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CRITICAL LITERACY IN SCHOOL

Case Study

GOALS

- ✓ To analyze a teaching and learning practice in a specific context regarding its achievement in promoting critical thinking.
- ✓ To design and implement a teaching and learning activity to become effective in developing critical thinking.
- ✓ To analyze the results after its implementation.

Research question

How a proposal designed from a critical literacy approach promotes critical thinking ?

WHAT IS CRITICAL LITERACY?

GROUP PROJECT

COULD WE
LIVE IN A
WILD
CONTEXT?

Understanding LITERACY As a " fundamental human right, as essential to community building and as an exercise of acting on the 'written text' for achieving full participation in society " (Pohl, et.al, 2015:4)

" Learning to read and write as part of the process of becoming conscious of one's experience as historically constructed within specific power relations " (Anderson and Irvine, 1993 in Bishop, 2014:51).

Disrupting the common place

" To use language and other sign systems to recognize implicit modes of perception and to consider new frames from which to understand experience " (Lewison, et.al, 2002:383)

Interrogating multiple viewpoints

ANALYSIS OF AN EXISTENT PRACTICE

NEEDS

- Contrasting different points of view
- Posing good questions
- Opportunities to debate
- Approaching the topic from a social perspective

INTERVENTION PROPOSAL

ACTIVITY 1 - 45 min

To discuss about the influence of the context to our personality.

Conversation around the picture book "Salvatge" by Emily Hughes



Literate source

ACTIVITY 2 - 45 min

OBJECTIVES

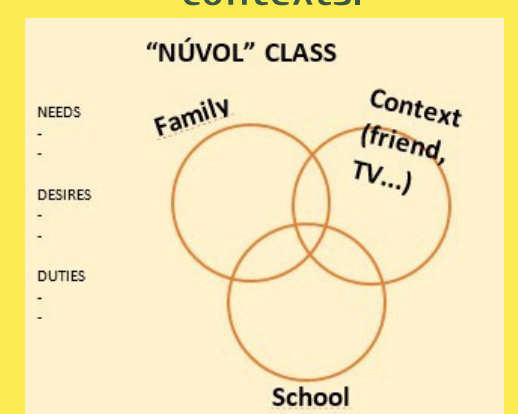
To identify one's personal traits and needs.



Introspective activity using dolls that represent each identity

ACTIVITY 3 - 1.30 h

To compare different identities and ecological contexts.



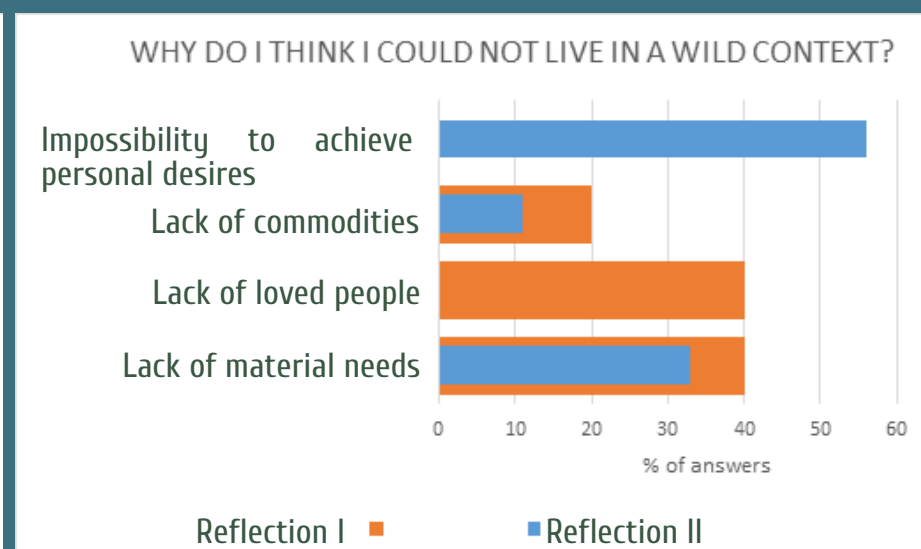
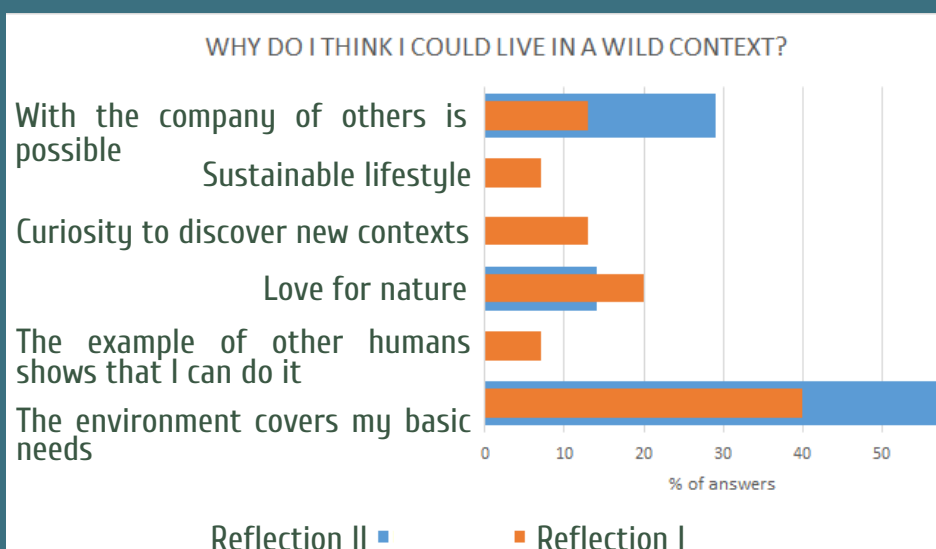
M E T H O D O L O G Y Observation guide | Students reflections BEFORE and AFTER the intervention CODIFICATION

RESULTS

82% 40% YES

COULD YOU LIVE IN A WILD CONTEXT?

NO 18% 60%



CONCLUSIONS

- Students understand experience from their perspective and also from the viewpoints of others.
- They are conscious of the influence of the context to one's identity.
- They consider their needs as human beings but also as people with social identities.