

Community-Based Pedagogies: A Framework to Foster Critical Digital Literacies

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Resumen

Título: Pedagogías Comunitarias: Un marco para desarrollar Literacidades Críticas Digitales.*

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Palabras Clave: Pedagogías Comunitarias, Literacidad Crítica Digital, Enseñanza Remota de Emergencia.

La presente investigación se desarrolló en el marco de la Maestría en Didáctica de la Lengua, de la Universidad Industrial de Santander. El objetivo general de este estudio estaba orientado a explorar en qué medida los estudiantes de 9º grado desarrollaban alfabetizaciones digitales críticas a través de realizar investigaciones situadas relacionadas con la pandemia del COVID-19. Este trabajo de aplicación tuvo un enfoque cualitativo y un diseño metodológico de investigación-acción y se llevó a cabo en línea con nueve estudiantes de grado noveno de la institución educativa Colegio Villas de San Juan, en Girón, Santander. Los datos se recolectaron a través de un cuestionario, dos entrevistas, diarios de campo y el análisis de los artefactos creados por los estudiantes. Los hallazgos mostraron que las indagaciones situadas enmarcadas en la comunidad y el modelo de cinco recursos de literacidad crítica digital ayudaron a los estudiantes a conectarse con las realidades de sus entornos y a fortalecer sus literacidades críticas y digitales en cada uno de sus componentes. También se evidenció que, a través de la presente intervención didáctica, se logró que los estudiantes se movieran de los recursos de decodificación y participación que son tradicionales en el contexto de la enseñanza del inglés como lengua extranjera a recursos que implicaban una lectura crítica del entorno y el diseño y rediseño de textos.

* Trabajo de Grado

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Abstract

Title: Community-Based Pedagogies: A Framework to Foster Critical Digital Literacies.*

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Key Words: Community-Based Pedagogies, Critical Digital Literacies, Emergency Remote Teaching.

The present study was conducted within the framework of the master's degree in Language Didactics at Universidad Industrial de Santander. The general objective of this study aimed at exploring the extent to which 9th grade students developed critical digital literacies through conducting situated research related to the COVID-19 pandemic. This application work used a qualitative approach and an action research methodological design, and it was conducted online with nine ninth grade students from Institución Educativa Colegio Villas de San Juan, in Girón, Santander.

Data was collected through a questionnaire, two interviews, observational journals and the analysis of artifacts created by the students. Findings revealed that community-based situated inquiries and the Five Resources Model of Critical Digital Literacy helped students connect with the realities of their communities and strengthened their critical and digital literacies. It was also evidenced that through this didactic intervention, students were able to move from the decoding and text participant resources which are traditional in the context of teaching English as a foreign language in public institutions, to resources that involved a critical reading of the environment and the design and redesign of texts.

* Degree Work

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Introduction

This paper gives account of an action research project that was framed within Community-Based Pedagogies and Critical Digital Literacies during the Emergency Remote Teaching contingency derived from the COVID-19 pandemic that started in March 2020. Due to this global emergency, the classroom moved home shifting from face-to-face lessons to asynchronous activities and the delivery of online instruction mediated by videoconferencing apps. All of a sudden, students had to use electronic devices such as cellphones - which were often forbidden in the in-person classroom- to connect to online classes or communicate with teachers. On the other hand, educators faced the challenge of adapting the curriculum so that digital tools and platforms could be used for online teaching. The role of students' families was crucial as family members became supporters and provided guidance with their funds of knowledge (Moll et al. 1992) so that students could continue with their learning process from home.

Due to the quarantine and mobility restrictions adopted to prevent the spread of the virus, the students' social interactions with their community were abruptly limited to only the group of people living in their same household. Students were no longer able to spend time in the places of the community such as school or socialize with friends even in their own neighborhoods. Therefore, home spaces were reconfigured to replace the physical spaces of the community. In this regard, technology also mediated their relationships and interactions allowing them to stay in touch throughout the use of messaging or video calling apps.

Moreover, The COVID-19 pandemic is the first one in history in which technology and social media have played an important role. During this time, both students and their communities were exposed to an overabundance of information related to COVID-19, a phenomenon named 'infodemic' by the World Health Organization (WHO). In the information era, the increasing access to computers and cellphones with an internet connection and social networks has facilitated the production and sharing of online content; this has also contributed to the dizzying proliferation of information that is not completely accurate or true intended to deceive or misinform (PAHO, 2020). Misinformation about COVID-19 is predominantly based on conspiracy theories, rumors, or manipulation of information, and it uses the mainstream discourse on social networks to quickly catch on with consumers. In the midst of the pandemic, fake news jeopardizes communities and the public health system by creating a sense of distrust and anxiety, leading to changes in people's behavior that may result in increased risk-taking attitudes.

In the scenario of a full reopening of schools and a return to face-to-face classes, critical digital literacies play an important role, as students are currently interacting with a wide range of texts that are no longer paper-based exclusively, but rather multimodal. On the other hand, the widespread of fake news can negatively affect the health and well-being of the community given its influence on individuals' decision-making about issues such as mass vaccination and self-care measures. Therefore, this research study aimed at using Community-Based Pedagogies (CBP) to conduct situated inquiries (Sharkey, Clavijo & Ramírez, 2016) within the students' community (immediate family and friends) as a framework to develop digital literacy practices from a critical perspective. The present action research study was implemented online with a group of nine ninth graders from Colegio Villas de San Juan located in Girón, Santander. Under a qualitative research

frame, the data was collected from four instruments (a questionnaire, a pre and post project interview and observation journals) that yielded results regarding how the community became a valuable source for conducting situated enquiries, reading critically, and improving students' digital skills.

Below, the reader will find a description of the problem and how it was identified. Then, this study addresses the relevance of conducting research on community-based pedagogies which uses “out-of-school practices, life experiences and other elements, as both theory and learning material to engage students in literacy practices” (Rincón & Clavijo, 2016) as well as on the critical dimensions of digital literacies (Bacalja et al., 2021). After that, the general and specific objectives are introduced followed by a theoretical framework grounded in four concepts: CBP, critical literacy, digital literacy, and critical digital literacies. Then, this paper presents an explanation of its research design, and a description of the setting and participants. Following this, a thorough explanation of the data analysis obtained from the data collection instruments is presented. Finally, a description of the findings that emerged from the analysis is presented along with a set of conclusions that derived from this research study.

2.Statement of the problem

Although extensive research has been conducted regarding online education, the unprecedented circumstances caused by the COVID-19 contingency left no room for the thorough design and planning of effective online instruction. In this respect, Hodges et. al (2020) draw a distinction between the terms online learning and the kind of online instruction intended to meet the educational needs in times of a global crisis such as the one originated by the SARS-CoV-2 virus. Consequently, emergency remote teaching (ERT) is defined as:

a temporary shift of instructional delivery to an alternate delivery mode due to crisis circumstances. It involves the use of fully remote teaching solutions for instruction or education that would otherwise be delivered face-to-face or as blended or hybrid courses and that will return to that format once the crisis or emergency has abated (Emergency Remote Teaching section, para. 1)

Holmes (2020) points out that in the light of the imminent closure of schools, efforts were concentrated on compensating for the closing of the buildings. Thus, to cope with this emergency situation, the entire educational community migrated to using digital technologies in order to reduce potential impact of the disruption of teaching and learning. As the author claims, “whether through low technology radio and television programs, or hi-tech mobile applications, the vision was the same – to build learning environments that did not depend upon school buildings” (para. 5) Drawing upon this, Holmes suggests that the idea of school during the contingency had a strong

focus on the buildings as the physical spaces “where schooling takes place, and not to the people who make up the school – the learning community” (para. 4).

On the other hand, Hodges et. al (2020) remark that the main objective of ERT is not to replicate the same conditions of the educational environment prior to the crisis. Instead, it focuses on providing temporary remote access to instruction and learning. Equally important, when considering what should be assessed during ERT, the authors suggest that evaluation “should be more focused on the context, input and process elements than product learning” (Evaluating Emergency Remote Teaching section, para. 8)

Bearing the previously stated in mind, during the first months of ERT in 2020, I started noticing that my students were struggling with some operational aspects when using their electronic devices such as managing an e-mail account, attaching files, or even taking pictures with proper lighting or non-blurred. Before the pandemic, I used to assume that my students were ‘digital natives’ because they were young people born in a digital society. However, as Belshaw (2014) claims, although young people might be knowledgeable at using digital technologies such as mobile phones in social contexts e.g., posting pictures in social networks, cultural expectations regarding its use -being the concept of culture closely related with context- for working or learning are very different.

Certainly, the English classes taught prior the COVID-19 emergency, required little to no use of technologies related to educational purposes, for example: using Google apps such as Gmail or Google Classroom. On the other hand, as the student-teacher interaction was significantly

reduced during ERT, there was no room for teachers to check students' understanding of the topics or to provide feedback and guidance. Consequently, most of the students would search the internet looking for information to complete their homework. For example, students would copy and paste a text found on the internet, regardless of its appropriateness or without citing the source from which they had taken the information. As a result of this, several teachers reported plagiarism situations and it was evident that students were struggling with curating the information available on the internet.

Furthermore, given the overabundance of information related to the pandemic, the efforts of the health and educational authorities were focused on providing the necessary information to keep communities informed, considering the changing nature of the safety protocols and official decisions. An effective strategy that arose from the increasingly need of keeping contact with the learning community, was using the messaging app WhatsApp to create group chats with students and parents. However, the ease of transferring information instantaneously to multiple users at a time, facilitated the dissemination of partially true or false information. For instance, students and parents expressed being concerned about receiving chains and rumors in WhatsApp related to a supposedly indefinite suspension of classes among other rumors.

Reflecting upon the situations described above, I became aware about the crucial role of families and communities during the COVID-19 emergency. Before March 2020, little did I know about my students' living conditions and their families. Yet, due to the circumstances and the contact I had with the community through messaging, calls or virtual lessons, I could identify some aspects such as who my students live with, their homes, the social dynamics in their

neighborhoods, the relationship between parents and students and the difficulties caused by the pandemic. In relation to this, UNESCO (June 10, 2020) suggests further work on strengthening the bond between schools, families, and the communities. Likewise, as I kept observing my students' need of developing digital literacies in an educational context, I acknowledged there was an increasing demand for a more critical approach to digital information.

3.Objectives

The general and specific objectives of this research study are described below.

3.1 General Objective

This research study aimed at using community-based pedagogies (CBP) as a framework to conduct situated inquiries (Sharkey, Clavijo & Ramírez, 2016) within the students' community (immediate family and friends) as a framework to develop digital literacy practices from a critical perspective. Consequently, the purpose of this study was to explore the following research question: To what extent do 9th grade students develop critical digital literacies through conducting situated inquiries related to the COVID-19 pandemic?

3.2 Specific Objectives

- Conduct situated inquiries (CBP) to explore how the COVID-19 impacted students' families.

- Document students' digital literacies and describe how the five resources model of CDL helps students locate and verify information related to the COVID-19 pandemic.
- Document students' production process of digital content through portraying community stories.

4.Theoretical Framework

This research work is theoretically grounded on the principles of community-based pedagogies, critical literacy, digital literacy, and critical digital literacies.

4.1 Community-Based Pedagogies

The notion of Community-Based Pedagogies draws on the work of several scholars such as Freire's pedagogy of the oppressed (1970), Moll et al. funds of knowledge (1992), Murrell's community teacher (2001) and Dewey's inquiry-based learning (IBL) among others. According to Sharkey (2012) community-based pedagogies are "curriculum and practices that reflect knowledge and appreciation of the communities in which schools are located and students and their families inhabit" (p.11) Thus, the CBP approach acknowledges the assets of the learning community (students, parents, teachers, local places), and puts it at the core of curriculum development. In the particular case of EFL learning, CBP encompasses "outside school practices, elements, symbols, people, and situations that students and teachers identify during a process of joint inquiry become both theory and inspiring material for teachers" (Rincón & Clavijo, 2016, p. 69).

Promoting the community as a source of learning in connection with literacies and English as a foreign language has been the subject of several studies. Barton, Hamilton and Ivanic (2000) and Smyth and Toohey (2009) highlight the importance of situated literacies, the essential role of context in literacy activities, and literacies as a practice embedded in a social structure. Moreover, Gaber-Katz, E. (1996) reports on a community-based literacy program for adults in Toronto, Canada to promote critical literacy using storytelling and story writing as pedagogical practices. Through her practice, Gaber-Katz empowered the voices of adult new readers who belong to marginalized communities and made their life experiences visible.

On the other hand, Comber and Kamler (2004) report the outcomes of a research study entitled: “Teachers Investigate Unequal Literacy Outcomes: Cross-Generational Perspectives” in which they analyze deficit discourses in relation to the problem of unequal outcomes in literacy usually attributed to children who live in poverty. Following a cross-generational design, the study took place in two states and two sites: teachers' school communities and teacher practitioner workshops at university. The discursive shifts and pedagogical changes implemented, allowed teachers to reconnect with their student's lifeworld's and interests, disrupting deficit discourses. In a similar fashion, it is very common for teachers of English as a foreign language to fall into deficit discourses about the learning process of public-school students. As a matter of fact, I have found myself reproducing these discourses in certain circumstances. Therefore, this study sought to include the community resources and assets in times of COVID-19 by acknowledging the essential role of families.

In the Colombian context, several scholars have conducted fascinating studies about Community-based pedagogies and critical literacies. For instance, Medina-Riveros et al., (2015) undertook a qualitative research study in an online EFL course at a public university in Bogotá, Colombia. The aim of this study was using local resources to promote critical literacy practices in a digital environment. The data analysis involved two moments: the recognition of the community assets (human, cultural, ecological, historical, and linguistic) and reading the community critically, which involved seeking solutions to problematic situations that had an impact on students as well as proposing improvement actions. Findings suggest that there is an imperative need to raise awareness about the potential of social, situated, and multimodal literacy practices. Additionally, the authors point out that “education in the digital age needs to be nurtured from local resources community” (Medina-Riveros et al., 2015, p. 63)

In similar vein, Rincón and Clavijo (2016) carried out an action research study with forty tenth grade students, framed within CBP, situated enquiries and multimodality in order to promote students’ exploration of social and cultural issues that affect their neighborhoods in Bogotá, Colombia. The researchers designed learning activities in the English class, such as reading and writing in a blog, students’ interaction in a Facebook group and oral presentations among others, to foster students’ local inquiries about their neighborhoods’ social issues. Drawing from the data analysis, it was possible to conclude that exploring the community created meaningful and contextualized learning experiences that enabled students to express themselves using multimodality.

Along the same lines, other scholars have used community-based pedagogies, the city as literacy, literacy mapping and local identity and literacies (Lastra et al., 2018; Mora et al., 2018; Flórez, 2018; Nieto, 2018; Lopez, 2020) to explore literacy practices. All these studies highlight the value of the community assets, local physical spaces, and local literacies in foreign language education.

One of the biggest challenges of the COVID-19 pandemic was to practice social distancing by avoiding non-essential interactions to slow the spread of the virus. The lockdown measures limited students' mobility and interactions within the physical spaces that made up their communities (school, parks, soccer fields, churches etc.) Yet, communities found the way to keep connected using technology and social interactions migrated to a virtual scenario. This unprecedented situation shows the significant role of communities and provided an opportunity to explore students' learning experiences in an online scenario.

4.2 Critical Literacy

Literacy in its broadest sense refers to the ability to read and write in a language. According to Lankshear and Knobel (2011) "During the period from the early 1970s to the early 1990s the profile and status of literacy changed dramatically across many modern education systems, particularly in economically developed Anglo-American countries." (p. 3) Before the 70s, the term 'literacy' was generally associated with non-formal educational contexts, particularly with instructional programs meant for adult learners who were considered *illiterate* and often belonged to vulnerable communities. However, by the end of the '70s and early '80s, "literacy moved from

its marginal position within the educational context of English-speaking countries to the forefront of research, practice, and policymaking” (p.4).

Undoubtedly, Paulo Freire’s ideas and his approach to literacy provided the theoretical background for the development of critical pedagogy and critical literacy in the USA during the 1980s (Lankshear & Knobel, 2011). In the light of Freire’s critical pedagogy principles, critical literacy means reading both the word and the world (Freire & Macedo, 1987). Thus, reading goes beyond the act of decoding and encoding printed characters, it also “involves critical perception, interpretation, and rewriting of what is read” (p. 24). Freire’s reflexive and critical approach to reading and writing promoted a deeper understanding of how words are charged with meaning and the ways in which the world operates at the social and cultural levels unveiling the inequalities that lead to social oppression.

According to Luke (2012) “the term critical literacy refers to use of the technologies of print and other media of communication to analyze, critique, and transform the norms, rule systems, and practices governing the social fields of everyday life” (p. 5). Even though critical literacy has been extensively researched in education, Lee (2011) claims that “it does not seem to take a root in the classroom” (p. 96). For this reason, he attempts to clarify the most common myths or misconceptions surrounding critical literacy to provide a better understanding of what it is, and the ways teachers can use its potential in the classroom.

First, critical literacy differs from critical thinking or higher order thinking skills. In this regard, Lewison et al. as cited in Lee (2011) explains that “although critical thinking approaches have focused more on logic and comprehension, critical literacies have focused on identifying social practices that keep dominant ways of understanding the world and unequal power relationships in place” (p. 97). In other words, high order thinking skills such as the ones proposed in Bloom’s learning taxonomy (1984) does not necessarily imply doing critical literacy as the former “focuses specifically on the role of language as a social practice and examines the role played by text and discourse in maintaining or transforming these orders” (Janks, 2014, p. 349).

Second, critical literacy practices are not restricted to high-ability students or students with an advanced level of proficiency in a language. As a matter of fact, Freire’s work on critical literacy was intended to empower people who belong to ‘oppressed’ and ‘marginalized’ communities such as working-class peasants, indigenous communities, migrants, or racial minorities (Freire & Macedo, 1987). Furthermore, multiple research studies have demonstrated that critical literacy can be implemented with young students or EFL learners regardless their language proficiency level (Janks, 2014; Vásquez, 2004, Vásquez & Felderman, 2012; Rincón & Clavijo, 2016; Flórez, 2018; Nieto Gómez, 2018).

Third, critical literacy is not “an instructional strategy” that can be embedded in a format or a lesson (Lee, 2011, p. 99). Instead, it is a “way of being and doing” (Vasquez et al. 2019). Consequently, critical literacy is an “overtly political orientation to teaching and learning” (Luke, 2012, p. 5) that shapes our identity as educators and informs our classroom practices. As Lee

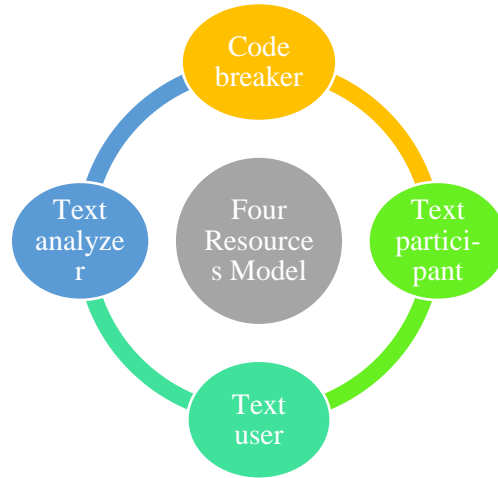
(2011) claims “it is something we do every day to be informed agents in relation to others in a society where knowledge is socially constructed” (p. 101).

Finally, critical literacy is not restricted to reading and writing, it also involves “multiple literacies” and “literacy as a social practice” (Harst, 2003; Cope & Kalantzis, 2009; Pandya & Avila, 2012). With the rise of new technologies and globalization at the beginning of the 21st century, other modes of meaning making made their appearance (The New London Group, 1996). These modes of meaning involve text, image, sound, movement, speech, and spatial patterns (Cope & Kalantzis, 2009) Moreover, meaning making has also become multimodal (Kress, 2003) which implies that written modes intertwine with the other modes meaning. On the other hand, literacy as a social practice is “understood as socially situated and discursively constructed practices that vary in relation to the activity of which it is a part” (Avila & Pandya, 2012, p. 18). Hence, this view of literacy advocates for situated literacy practices, where individuals construct meaning based on their context, own experiences, and subjectivities.

Even though “there is no correct or universal model” to critical literacy (Luke, 2012, p.9), various scholars have attempted to provide a framework for modeling effective critical literacy practices (Alford, 2021). Particularly, this study is informed by The Four Resources Model to literacy proposed by Luke and Freebody (1990) which has been successfully adopted in different literacy programs and research studies worldwide. The four resources, or reader roles, are code breaker, text participant, text user and text analyzer. Each of these roles overlap and interrelate.

Figure 1

Four resources model adapted from Luke and Freebody (1990).



Firstly, the code breaker role “needs to successfully engage the technology of the written script” (p.3). Thus, code-breaking focuses on the basic aspects of written texts such as sounds, grammar and vocabulary. Secondly, the text participant role implies “developing the resources to engage the meaning systems of the discourse itself” (p.9) In other words, it deals with understanding and creating visual, written, or spoken texts from establishing connections with background knowledge. Thirdly, the text user role involves “being able to participate in those social activities in which written texts play a central part” (p.10) Therefore, Text-using entails understanding the social functions of texts both in and out of school contexts. Finally, the text analyzer role “involves conscious awareness of the language and idea systems that are brought into play when a text is used” (p.13). Hence, text-analyzing implies being aware of the fact that texts are not neutral; they have the power to represent, or silence voices or alternative points of

view. Furthermore, texts can also be critiqued and redesign “in ways that serve other, less powerful interests” (Ávila & Pandya, 2013, p. 2).

4.3 Digital Literacy

The term ‘Digital Literacy’ was first introduced by Paul Gilster in 1997. According to Gilster (as cited in Pool, 1997) “Digital literacy is the ability to understand information and - more important - to evaluate and integrate information in multiple formats” (p.6). Gilster’s notion of digital literacy was not a new term to name computer literacy which encompasses the technical and operational skills needed to use a computer and software effectively. Instead, it suggested that the internet required a specific set of literacies to “critique the information, to separate truth from fiction, and to understand how digital texts construct new meanings” (Reedy & Parker, 2018, p.5).

However, digital literacy might be a problematic term given the fact that it can be situated within a wider literacies landscape that includes Information Literacy (critical thinking and evaluation), New Literacies (multimodal learning), Digital Literacy (ethics, e-safety, computer literacy, and functional skills) and Media Literacy (Critical use of non-textual communication formats) (Secker as cited in Reedy & Parker, 2018). Therefore, acknowledging the diverse and complex nature of digital literacies, this study adopts the concept of digital literacies proposed by Ávila & Pandya (2013) in which the authors “view digital literacies as those practices in which people use technological tools to engage with, respond to, and create, both text-based and multimodal forms of literacies” (p. 3).

Nowadays, the digital era allows us to access multiple texts “the challenge is to make space available so that different lifeworld’s - spaces for community life where local and specific meanings can be made - can flourish” (The New London Group, 1996, p.70). Thus, critical literacies and digital critical literacies are closely related considering that, the more access to different texts and discourses we have, the more critical we should be with the information in order to question it (Janks, 2012, 2014). Likewise, Harste (2003) argues that students are learning more about literacy outside the classroom and points out that 21st-century students need to acquire the skills to be able to interrogate texts in order to understand the power relationship between authors and readers.

4.4 Critical Digital Literacies

Critical digital literacy (CDL) is a recent research field that has emerged from critical literacy and critical media literacy, among other range of literacies. According to Avila & Pandya (2012), CDL are “those skills and practices that lead to the creation of digital texts that interrogate the world; they also allow and foster the interrogation of digital, multimedia texts” (p.3). From a CDL perspective, literacy practices serve a twofold purpose “developing understanding and action” (Bacalja et al., 2021, p. 373). In other words, learners are expected to analyze, critique, and interrogate texts in order to unveil embedded structures of power. Also, students are expected to produce their own texts and lead them to transform their realities. As Janks (2014) argues “It is not enough for them [learners] to learn how to interrogate the world; they need to develop a social conscience served by a critical imagination for redesign” (p. 350).

Hinrichsen and Coombs (2014) proposed a framework to integrate digital literacy and critical perspectives into a curriculum that is contextualized to the digital domain. The Five Resources Model to Critical Digital Literacy derived from the Four Resources Model developed by Luke and Freebody (1990). This model encompasses the four existing roles (code breaker, meaning maker, text user and text analyzer) and incorporates a fifth resource named persona.

Figure 2

Five Resources Model to Critical Digital Literacy developed by Hinrichsen & Coombs (n.d)



The code breaking resource “learners need to develop familiarity with the structures and conventions of digital media, sensitivity to the different modes at work within digital artefacts and confident use of the operational frameworks within which they exist” (decoding section, para. 1) The components of this resource are navigation, convention, operation, stylistics, and modalities. Some of the knowledge elements in this component involve grasping common functional

procedures such as saving, downloading, and uploading files; feeling confident when engaging with new apps or tools, and being able to locate spatially as when following links among others.

With regards to the meaning making resource, this “is a reflexive process in which the content, style and purpose of the text is in dialogue with the prior experience, knowledge and responses of the reader” (meaning making section, para. 1). The characteristic dimensions associated with this resource are reading, relating, and expressing. Each of these components aims at understanding and interpreting texts. Accordingly, some of the skills to be developed are making connections between new and existing knowledge, translate a purpose or intention into a digital form, content development etc.

The using resource deals with the “appropriate use of specific text forms for given purposes and involves understanding both the particular characteristics of different texts and the particular requirements of different contexts of use” (using section, para. 1). In other words, text using focuses on consuming and creating digital texts. The dimensions of this role are finding, applying, problem solving and creating. Specifically, this study addressed the skills that concerns gathering, searching, and filtering information and creating content through the application of digital literacy skills.

The analyzing resource entails “the ability to make informed judgements and choices in the digital domain” (analyzing section, para. 1). The characteristic dimensions of this role are

deconstructing, selecting, and interrogating. In the scope of this dimension, learners are expected to develop a critical stance towards the information found online, identify the intentionality of the text, and apply ethical perspectives to content creation.

The fifth resource in this model is persona. Hinrichsen and Coombs argue that “one of the challenges presented by new technologies, and social media in particular, lies in the presentation of self” (Persona: identity issues and the digital, para. 1). The characteristic components related to this resource are identity building, reputation management and participation. Since migrating to a virtual scenario due to the COVID-19 pandemic changed classroom interactions, this study focused in detail on the participation component as it refers to “the ability to work with others in a variety of modes (e.g., synchronous, and asynchronous) via digital interaction and exchange” (persona section, para. 4).

5. Research design

The following section embodies a description of the research methodology that frameworks this research study.

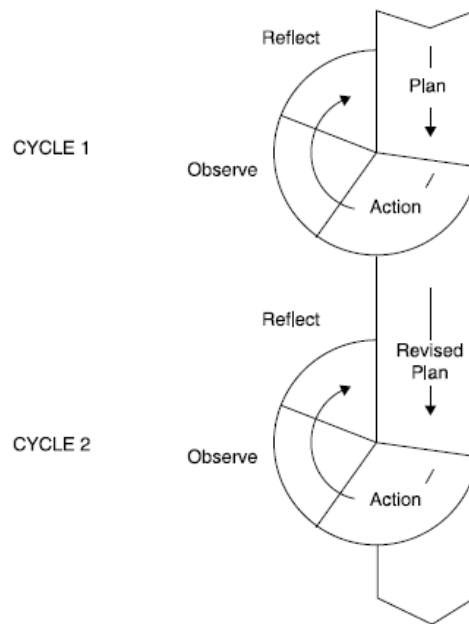
5.1 Type of Study

The present research study is framed within the qualitative approach. As this study aims at using community enquiries as a source to develop students’ digital literacies from a critical

perspective, the critical approach to research by Carr and Kemmis (2003) informed the decision of conducting action research given the fact that “reflecting about the teaching practices and adopting a critical position towards social aspects are two ways to move forward or become aware of the problems” (Latorre, 2003, p.20). Moreover, action research “involves taking a self-reflective, critical, and systematic approach to exploring your own teaching contexts” (Burns, 2009, p. 2). Therefore, the objective of this project meets the central idea of action research because it aims to “intervene deliberately in the problematic situation in order to bring about changes and, even better, improvements in practice” (p.2). Kemmis and McTaggart (as cited in Burns, 2010, p. 7-8) suggest that action research involves four essential moments in a cycle of research: planning, action, observation, and reflection.

Figure 3

Action Research model by Kemmis and McTaggart (1988)



Having in mind the Kemmis & McTaggart model, each of the stages took place as follows: first, during the planning stage, I supported the preliminary enquiry on the research problem by conducting a digital literacies' questionnaire and a semi-structured interview. The data collected from these instruments was used to design an action plan (didactic unit). This didactic unit was divided into three mini projects named “community inquiries” “fake news detectives” and “#mycovid19story”. Next, during the action stage, the didactic unit was put into action over a four-months-period. Along this, during the observation phase, data was collected through the observation of the development of the didactic unit. These observations were documented in observational journals (Burns, 2010). These journals were valuable to monitor the ongoing process and inform the changes needed. Finally, in the reflecting stage, the outcomes of the didactic intervention were evaluated. The data collected was analyzed to establish the scope and limitations of the project and the implications for further research are presented in this research report.

5.2 Setting

This study was carried out online with students from Institución Educativa Colegio Villas de San Juan. Due to the Ministry of Education Plan of “Mega Colegios de Jornada Única” the school underwent a structural renovation to house kindergarten, elementary, middle, and high school levels and it became an official public institution in 2019. The school' capacity is around 900 students, all of them belonging to low- and middle-income families. Both, the context in which the Villas de San Juan school is located, and the curricular guidelines suggested by the Ministry of National Education (MEN) are the basis for considering the dialogic pedagogy and the competency-based approach to be the paradigms from which the projects and didactic strategies

of the teachers who are part of the institution are oriented. Considering that the school belongs to an area of Girón whose inhabitants live daily experiences of violence, drug addiction, theft, and unemployment, it is necessary to think of a pedagogical model that distances the academic discourse from power and violence relations among the participating actors and that, instead, favors the construction of scientific and ethical knowledge, based on dialogue and healthy coexistence.

5.3 Participants

The people participating in this study were nine students from ninth grade; six of them belonged to 9-2 and the rest of participants to 9-1 respectively. These students were chosen following a convenience sampling approach. They were selected based on their willingness to participate by attending online lessons, as well as having access to a stable internet connection and an electronic device (cellphone, computer, or tablet). Students' language level was heterogenous ranging from basic to pre-intermediate (1 student). Also, it is important to clarify that the number of participants in this study was not the total number of students enrolled in ninth grade (47 students per group). Due to the COVID-19 emergency, the institution adopted flexible measures for distance learning. Particularly, students' attendance to online classes was not mandatory nor a requirement to pass the subject. For ethical considerations, each student participating in this study was assigned a code to protect their identities.

5.4 Data Collection Instruments

Data collection instruments play a significant role in the research process as it allows the researcher to gather systematic data. The instruments that provided the information needed to conduct the analysis in this study are described below.

Digital Literacy Questionnaire: A questionnaire “is a form used in a survey design that participants in a study complete and return to the researcher” (Creswell, 2012, p. 382). This data collection instrument is often designed to collect three types of data: factual or demographic, behavioral or attitudinal (Dörnyei as cited in Burns, 2010). In order to gather information related to students’ demographic information, digital skills, online habits and COVID-19, the teacher-researcher designed a questionnaire in google forms (see appendix XX) based on two open-access surveys available online: a general skills survey by the eSmart Schools program in Australia, and a survey conducted by UNICEF about teenagers and COVID-19. Additionally, the researcher requested permission via e-mail to use some questions from the digital literacy for language learners survey proposed by Son (2015).

Subsequently, the questionnaire was divided into five categories: use of technology, social networks and internet safety, positive impact of technology, English language learning and technology and digital literacy and COVID-19. Afterwards, it was piloted with a group of five students from 10th grade who were also asked to provide feedback regarding the instructions and questions' wording. This questionnaire was administered online at the beginning of the pedagogical intervention with the purpose of documenting students’ digital literacy, their opinions

about the use of technology to support language learning and identify students' sources of information about COVID-19.

Interviews: Latorre (2004) defines an interview as a conversation between two or more people in which the interviewer attempts to get information about participants opinions or beliefs. Burns (2010) classifies interviews into three categories: structured interviews, guided or semi-structured interviews and open-ended or conversational-type interviews. Specifically, this study used semi-structured interviews as “the aim of a semi-structured interview is to enable you to make some kind of comparison across your participants’ responses, but also to allow for individual diversity and flexibility” (p.75). Semi-structured interviews follow a set of predetermined topics with corresponding questions. For this study, the researcher conducted two interviews. The first interview took place at the beginning of the pedagogical intervention, with the purpose to achieve the first objective of this study which was documenting the impact of COVID-19 in students’ families as well as having a glimpse at students’ digital literacy practices. The second interview was conducted at the end of the pedagogical intervention, with the aim of documenting the aspects of critical digital literacies that helped students identify reliable sources of information related to COVID-19 as well as documenting their feelings, impressions, or thoughts at the end of the project. Due to the COVID-19 mobility restrictions, interviews were conducted through zoom and recorded individually.

Observation Journal: According to Creswell (2012) “observation is the process of gathering open-ended, firsthand information by observing people and places at a research site” (p. 213). Observation data is often collected through written journals. These “are extremely useful

though as a way of capturing significant reflections and events in an ongoing way” (Burns, 2010, p. 89). Having an observational journal allowed me to document factual events such as the development of the activities proposed in the lessons plans as well as my reflections, thoughts, feelings, and ideas for future lessons. The observation journal format was created in Google Drive following the structure of reflective observations (Burns, 2010) in which notes about classroom events are written and the researcher’s comments are placed next to them.

Students’ Artifacts: According to Burns (2010) “classrooms are full of all kinds of written documents – syllabus guidelines, lesson plans, textbooks, readers, students’ written texts, exercises, illustrations, maps, dictionaries and so on” (p.91). The objective of this instrument is to document students’ subjective experiences and perspectives (Harklau, 2011) and support the data collection process. Particularly, the pedagogical intervention was divided into three didactic sequences or ‘mini-projects’. Following their development, students created three artifacts that acted as the final product of each didactic sequence. After completing the first mini-project, students created an infographic using the website Canva. In order to create this artifact, students collected information regarding free time activities, use of technology and emotional health among their families or friends. Then, at the end of the ‘fake news detectives’ mini project, each participant recorded a short video giving advice on how to spot fake news. Finally, students worked on e-books using the website www.storyjumper.com in which they tell their own stories linked to the pandemic.

6.Ethical Considerations

As this study required the participation of human subjects, certain measures were taken in order to protect the participants' integrity during the research process. Thus, in order to fulfill the law regulations regarding data protection and research subject integrity, this project abode by the regulations created by CEINCI UIS (Ethics and Scientific Research Committee) for research projects on social sciences GIN.07. Bearing in mind the mobility restrictions due to the COVID-19 situation, the teacher-researcher held a virtual meeting to inform parents and students about the project. When schools started implementing video call platforms to hold online classes, there were some security incidents with the free version of platforms such as Zoom and Google Meet in some cities across the country. For this reason, the researcher purchased a Zoom license to ensure the subjects' privacy and security. To meet the principle of justice it was clearly stated that students' participation in the project was free and voluntary and in case of declining it would not have any negative impact on their grades. Finally, parents were asked to sign a consent form for gathering, storing, and using the students' personal data as well as granting permission for recording the lessons held virtually.

7.Pedagogical Intervention and didactic sequence

This chapter describes the instructional design and the didactic sequence methodology of this research study. As it was stated in chapter 2, the challenges derived from the sudden shift to distance and online learning in terms of digital skills, as well as the infodemic phenomenon triggered by the COVID-19 pandemic which permeated all levels of society particularly the community, motivated the idea of conducting a research project in which inquiries about students'

communities in times of COVID-19, would lead to the development of digital literacies from a critical perspective. Thus, to have an overview of students' digital skills and their perceptions about the pandemic, a questionnaire and an interview were administered at the beginning of the pedagogical intervention. The information collected with these instruments, informed the teacher-researcher's decisions on the curriculum design and the structure of the didactic sequence.

7.1 Didactic Sequence

The pedagogical intervention described below took place from February 15th to June 3rd, 2021. During this period of time, a national strike started and teachers who belong to the public-school teachers' union FECODE decided to join by interrupting the educational service since April 28th. Regardless this situation, the intervention was carried out in a sixteen-weeks term as it was originally scheduled during the planning stage. Accordingly, a total of 23 lessons were held, each of them lasting between one to two hours. These lessons were grouped into three mini-projects that combined community-based activities, digital skills, and literacy roles. The objective of the community-based activities was to engage students in situated inquiries related to the COVID-19 pandemic within their family networks. On the other hand, the objective of the digital skills activities aimed at strengthening students' ability to use different tools. These activities included searching information, using apps, and creating content online. Finally, language learning activities were structured taking into account the four literacy roles (codebreaker, text participant, text analyzer and text user). Some of these activities involved vocabulary practice, reading comprehension, and recognizing author's intentions among others.

7.2 Mini-project 1: Community Inquiries

This didactic sequence took five weeks (15 hours of instruction). The main objective of this mini-project was to explore the impact of the COVID-19 pandemic in students, their families, and communities by conducting situated inquiries. During the first lesson, students were introduced to the topic of surveys. First, they were shown a video by UNICEF about how kids were coping with the lockdown in different places around the world. Then, they watched a video about a survey conducted with parents in which they expressed the most common difficulties faced during the quarantine. Both videos helped the teacher to make connections with the mini-project's objective and introduce key vocabulary and concepts. In the next sessions, students learned about types of surveys, how to use wh- questions, key vocabulary, and reporting sentences. Following this, students were encouraged to brainstorm survey topics. Bearing in mind the videos seen in the first session, a group discussion was held to decide their own survey topics. As a result, students proposed three categories: mental and emotional health, hobbies and free time activities, and technology and education.

The next step was creating the survey. Considering that the target audience was students' families and friends, participants were asked to use L1. Students were divided in groups using the breakout rooms feature in zoom which allows the meeting host to hold a meeting in "separate" rooms. During this class, students worked collaboratively and one of them was assigned to type the survey questions in Spanish using a Word document. After a peer-feedback session of the surveys, students were introduced to the basics of Google Forms. The teacher explained how to use the basic options to create a survey and students were asked to explore the website on their

own. Then, each student created a survey using the questions and shared the link with family members and close friends through WhatsApp. Once the information was collected, a session was held to analyze the results. Moreover, these results were used as input to write down sentences in English. Finally, the students created an infographic in Canva, based on the results gathered in their surveys. In order to achieve this, a session was carried out to cover the basic features of the webpage and students were instructed how to report survey results using different shapes, graphics, and colors. To conclude the community inquiries mini project, a final session was held where students presented the infographic and shared their personal thoughts derived from exploring their communities in times of the COVID-19 pandemic. (See figure 4).

7.3 Mini-project 2: Fake News Detectives

This didactic sequence took six weeks (18 instructional hours). The main objective of this mini-project was to document aspects of the CDL model that helped students locate and verify information related to the COVID-19 pandemic. In the first lesson, students were introduced to the second mini project "fake news detectives". To do so, the students watched two videos related to the media literacy. From this, we reflected on the role of media and how the way information is presented has the power to influence consumers.

Also, students watched a video related to fake news and some of their characteristics. Following this, students were asked to evaluate two websites in Spanish which contained news related to the COVID-19 pandemic. The teacher purposely chose an official news channel and a misleading website so that students could use their prior knowledge to assess their reliability and

credibility. Although students reported having some knowledge about how to spot fake news, some students were hesitant to label the misleading website as “fake news”. After this, the teacher presented an adapted version of the evaluation tool “10 questions for fake news detection” developed by The News Literacy Project. After having read each item and explained unknown vocabulary, students were asked again to evaluate both websites using the rubric.

Figure 4
Sample of Infographic.



The next two lessons were focused on language aspects such vocabulary, reading comprehension activities related to the infodemic phenomenon, and the use of imperatives to give advice. Following this, students were introduced to the concept of bias. During this lesson, students examined how the writer's point of view influences the reader by identifying facts and opinions in newspaper articles. Then, students examined how information regarding face masks and its mandatory use was presented in two online articles using prompt questions such as: what was the main idea of each article? How many and what adjectives were used? and what seemed to be the author's purpose in each article? In the next session, students worked on a scavenger hunt in which they were asked to collect reliable sources (links) about different topics such as what is COVID-19, number of cases and vaccination centers in Colombia and Girón.

The last two sessions were focused on the use of WhatsApp, particularly family groups. Bearing in mind the previous work on how to identify fake news, students proposed a survey to collect their family members' attitudes and knowledge about detecting false information. This survey was sent to 22 people through WhatsApp. Based on the results, students reflected on their family members' answers, and outlined some conclusions about the correlation between these results and the dynamics of their own family groups. Finally, students created a collaborative script for a short clip in English about how to spot fake news. Due to time constraints, the teacher edited the video and added subtitles so students could share the clip with their family members. Additionally, students were asked to collect some opinions about the video.

Figure 5*Video screenshot*

7.4 Mini-project 3: “#MyCovid19Story”

This didactic sequence lasted five weeks (14 hours). The purpose of this project was to document students’ process of content creation by portraying community stories related to the COVID-19 pandemic. Smith and Hull (2012) suggest considering “the significant role that content creation, or authorship, plays in concept building and learning” (p. 79). To achieve this, students were introduced to emotions and feelings vocabulary by watching a video related to coping with stress and mental health during COVID-19. After this, students were encouraged to use this vocabulary to answer questions in relation to their own personal experiences during the health emergency and the national strike. Then, students were introduced to the website storyjumper. This platform features an extensive library of books created by different authors around the world. It allows users to make their own books and illustrate them among other options.

In the following lessons, students were introduced to the concept of fiction and non-fiction books and reviewed grammatical tenses such as simple present and past. Moreover, students read

four books called “Up down smile frown”, “life with COVID-19”, “my team to fight COVID-19” and “the masked hero”. Each of these books served as input to enhance the four roles of literacy through different activities mediated by platforms such as quizlet, nearpod and quizziz. In the last two lessons, students were introduced to the concept of copyright, public domain, and fair use. As students were meant to create their own books, they were shown four websites that offer free images and how to cite sources and attribute authors for their work. After this, the teacher asked students to create their own account in story jumper and she introduced the basic features of the website such as the editing tools. Then, the teacher shared a draft form in Google Drive where students had to organize their ideas to create their own fiction or nonfiction book. To attain this goal, students were encouraged to write short sentences either in present or in past. Also, students were given the chance to write in their L1 and the teacher provided guidance during this process. Finally, the last lesson involved students receiving individual feedback using the breakout rooms feature in zoom. Due to the national strike situation, it was not possible to share students work as it was initially planned.

Figure 6

Samples of e-books created in storyjumper.com



8.Data Analysis and Findings

This section gives account of the analysis resulting from the pedagogical intervention conducted online with a group of nine ninth graders from Colegio Villas de San Juan. Having in mind the ethical considerations underpinning this project, each participant was given a code to protect their identities as follows: OM, SM, KJ, KR, DL, JT, JP, SL and JM respectively. As it was previously stated, this research study used five instruments to collect data. The digital literacies questionnaire and the first interview, conducted prior to the implementation of the didactic sequence, yielded data regarding students' digital skills, information habits in times of COVID-19 and the implications of the pandemic in students' communities. Regarding students' process of strengthening their critical and digital literacies, the instruments that yielded data were observation journals and four classroom artifacts. Finally, a post-project interview was conducted to obtain data in relation to students' metacognition process and opinions about the project.

According to Burns (2010), the first two steps of data analysis involve assembling and coding the data. To achieve this, the teacher-researcher organized the data as follows. All the instruments were assigned a code and organized into colored folders in Google Drive. Regarding the digital literacies questionnaire designed in Google Forms, the statistics report generated by the platform was downloaded and saved into a folder. The coding for this instrument is shown below.

Table 1

Coding for questionnaires

Digital Literacy Questionnaire	DLQ- PI (Participant) e.g., DLQ-JP
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With regards to the pre- and post-project interviews, each of them was recorded individually and transcribed into a format. Both the audio recordings and transcriptions were stored in two separated folders and color coded. Moreover, the coding for the interviews used the prefixes pre- and post- as shown below.

Table 2

Coding for Interview Transcriptions

Pre-Interview Transcription	PREIN- PI (Pre-Interview Number- Participant) e.g., PREI01-SM, PREI08-OM
Post-Interview Transcription	POSIN-PI (Post-Interview Number – Participant) E.g., POSI04-SM, POSI08-OM

Concerning the observational journals, these were kept using a format designed in Google Documents. The format was divided into two sections: the observations section contained a description of the development of the lesson and the contributions made by students. On the other hand, the reflection section included the teacher’s reflexive comments. Moreover, these journals were grouped in three subfolders (objective 1, 2, and 3) and labeled with the number of the class, day, and month. Below the reader will find a description of the coding for the observation journals.

Table 3

Coding for Observation Journals

Observational Journal	OJ-CD (Number of Class Date) e.g., OJ-C18May25
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Finally, four types of classroom documents were collected in this study: infographics, one video, e-book drafts and e-books. Each of them was codified and stored in individual folders (objective 1, 2 and 3). The coding for classroom documents is shown below.

Table 4
Coding for Classroom Documents

Infographics	IF-PI (Infographic – Participant) e.g., IF-JP, IF- DL
Video	VID-PI (Video-Participant) VID-JT, VID-KJ
Book Draft	BD-PI (Book Draft – Participant) BD-JM, BD-SL
E-Book	EB-PI (E-Book – Participant) e.g., EB-KR, EB-SM

The data analysis followed a grounded theory systematic design (Creswell, 2012). Strauss and Corbin (1998) suggest three stages to analyze qualitative data: open, axial and selecting coding. During the open coding stage, the teacher-researcher revisited the collected data and formed initial categories by segmenting the information (Creswell,2012). These initial categories were labeled and identified using color coding. Afterwards, during the axial coding stage, the researcher selected the initial open codes and stablished interrelationships with other categories. Finally, during the selective coding stage, an explanation of the process is presented, making connection with the categories in the axial coding stage, the initial categories, and the theoretical

constructs underpinning this study. The figure below shows the categories that derived from this process.

Figure 7

Data analysis categories.

Objective	Categories	Sub-categories
Conduct situated inquiries (CBP) to explore how the COVID-19 impacted students’ families.	Exploring the Community	<ul style="list-style-type: none"> • Reconfiguring home spaces. • Implications on family dynamics.
Document students’ digital literacies and describe how the five resources model of CDL helps students locate and verify information related to the COVID-19 pandemic.	Becoming Critical Digital Readers	<ul style="list-style-type: none"> • Exploring Ss Digital literacy practices. • Breaking the code to facilitate comprehension. • Text interrogators.
Document students’ production process of digital content through portraying community stories.	Critical Content Creators	<ul style="list-style-type: none"> • The community as a source for redesign. • Engaging in text user practices.

9.Exploring the Community

According to Clavijo-Olarte and Ramírez (2019) “CBP involves studying the realities of students’ environments and consider the daily practices of students to be fundamental” (p. 252).

Generally, within the framework of CBP community mapping (Kretzmann & McKnight, 1993) is conducted in order to identify community assets that could be incorporated into the curriculum. Given the mobility restrictions caused by the COVID-19 lockdown, this initial mapping exercise was conducted by the teacher-researcher. By doing so, she expected to collect information regarding the impact of the COVID-19 pandemic within the students' family network. Data from students' interviews prior conducting the project provided an overview of the implications derived from the reconfiguration of the spaces at home and the impact in family dynamics such as living together, health, communication, job loss.

Undoubtedly, the lockdown measures adopted globally had a profound impact on households. The shutdown of crucial community spaces such as schools, the strict mobility restrictions and the staying-home mandate for all people who were not considered essential workers drastically changed the routines and configuration of spaces at home. Suddenly, family members had to adjust to the reality of lockdown living, which implied redefining the spaces at home for activities such as studying, working, and doing leisure activities. The family types of the students who participated in this study varied. Five students had nuclear families, two students had single-parent families, and two reported living with extended families. Likewise, six students reported having their own room at home while three of them shared their room with their siblings.

Regarding the space allotted for studying at home, students reported taking their classes in the living room or in their bedrooms. Particularly, the two students who lived with their extended family reported having difficulty to concentrate while studying due to the interactions of other family members in that same space as it can be observed here:

CB: ¿Cuentas con un lugar adecuado para recibir las clases?

KJ: Sí, sí señora en la sala.

CB: ¿Y estar ahí te permite concentrarte?

KJ: Pues concentrarme como tal no porque mi familia se comunica mucho, entonces sí hay como un poquito de vocecitas ahí hablando. (PREI06-KJ).

CB: ¿En qué lugar de tu casa tomas las clases?

SM: En la sala.

CB: ¿Consideras que en la sala estás cómoda?

SM: Es lo que hay.

CB: ¿Cuáles crees que son las distracciones de estar estudiando en la casa?

SM: El televisor. Mi nona es sagrada a la novela mientras hace el almuerzo de las diez o de las once, no me acuerdo cual es la novela que se ve... Y todos los días se la ve. Y uno no se la podía quitar[...] Entonces... De todos modos, los audífonos. Pero era molesto escuchar allí escuchar acá y allá ella brava peleando en la cocina... (PREI01-SM).

On the other hand, when exploring the spaces available for students to practice leisure activities or get some fresh air, six out of nine participants informed having a space at home such as a terrace, a patio, or a balcony. Yet, two of them said they did not have such spaces at home as they lived in an apartment.

OM: Hay un balcón.

CB: ¿Y pasas tiempo en ese balcón?

OM: Sí señora. En las tardes o al medio día. (PREIT10-OM)

JP: Pues hay una terraza en el tercer piso y entonces yo puedo mirar de pronto el atardecer.
(PREIT03-JP)

SM: Pues hay un patio, pero el patio es chiquito pues ahí no cabe nadie. (PREI01-SM)

The implementation of lockdown measures and social and physical distancing to prevent the spread of COVID-19 increased the time spent at home and reduced physical contact with other people. According to UNICEF (2021) these measures had a strong impact on parents and children increasing intrafamily conflict. During the initial interview, most participants reported not having experienced any significant change in the family relationships and living together, as can be observed in the following excerpts:

SL: antes no pasábamos tanto tiempo juntos... pues ahora sí, eso mejora la comunicación... (PREI05-SL)

SM: Mayormente creo yo que es por el estrés y por el dinero. Pero así un cambio radical en la actitud de alguien, no señora. (PREI01-SM).

JP: Pues a veces desesperante porque todo el tiempo juntos... Pero ahí hemos tratado de arreglar, configurar el horario para poder hacer las actividades y no pueda distraerme tanto.
(PREIT03-JP).

KJ: Pues la verdad todos somos como muy pacíficos y pues no ha habido problemas, peleas ni nada de eso. (PREIT06-KJ)

During the implementation of the first mini project, a group of students was in charge of conducting a survey about mental health and family coexistence. Following this, a reflective session was held in order to discuss the results gathered from their communities. Based on the comments made by the students in this session, it was possible to observe that, unlike what students had initially expressed, family relationships and coexistence were affected to some extent by the quarantine. Particularly, this could be evidenced when students discussed JT's survey results in which most people said they had solved arguments through dialogue and reported that family relationships had improved during the pandemic.

JP: I think that's not true. Before the pandemic the relationship with family members was kind of normal but now because we're spending a lot of time and seeing our faces every day, so arguments have increased. (OJ-C07Mar17).

SL: I think that result was made up. I don't believe that. (OJ-C07Mar17).

KR: In my case that's not true because even though I'm at home with my family, we don't spend time together. I don't talk too much with my family. We only see each other for lunch or something. The rest of the time all of us are minding our own businesses. (OJ-C07Mar17).

To have a better understanding of students' skepticism about conflict resolution through dialogue, the teacher-researcher asked students how they think people in their community solve conflicts. Their answers bring to light the problems of violence and coexistence in the municipality of Girón, as shown below:

T asks: How do you think people in your community and Girón solve their conflicts?

KR: With a machete!

SL: With violence! With knives too.

Ss laughed.

JP: Maybe these families who were interviewed are civilized.

SL: Maybe he didn't ask Santanderean families. (OJ-C07Mar17).

Considering that Girón is historically a town with high rates of violence and intolerance, it was very coherent that students mentioned the use of violence and even guns when talking about conflict resolution. Also, because of their attitude when talking about this -students were laughing and joking about it- it seems they have internalized these levels of violence and it is very likely that they have witnessed intolerance cases in their neighborhoods or even in their own families.

Another consequence of the quarantine and social and physical distancing during the pandemic was the impact on world's mental health. As reported by a scientific brief released by the WHO (2021) "in the first year of the COVID-19 pandemic, global prevalence of anxiety and depression increased by a massive 25%" (para. 1). According to the data collected in this report, the main explanation for this phenomenon is the "unprecedented stressed caused by the social isolation" (para. 4) followed by other factors such as "loneliness, fear of infection, suffering and death for oneself and for loved ones, grief after bereavement, and financial worries" (para. 5). Moreover, the brief reveals that the pandemic has heavily impacted the mental health of young people and women. In the case of Colombia, the Ministerio de Salud y Protección Social (2021) reports that the Línea Nacional de Teleorientación en Salud mental held more than 23.000

telecounseling. The most frequent reasons for consulting were counseling and psychological support in situations of stress reaction and symptoms of anxiety and depression, among others. Furthermore, the report mentions that in the population aged 6 years and older, the most common disorders were anxiety and depression.

When sharing SM and SL survey results related to emotional health during the pandemic, students agreed that the most common feelings people in their communities experienced were stress, boredom, and anxiety as it can be seen in the excerpts below:

T: Most people have felt bored and stressed during the pandemic according to the results in SM and SL surveys. What do you think of this?

SL: This result is true.

KR: I don't get bored at home. I try to look for activities because if I don't, I'll lose my mind.

JP: I do feel bored, but I have a terrace and an inventive mind. In my case it is stress and anxiety. Anxiety to come back to school.

OM: Yes, I do feel bored too. (OJ-C07Mar17).

The impact on families' health in relation to COVID-19 infection was also a major concern. In order to prevent the spread of the virus, health authorities recommended a series of biosafety protocols such as mandatory use of face masks and hand washing. In this regard, all participants indicated that their families adopted these biosafety measures as shown below:

JP: Cuando llegamos nos quedamos afuera un rato y rociamos con alcohol y gel antibacterial lo que llevamos [...] Y luego si entramos a lavarnos las manos y nos bañamos. (PREI03- JP).

SL: Pues cuando llegamos a la casa, nos quitamos los zapatos. Toda la ropa va para lavar. Hacemos ... antes de entrar nos echamos alcohol y hacemos gárgaras. (PREI05- SL).

JT: Lavado de manos y el tapabocas; y cuando salimos nos echamos alcohol en los zapatos. (PREI07-JT).

At the time of the initial interviews, five students said that there were no positive cases of COVID-19 in their families, while the remaining four reported cases of infection or death in close relatives.

SM: Mi papá, sí fue muy... Lo atacó mucho. Él tiene antecedentes médicos en los pulmones por lo que él fumaba mucho, entonces a él le dio muy duro. Por poco se muere... (PREI01-SM).

SL: Una prima ya se recuperó, mi otro primo también. Una tía que estuvo como 15 días en la UCI y una abuelita que se murió... (PREI05-SL).

OM: Pues en los que están a mi alrededor pues no; pero unos familiares que viven el Playón que se enfermaron por COVID y lamentablemente fallecieron... (PREI08-OM).

The three students who lost a family member to COVID-19 claimed that this situation had affected their families emotionally as it can be seen below:

OM: Pues la familia ha decaído un poco; les ha dado un poco duro pues son dos pérdidas seguidas.

SL: Pues... Emocionalmente, muchísimo le afecto a mi mamá. Pero a mi... como pasaba cierto tiempo con ella pues no me dio tan duro. (PREI05-SL).

On the other hand, the use of social media platforms increased during the COVID-19 crisis, as a consequence of the isolation and physical distancing. These platforms allow people to engage with peers through messaging and voice or video calling. According to Volkmer (2021) "when staying in quarantine or lockdown, digital platforms have even more relevance, because social media communities and peer interaction can mobilize social and emotional support." (p. 8). On this matter, students reported that the relationships and communication with their friends were affected by social distancing. Additionally, through the inquiries conducted among their friends, students found out that technology played an important role in keeping in touch with others as it can be seen in the excerpts below:

T asked Ss "How has been your relationship with your friends since the COVID-19 pandemic started? SL answered: "it got worse, I don't have friends anymore, but I have nice memories" and she laughs. KR said, "I make videocalls with my friends but sometimes it gets annoying because [they] call me all the time". (OJ-C03Feb25).

JM: The relationship with friends isn't the same because we can't interact with them compared to when we were attending school. We're not sharing the same spaces with our friends or classmates all the time. (OJ-C07Mar17)

SM: Most people in my survey answered that the relationship with their friends has been regular during the pandemic. I think this is due to communication because we don't see each other anymore and we have to communicate through WhatsApp. For example, sometimes I don't feel like answering any call or message. (OJ-C07Mar17)

Another devastating effect of the COVID-19 pandemic and the resulting lockdown was the massive loss of jobs. Ritcher (2021) reports that “the COVID-19 pandemic and the resulting lockdown caused 114 million people to lose their jobs over 2020.” (para. 1). In the case of Colombia, “the COVID-19 pandemic heavily impacted the most vulnerable households and non-essential sectors. Moreover, the loss of employment has had a negative impact on income, directly impacting the well-being of many people, who reported difficulties in obtaining food and paying their financial obligations” (Universidad de los Andes, 2021, para. 2) In this regard, all participants reported having economic difficulties in their families.

SM: Mi tío tiene una discapacidad. Él es epiléptico y no trabaja. Y mi tía tiene una pastelería, pero por motivos de la pandemia se tuvieron que recoger. Y mi mamá está desempleada hace dos años [...] en la casa nadie está generando ingresos activos, mi mamá también ha tenido problemas... Mayormente nos estamos sosteniendo con lo que mi papá me envía. (PREI01-SM).

KJ: Nos atrasamos mucho en el arriendo y pues ahora que se retomó más entonces toca más gastos para poder alcanzar el arriendo y estar bien. Y también con los servicios... porque van dobles y así... (PREI06-KJ).

OM: Pues en el arriendo, al principio de la pandemia no se contaba con la capacidad económica para pagar puntualmente, entonces hablamos con el señor de la casa y él nos disminuyó el costo. Y de lo otro, como el esposo de mi mamá que trabajaba falleció, entonces nosotros recibimos la pensión. (PREI08-OM).

The COVID-19 pandemic had a profound impact on the participants' family dynamics. Inquiring into the emotional, social, psychological, and economic implications of the confinement reasserted the importance of using community resources to foster meaningful learning experiences. One of the most significant findings resulting from this preliminary inquiry was the role that technology played in preserving the bonds and human interaction during confinement. Prior to the pandemic, the use of technology in face-to-face classes was quite limited. However, participants were not unfamiliar with the use of technology. The uncertainty derived from a new virus, the drastic change from face-to-face settings to virtual scenarios and the need to foster students' digital skills and critical awareness in order to navigate the sea of misinformation in the web became the justification for designing a classroom project that would address the situations described above.

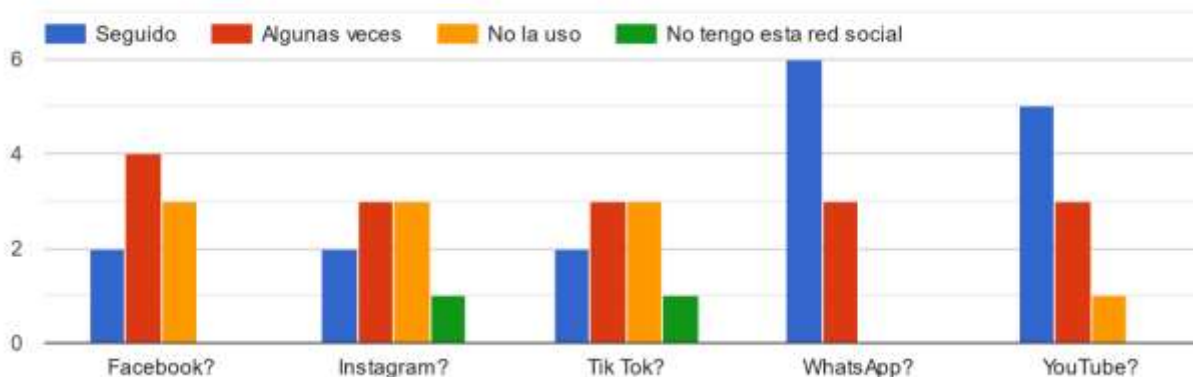
As it was mentioned in the theoretical framework section, for the purpose of this study, digital literacies are considered "a set of skills and practices" (Avila & Pandya, 2012). Consequently, this definition encompasses a two-fold purpose, a functional approach where students learn the operational aspects such as downloading and saving files, log in websites and so on, and a critical component where students "evaluate and use information critically if they are to transform it into knowledge" (Buckingham, 2006, p. 25). Having this in mind, a questionnaire was initially applied to students in order to obtain data related to the use of the internet, social networks,

digital skills, and media and COVID-19. Likewise, during the initial interview, students were inquired about their digital skills and their ability to evaluate sources of information about COVID-19.

Regarding the use of technologies, all students reported using the internet, smartphones and to less extend computers. A total of 77.8% reported having their own mobile device, while 22.2% reported using their parents' or a family member's device. All students reported using their cellphones for doing homework or taking classes followed by other activities such as chatting, watching videos, or playing. Moreover, a total of 88.9% reported having social networks compared to 11.1% who did not. Finally, the most frequently used apps among the participants were WhatsApp and YouTube, compared to other social networks such as Facebook, Instagram or Tik Tok (Figure 8).

Figure 8
Digital Literacies Questionnaire Question # 7

Si su respuesta fue sí, ¿qué tan seguido usa



Concerning digital skills, all students reported having grasp of common functional procedures such as downloading and saving PDF documents. The overall response to this question was not unexpected given the fact that during the first months of ERT, most public schools adopted the strategy of sending asynchronous activities in PDF format through WhatsApp to continue with the learning process at home. On the other hand, four students commented feeling confident in engaging with applications such as Microsoft Office and Canva. These students stated having learned how to use these platforms to be able to complete their schoolwork:

“He aprendido a enviar correos por Gmail, conectarme a una clase virtual y enviar y recibir PDF 's.” (PREI08-OM).

“Aprendí a utilizar las aplicaciones del computador (PowerPoint, Word) me tocó aprenderlas a usar para enviar trabajos [...] Y pues aprendí a usar mejor el computador.” (PREI06-KJ)

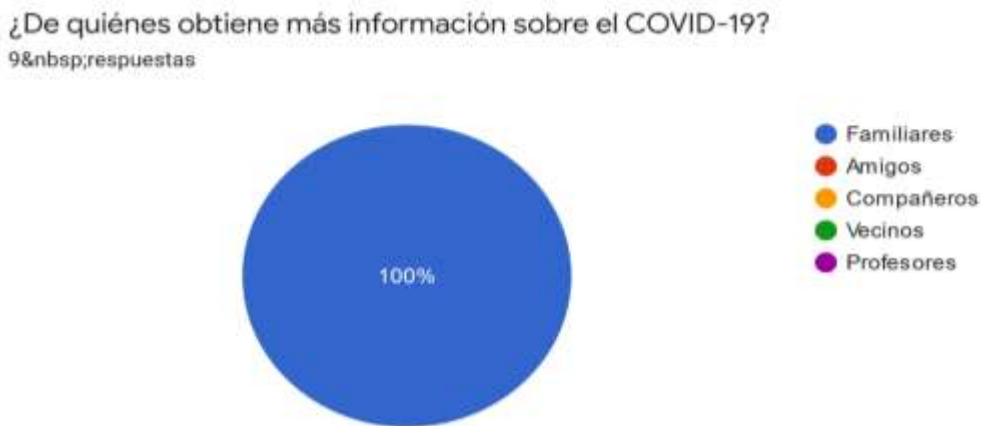
“Aprendí como hacer las reuniones de Zoom. De lo que usted dijo para hacer infografías [Canva], para hacer comics y pues eso es como lo más que recuerdo.” (PREI05-SL)

It's interesting to note that, combining the categories of 'too much' and 'much' approximately 80% had enough information about the COVID-19. Moreover, when asked about their main information source regarding the illness, 44.4% replied family or friends, followed by 33.3% who said traditional media and just 22.2% responded social networks. This result is consistent with the responses to the question on figure 9, in which all participants indicated that their family members are the main source of information about the pandemic. Moreover, regarding students' biggest information need at the time of application, the majority of respondents felt that

they needed to get more information about how to protect their families and themselves from getting infected with COVID-19, where to get help in case symptoms occur and how to verify news related to the pandemic found in social media.

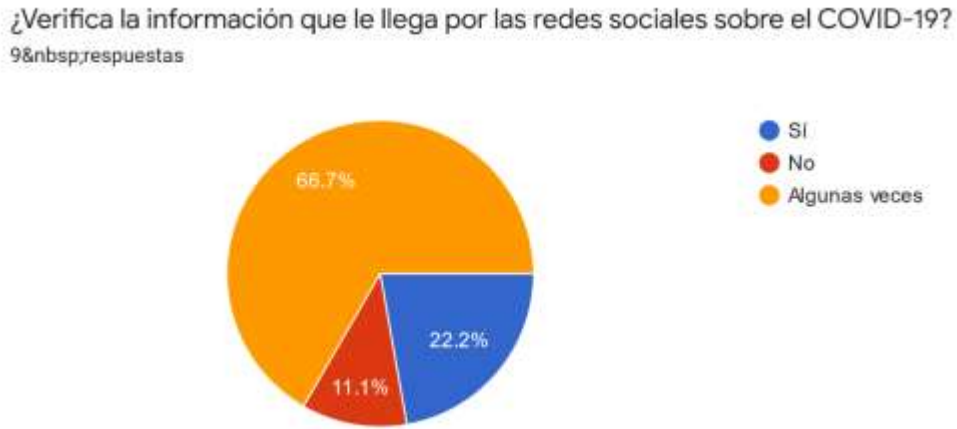
Figure 9

Digital Literacies Questionnaire Question #21



The internet and in particular social media played a fundamental role during the COVID-19 pandemic. These platforms became crisis communicators in the midst of a heightened global health crisis, providing user with continuous access to multiple updates and insights. Following this, students reported getting the most information about COVID-19 from WhatsApp and Facebook. On the other hand, the overwhelming flow of false or misleading information about COVID-19 available on social networks requires a thoughtful process of assessing sources, in order to determine whether the information presented is truthful. When students were questioned if they verify the news they get on social media, 66.7% replied ‘sometimes’, compared to the 22.2% who said ‘yes’ and just a small number (11.1%) who answered ‘no’ as it can be seen in figure 10.

Figure 10
Digital Literacies Questionnaire Question #23



Further inquiry into the strategies students used to verify the reliability of an information source about COVID-19, it was observed that most students showed a significant degree of digital literacy. For example, Volkmer (2021) observed a trend among participants in their study to compare and contrast information across different sites or platforms. Similarly, some students in this research study reported using this strategy as it can be observed in the excerpts below:

Aprendí viendo videos de Youtube, porque había tanta noticia falsa y cuando surgió la pandemia decían que tomaran aspirina con limón porque eso curaba el coronavirus y entonces yo dije “esto tiene que ser mentira” y entonces desde ahí aprendí a buscar cada noticia que me llegaba. (PREI03-JP)

SM: Creo yo que está muy trillado el tema de no creer mucho en las cosas que usted recibe por las redes sociales, pues porque usted no le va a creer a cualquier persona que escribe con una ortografía del asco a una persona que tiene una buena redacción. (PREI01-SM).

De pronto investigando para ver qué probabilidades hay de que eso sea realidad. O también viendo, por ejemplo, [...] que es algo que están dando en las noticias. (PREI02-JM)

Volkmer (2021) also found that a large group of respondents in their study had a “vague feeling of doubt, mistrust and skepticism regarding COVID-19 content”. (p. 2). According to the authors, this might explain why sources such as messaging apps or the participants’ social media community were ranked as ‘somewhat trusted’ whereas the “digital content of the World Health Organization (WHO) and science and health experts ranked on top as ‘highly trusted’ sources.” (p.1). Likewise, students in this research study classified local health authorities and the news (traditional media) as trusted sources as shown below:

Depende de la página o quién lo esté publicando. Por ejemplo, si es el ministerio de salud uno sabe que es algo confiable porque pues ellos saben. (PREI06-KJ).

Cuando son publicaciones verificadas por la secretaría de salud o por el departamento sí pienso que son verdaderas. (PREI08-OM).

[..] las noticias ellos se suponen están más atentos de ese tipo de cosas. Y del Facebook no me confío tanto porque meten muchas mentiras por decirlo así para exagerar las cosas. (PREI04-KR).

The COVID-19 global health crisis and the immediate nature of social media triggered an overabundance of information that was coined the term infodemic by the WHO. This global

phenomenon has a negative impact on communities considering that false or misleading information may potentially affect the health and well-being of communities given its influence on individuals' decision-making about issues such as mass vaccination and self-care measures. Both the questionnaire and pre-interviews yielded data regarding students' digital literacy. On one hand, most students reported being skilled at using different apps and online platforms. On the other hand, it was evident that students had a degree of critical awareness regarding COVID-19 information.

11. Becoming Critical Digital Readers

Considering that it was possible to establish that students already had some knowledge about digital literacy skills and that they also articulated some strategies to identify false information or "fake news" on the internet, the second objective of this study was documenting how the Five Resources Model of CDL helped students locate and verify information related to the COVID-19 pandemic. Through the design of strategies aimed at strengthening each of the resources, students would be encouraged to become more critical readers of information.

The Five Resources Model of Critical Literacy (Hinrichsen and Coombs, 2013) extends the vision of the Four Resources Model of Critical Literacy (Luke and Freebody, 1990) to include critical literacy practices and skills in the digital domain and added a fifth resource named persona. Both models are not conceived as "a developmental sequence" (Rush, 2004, p. 34). Therefore, each stage should not be viewed as a prerequisite for moving on to the next. Instead, educators should engage learners in code breaking, text engagement, text use, and text analysis as blended

skills during instruction (Rush, 2004). In addition, these models allow educators to design activities at each of these stages considering the language level of their learners to design scaffolding activities.

With regards to the code breaker resource, Rush (2004) claims that “readers who are successful in deciphering the meanings of words become code breakers.” (p. 37) Code breaking conventional practices deal with recognition of letters, sounds, words, and other structures. Freebody and Luke (1990) claim that “the characteristics and conventions of the technology of texts are vital aspects of reading” (p. 4) Therefore, vocabulary learning is an important aspect to achieve the semantic competence proficiency that reading comprehension requires. In contrast, code breaking practices of digital multimodal texts involve understanding of navigational mechanisms, norms, grasp of functional procedures and sensitivity to the different modes and stylistics within texts (Hinrichsen & Coombs, 2013).

Picture-word association, looking up the definitions or translating are common activities in EFL text-based literacy practices. These types of text-based practices are necessary, so students are able to break the linguistic code of texts. In a technology-mediated context, these practices can be supported by multimodality (Kress, 2003) and include sounds, pictures, and other elements of design. The following excerpt shows how not providing enough visual or linguistic input made it difficult for students to break the linguistic code and make meaning of some words in a given context:

To introduce the evaluate-a-website activity I asked Ss to look for the meaning of 4 words in Spanish. However, as I didn't provide any visuals or extra examples [of the word in context] it was kind of confusing for Ss to understand the instructions. Only one S would answer follow up questions about these words and how they were related to the next activity. (OJ-C09Apr14)

According to Lankshear and Knobel (2011) “multimodal forms of texts that can arrive via digital code as sound, text, images, video, animations, and any combination of these” (p.28). These design elements facilitate the code breaking and making meaning process because they add more elements to the “nature of the relationship between spoken sounds and written symbols and the content of that relationship” (Freebody and Luke, 1990, p. 8). For example, the excerpt below shows how multimodality helped students to understand what the media and its purpose is:

The first two videos I used to contextualize the second mini project were appropriate and allowed me to introduce the topic of fake news. Though they were completely in English, the language level was mostly basic and Ss were able to understand the [overall] message. Ss were able to make connections between the media and its purpose. (OJ-C08Apr07)

However, using multimodal texts does not ensure that students will break the linguistic code and make meaning if the text surpasses their language competence as it can be seen below:

The third video about the characteristics of fake news was more complex to understand because the language level was a bit more advanced. I did not use the Spanish subtitle's

function, and at the end it was evident that the students, unlike the two previous videos, had not grasped as much information despite the animation showed multiple situations related to the media and fake news. (OJ-C08Apr07)

Therefore, when planning activities that have to do with developing vocabulary skills, it is important to incorporate different modes considering that technology has modified the relationship between images and words by incorporating elements such as color, sound, animation, image, layout, etc. (e.g., color, sound, animation, image, layout, etc.). Along with this, the digital code breaking processes need to be ensured to facilitate the navigation of websites. Moreover, the multimodal resources used in the linguistic code breaking process must be language appropriate in order to meet the objective of facilitating the assimilation of the concept and the word and the successful application of the word in context.

Gee (2003) claims that games and game technologies enhance learning and can be used to teach content at schools. While using these gamified platforms, characteristic dimensions of digital literacy such as navigation (following links, understanding the function of buttons among others) and operations (feeling confident when engaging with new tools or applications) were also incorporated (Hinrichsen & Coombs, 2013). In this study, some websites proved to be better than others in facilitating students' both linguistic and digital code breaking process and interaction among students. For example, though students were able to understand how to navigate Nearpod and completed the activities, students did not seem engaged in practicing pronunciation as shown below:

T asked Ss to do a vocabulary matching activity in Nearpod. All Ss could log in successfully and completed the activity. After this, T asked Ss to read the words aloud but they're quiet and don't respond. Only SL attempts to do it. (OJ-C11Apr20).

Using Quizlet proved to be successful in enhancing both digital and linguistic code breaking process. Quizlet is a website and online application that uses sets of study flashcards and incorporates elements such as image, text, and audio. The in-class mode offers two options: the group option in which the platform randomly organizes users into teams, and a classic mode where each player completes the activity at their own pace. To make up for the face-to-face interaction, the teacher used the breakout room mode in Zoom to organize students into groups so that they had the opportunity to interact privately.

The Quizlet activity was successful. Ss were engaged and enjoyed working in groups. The topic called their attention and helped them recall vocabulary seen in class before. Ss practiced sentence patterns and letter sound pronunciation. This helped them to identify and name the feelings shown in the book and in the video. Also, they seemed more confident when pronouncing the words. (OJ-C18May25)

Gee (2004) claims that cultural learning takes place when learners can relate to the content by engaging with the language through meaningful activities such as talking or playing with other peers. Likewise, using this website also facilitated the strengthening of the persona dimension of the Five Resources Model to Critical Digital Literacy that involves "the ability to work with others in a variety of modes (e.g., synchronous, and asynchronous) via digital interaction and exchange. To experience the contribution that individuals, groups, and communities can make to an activity

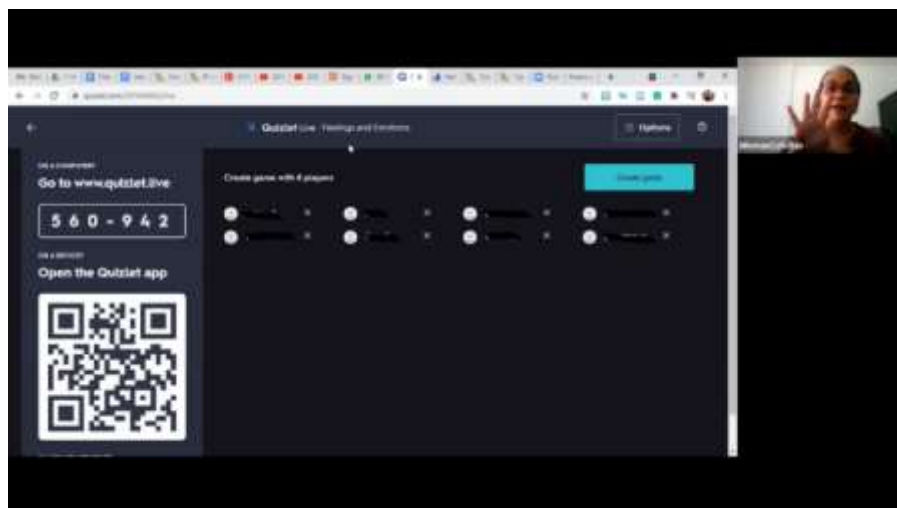
or endeavour” (Hinrichsen & Coombs, 2013). During the final interviews, all students mentioned that this activity was one of their favorites because it allowed them to interact with their peers as can be evidenced below:

OM: Pues me gustaba lo que teníamos que memorizar las palabras en inglés y luego colocarlas para que nos quedara la respuesta correcta y como era la dinámica en grupo me gustó bastante eso. (POSI08-OM)

KR: Me gustó las competencias [en Quizlet] porque me pareció divertido competir contra los compañeros, así, reírnos un rato a ver quién iba ganando, quién no y así ... (POSI04-KR).

JM: a mí lo que más me gustó del proyecto fueron los juegos, [...] fue chévere como compartir con los compañeros juegos, y aprender en esos juegos. (POSI02-JM).

Figure 11
Vocabulary activity in Quizlet



The text participant resource is concerned with “understanding and composing meaningful written, visual, and spoken texts, taking into account each text’s interior meaning systems in relation to their available knowledge and their experiences of other cultural discourses, texts, and meaning systems” (Luke & Freebody, 1999, p.5). In other words, text participants use their semantic competence to be able to understand the meaning of a text using their background knowledge and personal experiences. Not having enough background knowledge of texts can be a hindrance to comprehension (Freebody and Luke, 1990). The role of context is crucial to facilitate comprehension and meaning making processes. Gee (2004) claims that situating learning within meaningful contexts facilitates understanding. Consequently, students’ background knowledge and personal experiences during the COVID-19 emergency supported the comprehension of texts as it can be evidenced in the excerpt below:

I noticed that using the survey results (real context) facilitated the process of brainstorming examples of reporting sentences. T asked Ss to summarize the results gathered. Students participated actively opening their mics to read the sentences or writing them in the chat. (OJ-C05Mar05).

The second newspaper article was related to the COVID-19 vaccination. When we were reading the story about a grandmother who got vaccinated, some students made comments about the vaccination process. For example, JP talked about how apparently some people were being vaccinated with empty shots. All students agreed seeing this on TV. Also, KR told the class that her grandma had received a message in WhatsApp saying that if she didn’t have the vaccine, she wouldn’t receive the Government’s’ elderly financial assistance. (OJ-C15May12).

In addition to context, the use of students' L1 facilitated the comprehension of texts in L2. According to Ortega (2019) "If I read an article in English and then I discuss the content in Spanish with my peers, that is translanguaging" (p. 158). Translanguaging "refers to a meaning-making social *and* cognitive activity that works in-between conventional meaning-making practices and disciplines and goes beyond them, for it emerges from the contextual affordances in the complex interactions of multilinguals" (García & Wei, 2014, p. 40). In other words, translanguaging acknowledges students' mother tongue, cultural background and linguistic repertoires and uses them to facilitate the comprehension. Ortega (2019) also points out that "translanguaging allows flexibility in language teaching and takes away the stress that EFL teachers may experience when thinking rigidly about the exclusive use of English in the classroom." (p. 159). Particularly, in activities that involved a meaning making process, it was evident that the students felt more comfortable and achieved textual comprehension when they relied on their linguistic repertoire and L1 as it can be seen below:

Today I noticed Ss were more engaged than in previous lessons. Since Ss created the survey draft in Spanish, using their L1 facilitated the discussion, they were more open to give ideas. Ss worked together reviewing and providing feedback to their classmates. Also, they paid a lot of attention to the way the questions were written so they were clear enough for people taking the surveys. (OJ-C03Feb25).

During this lesson I tried to use English as much as possible when reading the statements [in the checklist] as well as when I asked them follow-up questions. However, I felt Ss were more comfortable sharing their own experiences when I used Spanish to talk about the meaning of some words or when translating some parts of the text. (OJ-C10Apr16).

Translation helps Ss to make meaning from the text and facilitates comprehension. Also, it leads to making connections with personal situations as in the case of KR and her grandma anecdote (OJ-C15May12).

Ortega (2019) suggests that "Translanguaging could potentially offer an instructional space for public school students to make meaning while discussing issues that are relevant to their communities." (p. 165). In relation to this, Medina-Riveros et al. (2015) reported that translanguaging was key when reading the community critically online. During the study, students would use their L1 to read and subsequently write texts using L2. Moreover, students also used online translation tools and combined both languages to design posters. These translanguaging practices were also used in this research study. As a result, students were engaged in reading and writing activities that combined both L1 and L2 and by doing so, students were able to understand texts successfully. On the other hand, Ortega claims that "a curriculum that integrates plurilingual and translanguaging ideas has the potential to create equal opportunities for public school students to use their home language as a support and scaffolding for learning English in a less stressful manner." (p.165). As it was mentioned in the previous observational journal entries, Translanguaging facilitated scaffolding and it was evident that the combination of L1 and L2 made the students feel more confident and encouraged their participation.

Lastly, the text analyst resource deals with acknowledging that "texts are not ideologically natural or neutral --that they represent particular points of views while silencing others and influence people's ideas--" (Luke y Freebody, 1999, p. 5). According to Rush (2014) developing this competence involves identifying the authors' purpose and point of view, considering other

perspectives as well as critiquing or accepting them. For example, in connection with the code breaking and text participant resources, students analyzed how the use of adjectives could contribute to a text being biased or not neutral. In this activity, students were given two examples of newspaper articles which were purposefully designed by the teacher to show different points of view. After practicing the key vocabulary, reading aloud, and translating the article to Spanish students were asked to point out which text was less neutral. As it can be observed below, students were able to identify which text contained less biased information:

Students could identify the facts and opinions presented in the newspaper articles. Also, they were able to recognize a hidden intention in the second text by identifying how the use of adjectives had an impact in the way readers perceive information influencing their emotions. In this case, the perception about the vaccination process. (OJ-C15May12).

Figure 12
Newspaper article reading activity



Serafini (2012) claims that interrogating images and elements of multimodal texts such as fonts, graphic design and color is equally important to analyzing written texts. Therefore, the activities related to the text analysis resource were mainly based on the evaluation of websites that contained information regarding the COVID-19 pandemic. To do so, a checklist called "10 Questions for Fake News Detection" developed by the News Literacy Project Organization was used as a reference. This evaluation tool is divided into 10 categories that contain yes/no questions. The checklist suggests the reader to consider elements such as the quality of pictures or videos, website's design, or the use of words in headlines or captions among others. Depending on the number of positive or negative responses the reader might be able to determine the website's trustworthiness.

Before introducing this tool to the class, the teacher addressed the meaning of the words reliability, bias, facts and opinions. Then, she asked students to generally evaluate the trustworthiness of two websites containing information about COVID-19 based on their knowledge and the previous tasks done in class about media and fake news. The outcome of this activity is presented below:

T tells Ss they're going to analyze a website and decide if it can be considered reliable. The website is in Spanish, and it was taken from a conspiracy Facebook group. OM reads the headline: "Se filtra un video del ministerio del interior alemán en el que discuten las estrategias para generar miedo y choque". T scrolls down the website and gives some time to students to analyze it.

KR says: Just by reading the title "plandemia" you could see there's something weird about it. Or they just wrote "plandemia" because they wanted to be original.

JP says: It suggests we're being manipulated with the pandemic. Actually, we can copy and paste the link and it doesn't appear in serious websites so it's fake news.

JT says: To me the use of the word "plandemia" instead of pandemic is like when they add extra letters.

OM says: Just by seeing the quality of the video I'd say it's fake.

DL says: It's fake because it looks like it was made by kids. (OJ-C09Apr14)

.

About the second website (newspaper article) the teacher asked students to analyze the website's content and decide if the information provided there was fake news.

KR: I consider the website might be fake because I don't really know if the sources are real.

DL: I think the website is fake because it contains a lot of information. She hesitates and says fake.

JP: I think the website is real.

JT: I think it's real because it gives you different arguments and it also cites different sources.

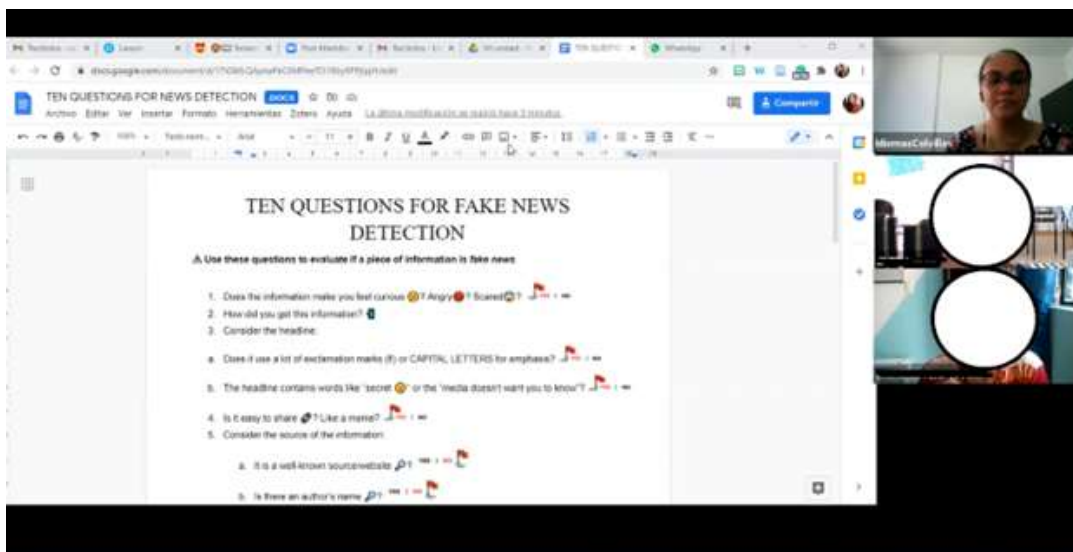
OM: I think it is real news. (OJ-C09Apr14)

In the above interactions it can be evidenced that students applied their prior knowledge to determine the reliability of both sources of information. Particularly, when analyzing the first website which was taken from a conspiracy-type Facebook page, most of them considered multimodal elements such as the video quality, page design and the word choice in the headline.

On the other hand, when questioning the second web page that was taken from a verified news site, some students were hesitant to label the website as a reliable.

The next lesson, the evaluation tool was formally introduced to carry out the analysis of the websites from the previous lesson. For this purpose, each item on the checklist was read aloud both in English and Spanish to ensure students comprehension. According to Hinrichsen & Coombs (2013) to perform a critical evaluation of online content learners require to use their decoding skills such as following links and navigation across the page. Also, they need to be “capable of discerning the elements that contribute to the meanings, uses and messages”, “making judgments and drawing conclusions about digital tools, environments, or artifacts” and “questioning the provenance, purpose and impact of digital content and interaction” (Figure 4. the analyzing resource and its characteristic dimensions).

Figure 13
“Ten Questions for Fake News Detection” Checklist



The excerpts below show how students used different strategies to assess the reliability of an article called “Preocupación por la cantidad de reacciones adversas a las vacunas ARN por parte de un experto en enfermedades infecciosas en Francia” posted in a blog. This website was purposefully chosen by the teacher as it contained information regarding the vaccination process that had been classified as misinformation by the WHO (2021).

T tells Ss they’re going to evaluate a website using the rubric “10 Questions for Fake News Detection” She uses English and then checks for Ss understanding asking them to translate the items into Spanish. As we are reading OM points out that the headline uses characters from other languages.

JT says the website has a Facebook fan page and some other links to blog posts but nothing such as a newspaper.

JM says that the website seems to be Christian, and it contains references to the bible.

JP says: “I was checking the website and I found fake news about a snowstorm in Madrid. They said the snow was made of plastic”.

SL says, “I found the author, but they’re citing the same website”.

SM did extra research on a scientist mentioned in the news article. She also realized that there was a hyperlink to some news in French.

T shows Ss how to do google image search so they can be able to find other websites where a picture has been used.

JM looked for the picture in Pinterest and she said there are many versions of the same comic in different languages. She also discovered that there's a comic in the article that was used in different blogs related to the anti-vaccine movement. (OJ-C11Apr20).

Breakstone et al. (2018) and Buckingham (2006) claim that using checklists to evaluate the reliability of websites might not be effective because they fail to consider that texts are not neutral, and they embody particular points of view or purposes (Luke & Freebody, 1990). Also, checklists might focus on “features of websites that are easy to manipulate” (Buckingham, 2006, p. 30) such as the about section or the site's domain. However, the checklist was a suitable starting point to discuss the reliability of the website. Breakstone et al. (2018) recommend that educators should teach their students how to read websites “laterally” which implies scanning an unfamiliar website and then opening a new tab in the browser to find out alternative information in other sources. As it was stated before, students performed different searches about the images, people and links that were mentioned in the article which supported their decision-making process of assessing the website's trustworthiness.

Figure 14

Analyzing a website that contained misleading information about RNA vaccines.



Bearing in mind that “all texts are crafted objects, written by persons with particular dispositions or orientations to the information regardless of how factual or neutral the products may attempt to be” (Freebody & Luke, 1990, p. 13) Buckingham (2006) asserts that informed media users need to be able to interrogate texts by assessing the creator’s motivations and by comparing it with other sources including their own experiences. Consequently, while analyzing the information presented in this website students were able to make connections between the content in the article and their own experiences:

Since the websites were related to fake news about the pandemic and the vaccination process, students shared anecdotes about their experiences with fake news or fraudulent links they’ve got. Also, some of them mentioned that older family members were already vaccinated even though they had received and seen a lot of information questioning the safety of vaccines. (OJ-C12Apr20).

Furthermore, Buckingham (2006) suggest that when assessing the trustworthiness of an information text, readers should question its authority, reliability, and bias as well as which voices are heard or represented. For example, while doing extra research about one of the website's cited sources, we found a Facebook page that contained information related to conspiracy theories about vaccines. The website had a clear religious connotation because its content included references to a supposedly "global new order", and it also mentioned the apocalypse. Since JM belongs to a Christian community, I quickly clarified that the information shared in religious websites cannot be disregarded or classified as fake. As Janks (2014) suggest we "examine who benefits and who is disadvantaged by imagining the social effects of what is going on and of its representation/s." (p. 350) by discussing how readers need to critically analyze the way information is presented, considering that certain conspiracy groups disseminate false information using religious ideas to attract readers.

Additionally, during the implementation of the second mini project the protests of the national strike that started on April 28, 2021, became more intense. These events served as input to reflect on how information was being presented in traditional media and social networks and to discuss the importance of media literacy and fake news:

The class started with a discussion of the current situation of the national strike and protests. Some students gave their opinions on this. They were aware of the information flood regarding the protests and police brutality episodes. I could notice that students have been following the situation using social media such as Facebook, Instagram, and Twitter. Students used different terms such as tax reform, police brutality, bill, government, corruption etc. to give their opinions on the current events. Some of them expressed that

the news is being manipulated to show one side of the story. They mentioned different examples of how news was being manipulated to show just one side of the story in traditional media.

Students demonstrated a critical stance towards the situation. A common point of view among all participants was that the news presented in traditional T.V. channels were openly biased. In this sense, students are reading the political context of the recent events as text analysts as they have detected bias in the news. (OJ-C14May11).

Shor (2015) argues that critical literacy “connects the political and personal” (p.1) meaning that critical reading implies the interpretation of power relations from the subjective perspective of the individual. Likewise, Janks (2012) claims that “an ability to understand the social effects of texts is important” (p.150) as critical literacy aims for social action and justice. Therefore, through the critical reading of the social and political context of the national strike protests, students were "making sense of the sociopolitical systems through which we live our lives and questioning these systems" (Vasquez et al. 2019, p. 307).

Moreover, the data yielded from the post-interviews reveal that all students internalized a set of procedures suggested in the checklist “10 Questions for Fake News Detection”. The most recurrent answers to the question how we can verify the reliability of the information online were checking the date, the author, the quality of the images or videos, the spelling, and the use of exclamation marks in the headlines. However, an important finding is outlined in some students’ responses because they went beyond procedural aspects and mentioned aspects such as ideology or textual bias:

SM: Revisando la fuente, revisando el autor, entrar al archivo antes de compartir mirar los puntos que usted nos mostró, lograr hallar en sí cual es la intención de la noticia o sea sé que esto no lo nombro en los puntos que usted nos dio. (POSI01-SM).

KR: Mirando el link, que no sea reenviado, que tenga autor, que no tenga mayúsculas o signos Así como pa que llame la atención, que los videos o fotos estén en buena calidad y *que tenga como argumentos.* (POSI04- KR).

SL: Revisando si el autor, la fecha, que no tengan exclamation *marks*, capital *letters*, revisar que las imágenes no sean, *que no sean sacadas de contexto, que la información sea unbiased* y *revisar* si está en otras fuentes. (POSI05-SL).

Lastly, before undertaking this project most students demonstrated having some knowledge on how to interrogate texts in order to determine the level of reliability. During the second mini-project it was possible to observe that students' family members and community had been exposed to misinformation related to the COVID-19 pandemic in social media and that they lack training on the abilities needed to interrogate texts found online. Thus, the activities conducted during the second didactic sequence promoted critical digital reading to locate and verify information related to the COVID-19 pandemic and they were able to share this information to their family members as shown below:

JM: “A mí me pasaba antes, pero yo ahorita no, yo siempre reviso miro a ver cómo es que viene el mensaje y ahí si comparto, si de pronto creo que es verdad, porque en mi familia más que todo, yo miraba que mi papá llegaba algún mensaje por allá de otro, no sé, diciendo que las vacunas son puras mentiras y yo no sé qué más cuantas y entonces envían los mensajes se creaba una cadena y pues algo que pasa y no nunca sabe si es verdad y uno nunca rectifica si, si es cierto”. (POSI02-JM).

OM: “Por ejemplo las personas mayores no saben casi de la tecnología y pues se creen todo lo que dicen por ahí, mi mamá por ejemplo vio videos de Tik Tok donde decían que la vacuna hacía que se le pegaban las cosas en el brazo, apareció una señora con cucharas pegadas, entonces es importante enseñarles a saber cuál es la información confiable y cómo verificarla para que no caigan en esas redes de la desinformación” (POSI08- OM).

Figure 15

Parents watching the video “How to verify Fake News in 8 steps” made by students.



Furthermore, the above excerpts show how misinformation derived from the COVID-19 pandemic reached the student communities through social networks. Therefore, at the end of this didactic sequence, students made a short video in English talking about eight tips to detect fake news. The video contained Spanish subtitles so the message could come across easily and students were asked to share it with their family members. In this way, students were interrogating the world by critically reading texts found online and developing their social conscience (Janks, 2014) by creating texts that would enact change.

12.Critical Content Creators

An essential aspect of doing critical literacy is action and transformation. Freire and Macedo (1987) claim that “for the notion of literacy to become meaningful it has to be situated within a theory of cultural production and viewed as an integral part of the way in which people produce, transform, and reproduce meaning” (p. 98). Later, The New London Group (1996) introduced the concepts of design and redesigned to describe how learners (meaning-makers) construct new meanings from the available designs (texts). Moreover, Janks (2014) highlights that “the act of redesigning enables “readers” to resist textual positioning and to contribute in ways, however small or piecemeal, to the process of creating a world that is both just and sustainable” (p. 355). In the digital domain, Bajcala et al. (2021) assert that “CDL has been used to describe social practices that lead to the creation of digital texts that interrogate issues of power, access, and agency in the world” (p. 374). Drawing upon this, the third category of analysis arose from the third research objective which aimed at documenting students' production process of digital content through portraying community stories.

According to Rush (2004) practices within the text user resource involve “setting a purpose for reading, understanding that different texts require different types of reading, knowing about and using the various cultural and social functions of texts, and being able to respond to texts in a variety of ways.” (p.38). With regards to digital text user practices, Hinrichsen & Coombs (2013) claim that these deal with “the appropriate use of specific text forms for given purposes and involves understanding both the particular characteristics of different texts and the particular requirements of different contexts of use”. (Using: producing and consuming digital texts para.)

Hinrichsen and Coombs propose four components of text user practices: finding, applying, problem solving and creating. Finding refers to “the ability to gather appropriate information, resources and tools for a given purpose and to exploit the potential in communities, information resources and tools encountered”. Applying deals with “deploying tools and techniques effectively for given purposes and audiences with the bounds of ethical, legal and usability criteria”. Problem solving requires “to exploit digital tools, resources and networks form problem finding and definition, problem analysis and approaches to solutions” and creating implies “generating imaginative approaches, techniques, artifacts or content to the application of digital literacy skills”. (2013, Figure 3. The using resource its characteristics and dimensions). Having in mind the previously stated, in each didactic sequence students read and crafted different texts (questionnaires, infographics, videos, drafts and digital books) after enquiring about situations related to the impact of the COVID-19 pandemic in their communities.

Clavijo and Ramírez (2019) state that within a CBP framework students’ immediate context becomes a place to learn, read critically and enact change. Thus, the community became the students' source of research to explore the ways in which the pandemic impacted their families,

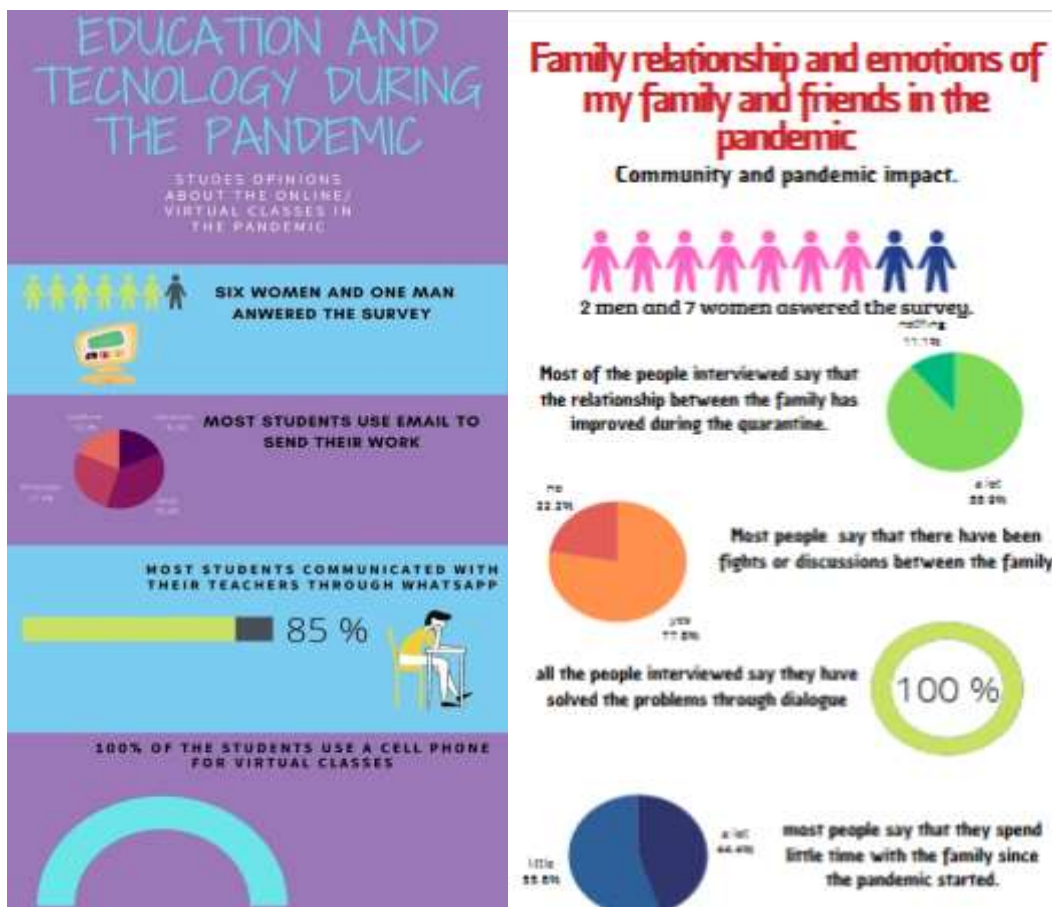
read critically texts online and a source of inspiration to tell their stories. Regarding text production and design, Vásquez et al. (2019) claim that this process “refers to the creation or construction of multimodal texts and the decisions that are part of that process, including the notion that it is not sufficient to simply create texts for the sake of “practicing a skill.” (p. 307). Therefore, although the writing tasks were framed within specific grammatical features and aimed at developing students’ writing skills, the underpinning communicative intention of the texts was to portray different perspectives and experiences of the community as well as students’ point of view.

Mapping the community (Kretzmer & McKnight, 1993) is a key moment in CBP. Through this initial mapping exercise, it is possible to establish the community's assets and it also provides input for inquiry, reflection, and curriculum development (Clavijo & Ramírez, 2019). Surveys and interviews were a valuable instrument for mapping the different individuals in the community. In the first didactic sequence named “Community Enquiries”, students designed an infographic based on the results of a survey in Spanish that was shared online with their families and community. These surveys were divided into three topics: emotional health, leisure and hobbies, and education and technology in the pandemic. To write the questions, students worked collaboratively on a draft using Microsoft Word that was later socialized in class. During this whole-class discussion, students could share their own experiences regarding the use of technology, emotions, and free time in times of COVID-19.

Following this, students learned the basics on how to create a survey using Google Forms and they were asked to create their own survey on the platform so they could share the link to six family members or friends. Finally, students were introduced to Canva, an online design and publishing tool where students created an infographic with the highlights of their surveys results.

Finally, these infographics were used in class to reflect upon the effects of the pandemic on their families and communities as seen below:

Figure 16
Samples of students' infographics. (IF-KJ) and (IF-JT).



JP: “What caught my attention the most was that a lot of people (83%) discovered a new hobby during the pandemic. So that means people use the time at home to do something new. Like me, I started reading and that became my hobby. Before the pandemic I could go out and play soccer, so I didn’t use to read a lot.” (OJ-C07Mar17)

KJ: “My participants answered very quickly after I sent them the link. Most students use their cellphone to connect to the classes and all of them use WhatsApp to talk to the teachers. This is different because at school we were not allowed to use cellphones or any other electronic device to study”. (OJ-C07Mar17)

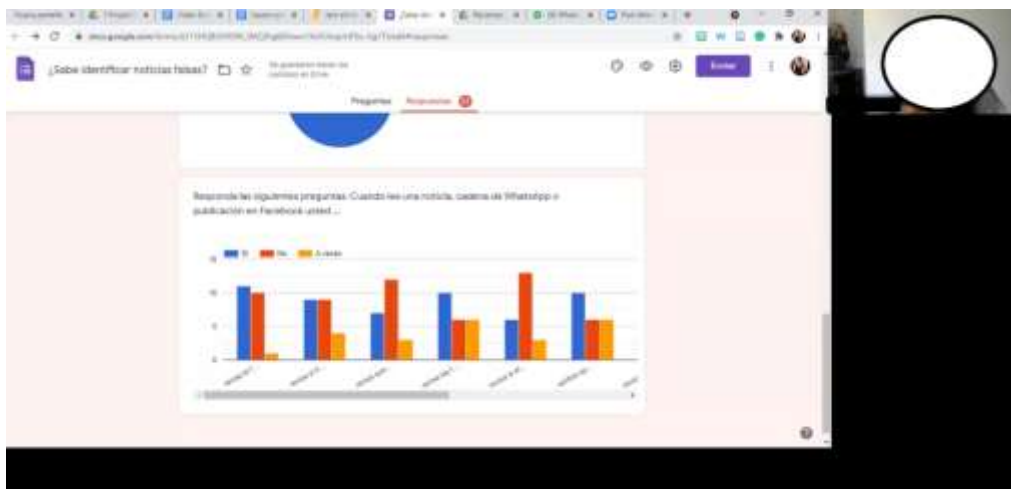
SM: “What surprised me the most is that all the people in my survey went through a hard economic situation. That was ugly. The other results were very normal to me. Family relationships improved according to my survey but in my house, everything is the same, just normal.” (OJ-C07Mar17)

Considering that learners are increasingly in contact with electronic texts, Cassany (2015) suggests that these electronic discourses should be incorporated into language teaching, as they hold an important place nowadays. In addition to this, Franco (2015) states that "readers in a globalized society are exposed to a wide variety of authentic texts in multimodal formats" (p. 157). In the midst of the pandemic, the ‘infodemic’ phenomenon led to the dissemination of false or misleading information using different text formats. Given the multiplicity of information sources and texts available online, Janks (2012) asserts that we constantly encounter powerful discourses and “we often become unconscious agents of their distribution” (p.150). Thus, during the second didactic sequence called "Fake News Detectives," students read different types of texts, such as Facebook posts, blogs, news articles, and WhatsApp chains related to the COVID-19 pandemic.

The activities proposed in this mini project aimed at using the CDL model to help students to locate and verify information about the COVID-19 pandemic using authentic materials. To do so, vocabulary related to media and fake news characteristics were introduced. Then, a checklist was presented to students so that they could evaluate the content of different types of texts such as blogs, news articles, Facebook posts, or WhatsApp messages. Following this, students completed different tasks related to identifying facts and opinions in texts. Some of these activities addressed grammatical structures such as present simple and imperatives to give advice. Afterwards, students worked on a virtual scavenger hunt activity using Google Drive. The purpose of this activity was to use their knowledge on how to identify reliable sources of information related to COVID-19 and use a collaborative editing tool as it was going to be used later for writing the video script.

Once students appropriated the assessment strategies and the knowledge from the tasks mentioned above, they conducted a second community enquiry. To do so, students used Google Forms to design a checklist in Spanish called "¿Sabes identificar noticias falsas?". Then, they shared the link among their family and friends. A total of 22 people answered the survey. Based on some guiding questions, the results were analyzed in a whole-class discussion session. The following excerpts describe this process:

Ss actively participated in the design of the checklist questions for their family members. I could observe that they were recalling information from previous activities. Some of them even turned their cameras on. I also got feedback in the chat and at the end of the activity Ss homework was to send the checklist link to their family members. (OJ-C16May20)

Figure 17*¿Sabes identificar noticias falsas? Survey results*

Students analyzed the information gathered and drew interesting conclusions which are connected to what they've claimed happens in their family WhatsApp groups with regards to the behavior of older family members. The checklist results portray that older respondents don't usually verify the information they receive. This is something students have mentioned in previous lessons. (OJ-C17May21)

Kress (2003) argues that in an increasingly globalized and digital world, oral discourse will continue to predominate in communication while written discourse will be gradually replaced by images. This is consistent with the results in Volkmer (2021) who reported that younger participants in her study tended to prefer visual interaction platforms such as Instagram while older participants mostly used platforms such as Facebook and WhatsApp. Having in mind this, the final

product of this didactic sequence involved creating a short video called "how to spot fake news". In the video, students gave different tips on how to evaluate online information based on the work done in class. To accomplish this, students worked simultaneously on a script in Google Docs writing short sentences using imperatives. Then, the teacher provided feedback on students' sentences and pronunciation. At the end of the lesson, students were asked to record their parts and send the video through WhatsApp. Due to time constraints, the teacher downloaded, edited the clips, and added Spanish subtitles. Finally, students showed the video to their family members. This final product allowed students to share the knowledge they had gained with their family members and to promote a more conscious reading and sharing of information.

One of the fundamental concepts of CBP is funds of knowledge (Moll et al., 1992) which involves capitalizing households and community cultural and cognitive resources to incorporate them into classroom instruction. The authors argue that “this view of households, we should mention, contrasts sharply with prevailing and accepted perceptions of working-class families as somehow disorganized socially and deficient intellectually” (1992, p.134). Overcoming these deficit discourses about communities (Comber, 2004; Comber, 2015) was the rationale underpinning the third research objective, which sought to portray the narratives of the community in times of COVID. Thus, in the third didactic sequence named “#MyCovid19story” students wrote short stories about their own experiences or those of members of their community during the lockdown and then turned them into e-books using the online writing tool www.storyjumper.com

In order to provide students with the necessary input to write their own stories, the teacher selected fiction and non-fiction texts published in the storyjumper platform as they were also

created by children and teenagers during the confinement. The readings featured key vocabulary such as feelings and emotions, community helpers or safety protocols while grammar was focused on present and future tenses. Students engaged in different vocabulary and simple grammatical structure review activities using different gamified platforms such as Quizlet and Nearpod. With regards to reading, pre-teaching key vocabulary helped students to decode and make meaning of the texts. Quizlet proved to be their favorite activity because it encouraged teamwork and competition. Teaching and practicing pronunciation, reading aloud and translation were also very helpful in supporting text comprehension. Moreover, Avila & Pandya (2012) assert that “the interpretation of written language and image resides at the intersection of text, the reader’s personal experiences with other texts, and the social world” (p. 63). Thus, the fact that these readings were connected to the community allowed them to make connections to their realities as shown below:

Ss had to answer two questions using the vocabulary seen in class. I keep using English to give instructions for this activity. To answer the second question “how do you feel about the national strike?” Ss use some sentences and some words from the quizlet set. Some words were written in Spanish and had spelling mistakes. Then, Ss watched a video about mental health during the pandemic. After this, I asked questions about the feelings seen in the video (angry, sad, depressed) and Ss used feelings vocabulary to answer in English. There was some advice in the video about getting news from reliable sources JP said “that was a problem at the beginning of the pandemic because everything was about COVID and now it’s all about the [national] strike” (OJ-C18May25)

T asked Ss to listen and read the book “my team to fight COVID-19”. Then the T asked them if there was a community helper in their families. These were students’ answers: SM: She has an aunt who’s a cleaner at a hospital and she has an uncle who’s a doctor. JP has an aunt who’s a nurse and so does KR.SL and DL said they have a cousin who’s a nurse, another cousin who’s a police officer, another one who’s a soldier and a family friend who’s a pharmacist. (OJ-C20May28)

Following the sequence of activities that had the purpose of reinforcing vocabulary, addressing the characteristics of fiction and nonfiction texts, and reviewing simple present and past tenses, students were introduced to the concepts of copyright, public domain, and fair use as their books needed to include pictures and illustrations. Because of time constraints, the teacher provided a brief explanation of the website’s editing tools such as font, colors, and stylistics. In addition to watching a video tutorial on how to use the website, students were asked to explore the rest of the features by themselves. On the next lesson, students started working on their e-book drafts. To do so, the teacher sent a link to a folder in Google Drive where each student was assigned worksheet in a Google Docs document. Students were asked to write their stories using short sentences in Spanish and then translate them into English; all of them used a translation tool to complete this task. Then, the teacher provided feedback regarding students’ composition and grammar.

Most stories written by the students were non-fiction texts related to their own experiences or that of family members. A consistent topic in students' narratives was that of family relationships during lockdown. For example, students reported that they were able to spend more

time with their parents and siblings and improve their coexistence during the confinement. Also, students talked about the emotions and the feelings of uncertainty they experienced as it can be evidenced in the excerpts below:

“For my parents, it was like a clash against the world that allowed us to change, because thanks to the pandemic we were able to organize ourselves as a family and fulfill our projects. As for my distant family, it was very hard to be distant and that caused some problems.” (EB-JM)

“I have become closer to my dad, more than we were before all this. We have fun in the afternoon after lunch. I have more trust in him.” “My relationship with my sister is better than before, we relate more and spend more time together.” (EB-DL)

“Everything was fine until my mother got sick. She was several weeks in bed. We were afraid that it was covid-19. She was tested for Covid and when she was recovering, she got the results. It was a relief for us when we read that it was negative.” (EB-KR)

Despite social distancing measures, students portrayed different social realities that resulted from the COVID-19 pandemic. They addressed issues such as living together in their neighborhoods, discrimination against health care workers and animal abandonment. This demonstrates how students critically read their communities by unveiling the consequences of the pandemic outside their households:

“Regarding my neighbors, being locked up caused more family arguments and most of them were not solved with normal dialogue but with yelling.” (EB-JM)

“The cases of animal abandonment increased during this pandemic, since in most cases people did not have the money to meet the basic needs of their pets. It is very common that when leaving our house, animals are seen on the street in deplorable conditions. Covid-19 was one of the main reasons why animal shelters were forced to close their doors and they couldn't help more animals that need it.” (EB-SM)

“My aunt and some of her colleagues suffered from social discrimination due to the fear caused by covid-19. Some taxi drivers refused to take them to work because they believed that nurses and people in the health sector were the main spreaders of the virus. In some cases, when they went to buy something in a supermarket with their uniform, people gave them a bad look and tried to get as far away from them as possible.” (EB-JP)

Janks suggests that an important part of critical literacy is "imagining possibilities for making a positive difference" (2014, p. 350). From her perspective, this step involves going beyond the deconstruction and problematization of a particular issue by suggesting ways to address it and make a positive change. This is in line with the arguments given by students when they were asked about the reason to choose their topics, and it is also reflected in some of their stories as seen below:

“Porque me parece importante que las personas conozcan lo que las personas que luchan contra el covid-19 en primera línea vivieron y lo que ellas piensan o sienten.” (BD-JP)

“My aunt had to sacrifice common things that were normal before the pandemic in order to care for patients. Things like eating and going out with her colleagues and friends after

work.” “I began to value my aunt's work more when I began to see in the news that doctors were dying because of their work.” (EB-JP)

Link to JP's e-book: <https://www.storyjumper.com/book/read/109811616>

“Escogí este tema porque hoy en día es importante ayudar a prevenir la propagación del temido virus COVID-19.” (BD-OM)

“Hello, my name is O... and I am a ninth grade student. Today you will learn a little about what COVID-19 is and what we must do to avoid catching it. Let's get started.” (EB-OM)

Link to OM's e-book: <https://bit.ly/3TP5kG5>

“Creo que los animales también han pasado momentos duros durante la pandemia, especialmente los abandonados.” (BD- SM)

“If you know of some type of shelter where you can donate essential things for their well-being, it will be of great help. You do not necessarily have to donate money, sometimes emotional support for an injured animal is everything. Remember, sometimes the information on social networks can be of great help but sometimes it is not, it is very important to verify the information that is shared in social networks, especially information that puts in danger the life of a living being.” (EB-SM)

Link to SM's e-book: <https://www.storyjumper.com/book/read/109055756>

It is interesting to note that most of the students internalized aspects of the text user resource in the Hinrichsen and Coombs CDL model. For example, OM decided to write a non-fiction story named “protection against COVID-19”. In this e-book, the student cites sources such as the CDC, UNICEF and WHO to support with facts the recommendations given to prevent the spread of COVID-19. On the other hand, it is possible to observe that some students used the copyright-free pictures website and even some of them devoted a page of their books to list the links to these resources. Finally, all students demonstrated their ability to produce creative content using their digital skills. Despite receiving basic training on how to use the Storyjumper platform, the students felt confident to experiment with different design and stylistic elements in their books such as customizing avatars, using different fonts and colors and carefully choosing pictures that contributed to the storytelling.

Figure 18

E-books created in www.storyjumper.com



Finally, evidence of the students' digital skills strengthening process resulting from the learning outcomes of the third objective, also emerged in the students' responses during the post-project interviews. In addition to what it was initially reported by the students, who claimed having knowledge about how to use some digital tools such as email, Microsoft Office and Canva. It is possible to observe that students expanded their digital skills by using other platforms and tools to create content as shown below:

“Durante el proyecto, no digo que [aprendí a usar] Canva porque ya lo había usado, por ejemplo, lo de formularios en Google eso si lo aprendí hacer por primera vez, lo que era storyjumper para crear el libro también, yo nunca había hecho un libro virtual y aprendí a utilizar una aplicación para editar videos y era ahí es donde yo mandaba los videos y hacia mis videos”. (POSI02-JM)

“Storyjumper eso, lo aprendí a usar y lo de los documentos en Google Drive”. (PREI09-DL)

“La de hacer las infografías sobre algún tema en específico y también hacer el formulario de preguntas”. (POSI06-KJ).

“Aprendí a usar Canva, aprendí a usar Quizlet donde hacíamos los juegos, también aprendí a usar Google Drive y Google Forms” (POSI03-JP)

Finally, throughout each didactic sequence, the transition from text consumers to critical readers and creators of texts became evident. For this purpose, community-based pedagogies were essential to carry out this process. Situated inquiries allowed students to explore the realities of their families and communities and also served as inspiration for storytelling. At the same time, students used different digital tools to create texts and strengthened their operational, searching, applying, and creating skills.

13. Conclusions

This research study departed with the desire to acknowledge the role of students' families and communities during the COVID-19 emergency, the need to foster students' digital literacy skills and the demand for a more critical approach to digital texts. Therefore, this study aimed at answering the research question: *To what extent do 9th grade students develop critical digital literacies through the development of situated inquiries related to the COVID-19 pandemic within their family network?* The analysis of the data collected after the implementation of the three mini projects enables me to draw conclusions based on each of the specific objectives.

Regarding the first objective, which aimed at conducting situated inquiries to explore how the COVID-19 emergency impacted the students' families, it was possible to establish that the pandemic affected the students' families in four ways: the reconfiguration of household spaces, family coexistence, physical and mental health, and household economy. The results also highlight the resilience of students and their families as well as their efforts to overcome the difficulties of the lockdown. This initial exploration also connected students with their realities of their

immediate families and communities. Besides, fulfilling this objective allowed me to identify the need to develop students' critical digital literacies and informed the design of the three didactic sequences that were carried out in this research study.

Concerning the second research objective, this one had a two-fold purpose: document students' digital literacies and describe how the five resources model of CDL helped students locate and verify information related to the COVID-19 pandemic. Regarding the first one, the findings showed that students were able to use different online applications and platforms. Also, participants demonstrated a degree of critical awareness regarding the information related to the COVID-19 pandemic and articulated some strategies to identify false information or 'fake news' online. As for the second purpose, the data obtained during the second didactic sequence indicated that gamification and translanguaging facilitated the decoding process. Particularly, gamification fostered the interaction among students and developed a sense of belonging despite being physically distant.

Moreover, traditional literacy activities in the EFL classroom generally focus on the decoding and text participant resources. In this research project, the five resources CDL model was essential to designing activities that helped students move between resources and it was crucial to scaffold the students' learning process in a digital context. Thus, findings show that students became critical digital readers by participating in learning activities that strengthened their role as active participants and critical readers of texts. In addition, the fifth resource of the CDL model called persona was strengthened through the ability to work with others synchronously using platforms such as Quizlet and Zoom and building their identities in digital contexts through digital

storytelling. Furthermore, the community-based framework was crucial to meet the second research objective. The realities and daily practices of students and their communities acted as the basis for inquiring, critically reading and enacted actions that contributed to change and social justice.

In relation to the third research objective that aimed at documenting students' production process of digital content through portraying community stories, it was possible to confirm that the community was an essential resource for redesign. From a community-based perspective, different types of texts were created to explore, document, and reflect on the impact of the pandemic on families and communities. It also promoted critical awareness with regards to the information related to COVID-19. Along with this, students were able to strengthen their role as text users by deploying digital tools to design different texts and expanded their digital skills by using other platforms and tools to create content. Both the CBP and the CDL model were the basis to design activities that empowered students to become text creators and redesigners.

To sum up, implementing this project was challenging and incredibly enriching. The COVID-19 pandemic was unprecedented in scale and changed drastically many aspects of our lives. As an educator who is interested in critical pedagogies, the CBP proved to be a suitable option to decolonize my teaching practices from a perspective that values my students' realities and community assets (Clavijo & Olarte, 2019). Furthermore, thanks to technology, we were able to overcome a global crisis allowing us to continue learning at home, among other things. Therefore, it is pertinent to keep on working towards incorporating to a greater extent the use of technology in the EFL classroom.

14.Limitations and recommendations

The implementation of this study faced two significant limitations during the development of the activities in each mini project. The first obstacle was connectivity. Although having access to an internet connection and a mobile device was a requirement to participate in this study, the unstable internet connection affected the progress of activities as students reported not being able to connect to class or access some of the websites used in class. This probably owed to the fact that other family members were also online for school or work purposes.

The second limitation for the implementation of the pedagogical intervention was some participants' absenteeism. At the beginning of the project, students did not have a fixed schedule as they used to have at school. As we were experiencing a schedule interference with other lessons in the morning, I decided to hold our lessons in the afternoon. Although most students were able to connect in the afternoon, two of them who did not attend to class multiple times. Moreover, during the third mini project teachers joined the national strike that started on April 28th, 2021. Despite this situation, students kept attending to the lessons even though academic activities were suspended.

The final limitation was time. Some activities were not completed within the estimated time frame. This also had to do with the fact sometimes students' connection was unstable, and it took longer for them to finish the tasks. Additionally, some activities required more time than the one estimated during the lesson planning process. Moreover, as students' mid-year vacation period began right after the final lesson, I ran out of time to share their e-books to an audience.

Further research suggestions may involve addressing issues such as assessing critical literacy and the type of evaluation that would concur with the theoretical postulates of critical theory and critical pedagogy. In the same line, further enquiry on assessing digital literacy could potentially offer insights on how to determine the extent to which an individual is digitally literate. On the other hand, the community-based framework that was at the core of this research study, proved to be successful in engaging students in the EFL classroom, so this is definitely an approach to language teaching that should be researched in depth. Finally, regardless of the positive outcomes obtained out of this study the design of the didactic sequences is subjected to changes, modifications, and suggestions.

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Appendixes

Appendix A. Parents' Consent Form



**INSTITUCIÓN EDUCATIVA
COLEGIO VILLAS DE SAN JUAN**

Girón, 29 de octubre de 2020

Estimado padre de familia:

Actualmente me encuentro realizando estudios de maestría en Didáctica de la Lengua con énfasis en inglés, en la Universidad Industrial de Santander y para mi proyecto de grado he decidido trabajar sobre las literacidades digitales críticas (desarrollo de competencias digitales) tomando como base la comunidad de los estudiantes del grado 8° durante esta época de pandemia, es decir, su núcleo familiar. A lo largo de este período de aprendizaje en casa, he identificado el papel fundamental que tienen las familias en el proceso de formación de los estudiantes. Por otro lado, el uso de herramientas digitales ha permitido continuar con el proceso educativo y ha facilitado la comunicación de los miembros de la comunidad educativa posicionando el desarrollo de las competencias digitales en uno de los aspectos más importantes a desarrollar en los estudiantes de cara a las necesidades del siglo XXI. Finalmente, a través de la exploración de la comunidad y el desarrollo de las habilidades digitales, se potenciará el aprendizaje del inglés como lengua extranjera.

Teniendo en cuenta lo anterior, amablemente solicito su permiso para la participación de su hijo(a) en la aplicación de esta implementación que se llevará a cabo en dos etapas: la primera etapa de recolección de datos, cuya duración es de dos semanas durante el mes de noviembre y que constará de un cuestionario, una entrevista al estudiante y dos sesiones de clase virtuales. La segunda etapa, se llevará a cabo en el año 2021 durante el primer periodo y las dos primeras semanas del segundo periodo escolar. Las sesiones tendrán una duración de dos horas semanales y la modalidad (virtual o bajo el modelo de alternancia) estará sujeta a las directrices del Ministerio de Educación Nacional.

La participación de cada estudiante es confidencial y sus resultados individuales no serán compartidos con ningún miembro de la institución. Sin embargo, se proporcionará información basada en los resultados del grupo de participantes. Sólo los estudiantes que tienen permiso de su acudiente y que se comprometen a participar, estarán involucrados en este estudio. Los estudiantes o sus padres pueden retirar su consentimiento en cualquier momento durante el estudio, indicando

esta decisión al investigador, sin que esta acción comprometa el desempeño escolar. No hay ningún riesgo conocido o esperado para la participación en este estudio.

Le agradecería que permitiría a su hijo (a) a participar en este proyecto, como creemos que contribuirá a fomentar nuestro conocimiento sobre literacidades digitales críticas (CDL) y el aprendizaje basado en la comunidad (CBL) para el aprendizaje de inglés como lengua extranjera. Este proyecto de investigación cuenta con el apoyo y aval de nuestra institución. Si usted tiene alguna pregunta sobre el estudio, o si desea información adicional para ayudarlo a tomar una decisión, no dude en comunicarse conmigo, Carolina Blanco Vásquez, celular **XXXXXXXXXX**.

Gracias de antemano por su interés y apoyo de este proyecto.

Por favor complete el formulario de autorización adjunta.

He leído y entendido la carta que lo acompaña y la información y doy permiso para que mi hijo

(a) _____ participe en este trabajo de investigación.

Nombre: _____

Relación con el estudiante: _____

Firma: _____

Teléfono de contacto: _____

Appendix B. Digital Literacies Questionnaire

<https://docs.google.com/forms/d/e/1FAIpQLSfOUGh93u2iOcHyEkEVsBHJIVeYTheLIM2aGL>

[OWCqGvyxWecA/viewform?usp=sharing](https://docs.google.com/forms/d/e/1FAIpQLSfOUGh93u2iOcHyEkEVsBHJIVeYTheLIM2aGL/viewform?usp=sharing)

Questionario de Literacidades Digitales

https://docs.google.com/forms/d/e/1FAIpQLSfOUGh93u2iOcHyEkEVsBHJIVeYTheLIM2aGL/viewform?usp=sharing



Questionario de Literacidades Digitales

El propósito de esta cuestionario es reccelectar información acerca de las competencias y habilidades digitales de los estudiantes del grado 8°. La información que aquí se recoja se utilizará únicamente con fines académicos en el desarrollo del trabajo de grado titulado: 'Community-Based Learning: A Framework for fostering Critical Digital Literacies' de la Maestría en Didáctica de la Lengua con énfasis en Inglés de la Universidad Industrial de Santander. La identidad de los participantes se mantendrá anónima mediante un proceso de codificación. Al finalizar este cuestionario no olvide dar click en la opción enviar. ¡Muchas gracias por su participación!

***Obligatorio**

Nombre y Apellido *

Tu respuesta _____

Edad *

Tu respuesta _____

USO DE TECNOLOGÍAS

Aplica el prellenado de respuestas y, luego, haz clic en Obtener vínculo

Appendix C. Initial Interview Transcript

UNIVERSIDAD INDUSTRIAL DE SANTANDER
FACULTAD CIENCIAS HUMANAS
ESCUELA DE IDIOMAS
MAESTRÍA EN DIDÁCTICA DE LA LENGUA



Tema: Percepciones de los estudiantes sobre el impacto de la pandemia del COVID-19 en su comunidad

Muestra:

Modalidad: grabación de audio y transcripción manual

Duración: 20 minutos 23 segundos

Entrevistador 1: Carolina Blanco Vásquez

Entrevistado 2: XXXXXXXXXXXXXXXXXXXX

Objetivo: El objetivo de esta entrevista es conocer cuál ha sido el impacto del COVID-19 en el estudiante y su comunidad. Las preguntas se dividen en tres categorías:

Categoría	Pregunta
<p>Comunidad y entorno familiar</p>	<p>¿En qué barrio vive?</p> <p>¿Con quién vive?</p> <p>¿Tiene su propio cuarto o lo comparte con alguien más?</p> <p>¿Su casa cuenta con una terraza o un patio grande donde pueda realizar actividades de esparcimiento o pasar el tiempo libre?</p> <p>¿Se ha presentado algún caso positivo de COVID-19 en su entorno familiar? Cómo lo manejaron en su familia?</p> <p>¿Sus papás han contado con trabajo desde el inicio de la pandemia? ¿Cómo les han afectado? ¿Cómo han resuelto la situación?</p> <p>¿Le ha sido posible realizar actividades de esparcimiento en lugares públicos de su barrio como un parque o una cancha?</p> <p>¿Cómo ha sido la convivencia familiar desde el inicio de la pandemia? Has visto algún cambio en la relación entre los miembros de tu familia (hermanos, papás etc.)? Ha tenido que seguir nuevas reglas de convivencia?</p> <p>Indique cuáles son los protocolos de seguridad que se siguen en su hogar.</p> <p>Que ha sido lo más positivo de la pandemia?</p>

	Qué ha sido lo más negativo de la pandemia?
Aprendizaje remoto	<p>¿Cómo ha sido su experiencia con las “clases virtuales” y el desarrollo de las guías de trabajo?</p> <p>¿Qué tan motivado se siente para retomar el año escolar de forma “virtual”? ¿Dadas las condiciones, le gustaría volver al colegio en alternancia?</p> <p>¿Ha logrado establecer una rutina de estudio desde el inicio de la pandemia? Describa como es su rutina. ¿Cuenta con un lugar adecuado para recibir las clases?</p> <p>En promedio, ¿Cuánto tiempo libre pasa frente a una pantalla (celular, computador, televisor) (excluidas las horas de lecciones en línea y tareas)?</p> <p>Cómo te comunicas con tus amigos?</p>
Digital Literacy	<p>¿Cuáles habilidades digitales (explicar) ha adquirido durante las “clases virtuales”?</p> <p>¿Cuáles han sido las dificultades más frecuentes al momento de usar herramientas digitales?</p> <p>¿Cuál es la fuente de información sobre COVID-19 más común en su entorno familiar? ¿Cree toda la información que recibe? ¿Cómo hace usted para evaluar que tan confiable es la información que recibe?</p>

CB: ¿En qué barrio vives?

JP: Yo vivo en XXXXXXXXXXXXXXXXXXXX.

CB: ¿Con quién vives?

JP: Vivo con mi mamá y mi papá. Y el año pasado estaba mi hermano pero él se mudó.

CB: ¿En el primer piso vive familia tuya?

JP: En el primer piso vivimos mi mamá, mi papá y yo y en el segundo piso vive una vecina.

CB: Pero no es familiar de ustedes...

JP: No señora.

CB: ¿En tu casa hay una terraza o un patio grande donde puedas salir a tomar aire, sentarte, jugar o a leer?

JP: Pues hay una terraza en el tercer piso y entonces yo puedo mirar de pronto el atardecer.

CB: O ¿hacer ejercicio?

JP: Sí señora.

CB: ¿En tu familia se ha presentado algún caso de covid-19 positivo?

JP: No.

CB: Y ¿en tu familia extensa? (ejemplo: tíos, primos)

JP: No, en ninguno de mi familia.

CB: Tus papás, ¿ambos trabajan?

JP: Mi papá es pensionado y mi mamá es ama de casa.

CB: Eso quiere decir que desde que empezó la pandemia han estado en la casa los tres... Super! ¿Cómo ha sido la convivencia en tu casa?

JP: Pues a veces desesperante porque todo el tiempo juntos... Pero ahí hemos tratado de arreglar, configurar el horario para poder hacer las actividades y no pueda distraerme tanto.

CB: ¿Has tenido que seguir alguna regla nueva? (ejemplo: hacer aseo o colaborar en algo)

JP: No porque cuando estaba en el colegio también hacía aseo los sábados y entonces es la misma regla.

CB: ¿Has salido ha hacer alguna actividad de esparcimiento? (ir al parque, ir a la cancha y jugar fútbol, montar bici los domingos)

JP: Al final del año pasado salía con mi papá todas las mañanas a montar cicla pero éramos nosotros los dos. Nadie más.

CB: ¿Tus papas tienen alguna condición de salud de cuidado?

JP: Mi mamá sufre de asma, bronquitis, reflujo, riñones, pulmones y rinitis crónica.

CB: ¿Tu papá?

JP: Es hipertenso y cardíaco.

CB: Me puedes contar, ¿cuáles son los protocolos de seguridad que se siguen en tu casa?

JP: Cuando llegamos nos quedamos afuera un rato y rociamos con alcohol y gel antibacterial lo que llevamos [...] Y luego si entramos a lavarnos las manos y nos bañamos.

CB: ¿Han recibido visitas familiares o tratan de evitarlas por lo mismo?

JP: Tratamos de evitarlas porque... por lo de mi mamá y mi papá pero si hemos recibido una visita pero de la familia más cercana como mi hermano y mi tía.

CB: ¿Qué crees tú ha sido algo positivo de la pandemia?

JP: Que nos ha quedado tiempo libre para hacer hobbies y pasar más tiempo con la familia.

CB: ¿Y algo negativo?

JP: El aburrimiento.

CB: ¿En tu casa tuvieron alguna dificultad económica al inicio de la pandemia?

JP: Sí, porque mi papá tenía enfermedades de base y él tiene 62 años y como él es conductor entonces lo sacaron. Luego pudimos arreglar lo de la pensión porque teníamos dificultades. Pero como vivíamos con mi hermano, él nos colaboraba un poco.

CB: ¿Cómo ha sido tu experiencia con las clases virtuales? ¿Qué piensas sobre las clases virtuales?

JP: Que a veces son un poco agotadores porque no estábamos tan organizados con el tiempo el año pasado [...]

CB: ¿Qué opinas sobre las guías del colegio?

JP: Pues algunas materias son sencillas. Por ejemplo Biología [...] que era más largo el proceso pero no tenía tanto complicate. Y por ejemplo en matemáticas las guías son más reducidas pero eran temas que no entendía [...]

CB: ¿Qué tan motivado estás para iniciar el año de forma virtual?

JP: Pues cuidar a mi mamá... Pues como ella sufre de enfermedades yo no puedo asistir a la presencialidad y tengo que ser responsable con eso. Y como yo también tengo bronquitis, pues porque yo fui internado por bronquitis pero fue por un periodo.

CB: Tu ya sabes más o menos sobre las condiciones de alternancia. Ya sabes cómo de qué trata.

JP: Sí.

CB: ¿Me podrías explicar?

JP: Por ejemplo, por cada grupo hay tres horas. O sea no estarán todo el tiempo en el colegio. Seguir los protocolos de bioseguridad y no podemos andar en aglomeraciones.

CB: ¿Qué harían ustedes? Por ejemplo si dicen que la semana entrante el colegio villas comienza la alternancia. ¿Tú vas o no vas?

JP: Pues yo no voy. Porque eso para mi mamá y para mí estar ese tiempo es como estar así virtual y hablar con mis amigos hago una video llamada.

CB: ¿Cómo es tu rutina este año?

JP: Yo me levanto, a las cinco y cuarenta y algo de la mañana para montar cicla con mi papá . A las seis y media llegó y después de eso sigo el protocolo, desayuno y me pongo a hacer tareas a las siete más o menos y de ahí hasta las tres o tres y media de la tarde o a veces hasta las cuatro.

CB: ¿Cuentas con un lugar adecuado para recibir las clases?

JP: Sí. Yo estoy en la sala. Puse la mesa del computador al lado de la ventana entonces pues cuando necesite hacer una cartulina el espacio del escritorio es reducido entonces me cambio de lugar...

CB: ¿Cómo te comunicas con tus amigos?

JP: Amigos del colegio por whatsapp [...]

CB: ¿Cuánto tiempo libre pasas frente a una pantalla?

JP: O sea los sábados y los domingos como tres horas.

CB: ¿Qué actividades haces?

JP: Disfrutar videos y juegos.

CB: Ahora, te preguntaré sobre habilidades digitales [...] ¿Cuáles habilidades digitales ha adquirido durante esto de la pandemia y las clases virtuales?

JP: Aprendí ciertas habilidades del computador porque como a mi prima le gusta la parte de sistemas, entonces yo le pedía consejos a ella para por ejemplo descargar archivos, pasarlo a pdf. Entonces aprendí de ella de word a pdf, como enviar correos y tablas en informática [...] También con otras plataformas como classroom para actividades escolares y pues se sigue aprendiendo.

CB: ¿Cuál crees que es una dificultad frecuente al momento de usar esas herramientas digitales?

JP: Una dificultad frecuente es que en esta zona el internet no es tan estables. O sea, a ratos está bien y a ratos se congestiona [...] Y pues la antena de señal está un poco alejada, entonces se va a veces la señal.

CB: ¿Cuál es la fuente de información más común en tu casa sobre covid-19?

JP: Mi nono es por decirlo así, es adicto a las noticias. Pero mi tía veces mi tía me comparte cadenas de whatsapp pero yo las reviso primero porque hay mucha información falsa y reviso en revistas, periódicos o plataformas del gobierno como corona-app...

CB: ¿Quién te enseñó a hacer esa búsqueda?

JP: Los videos de youtube. Porque había tanta noticia falsa y cuando surgió la pandemia decían que tomaran aspirina con limón porque eso curaba el coronavirus y entonces yo dije “esto tiene que ser mentira” y entonces desde ahí aprendí a buscar cada noticia que me llegaba [...]

CB: Pero eso fue iniciativa tuya...

JP: Sí.

Appendix D. Final Interview Transcript

UNIVERSIDAD INDUSTRIAL DE SANTANDER
FACULTAD CIENCIAS HUMANAS
ESCUELA DE IDIOMAS
MAESTRÍA EN DIDÁCTICA DE LA LENGUA



Objetivo: Conocer la percepción de los estudiantes sobre su proceso de aprendizaje durante el desarrollo del proyecto.

Categoría	Pregunta
Experiencia personal	<p>Describa, en general, su experiencia durante el proyecto.</p> <p>¿Cuáles actividades llamaron más su atención? ¿Por qué?</p> <p>¿Qué cosas aprendió de su comunidad, entorno familiar a través de las actividades del proyecto?</p>
Media Literacy	<p>¿Cómo podemos verificar que la información que recibimos sea confiable?</p> <p>¿Por qué debemos enseñarle a los miembros de nuestra comunidad a identificar noticias falsas?</p>
Digital Literacy	<p>¿Cree que el uso de herramientas digitales (actividades en quizlet, nearpod, kahoot) le ayudó con su proceso de aprendizaje de inglés?</p> <p>¿Podría mencionar los aprendizajes de inglés que adquirió durante el proyecto?</p> <p>¿Cuáles programas o herramientas digitales aprendió a usar durante el proyecto?</p> <p>¿Cuál cree que fue(ron) la(s) diferencia(s) entre las clases virtuales del colegio y las clases virtuales del proyecto?</p>

Entrevistadora: Bueno entonces, XXXXXXXX esta es la última entrevista del proyecto, ahora si es lo último, ultimo que vamos hacer y la idea de esta entrevista como cuando hicimos la primera, pues es conocer, ¿cuáles son las percepciones de los estudiantes que participaron en el proyecto? Entonces entre más cosas me digas, mucho mejor para mí, así que, no te sientas mal por hablar mucho, si, entre más hablemos, mejor, entonces vamos a empezar con la primera pregunta, que sería, describir en general, ¿cómo fue tu experiencia de participar en el proyecto?

JP: Pues buena porque aprendí cosas nuevas, e incluso fortalecí mi inglés y me relacioné con mis compañeros, por ejemplo a XXXX no la conocía tanto, no la conocía

Entrevistadora: si, porque está en el otro salón. Bueno, cuéntame, ¿cuáles actividades fueron las que más te gustaron?

JP: La actividad de la competencia los quices pequeños y de los micro proyectos el que más me gustó fue el que hicimos al principio, la encuesta.

Entrevistadora: ¿por qué te gustó ese?

JP: Porque como también tuvimos que hacer diagramas y todo eso, aprendimos a usar Google Forms, aprendimos hacer cómo hacer una encuesta, aprendimos a interactuar

Entrevistadora: Ok, muy bien. Ya que mencionas la encuesta, ¿qué cosas aprendiste sobre tú comunidad, tu familia o la comunidad de tus compañeros durante el proyecto?

JP: Que la mayoría de la encuesta que hicimos primero?

Entrevistadora: si de la encuesta que hicimos primero, pero también ser de la hicimos de la noticias falsas, lo que haya tenido que ver con la comunidad

JP: De las noticias falsas aprendí que la mayoría de personas no sabe identificar bien, noticias falsas y de la primera encuesta ya se me está olvidando un poquito, porque fue hace tiempo, pero que me acuerde, muchas personas también se sentían confundidas, estresadas por el encierro de la pandemia

Entrevistadora: ok, muy bien, ¿cómo podemos verificar que la información que recibimos es confiable?

JP: Revisando las fuentes que tenga, la fecha, revisando que tenga autor, revisando que tenga un apartado sobre la página, revisando que no trate de hacer click bait, que solo trate de ganar un click o likes con títulos atractivos, con mayúsculas o con muchos signos de exclamación, también que hay que revisar ortografía y la fecha de publicación.

Entrevistadora: Y a propósito de eso, ¿por qué crees que debemos enseñarle a los miembros de nuestra comunidad a identificar noticias falsas?

JP: Porque ellos si no las verifican pueden caer en mentiras y ellos inocentemente las van a compartir creyendo que van hacer un bien, pero en realidad lo que van hacer es añadir una bola de mentiras que cada vez va ir creciendo, creciendo y va ir causando miedo a las demás personas y entonces es importante que ellos aprenden para evitar, eso que se hagan esas cadenas que causen miedo y confusión.

Entrevistadora: ok, muy bien, ya en cuanto al desarrollo de las clases, ¿crees que el uso de herramientas digitales como los juegos, los libros que leímos, las páginas que miramos, te ayudaron en tu proceso de aprendizaje de inglés?

JP: Sí, el juego lo hace didáctico y como que uno se olvida de tanta responsabilidad de que

Entrevistadora: espérame un momento porque suena como lejos...

JP: Ahí?

Entrevistadora: Ahí si ya mejor, ¿me puedes volver a repetir? es que se perdió total la respuesta porque sonaba lejos

JP: con los juegos es mejor porque es didáctico y como que uno se olvida, se olvida de ese estrés de que tiene, la gramática, que tiene que aprender a pronunciarlo bien, si no que más bien es un tipo de competencia y luego se perfecciona la gramática y la pronunciación.

Entrevistadora: Entonces si yo te pido por ejemplo, clasificar eso que tu aprendiste una cosa sería el vocabulario por los juego, ¿cierto?

JP: Sí

Entrevistadora: ¿qué otras cosas podríamos decir que aprendiste?

JP: los imperativos, cuando se dan órdenes; el presente simple, el pasado simple y ya y un poquito de lógica al poner las palabras

Entrevistadora: ¿cuáles habilidades o herramientas aprendiste a usar durante el proyecto o habilidades que hayas desarrollado?

JP: Aprendí a usar Canva, aprendí pues Quizlet (7:16), donde hacíamos los juegos, también aprendí a usar Google Drive y Google Forms

Entrevistadora: ok, muy bien, ya con respecto a las clases que tuvimos, ¿cuáles o cuál crees que fue la diferencia entre las clases virtuales del proyecto y las clases virtuales del proyecto?

JP: En las clases virtuales del proyecto son como un poco más relajadas...

Entrevistadora: ¿En qué sentido?

JP: o sea, que usted puede interactuar con sus compañeros y mejorar y es más didáctico y divertido

Entrevistadora: entonces te gustó poder participar con tus compañeros o sea hablar más con ellos?

JP: sí, porque al ser pocas personas como que se interactúa mejor, porque es diferente estar en una clase con 45 o 32, a estar en una clase con 8

Entrevistadora: Ok, listo, bueno esas fueron todas las preguntas muchísimas gracias por tu ayuda, por conectarte estando en paro, por sacar el tiempo, las ganas y por tu ayuda en general, eso sí ya con eso si concluimos todo lo que tiene que ver con el proyecto

JP: Bueno profe

Entrevistadora: Bueno, felices vacaciones

JP: Chao

Entrevistadora: Bueno, chao

Appendix E. Observation Journal Format



**INSTITUCIÓN EDUCATIVA COLEGIO VILLAS DE SAN JUAN
OBSERVATION JOURNAL FORMAT
2021**

OBSERVATION JOURNAL		
Teacher's name: Carolina Blanco	Lesson #7	Date: 17-03-2021
<p>Objective: To present Ss infographics to the class. To reflect about the survey results and how these are connected to their own realities.</p>		
Observations	Reflection	
<p>The T starts the class by saying the objective of the class is to analyse the information gathered. She encourages Ss to look for the similarities and differences found in their results in relation to their own experiences during the pandemic.</p> <p>SL infographic: The survey results showed that some people prefer to ignore their problems. People have felt affected because they haven't been able to see their families. I think we all have felt affected by the pandemic and the lockdown so I expected these results.</p> <p>The economic situation seems to be the same but in some cases people had economic problems because some of them lost their jobs. Also there were many things that increased their prices and that also affected people.</p> <p>JM infographic: I was shocked to see that many people found it hard to adapt to technology to keep up with the classes and connect to classes. Also a few of them still don't know how to do certain activities.</p> <p>The relationship with friends wasn't the same because we couldn't interact much compared to when we were attending school.</p>	<p>This lesson was very enriching. Most students participated in the discussion and it also allowed me to see how Ss were using the community enquiries to reflect on their own experiences during the pandemic.</p> <p>Regarding the survey related to technology and online classes there were key answers from students:</p> <p>According to the results members of their community considered it's been difficult to adapt to online classes. Also, it's been difficult to have online classes because they're missing the interaction in the class as well as with the teacher. Besides, according to JM some Ss still find it difficult to do certain things and SL confirms it because she said she's had to ask for her sister's help in order to send homework or do other activities.</p> <p>The use of cellphones increased because of the pandemic. Most participants in Ss surveys used them to have classes and to stay connected with teachers. As KJ stated, before the pandemic students were not allowed to use any electronic device in class and that's something the pandemic changed.</p>	

We're not sharing the same spaces with our friends or classmates all the time. People have to text their friends if they want to communicate.

Many participants said that they didn't understand much of the topics and the classes. Also, they said teachers were sending a lot of homework.

T asks Ss what is this result shocking for her? I've felt good during this time because I like doing school activities using my computer so that's no problem for me. But many students feel they need to be in person in class and see the teacher explaining the topic.

OM infographic: Well, the results were the ones I was expecting. But for example, there were 30% of people who used to practice sports alone but now they do it with someone else. Also, some of them are staying alone at home because their parents are working. Also, people are following the protocols.

T asks what about you? Do these results reflect what's happening in your home?
OM had a bad internet connection and he left the call.

JP infographic: What caught my attention the most, was that a lot of people 83% discovered a new hobby during the pandemic. So that means people use the time at home to do something new.

Like me, I started reading and that became my hobby. Before the pandemic I could go out and play soccer so I didn't use to read a lot. The hobbies people preferred in my survey are not the ones I like. There were some like watching anime and doing tik toks, but reading wasn't popular among the people who answered the survey.

KR infographic: I wasn't very shocked with the results because before the pandemic people

As for the emotional health during the pandemic, the key aspects were the economic status of the survey participants, conflict resolution and dialogue as well as emotions and feelings.

The fact that the students were exceptional to JT's survey results in which it seemed that most people he interviewed hadn't had any conflicts had solved their problems with dialogue called my attention. Taking into account that Girón is historically a town with high rates of violence and intolerance, it was very coherent that students were mentioning the use of violence and even guns when talking about conflict. Also, because of their attitude when talking about this (students were laughing and joking about it) it can be concluded that they've internalized these levels of violence and it is very likely that they've witnessed intolerance cases in their neighborhoods or even in their own families.

Regarding family relationships, the survey results showed that these improved during the pandemic. Based on Ss answers it could be stated that family relationships improved because people had to stay at home during the quarantine which increased the amount of time that families spent together.

As for people's emotional health, the most common answers were boredom, stress and anxiety. JP was more open to talk about his feelings; he mentioned feelings such as stress and anxiety. KR's answers caught my attention because she seems like a lonely kid. Apparently she doesn't spend time with her family members (parents) because they're "minding their own businesses".

used to spend a lot of time on social media. So there wasn't anything surprising.

T asked what about the hobbies and the family?

Something new was that nobody does exercise with the family. I don't even exercise. People are lazy because they spend their time watching movies and so do I. Also, people spend a lot of time on facebook. So when you're scrolling down it's very common to see news related to covid-19 and that's how people stay informed.

JT infographic: The student left the call when the teacher asked him to talk about his infographic.

T asks Ss to look at JT's infographic to discuss the most relevant aspects. T reads the first two results shown: Most people said the family relationship has improved during the pandemic. Also most participants said that family arguments have been solved through dialogue.

JP: I think that's not true. Before the pandemic the relationship with family members was kind of normal but now because we're spending a lot of time and seeing our faces everyday so arguments have increased.

KR: In my case that's not true because even though I'm at home with my family we don't spend time together. I don't talk too much with my family. We only see each other for lunch or something. The rest of the time all of us are minding our own businesses.

T asks what do you think about the result: Most people have solved family arguments through dialogue.

The economic difficulties derived from pandemic was also a key issue. Most of them agreed that the pandemic affected the people in their community who participated in the survey. Ss talked about job losses, business closures, and the cost of some products. It was also mentioned that some people used this situation to sell products such as face masks.

Communication was a topic that emerged too. JM and SM said the relationship among friends was impacted by the pandemic as friends are not able to see each other in person. They both mention having to text people or people texting them or calling them to try to stay connected.

Regarding the survey related to free time and hobbies during the pandemic, JP reported that his participants discovered a new hobby since the pandemic started. He even said he discovered a new hobby himself (reading). The fact that he says he didn't read that much before the pandemic because he could go out and play soccer or hang out with friends allows me to see how Ss routines were impacted by this situation.

SL: I think that result was made up. I don't believe that.

KR: Who solves conflict through dialogue?

T asks: How do you think people in Girón solve their conflicts?

KR: With a machete!

SL: With violence! With knives.

Ss laughed.

JP: Maybe these families who were interviewed are civilized.

SL: Maybe he didn't ask Santanderean families.

KR: Maybe he asked a mom from the US because they're more relaxed. You won't see them using a chancla.

Ss say this result is not accurate.

The next result T reads is: Most people say they've spent little time with their families during the pandemic.

KR: How's that possible!

JP: If they spent little time, how are they going to have arguments?

DL: That's contradictory.

KR: Maybe the few times they do see each other there has been conflict.

The next result shared with the class is: Most people have felt bored during the pandemic.

SL: This result is true.

KR: I don't get bored at home. I try to look for activities because if I don't, I'll lose my mind.

JP: I do feel bored, but I have a terrace and a creative mind. In my case it is stress and probably anxiety. Anxiety to come back to school.

OM: Yes, I do feel bored.

The next result to discuss is "most people say the economic situation remained the same during the pandemic.

OM: It's impossible that the economic situation didn't change.

JP: Maybe some people were in crisis but not all.

SL: I don't think that's true because many businesses closed and that affected families.

KR: I think that's normal. Maybe they took advantage of the situation like people who sell masks in the corner in my neighborhood.

SL infographic: Results were very normal to me. The result that surprised me was that people said they feel good using technology. Teacher, that's so difficult for me. I'm not good at it. I always have to ask my sister for help.

JP: What surprised me the most is that people didn't spend time with their families.

KR: Well that's not a surprise to me cause I don't spend much time with them.

JP: Well, if you have a big house that's possible. But if you live in a small place that's difficult.

KJ joined the class late and SM could connect to the call again.

KJ infographic: My participants answered very quickly after I sent them the link. Most students use their cellphone to connect to the classes and all of them use WhatsApp to talk to the teachers. This is different because at school we were not allowed to use cellphones or any other electronic device to study. All the participants were from different schools.

SM infographic: Mine was the ugliest one. What surprised me the most is that all the people in my survey went through a hard economic situation. That was ugly. The other results were very normal to me. Family relationships improved according to my survey but in my house everything is the same, just normal.

T asks why do you think people say family relationships improved?

KJ: Because it's an obligation these times.

In the SM survey people said they didn't solve the conflicts but they rather ignored them.

JP: That's more logic.

Ss agree that in the surveys related to emotional health during the pandemic the most common feelings people experienced were stress, boredom and anxiety.

In the SM survey most people answered that the relationship with their friends is regular during the pandemic. SM says: I think this is due to communication because we don't see each other anymore and we communicate through WhatsApp. For example, sometimes I don't feel like answering any call or message.

<p>DL infographic: She submitted the infographic but didn't participate in the discussion session.</p>	
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Appendix F. Lesson Plan Format

**INSTITUCIÓN EDUCATIVA COLEGIO VILLAS DE SAN JUAN
ENGLISH LESSON PLAN FORMAT
2021**

Teacher’s name: Carolina Blanco	Level: A2	Sequence objective: Document what aspects of critical digital literacies help students locate and verify information sources related to the COVID-19 pandemic.	Time: 12 hrs	Date: March 15th - April 23rd	
DBA: Exchanges information about academic and general interest topics in a conversation.					
Lesson Objectives: Ss will be able to identify vocabulary related to media literacy. 2. Identify the characteristics of fake news. 3. Read and translate a text related to fake news.					
Activity	Interaction	Time	Bloom’s taxonomy	Activity description	Materials/resources
Warm-up	Whole Group	10”	Remember	Ss watch the video “What is the media” and “media's influence on us” T elicits vocabulary https://youtu.be/t0gSdcUH0Mk https://youtu.be/03XQI5yBVJA	Videos

Activities	Individual	30"	Remember	Activity in Nearpod with the vocabulary related to media literacy “ newspapers, radio, Tv network, news, misinformation, biased, share, false, truth, source, verify”	Nearpod
	Group	30"	Understand	Ss watch the video “What’s fake news explained” Then T asks comprehension questions. What are some of the fake news we’ve heard about the pandemic?	https://youtu.be/q-Y-z6HmRgI
	Group	30"	Understand	T encourages Ss to read aloud the text “ how to spot fake news” in English. T monitors pronunciation and intonation and asks Ss to retell the information in spanish to check for understanding.	https://learnenglish.britishcouncil.org/sites/podcasts/files/LearnEnglish-Reading-B1-How-to-spot-fake-news.pdf
Wrap up		10"	Apply	T encourages students to solve a short quiz about the key aspects mentioned in the reading.	Quizziz

Teacher’s name: Carolina Blanco	Level: A2	Sequence objective: Document what aspects of critical digital literacies help students locate and verify information sources related to the COVID-19 pandemic.	Time: 12 hrs	Date: March 15th - April 23rd
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DBA: Exchanges information about academic and general interest topics in a conversation.

Lesson Objectives: 1. Ss will be able to evaluate the reliability of online sources using a fake news evaluation tool.

Activity	Interaction	Time	Bloom’s taxonomy	Activity description	Materials/resources
Warm up	Individual	10”	Remember	Ss will do a matching exercise on nearpod with 5 key words: fake news, evaluation tool, credibility, reliability, bias.	Nearpod
	Whole Group	30”	Apply	Based on the reading from the previous lesson “how to spot fake news” T asks Ss to evaluate two websites (fake and oficial newspaper) and think critically about how the information is presented. https://www.plandemia.org/2021/03/se-filtra-un-video-del-ministerio-del.html	Websites

				https://factual.afp.com/el-video-plandemia-contiene-afirmaciones-falsas-y-enganosas-relacionadas-con-el-covid-19	
	Whole Group	30"	Apply	T tells students there are many tools for evaluating resources online and introduces an adapted version of a checklist. T reads it aloud and checks for understanding. https://www.courts.ca.gov/documents/BTB24-PreCon2G-3.pdf	Checklist
	Whole Group	40"	Analyze	T shows 1 misleading and 1 trustful website about news related to the COVID-19 vaccines. Ss will use the checklist to evaluate the source for reliability.	Checklist and Websites
Wrap up	Whole group	10"	Analyze	Once Ss are done. T uses a set of questions to facilitate a group discussion about the effectiveness of the evaluation tools.	

Appendix G. Students' Infographics



Appendix H. ¿Sabes Identificar Noticias Falsas? Questionnaire

¿Sabes identificar noticias falsas? https://docs.google.com/forms/d/1GH08G/DW_M1Bjg880xw74n52ngJrFDa-UgM/profile



¿Sabes identificar noticias falsas?

Este formulario tiene como objetivo investigar su habilidad para reconocer noticias falsas. Hace parte de un proyecto de inglés del Colegio Villas de San Juan.

***Obligatorio**

Escriba su nombre o el nombre del familiar que le envió esta encuesta *

Tu respuesta

Edad *

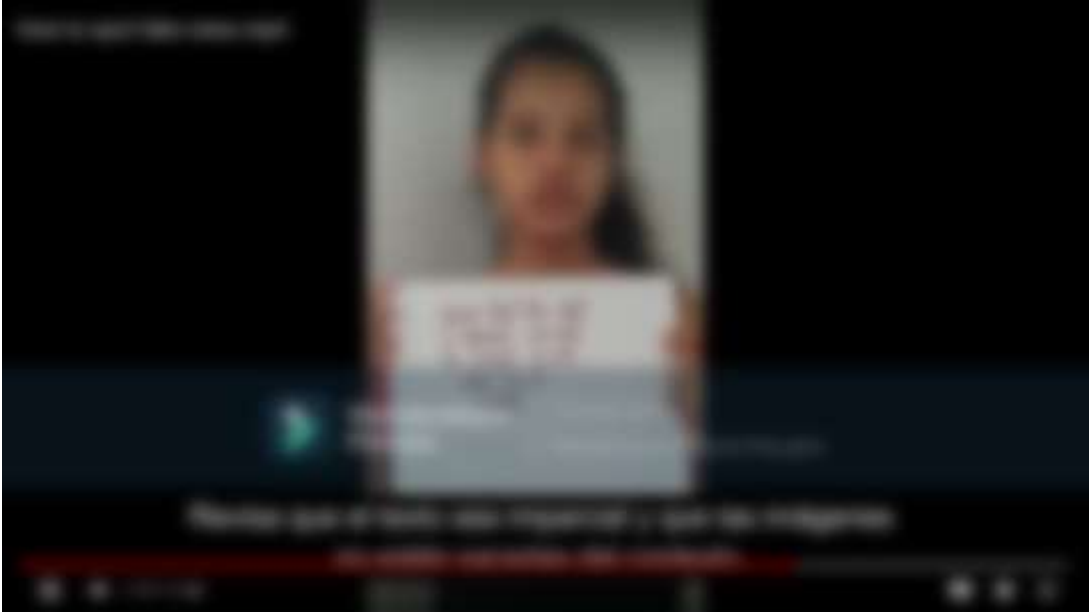
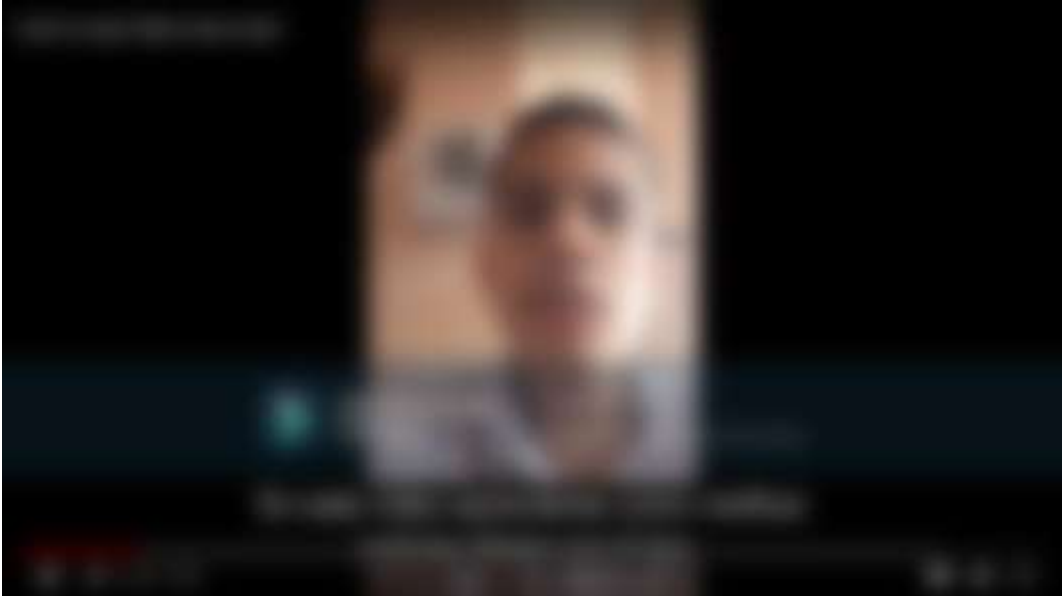
- Menor de 18 años
- 18-30 años
- 31-42 años
- 43-55 años
- 56 años o más

Aplica el prellenado

<< < 1 de 4 > >>

de 4 3/10/2022, 1:27 a. m.

Appendix I. Video: How to Spot Fake News in 8 Steps



Appendix J. Students' E-books

The screenshot shows the StoryJumper website interface. At the top left is the StoryJumper logo. Navigation links for 'Teachers', 'Library', 'Prices', and 'Help' are visible. On the top right, there are 'Login' and 'SIGN UP' buttons. A prominent orange banner across the top reads 'Publish your child's book - Hardcover / Paperback'. Below this, the page is titled 'Shared Class Library for "CDL project"'. A horizontal line separates the title from a grid of six e-book covers. Each cover is displayed with its title and author information below it.

Book Title	Author(s)
My life since the pandemic started	(Della sofia Lozano rueda)
EXPERIENCES IN THE COVID-19 PANDEMIC	(JINETH MESA)
My aunt is a superhero without a cape	(Jhonatan AndriSeacutes Pinto Bernal)
how is your life in time of covid-19	(Julian Torres)
the unexpected	(Karina Rosero sandoval)
THE ANIMALS in COVID-19	(Sara sofia Montenegro florez)