



DEN 16. NORDISKE LÆRERUDDANNELSESKONFERENCE

INNOVATION I UNDERVISNING OG LÆRING

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Titel på Præsentationen:	Fostering Critical Reading through Digital Curation within a Professional Development Course for In-service English Teachers
Type af præsentation:	Poster
Sprog:	Scandinavian English
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Abstrakt:	<p>Many in-service teachers in Norway are currently required to take further education in the subject of English, and this study aims to facilitate the development of in-service teachers' digital competence, particularly focusing on critical reading. Reading a text is no longer a passive act, but an act that affects pupils' personal and social practices (Vasquez, Janks & Comber, 2019). For this reason, today's classrooms need to focus on developing critical reading skills. In this regard, we work with Digital Curation, a less explored process within the Norwegian school context. This study is primarily about the teacher as curator because the "[teachers'] increased capability to access content provides new mechanisms for student 2 engagement, personalized learning, and collaboration with others" (Sharma & Deschaine, 2016, p. 73). Digital Curation is a way of understanding and producing content while working digitally, which in turn can encourage in-service teachers to begin critically evaluating sources they find online for use in their own classrooms. This presentation outlines a case study with in-service English teachers who each curated on a topic using the tool elink. The data material comprises of the curated texts, teachers' reflective texts, as well as questionnaires. Keywords: Digital Curation, EFL, ICT, critical reading References: Sharma, S. A., & Deschaine, M. E. (2016). Digital Curation: A Framework to Enhance</p>



Adolescent and Adult Literacy Initiatives. *Journal of Adolescent & Adult Literacy*, 60(1), 71-78. Vasquez, M. V., Janks, H., & Comber, B. (2019). Critical Literacy as a Way of Being and Doing. *Language Arts*, 96(5), 300-311.