



Multimodal literacy in L1 curricula across the Nordic countries

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#MultiL1

MultiL1; outline

- Presentation of MultiL1
- Point of departure – preliminary findings in WP1 and expectations
- Review, theory and RQ in this presentation (WP2).
- Preliminary findings in WP2.
- Question for discussion: input

PROJECT; MultiL1 – WP 2015-2017

	2015 Autumn	2016 Spring	2016 Autumn	2017 Spring
WP 1	A review, to map existing research in the four countries, focusing on secondary school grades 7–9			
WP 2	Curriculum analysis of steering documents for L1 in grade 8-10 (7-9) in the four Nordic countries.			
WP 3			Pilot study: small-scale empirical case study	
WP 4		Application generation		

Review; L1 in Nordic countries

Comparative research on L1 across countries has found that L1 is not simply the "same"; rather it is shaped by different cultures of education.

"Patterns, position and meaning of familiar concepts like the teaching of language and literature, language proficiency, the school's canon of literary texts etc., which on the surface seemed to be identical or at least similar, appeared to be different in the longer run"

(Herrlitz, W., & Van de Ven, P.-H. (2007).

The so-called Nordfag project comparing Swedish, Norwegian, and Danish as subjects led to the same finding (cf. Elf & Kaspersen, 2012).

These findings have methodological implications for comparisons of L1 in the Nordic countries. We should look for similarities, but also expect differences.

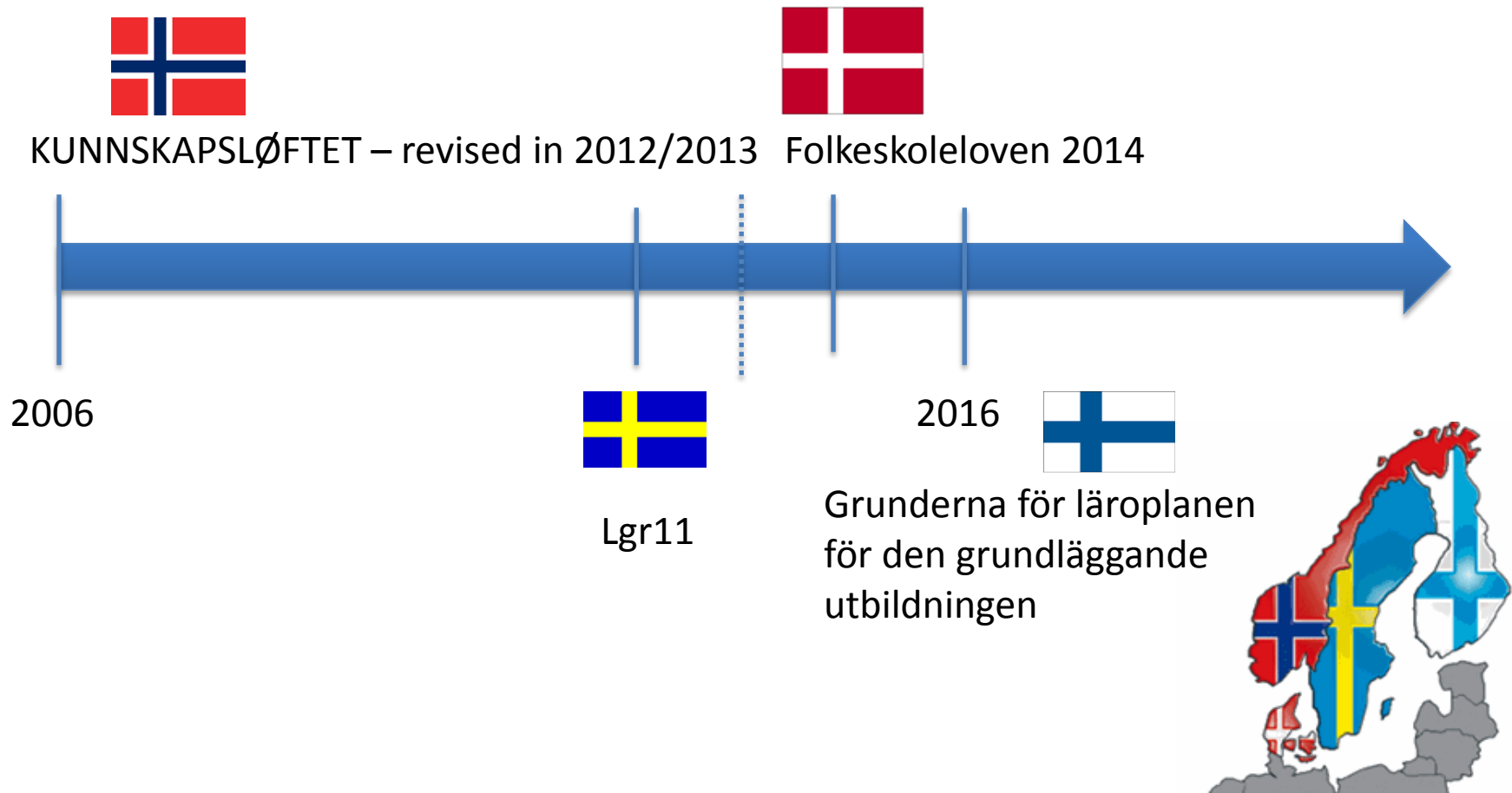
Preliminary findings in WP1, and expectations for WP2

In the review of research-studies conducted in L1-classroom (WP1), we have found **a limited focus on students' work in relation to multimodal literacy practices.**

In particular, there seems to **be a lack of studies that focus on formative feedback** of students' multimodal composing in L1.

In the on going analysis of curriculums in the four countries (WP2) we expect to find differences and similarities in the discursive constructions of expected outcomes including multimodal literacy practices.

CONTEXT; Curricula in 4 Nordic countries



Sociocultural perspective

- Learning occurs through participation in a **community** (Cole, 1996; Dysthe, 2001; Lave & Wenger, 1991; Rogoff, 2003).
- A learning **community** is created by both **participants and the learning materials and resources for learning that they have at hand.**
- A socio-cultural perspective gives explanatory power to help analyse how these cultural tools and **modalities**, which are employed in literacy practices.

A multimodal perspective

- Each modality has **meaningful potential** as a result of the shared values assigned to the semiotic resource over time (Gilje, 2008a, 2008b; Hodge & Kress, 1988; Kress, 2010; Selander & Kress, 2010).
- **The preferred modality in L1 over the last few decades has been written language** and a linguistic approach to the teaching and learning of language and literature (Elf, 2009).
- However, the emergences of digital tools and new genres problematize the distinction between the writing as a mode and other modalities.

On Curriculum development

Three perspectives:

1. the introduction of national qualifications frameworks
2. the shift to learning outcomes
3. the move from subject specific to generic curriculum criteria

(Young, 2010)

Research questions

- How do aims and goals in the curriculum relate to *multimodal literacy*?
- How is *multimodal literacy* expressed in L1-curriculum (stage 7-9/8-10) in the four countries?

RQ1: How do “ferdigheter” and ”kompetanser”
in the curriculum relate to *multimodal literacy*?

Grunnleggende ferdigheter

- Muntlighet
- **Skriving**
- Regning
- Lesing
- **Digitale ferdigheter**



Inga överordnade
kompetenser



Sju kompetanser

- Förmåga att tänka och lära sig
 - Kulturell och kommunikativ kompetens
 - Vardagskompetens
 - **Multilitteracitet**
 - **Digital kompetens**
 - Arbetslivskompetens och entreprenörskap
 - Förmåga att delta, påverka och bidra till en hållbar framtid
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- **IT and media,**
 - Innovation and entrepreneurship
 - Points of interest



L1 - curricula	Sverige (7 themes /topics) 	Danmark (4 themes/topics) 	Norge (3 themes/ topics) 	Finland (4 themes/topics) 
Topics/ (områder) <div style="border: 1px solid #0056b3; border-radius: 15px; padding: 10px; display: inline-block; text-align: center;"> MULTIMODAL LITERACY – in BOLD </div>	<p>Läsa och skriva</p> <p>Tala, lyssna, samtala</p> <p>Berättande texter och sakprosatexter</p> <p>Språkbruk</p> <p>Informationssök. och källkritik</p>	<p>Læsning</p> <p>Fremstilling</p> <p>Fortolkning</p> <p>Kommunikation</p>	<p>Muntlig kommunikasjon</p> <p>Skriftlig kommunikasjon</p> <p>Språk, litteratur og kultur</p>	<p>Att kommunicera</p> <p>Att tolka texter</p> <p>Att producera texter</p> <p>Att förstå språk, litteratur og kultur</p>

RQ2: How is *multimodal literacy* expressed in L1-curriculum (stage 7-9/8-10) in the four countries?



Questions for discussion



Multimodality and the use of technology in L1

Multimodality and assessment practices in L1

Multimodality and new genres in L1

Multimodality and collaborative work among students



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www.sdu.dk/multiL1

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