pupils were more committed to the classroom activity than in a traditional learning context. Several of the teachers even emphasise the fact that pupils with learning difficulties showed greater commitment to the teaching activities than usual. In one way or another, all the teachers refer to the need to "think differently" about their role as a teacher and their teaching practice. Several teachers refer to the fact that they "discovered" pupils in a new way, since some of them showed more creativity than usual. These observations were also confirmed through the teacher interviews.

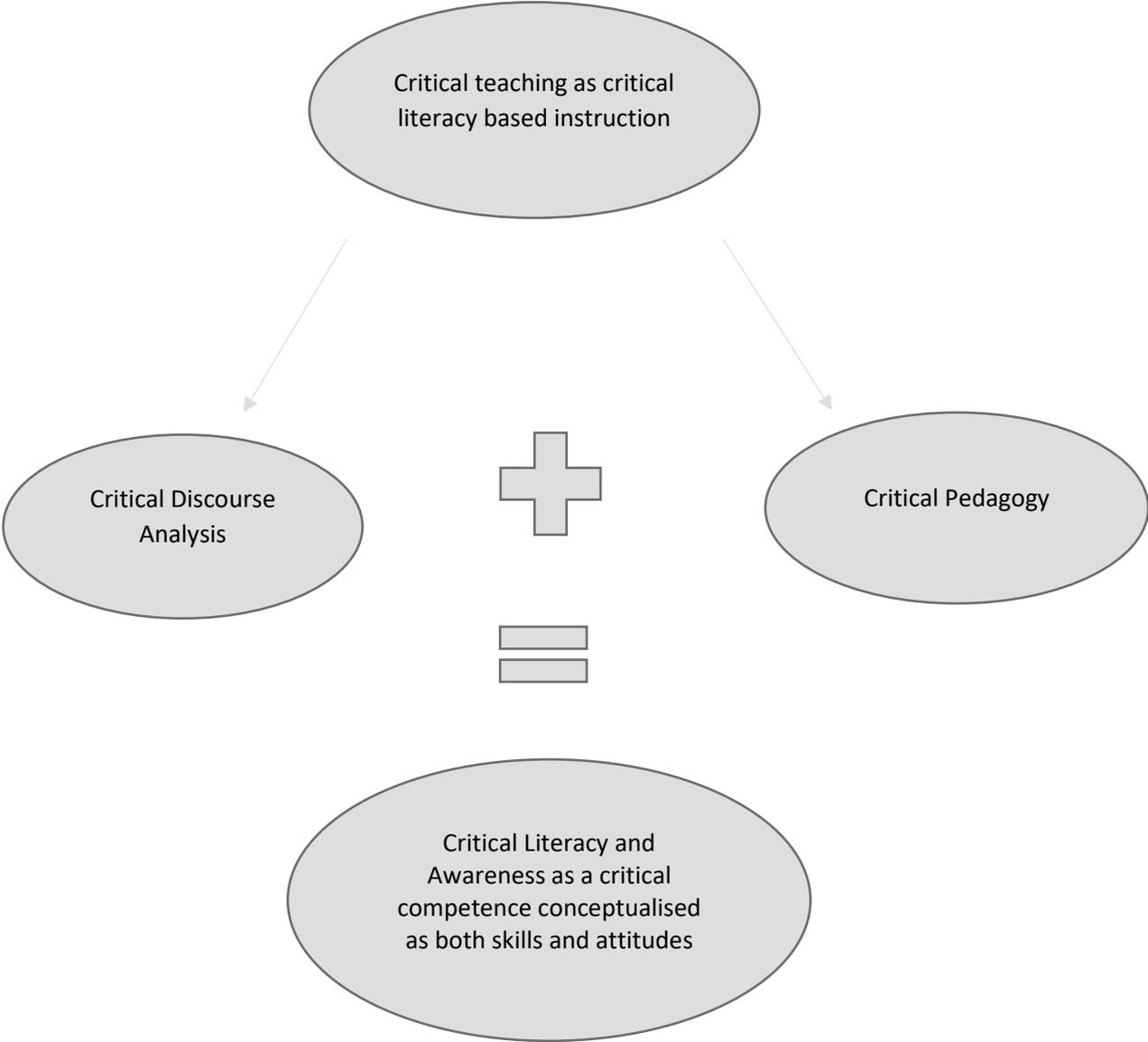
On several occasions, the French teachers highlight their perception of "time pressure". The activities in France were based on 1-2 hour sessions, while in Norway some of the activities could last over many hours and several weeks. It appears that the French teachers have less methodological and pedagogical leeway than their Norwegian colleagues; at least they experience this situation as a disturbing factor for the implementation of critical literacy in the classroom context. The curricula also appear to play a major role in this regard. Curricula, both in France and in Norway, highlight perspectives pertaining to critical thinking, critical awareness or critical literacy. However, several French teachers report a greater difficulty when it comes to relating this competence to the curriculum because of the curriculum's extreme complexity in terms of level of detail (in particular the number of learning outcomes they have to document and report).

At the same time, all the teachers refer to challenges related to working with critical literacy in the classroom and especially how challenging it is to evaluate such competence. Many teachers report as well that the organisation of purposeful interactions in the classroom is challenging. This observation is in line with other research findings especially in the research field of critical thinking: critical thinking is a complex and contested construct, varying from a politically oriented aim to a higher order thinking skill (ten Dam & Volman, 2004).

The main goal of the first year of the project was not to define good methodologies and best practices, but primarily to start a community of inquiry among teachers and researchers. In this way, the aim was to foster theoretical and practical self-awareness among the teachers regarding the scope of critical literacy based instruction and the extent to which it is challenging. This was a foundational step for the second year of the project.

In the project, the notions of critical literacy and critical awareness have also evolved and they have been adjusted in relation with the experiences of the teachers. At the start of the project, the concept of critical literacy was understood as the combination of critical discourse analysis and critical pedagogy. The need for introducing and understanding critical literacy *also* as a particular skill or competence (learning outcome), which results from a critical literacy based instruction (as a learning objective) has clearly emerged. In this respect, the first year of the project has also provided us with the opportunity to adjust the theoretical and methodological framework of the project.

Modelling critical literacy as method and as learning outcome



Patterns of disciplinary and critical literacy practices?

One central discussion in the field of critical thinking (the same kind of discussions are found between critical literacy vs. disciplinary literacy), and especially in educational philosophy, has been to identify if critical thinking skills are domain general or domain specific (Kuhn, 1999). However, as Kuhn (1999, 17) notes, “debates on this issue tend not to have been influenced by empirical evidence”. The current project hopes to contribute to this discussion and present some initial reflections, which can be of great interest in this ongoing debate and which will need to be more thoroughly analysed and discussed in the coming years.

Critical literacy practices in French and Norwegian as L1

In French L1, the “canonical” texts, mainly literary, seem to be privileged. They are usually associated with more contemporary references (Harry Potter, Asterix, comics, contemporary music, etc.). The question of the literary genre is central in the French logs. At the same time, it does not appear to be problematic or contradictory to the instruction of critical literacy according to the French teachers. In Norwegian L1, there seems to be a more varied use of texts/resources in the classroom (newspaper articles, pictures, literary sources, webpages, YouTube), and the approach to the question of genre is broader. The internet has been extensively used in the Norwegian teaching activities documented in the logs (also because of the easy access to WiFi in Norway – which is not always the case in French classrooms).

The French logs have a stronger focus on literary questions. This does not mean that literary aspects are not considered in Norwegian L1 lessons, but there is a greater variation of textual genres and resources documented in the Norwegian logs. The methodologies used in the teaching of critical literacy in L1 French and L1 Norwegian are quite different, even though the learning goals and the described learning outcomes are quite similar. This is especially the case with methodologies related to the way the text is used and the role it plays in the teaching activity. In French L1 lessons, the activity usually starts with the analysis of the textual content and the finding of the textual meaning, which can lead to an ethical/philosophical dilemma or questioning; here the “quest for meaning” or creative skills (Daniel et al., 2005) seem to be central starting points for the development of critical literacy. The individual reflection starts from and in the text, and the expression of logical skills (convergence and coherence in language) seems to be privileged. This reflection tends to be linked to the pupils’ context in a second step. In Norwegian L1 lessons, the nature of the texts and the topics (more current, more in relation with the everyday life of the pupils) tends to create a relation between text and context which is much more obvious and more direct for the pupils than in the French context. The Norwegian pupils do not stay “in the text” as long as the French pupils do and the focus is much more on the pupils’ ability to interpret and discuss a topic, to formulate an opinion and to discuss with each other.

Social sciences (History, Geography, Society, Civic and Moral Education)

A number of commonalities seem to unite the Norwegian and French teachers in social sciences with regard to the activities described in their teaching logs. They both understand critical literacy as the ability to develop and articulate one's own opinions in a logical and reasoned way and to perform sourcing and critical reading of different sources. Another common point of their practices is variation: pedagogical variation, through the use of different educational resources (internet resources, films, textbooks, maps, secondary written sources) and of diverse activities (teamwork and group discussion, oral presentation of results in plenum, lecture, information retrieval, writing activities). Similarly, in both cases, teachers and pupils seem very interested and engaged. And

teachers use this commitment as a measure of the activities' degree of success. They only considered slight adjustments to the activities described in their logs.

On the other hand, practices seem to differ in many ways. The Norwegian teachers feel that society and social issues are best suited to teach critical literacy, while the French educators consider that Civic and moral education is best for this purpose. Although they all emphasise that the time factor is a major constraint, the activities of French teachers demonstrate a much more efficient and conscious use of time. The logs show that they are generally shorter (from 2h to 6h) than the Norwegian teachers' activities (that can last up to several weeks).

In addition, Norwegian teachers seem to attach particular importance to current topics (environment / global warming, political ideologies and democracy, refugees, good digital awareness), while the French are more focused on topics directly related to their curriculum (for example: study antiquity through Asterix, or assess the Bible as a historical source). In addition, Norwegian teachers focus largely on the ability to formulate one's own opinions, to discuss, to argue, and to reflect as main goals, while French teachers seem to put more emphasis on interpreting, understanding and assessing historical sources.

Finally, some teachers express clear concerns on several points: 1) on means to evaluate the development of pupils' critical literacy; 2) on the teacher's role and place between free but self-centred discussions on the one hand, and truly dialogical exchanges on the other, and 3) in that context, what to do with one's own opinions as a teacher?

English

The English teachers in the project most commonly conceptualised critical literacy as comprising a strong visual literacy element. On the one hand, visuals (pictures, newspaper images, videos, films, graphic novels) were used to aid comprehension, as is often the case in foreign language (FL) classrooms. On the other hand, visuals were employed to promote critical visual literacy and critical thinking, i.e. to promote multiperspectivity, to facilitate discussions about the ways in which visual images position the viewer and invite certain text interpretations, and to stimulate discussions about social responsibility.

In terms of assessing the development of critical literacy in the classroom, the teachers mostly resorted to group and whole-class discussions as well as written tasks. They tried to find evidence of the learners' ability to justify their opinions and to see other possible interpretations. One of the teachers also highlighted the importance of the learners' ability to transfer visual literacy skills to the outside world and looking for evidence of that after discussing images in the classroom.

The teachers' experiences with working with critical literacy in English classes appeared to be very positive despite the initial scepticism on the part of some teachers. All the teachers reported high levels of learner engagement and willingness to participate in class activities. An interesting observation was that even the less active learners and learners with lower levels of proficiency took an active part in these lessons, which corresponds to the reports of the teachers teaching other subjects.

Finally, all the English teachers shared two main concerns in their logs. Firstly, they felt that work on critical literacy in the English classroom was particularly challenging due to the learners' relatively low FL proficiency levels. Regardless of the differences in the overall proficiency between Norwegian and French learners of English, addressing critical literacy issues in an in-depth manner required a great degree of both language and visual scaffolding, which the teachers did not always have enough time to provide due to the curricular requirements. Secondly, the teachers raised questions about the

feasibility, practicality and desirability of assessing learners' critical literacy skills in FL classes. These issues will be further explored in the next phases of the project.

Temporary conclusions

The differences between teaching traditions, teaching practices and disciplinary conceptions that appear in the French and Norwegian logs are in many ways interesting because they seem to highlight the differences between what researchers in the field have qualified as critical competence related to skills (analysing arguments, credibility of sources, answering, asking questions, etc.) and critical competence related to attitudes (willingness to take the whole situation into account, willingness to look for alternatives, etc.) (Ennis, 2016; Pascarella, 2006). A possible general observation at this early stage is that critical literacy in the French context seems to be more focused on disciplinary skills development while in Norway the focus tends to be more on critical literacy attitudes. These differences are particularly strong in French, Norwegian and Social Sciences but should be confirmed by further analyses.

Another interesting observation is that most learning outcomes presented in the French and Norwegian logs focus both on acquisition of creative skills and logical skills and on responsible engagement (i.e. engagement in the reflection/discussion) in many different ways, but very few logs have focused on the acquisition of metacognitive skills, which are based on the capacity to evaluate thinking and viewpoints of peers; and not only the evaluation of thinking and viewpoints which are in a text or a document. This is probably an important aspect of the project which should be focused on in the next phases of the project, not only the many ways critical literacy can be defined as a skill or as an attitude, but also the ways it should or could be assessed.

V. Annexes

Annex A

Teacher as Reflective Practitioner: Logbook/logwriting

Main goals/methods:

Reflecting **individually** on teaching practice focusing on the improvement of critical literacy among pupils. Using this reflection for asking questions about things that should be **collectively** considered as important common issues for the improvement of the teaching of critical literacy.

Model:

The ALACT Model of reflection

- (1) Action
- (2) Looking back on the action
- (3) Awareness of essential aspects

Discussion, participation, exchange (conference, meeting with other teachers, interviews, observation)

- (4) Creating alternative methods of action
- (5) Trial (a new action, a new starting point)



Logbook: improving critical literacy among pupils

You are welcome to write this log in French or Norwegian

Date:

Name of the teacher and subject:

ACTION : Describe the teaching activity

What kind of text (source) did you use? Which topic(s) did you discuss? What were the criteria for choosing the text?

How was the teaching activity organised? Duration of the activity (how many hours), types of grouping, additional support (differentiation of the resources)

What was the main goal for this teaching activity? Which learning outcomes in terms of critical literacy did you focus on?

How did you evaluate the development of critical literacy? (Orally, writing task, collective interaction, group discussions...)

LOOKING BACK: Describe the strengths and the weaknesses of this activity

What worked best and not so well in terms of development of critical literacy? Why – any ideas?

Did you feel that the pupils were engaged in this activity? What kinds of learner classroom behaviours provided evidence of their engagement/involvement?

Generally, how would you evaluate this teaching activity in terms of development of critical literacy among the pupils?

Awareness of essential aspects: own reflections, feedback, comments

What would you change if you were to do the same activity again?

What kind of questions could be important to bring into the project with the other teachers regarding the improvement of the critical literacy and as consequences of this particular teaching activity?

Other personal reflections/comments or questions you would like to bring into the project?

Annex B

Tentativ intervjuguide etter observasjon – lærere på mellomtrinn (Norge) - Guide pour l'entretien avec les enseignants – niveau collègue (France)

Det er anbefalt å bruke lydopptak (mobil).

Det vil alltid være bra å begynne med å stille mer generelle spørsmål om undervisningen (hvordan føler du det har fungert? Er du fornøyd med måten elevene reagerte på på opplegget ditt? etc.).

Intervjuet skal være både semi-strukturert og åpent.

1. Hvorfor har du valgt den konkrete læringsaktiviteten?
 - a. Hvordan planlegger du din undervisning for å fremme kritisk literacy?
 - b. Når du planlegger undervisning og skal velge en tekst (uansett modalitet) hva er det du ser etter?
 - c. I hvilken grad vil du si at kritisk literacy er en kompetanse du fokuserer på i din undervisning og i ditt valg av tekstene (i bred forstand)?
 - d. Hva type tekster (modalitet) prioriterer du i din undervisning? Noe preferanse? Eventuelt hvorfor?
 2. Hvordan vil du definere kritisk literacy?
 - a. På et generelt plan og i de konkrete aktivitetene du har planlagt for observasjonsuken
 - b. Hvis du skulle prioritere de 3 viktigste prinsippene for å utvikle et godt kritisk literacy opplegg, hva skulle det være?
 - c. Synes du det er en kompetanse som er «enkel» å jobbe med i ditt fag?
 3. Hvilken metode vil du prioritere for å evaluere kritisk literacy hos elevene dine?
 - a. Hva er det som karakteriserer en elev som tenker kritisk?
 - b. Hvordan kommer/kom kritisk literacy til uttrykk hos elevene (i dette opplegget)? Gjennom det de sier, gjør etc
 4. Hva slags endringer har fokuset på kritisk kompetanse i din undervisning ført til? (Svaret kan være ingen)
 - a. I din egen praksis, i din forståelse av din rolle som lærer?
 - b. hos elevene?
 - c. Ev. hos kollegaer? – mer samarbeid?
-
1. Pourquoi as-tu choisi cette activité pour mettre en avant la compétence critique?
 - a. Comment planifies-tu ton enseignement afin d'encourager la compétence critique chez les élèves?
 - b. Quand tu planifies ton enseignement et choisis un texte (peu importe la modalité) qu'est-ce tu recherches en particulier?
 - c. De manière générale, dans quelle mesure insistes-tu sur la compétence critique dans ton enseignement et dans le choix des textes ?
 - d. Quel genre de textes (modalités) favorises-tu dans ton enseignement ? As-tu une préférence ? Éventuellement pourquoi ?
 2. Comment définirais-tu la compétence critique ?
 - a. Si tu devais mettre en avant 3 principes essentiels pour le développement d'un bon enseignement focalisant sur la compétence critique, lesquels seraient-ils ?
 - b. Trouves-tu que c'est assez « facile » de travailler avec la compétence critique dans ta discipline ? Le « cadre officiel » (le curriculum) te le permet-il ?
 3. Quelle méthode d'évaluation est la mieux adaptée selon toi pour évaluer la compétence critique chez les élèves ?
 - a. Qu'est-ce qui caractérise un élève avec une pensée critique, selon toi ?
 - b. Comment s'exprime la compétence critique chez les élèves dans cette activité précise ? (comportement, prises de parole, etc.)
 4. À quels changements observables as-tu assisté après avoir plus focalisé sur la compétence critique dans ton enseignement ?
 - a. Par rapport à ton propre enseignement, ta compréhension du rôle d'enseignant... ?
 - b. Chez tes élèves ?
 - c. Chez tes collègues ? (Plus de coopération...)

Annex C

Arrival	Collège Notre Dame des Dunes, Collège Guilleminot & Collège Van Hecke: Flight nr: KL 1205. Date & time of arrival: Saturday 18 March 22:40. Transfer to the hotel 18 approx. 22.55 by prebooked taxi as last time. Taxi driver to meet the group in the arrival hall. Centre Gaia: Flight: SAS company. Date & time of arrival: Sunday 19 March 15:25. Transfer to the hotel by airport bus outside the arrival hall.
Hotel	Accommodation incl. breakfast & supper (18:00 – 21:00). Thon Hotel Stavanger. Address: Klubbgt. 6, Stavanger. Tel: +47 51 59 95 00. Booking reference: 24608349.
Local coordinators	Anne Marie Gjølme. Mobile: (+47) 90 07 57 46. E-mail: amg@ha.kommune.no Alexandre Dessingué. Mobile: (+47) 979 52 605. E-mail: alexandre.dessingue@uis.no Sigurd Aukland. Mobile: (+47) 971 53 622. E-mail: sigurd.aukland@klepp.kommune.no
Sunday	
	Hike to Dalsuten. Transport & food organised by teacher Sigmund Bjerkreim. Contact information: (+47) 957 88 548.
Monday	Location: University of Stavanger, Arne Rettedals hus G-201, Stavanger.
8:00	French group to meet Anne Marie Gjølme in hotel lobby. Bus transport to UiS.
8:45	Registration.
9:00	Welcome. By Alexandre Dessingué and Anne Marie Gjølme.
9:00-9:30	Icebreakers. By Ornella Candusso.
9:30-10:30	Presentation of Collège Notre Dame des Dunes. By Pdraig Downey. Presentation of Collège Guilleminot. By Cathy Sellam. Presentation of Collège Van Hecke. By France Reynard/ Chéryl Pasquier. Presentation of Centre Gaia. Ornella Candusso. Presentation of Jærskulen. By Hilde Siira. Presentation of UiS. Presentation of Orre skule. By Jonathan Marianayagam & Krister Staurset. Presentation of Solås skule. Presentation of Frøyland skule. Presentation of Varhaug skule.
10:30-11:00	Educational systems in France and Norway By Alexandre Dessingué.
11:00-11.30	What does it mean to be a principal/ vice principal in France today? By Tony Meistermann. What does it mean to be a principal/ principal in Norway today? By Johan Omdal.
11:30-12:00	Lunch provided in AR-hus kantine.
12:15-13:00	What does it mean to be a teacher in France today? By Peggy Allegro & Huyge-Tiprez. What does it mean to be a teacher in Norway today? By Heidi Kjærland & Stine Ree.
13:00-16:00	Workshops: Which expectations have the involved partners to the «CLAE-project»? Which expectations do you to the have to the working process of the project? Which expectations do you have to outcomes of the project (final results)? 1. Discussion in national groups. Each group to work out a text. 2. Discussion in transnational groups. Each group to work out a text. Plenum presentation.

	<p>Teachers to give a short briefing about their subject/curriculum/what means critical thinking in your subject for you now with the upstart of the project? How to work with critical thinking in the frames of your subject? Discussion in groups. Each group to work out a text. Plenum presentation of group texts. Method: Padlet)</p>
	French group bus transport to city center
Tuesday	Location: University of Stavanger, Hulda Garborgs hus P-230, Stavanger.
8:00	French group to meet Anne Marie Gjølme in hotel lobby. Bus transport to UiS.
9:00-10:00	Presentation of the Framework of the CLAE project. By Alexandre Dessingué
10:00-11:30	Disciplinary perspectives. By the researchers Hans Erik Bugge (Pedagogics), Ingrid Nielsen (Literacy/Norwegian/Mother tongue), Milica Savic & Silje Normand (English) Ketil Knutsen (Social sciences, History Education).
11:30	Lunch provided in AR-hus kantine.
12:15-16:00	Workshop related with the presentations of theoretical framework of the project. Organised by the researchers. Disciplinary perspectives. Discussion in groups 1: National groups. 2: Mixed groups. Plenum presentation of group discussion. Interdisciplinary perspectives. Discussion in groups 1: National groups. 2: Mixed groups. Plenum presentation of group discussion.
	French group: Bus transport to city center.
Wednesday	
7:15	French group to meet Anne Marie/other group leaders in the hotel lobby. Train/ car transport to the schools in 4 sub groups. See details in Plan for school visit.
9:00-11:00	School visit 1
11:00-11:15	Transport
11:15/11:30	Arrival school nr 2. Lunch provided by the school.
11:30-14:00	School visit 2
14:00-16:30/16:45	After school programme arranged for the 4 sub groups by the 4 Norwegian schools.
16:30/16:45	The Norwegian schools/group leaders provide transport to the restaurant.
17:00-20:00	Dinner for all conference participants in Restaurant Apoteket (Meierigata 4, Bryne City center)
	Transport to Stavanger city center provided by the local organisers by car or train (Tony Meistermann Departure Stavanger airport. Flight: KL 1205. Date & time: 23 March 9:45. Transfer to Stavanger airport: Airport bus outside the hotel.)
Thursday	Location: Cultural center & gallery Hå gamle prestegard [Hå Old Vicarage]. Address: Håvegen 437, 4365 Nærbø. Tlf: 51 79 16 60. Website: www.hagamleprestegard.no

7:45	Anne Marie Gjølme to meet the group in the hotel lobby. Car/ train transport to Hå gamle prestegard.
9:00-10.30	Excursion in the contemporary art exhibitions of Hå gamle prestegard. By staff from the culture center.
10.30-11.30	Hiking/ Outdoor excursion at the site of Hå gamle Prestegard. By Anne Marie Gjølme
11:30-12.15	Lunch provided in the café of Hå gamle prestegard.
12:15-16:00	Global citizen education. Presentation of a new teaching lesson project developed by Centre Gaia. By Ornella Candusso. Workshop: Response and sharing of experiences related to day 3 with Observation in Norwegian schools. Produce texts related to the observation. Presentation in Plenum. By Alexandre Dessingué, Sigurd Aukland and others.
	French group: Transport to Stavanger city center by the local organisers by car/train.
Friday	Location: University of Stavanger, Arne Rettedals hus G-201.
8:00	French group to meet Anne Marie Gjølme in hotel lobby. Bus transport to UiS.
9:00-11:30	Presentation of project activity “Log writing by teachers”. By Alexandre Dessingué. All participants to write a short log (reflection note about the experiences from the launching conference.
11:30-12:00	Lunch provided in AR-hus kantine.
12:15-14:00	Group discussion based on the log writing done in the session before lunch. Final session in plenary.
14:15-15:00	Internal and external communication in the project. Briefing by Anne Marie Gjølme. Workshop in groups and plenary session.
15:00-16:00	Feedback to the local organisers. Discussion of activity plan for 2017-2019. Suggestions as to dates for annual conference in 2018 and final conference in 2019. Thank you and farewell. By Sigurd Aukland.
	French group: Bus transport to Stavanger city center
Saturday	
	Centre Gaia: Departure from Stavanger airport 7:15 with SAS company. Transfer: Airport bus outside the hotel. Collège Notre Dame des Dunes, Collège Guilleminot & Collège Van Hecke: Flight nr: KL 1200. Date & time of arrival: Saturday 25 March 12:00. Transfer from the hotel to the airport 9:40 by prebooked taxi.

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