

DIDACTIC SEQUENCE

*Multiliteracies in High School
Integrated to Vocational and
Technological Education*



*José Hemison de Sousa Magalhães
Francisco José Alves de Aquino*

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***José Hemison de Sousa Magalhães
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Presentation

Vocational and Technological Education (VTE) is a modality of education provided by Law 9.394/1996 that includes the initial and continuing training courses or professional qualifications, vocational courses, and professional and technological education at the graduate and postgraduate levels.

Integrated High School into vocational courses has much to contribute to the constitution of the full-time high school and curricular integration. Moreover, this educational project is understood as omnilateral education of citizens, which allows them to understand the productive system as a whole and to make choices that meet both the needs of society and their aspirations (MANACORDA, 2007).

Besides, this proposal seeks to educate qualified professionals for the workplace, active citizens in the political society where they stand as well as to make the learners consumers and producers of knowledge related to work, science, technology, and culture.

Since the emergence of the COVID-19 pandemic in 2020, developing the digital, critical, and intercultural literacies of the school community has become urgent due to social isolation, emergency remote teaching, and the spread of fake news on social media, which have caused panic and confusion in the whole world.

Presentation

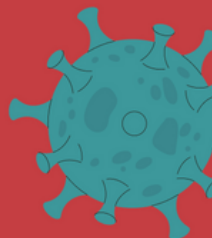
Bearing the aforementioned context in mind, we have designed the present didactic sequence to help English teachers to deliver instruction during the implementation of the emergency remote teaching in vocational courses integrated into high school at the Federal Institute of Ceará - Fortaleza campus.

It is worth mentioning that the didactic sequence was designed considering the Pedagogy of Multiliteracies (COPE; KALANTZIS, 2015), and the principles of polytechnic and omnilateral education, as shown in the Master's dissertation entitled: A contribuição da pedagogia dos multiletramentos para o ensino de inglês no Ensino Médio Integrado.

We hope this educational tool might help English teachers provide integrated curricular practices in Integrated High School into vocational courses during remote teaching and blended learning settings.

José Hemison de Sousa Magalhães
Francisco José Alves de Aquino

MODULE 1



NEWS REPORT



"CENSORSHIP" (PUBLIC DOMAIN) BY JESULVIS

LEARNING OBJECTIVES:

- TO KNOW WHAT A NEWS REPORT IS
- TO UNDERSTAND THE STRUCTURE OF NEWS
- TO IDENTIFY THE POLITICAL BIAS OF MEDIA
- TO WRITE A NEWS REPORT



MODULE 1: NEWS REPORT

LEARNING FOCUS



Subject: English Language

Grade: High School Integrated into vocational courses

Online platform: Google Classroom

Topic: News report and its constituents

Abstract: In this module, students learn what is a news report and the inverted pyramid structure. They also reflect on filter bubbles and get to know a digital tool for identifying political bias in the media.

KNOWLEDGE OBJECTIVES



This module aims to:

- Present the news report and its constituents;
- Understand the structure of news;
- Identify the political bias of media;
- Describe the project of writing a news report through five modules.

KNOWLEDGE PROCESSES



Warm-up

This activity aims to access the learner's prior knowledge and experiences. Besides, it develops students' visual media and multimedia literacy.

Visual media and multimedia literacy: Ability to interpret and create multimodal texts (i.e., using text, images, sounds, and/or video) (DUDENEY, HOCKLY AND PEGRUM, 2013).

experiencing the known

You may conduct this task in a synchronous meeting, and you can use Google Meet for showing the Jamboard display and interacting with your students.

First, present the title of the learning module and ask students what they know about the topic. Students can brainstorm their ideas on the second Jamboard screen shared with them.

Then, ask students to describe the cartoon and other elements, and read the sentence. They should explain in their own words what it means.

Finally, ask any student to read the learning objectives.

Answer key

News report: News reports are found in newspapers and their purpose is to inform readers of what is happening in the world around them (Wet Tropics Management Authority).

Never read bad news (liberal advice): The sentence means how the character of news might be relative depending on someone's perspective. In the current context, what goes against liberal governments and principles is bad.

Answer key

Virus and syringe: Both pictures represent the COVID-19 pandemic and the development of vaccines to protect us against the disease.

Free yourself from your filter bubbles

This activity aims to introduce the problem of filter bubbles and understand students' attitudes on echo chambers. It also permits to improve students' filtering literacy.

Filtering literacy: Ability to reduce information overload by using online networks as screening mechanisms (DUDENEY, HOCKLY AND PEGRUM, 2013).

experiencing the new

As students need to watch the video more than once, you can assign the Google Form for them to complete in an asynchronous time. They also refine their listening skills in order to comprehend a dialogue between two experts and answer questions about this conversation.

Before watching the video, students must access a Likert scale and choose which option corresponds to their attitude. They do not score for completing this task. However, it is important to show how their behaviour influences their relationships online and offline.

conceptualising by naming

After watching the video with Joan Blades and John Gable, students have to match the political concepts to their definitions. As the Google Form is set up as a test, students will access the answers after filling in the document.

Answer key

Polarization: becoming alienated from one another due to differences of opinion often reflected in a left-right divide.

Coalition: a temporary union of different groups who agree to work together to achieve a shared goal.

Lobby: an organized group of people who represent a particular area of business or society and try to influence politicians.

Progressive: someone who wishes to use the state to achieve greater political and social equality.

Conservative: not willing to accept much change, especially in the traditional values of society.

conceptualising with theory

The final section of the Google Form presents an opportunity to synthesize the main concepts approached by Joan Blades and John Gable on TED Talk. So, ask students to summarize the concepts presented by the experts and find out what they have proposed for healing lost relationships due to the polarization.

Answer key

Answers may vary. The important is that students could understand the experts' message.

John said that initially he and his colleagues have believed that connecting different people around the world with different ideas might contribute to better decision-making processes. Did this vision come true? What happened?

John said: Now in the early days of the internet, we were just moved and inspired by a vision: when we're connected to all these different people around the world and all these different ideas, we'll be able to make great decisions, and we'll be able to appreciate each other for the beautiful diversity that the whole world has to offer. Now I also, 20 years ago, gave a speech saying it might not work out that way, that we might actually be trained to discriminate against each other in new ways.

As the diversity of ideas and opinions has turned the internet "noisy", the experts decided to use technology for filtering and organizing information. Did that work? What happened?

John said: There's just too much noise -- too many people, too many ideas -- so we use technology to filter it out a little bit. And what happens? It lets in ideas I already agree with. It lets in the popular ideas, it lets in people just like me who think just like me.

Answer key

What was AllSides.com created for?

Freeing people from the filter bubbles.

Identifying biases.

Respecting people's values and not losing any of ours.

What has Joan Blades proposed to heal political and personal differences?

Living Room Conversations.

List the rules for participating in these conversations:

Joan said: They're simple conversations where two friends with different viewpoints each invite two friends for structured conversation, where everyone's agreed to some simple ground rules: curiosity, listening, respect, taking turns -- everything we learned in kindergarten, right? Really easy.

What is a news report?

This activity aims to introduce the news report and the inverted pyramid structure. It also permits students to improve their print literacy.

Print literacy: Ability to understand and create a variety of written texts (DUDENEY, HOCKLY AND PEGRUM, 2013).

You may decide to continue with this task in a real-time meeting or assign it for students to complete in an asynchronous time.

First, ask students to read the text about the inverted pyramid structure and the elements of the news report: headline, lead, body, and tail.

Next, request students to access the Google Form and caption the extracts from a news report.

Finally, students should respond to the reading comprehension questions in order to understand the information presented in a news report. As the Google Form is set up as a test, students will access the answers after filling in the document.

Answer key

NEWS

Pfizer's coronavirus vaccine neutralizes Brazil variant in lab study

By Kenneth Garger

March 8, 2021 | 9:48pm | Updated

Headline

Answer key

The Pfizer coronavirus vaccine is able to neutralize a rapidly spreading **virus variant from Brazil**, according to a new laboratory study.

Lead

Researchers developed an engineered version of the COVID-19 mutation and found that blood samples taken from people who received the vaccine were able to neutralize the variant, according to the study published in the New England Journal of Medicine on Monday.

The scientists from Pfizer, BioNTech, and the University of Texas Medical Branch said the vaccine was roughly as effective against the Brazilian variant as other less contagious virus versions from last year.

Body

Answer key

Earlier studies found that the UK and South Africa COVID-19 variants were also neutralized by the

Pfizer vaccine.

But **the South African variant**, according to studies, may diminish protective antibodies induced by the vaccine.

Pfizer said it is planning additional tests on the South African variant.

With Post wires

Tail

When was this piece of news published?

March 8, 2021.

What Pfizer's coronavirus vaccine can do?

Pfizer's coronavirus vaccine neutralizes Brazil variant.,It neutralizes Brazil variant.,The Pfizer coronavirus vaccine can neutralize a rapidly spreading virus variant from Brazil (Answers may vary. Students should understand the experts' message).

Who was involved in the study on the vaccine?

The scientists from Pfizer, BioNTech, and the University of Texas Medical Branch were involved in the study.,The scientists from Pfizer, BioNTech, and the University of Texas Medical Branch (Answers may vary. Students should understand the experts' message).

How to identify political bias in the media

This activity aims to permit students to identify political bias in the news media. It also permits students to develop their search literacy.

Search literacy: Ability to critically use a variety of search engines and services (DUDENEY, HOCKLY AND PEGRUM, 2013).

analyzing functionally

You may decide to continue with this task in a real-time meeting or assign it for students to complete in an asynchronous time. Here, it is important to emphasise the collaborative work for students must join in a group of two or three classmates to complete the task.

First, introduce AllSides.com and ask students to rate their own biases at AllSides Media Bias.

Next, suggest that they choose one of the topics available at AllSides Topics & Issues.

Then, present the chart with the criteria students must bear in mind to complete the task. They have to select a piece of news for each side of the political spectrum.

Finally, ask students to send the task assigned via Google Classroom. As the Google Document is shared with every student, they need to make a copy and share with their team or download it to work in groups.

After getting to know AllSides.com and doing a search on news media from different biases, tell us what do you think about the initiative?

This discussion board aims to permit students to talk about the AllSides initiative and its contribution to providing balanced news and civil discourse. It also helps students to improve their critical literacy.

Critical literacy: a theoretical and practical framework that can readily take on such challenges creating spaces for literacy work that can contribute to creating a more critically informed and just world (VASQUEZ, 2017).

You may have a deal with students on how to answer the question. They can record a video to respond to the topic created on Flipgrid or write their opinion on Google Classroom. Although they do not score for completing this task, it is important to emphasise each student's participation is relevant to promote interaction, engagement, and motivation in online classes.


Each discussion board presents the question to be answered, some aspects that students should bear in mind to respond it, and a text to help them understand the topic and enhance their vocabulary.

As the topic created on Flipgrid is set up to be moderated, you have to analyse every video or comment before publishing it.

Writing a news report

This activity aims to prepare students for writing their first version of the news report. Besides, it develops students' print literacy.

applying appropriately



Once students have been introduced to what is a news report and its constituents, you should explain they are going to write the first version of a piece of news based on their prior knowledge.

As writing is a process, students are going to develop their skills through five modules and explore each element of a news report. At the end of the learning modules, they are expected to write the final version according to what they have learned during the process.

You may apply your own criteria for writing revision or adapt them to the Google Classroom Rubrics.

KNOWLEDGE OUTCOMES



Students might focus on the learning objectives to guide their learning path. Nevertheless, teachers have to carry out formative and summative assessment in order to understand students' progress.

Due to the COVID-19 pandemic, schools need to be flexible regarding the learning evaluation, and according to some experts (HODGES et al., 2020), the institutions should pay more attention to the context and unequal access to the Internet rather than to the product (learning).

The following chart is just a suggestion to implement an assessment process based on the Pedagogy of Multiliteracies. You may adapt them to your classes or apply your institution's assessment procedures.

ASSESSMENT CRITERION	EVIDENCE	RATING
Demonstrations of Experiential Knowledge	Experiencing: The Known Experiencing: The New	0-20
Demonstrations of Conceptual Knowledge	Conceptualising: By Naming Conceptualising: By Theorising	0-20
Demonstrations of Analytical Knowledge	Analysing: Functionally Analysing: Critically	0-20
Demonstrations of Applied Knowledge	Applying: Appropriately Applying: Creatively	0-20
MULTILITERACIES (as appropriate to the type of meaning and way of communicating)	Linguistic Visual Audio Gestural and Spatial	0-20
	Total	

MODULE 2

POST-TRUTH



"FAKE_NEWS-ALS-TRUMP-DONALD-KARIKATUR" (CC BY-SA 2.0) BY CHRISTOPH SCHOLZ

LEARNING OBJECTIVES:

- TO KNOW WHAT FAKE NEWS IS
- TO FILTER INFORMATION
- TO CREATE HEADLINES
- TO BE AWARE THAT FAKE NEWS CAUSES SOCIAL DAMAGES

MODULE 2: POST-TRUTH

LEARNING FOCUS



Subject: English Language

Grade: High School Integrated into vocational courses

Online platform: Google Classroom

Topic: Post-truth

Abstract: In this module, students learn about the post-truth era, what fake news is, and its impact on everyday life. They also understand how to check facts, and create catchy headlines for a news report.

KNOWLEDGE OBJECTIVES



This module aims to:

- Approach the post-truth era;
- Identify fake news;
- Understand the effects of fake news in people's lives;
- Write catchy titles for a piece of news.

KNOWLEDGE PROCESSES




Warm-up

This activity aims to access the learner's prior knowledge and experiences. Besides, it develops students' visual media and multimedia literacy.

Visual media and multimedia literacy: Ability to interpret and create multimodal texts (i.e., using text, images, sounds, and/or video) (DUDENEY, HOCKLY AND PEGRUM, 2013).

experiencing the known



You may conduct this task in a synchronous meeting, and you can use Google Meet for showing the Jamboard display and interacting with your students.

First, present the title of the learning module and ask students what they know about the topic. Students can brainstorm their ideas on the second Jamboard screen shared with them.

Then, ask students to describe the cartoon and other elements, and read the sentence. They should explain in their own words what it means.

Finally, ask any student to read the learning objectives.

Answer key

Post-truth: relating to or denoting circumstances in which objective facts are less influential in shaping public opinion than appeals to emotion and personal belief (the Oxford Dictionaries Word of the Year 2016).

Fake news: The term fake news means “news articles that are intentionally and verifiably false” designed to manipulate people’s perceptions of real facts, events, and statements (CITS website).

Donald Trump: The former US president likes to call “fake news” the reporting of uncomplimentary things that seem distracting or insignificant, which cast him in a negative light in the context of successes that he thinks should be made more prominent (CITS website).

What to trust in a “post-truth” world

This activity aims to introduce the post-truth era and understand students’ attitudes on fake news shared on social media. It also permits to improve students’ information literacy.

Information literacy: Ability to evaluate documents and artefacts and to assessing their credibility (DUDENEY, HOCKLY AND PEGRUM, 2013).



experiencing the new

As students need to watch the video more than once, you can assign the Google Form for them to complete in an asynchronous time. They also refine their listening skills in order to comprehend a lecture presented by an expert and answer questions about the topic.

Before watching the video, students must access a Likert scale and choose which option corresponds to their attitude. They do not score for completing this task. However, it is important to show how their behaviour influences the spread of false information.



conceptualising by naming

After watching the TED Talk with Alex Edmans, students have to match the post-truth concepts to their definitions. As the Google Form is set up as a test, students will access the answers after filling in the document.

Answer key

Match each concept to its corresponding definition.

Evidence: data that supports one theory and rules out others.

Confirmation bias: the tendency to only accept information that supports your personal beliefs.

Pet theory: a plan, idea, or subject that you particularly like or are interested in.

Bayesian inference: treats probability as a degree of beliefs about certain events given the available evidence.

Data: a collection of facts.

Post-truth: relating to or denoting circumstances in which objective facts are less influential in shaping public opinion than appeals to emotion and personal belief.

conceptualising with theory



The final section of the Google Form presents an opportunity to synthesize the main concepts approached by Alex Edmans on TED Talk. So, ask students to summarize the concepts presented by the expert and find out what he has proposed for finding the truth.

Answer key

Find out which are the three components of confirmation bias.

**Accepting a story as fact;
Accepting a fact as data;
and Accepting data as evidence.**

According to Alex Edmans, in order to find out the truth, we should assume that:

**A story is not fact because it may not be true.
A fact is not data because it may not be representative.
Data is not evidence because it may not be supportive.
Evidence may not be proof because it may not be universal.**

List the three practical tips that Alex Edmans presents for finding the truth (Answers may vary. The important is that students could understand the expert's message):

**The first is to actively seek other viewpoints.
Tip number two is "listen to experts."
Tip number three is "pause before sharing anything."**

What is fake news?

This activity aims to introduce the Citizen's Guide to Fake News developed by post-graduate students at the University of California Santa Barbara. It also permits students to improve their information literacy.

You may decide to continue with this task in a real-time meeting or assign it for students to complete in an asynchronous time.

First, introduce the Center for Information Technology and Society (CITS) website where it is possible to access the Citizen's Guide to Fake News. Then, ask students to read the text: What is Fake News.

Next, request the students to access the Google Form and complete the tasks before, during, and after reading the website.

This type of activity requires that students note their prior knowledge about the topic before start reading the text. During reading, they should note every new information or some data that have caught their attention.

Then, students should respond to the reading comprehension questions in order to understand the information presented in the text about fake news.

Finally, they should write a sentence that summarizes the main idea of the text. As the Google Form is set up as a test, students will access the answers after filling in the document.

Answer key

Read the following statements and check if they are true or false.

Clickbait refers to a headline or the title of a piece of news on the Internet.

False. Clickbait refers to a headline or the leading words of a social media post (the teaser message) written to attract attention and encourage visitors to click a target link to a longer story on a web page.

Fake news is a recent problem.

False. Fake news in social media has become a real problem in politics, but it's older and it's broader.

Unintentional reporting mistakes are a kind of fake news.

False. This definition eliminates unintentional reporting mistakes.

The news media has specific procedures for ensuring the accuracy and credibility of information.

True. Fake news "is fabricated information that mimics news media content in form but...lack(s) the news media's editorial norms and processes for ensuring the accuracy and credibility of information."

How to spot false news

This activity aims to permit students to identify political bias in the news media. It also permits students to develop their information literacy.

You may decide to continue with this task in a real-time meeting or assign it for students to complete in an asynchronous time. Here, it is important to emphasise the collaborative work for students must join in a group of four classmates to complete the task.

First, introduce the infographic on how to spot false news and ask students to read the tips, and raise their doubts.

Next, suggest that they open Google Documents to access the task.

Then, present the chart with the criteria students must bear in mind to complete the task. They have to check information shared by a WhatsApp message and a video published on YouTube.


Finally, ask students to send the task assigned via Google Classroom. As the Google Document is shared with every student, they need to make a copy and share with their team or download it to work in groups.

What are the consequences of producing and sharing fake news?

This discussion board aims to permit students to talk about the social damages that fake news may cause. It also helps students to improve their critical literacy.

Critical literacy: a theoretical and practical framework that can readily take on such challenges creating spaces for literacy work that can contribute to creating a more critically informed and just world (VASQUEZ, 2017).

analyzing critically



You may have a deal with students on how to answer the question. They can record a video to respond to the topic created on Flipgrid or write their opinion on Google Classroom.

Although they do not score for completing this task, it is important to emphasise each student's participation is relevant to promote interaction, engagement, and motivation in online classes.

Each discussion board presents the question to be answered, some aspects that students should bear in mind to respond it, and a text to help them understand the topic and enhance their vocabulary.

As the topic created on Flipgrid is set up to be moderated, you have to analyse every video or comment before publishing it.

Writing headlines

This activity aims to permit students to write catchy headlines for their news reports. Besides, it develops students' print literacy.

Print literacy: Ability to understand and create a variety of written texts (DUDENEY, HOCKLY AND PEGRUM, 2013).

Once students have been introduced to the post-truth era and have fact-checked some information, you should explain they are going to create noticeable titles for their piece of news. Here, it is important to warn them to avoid using clickbait for deceiving people.

In order to develop students' writing skills, they have to produce their own work. At the end of the learning modules, they are expected to write the final version according to what they have learned during the process.

You may apply your own criteria for writing revision or adapt them to the Google Classroom Rubrics.

MODULE 3

CLIMATE CHANGE

The bright side of climate change.



"CLIMATE CHANGE" (PUBLIC DOMAIN) BY CHRISTOPHER DOMBRES

PROTECT
OUR
PLANET



LEARNING OBJECTIVES:

- TO KNOW WHAT SCIENCE DENIAL IS
- TO UNDERSTAND THE CLIMATE CRISIS
- TO BE AWARE OF THE DIFFERENT INTERESTS INVOLVING CLIMATE ACTION
- TO WRITE A PROPER LEAD

MODULE 3: CLIMATE CHANGE

LEARNING FOCUS



Subject: English Language

Grade: High School Integrated into vocational courses

Online platform: Google Classroom

Topic: Climate Change

Abstract: In this module, students learn about climate change and science denialism. They also examine and learn how to write a proper lead.

KNOWLEDGE OBJECTIVES



This module aims to:

- Introduce the science denial;
- Understand the climate crisis;
- Identify the different interests involving climate action;
- Write a proper lead.

KNOWLEDGE PROCESSES




Warm-up

This activity aims to access students' prior knowledge and experiences. Besides, it develops their visual media and multimedia literacy.

Visual media and multimedia literacy: Ability to interpret and create multimodal texts (i.e., using text, images, sounds, and/or video) (DUDENEY, HOCKLY AND PEGRUM, 2013).

experiencing the known



You may conduct this task in a synchronous meeting, and you can use Google Meet for showing the Jamboard display and interacting with your students.

First, present the title of the learning module and ask students what they know about the topic. Students can brainstorm their ideas on the second Jamboard screen shared with them.

Then, ask students to describe the cartoon and other elements, and read the sentence. They should explain in their own words what it means.

Finally, ask any student to read the learning objectives.

Answer key

Climate change: refers to any significant change in the measures of climate lasting for an extended period of time. In other words, climate change includes major changes in temperature, precipitation, or wind patterns, among other effects, that occur over several decades or longer (US EPA).

The bright side of climate change: 'Look on the bright side' is an idiom that means to be cheerful or positive about a bad situation, for example by thinking only of the advantages and not the disadvantages. As the cartoon shows, it is impossible to look on the bright side of climate change with the heatwave, floods, and other disasters (Oxford Learner's Dictionaries).

Protesters: A man and a woman demonstrate their worry about climate change and call for action.

An organized campaign to attack Climate Science

This activity aims to introduce the systematic attacks on climate science and why that has happened. It also permits to improve students' critical literacy.

Critical literacy: a theoretical and practical framework that can readily take on such challenges creating spaces for literacy work that can contribute to creating a more critically informed and just world (VASQUEZ, 2017).

As students need to watch the video more than once, you can assign the Google Form for them to complete in an asynchronous time. They also refine their listening skills to comprehend a lecture presented by a professor and answer questions about the video retrieved from the series: Harvard Speaks on Climate Change.

Before watching the video, students have to predict what the video is going to talk about. By the title, they can infer that someone goes against scientists' theories.

Next, students are going to check their prior knowledge of climate change. They have to match the climate concepts to their definition. As the Google Form is set up as a test, students will access the answers after filling in the document.

During watching the video, they are going to find out who has challenged the scientific evidence for climate change.

Finally, students have to explain if the deregulation of markets may mitigate environmental damage.

Answer key

What do you think this video is about?

An organized group of people who challenge climate science.

Match each concept to its corresponding definition.

Ozone layer: It begins approximately 15 km above Earth and thins to an almost negligible amount at about 50 km, shielding the Earth from harmful ultraviolet radiation from the sun.

Acid rain: It is a broad term that includes any form of precipitation with acidic components, such as sulfuric or nitric acid that fall to the ground from the atmosphere in wet or dry forms.

Global warming: The recent and ongoing global average increase in temperature near the Earth's surface.

Nationalization: The process of a government taking control of a business or industry.

Government regulation: A law that controls the way that a business can operate or all of these laws when considered together.

Climate change: It refers to any significant change in the measures of climate lasting for an extended period of time.

Which people or organizations have challenged the scientific evidence for climate change?

The same people and organizations who had challenged the scientific evidence of the harms of tobacco.

Answer key

Professor Naomi Oreskes states: "if we think that markets are the solution to all problems, then we are going to have very, very difficult time-solving problems like climate change because these are market failures". Do you think the political ideology of free-market economics (deregulation of markets) may contribute to solving the effects of climate change? Why?

Students are expected to discuss the conflicts of interest between markets and environmentalists. If they are in favor of deregulating markets, they should give examples of what large companies could do to reduce damage to the environment.

What is science denial?

This activity aims to introduce science denialism and the FLICC taxonomy in order to permit students to identify the main tactics used by denialists. It also permits students to improve their visual media and multimedia literacy.

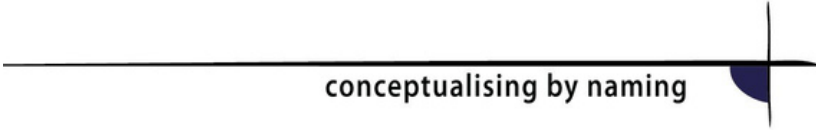
conceptualising with theory 

You may decide to continue with this task in a real-time meeting or assign it for students to complete in an asynchronous time. Here, it is important to emphasise the collaborative work for students must join in a group of two or three classmates to complete the task.

First, ask students to read the paper: Denialism: what is it and how should scientists respond? And the article that was retrieved from the Skeptical Science website.

Next, request students to open the Google Document to make a concept map after reading the paper. In addition, they have to classify some examples of techniques used by denialists according to the FLICC taxonomy presented in the Skeptical Science website.

conceptualising by naming



Using the same Google Document, students should complete the FLICC acronym. As the acronym is set up as a Google Drawing, students need to edit the image by adding the missing letters.

Finally, present some icons and ask students to caption them according to the FLICC taxonomy.

How to write a good lead

This activity aims to permit students to understand and write a proper lead in order to grab the reader's attention and make them want to read more. It also permits students to develop their hypertext literacy.

Hypertext literacy: Ability to process and to use hyperlinks in a digital artefact (DUDENEY, HOCKLY AND PEGRUM, 2013).

analyzing functionally

You may decide to continue with this task in a real-time meeting or assign it for students to complete in an asynchronous time. As this activity involves collaborative work, it is important to motivate students to get together with two or three classmates to complete the task.

First, introduce the Tips on Writing a News Report and the web page on Hypertext literacy.

Next, request students to open the Google Document and analyse each piece of news according to the tips they have just read.


Then, present the chart with the criteria students must bear in mind to complete the task. They have to examine if the pieces of news follow the inverted pyramid structure and if the hyperlinks affect the text, its reading, understanding, and credibility.

Finally, ask students to send the task assigned via Google Classroom. As the Google Document is shared with every student, they need to make a copy and share with their team or download it to work in groups.

President Bolsonaro said on his campaign trail he would withdraw Brazil from the Paris climate agreement. Do you agree? Why? Why not?

This discussion board aims to permit students to talk about the Paris climate agreement and current Brazil's environmental policies. It also helps students to improve their critical literacy.

analyzing critically



You may have a deal with students on how to answer the question. They can record a video to respond to the topic created on Flipgrid or write their opinion on Google Classroom. Although they do not score for completing this task, it is important to emphasise each student's participation is relevant to promote interaction, engagement, and motivation in online classes.

Each discussion board presents the question to be answered, some aspects that students should bear in mind to respond it, and a text to help them understand the topic and enhance their vocabulary.

As the topic created on Flipgrid is set up to be moderated, you have to analyse every video or comment before publish it.

Writing leads

This activity aims to develop students' writing skills in order to create proper leads based on the inverted pyramid structure. Besides, it develops students' print literacy.

Print literacy: Ability to understand and create a variety of written texts (DUDENEY, HOCKLY AND PEGRUM, 2013).

applying appropriately

Once students have been introduced to what is science denial and the tactics denialists use, ask them to rewrite the lead they have already done in the first version of the news report.

In order to develop students' writing skills, they have to work individually. At the end of the learning modules, they are expected to write the final version according to what they have learned during the process.

You may apply your own criteria for writing revision or adapt them to the Google Classroom Rubrics.

MODULE 4

RACE AND RACISM



"PEOPLE HOLDING BLACK LIVES MATTER PLACARDS" BY FREEPIK

LEARNING OBJECTIVES:

- TO KNOW WHAT RACISM IS
- TO UNDERSTAND THE KINDS OF RACISM
- TO BE AWARE THAT EVERY ONE OF US SHOULD FIGHT RACISM

MODULE 4: RACE AND RACISM

LEARNING FOCUS



Subject: English Language

Grade: High School Integrated into vocational courses

Online platform: Google Classroom

Topic: Race and racism

Abstract: In this module, students learn what is racism and the kinds of race discrimination. They also understand the conflict between illegal miners and indigenous peoples in Brazil and learn how to design an infographic to enhance a news report.

KNOWLEDGE OBJECTIVES



This module aims to:

- Approach racism and the kinds of race discrimination;
- Understand the conflict between illegal miners and indigenous peoples in Brazil;
- Wake up to the struggle against racism;
- Design infographics for enhancing news writing.


KNOWLEDGE PROCESSES



Warm-up

This activity aims to access the learner's prior knowledge and experiences. Besides, it develops students' visual media and multimedia literacy.

Visual media and multimedia literacy: Ability to interpret and create multimodal texts (i.e., using text, images, sounds, and/or video) (DUDENEY, HOCKLY AND PEGRUM, 2013).



experiencing the known

You may conduct this task on the synchronous meetings, and you can use Google Meet for showing the Jamboard display and interacting with your students.

First, present the title of the learning module and ask students what they know about the topic. Students can brainstorm their ideas on the second Jamboard screen shared with them.

Then, ask students to describe the cartoon and other elements, and read the sentence. They should explain in their own words what it means.

Finally, ask any student to read the learning objectives.

Answer key

Racism: Racism divides people into “us” and “them” based on where we come from or the colour of our skin. And it happens when people feel that it’s okay to treat others badly as they go about their daily lives (What You Say Matters Fact Sheets).

Black lives matter: #BlackLivesMatter was founded in 2013 in response to the acquittal of Trayvon Martin’s murderer. Black Lives Matter Global Network Foundation, Inc. is a global organization in the US, UK, and Canada, whose mission is to eradicate white supremacy and build local power to intervene in violence inflicted on Black communities by the state and vigilantes (Black Lives Matter Website).

Protesters: A Black couple, holding Black Lives Matter placards, expresses their outrage at race discrimination.

Amazon rainforest indigenous people in fight for survival

This activity aims to introduce the conflict between illegal miners and indigenous peoples in Brazil. It also permits to improve students’ cultural and intercultural literacy.

Cultural and intercultural literacy: Ability to interpret documents and artefacts from a range of cultural contexts, as well as interact with interlocutors across different cultural contexts (DUDENEY, HOCKLY AND PEGRUM, 2013).

As students need to watch the video more than once, you can assign the Google Form for them to complete in an asynchronous time. They also refine their listening skills in order to comprehend a BBC News report and answer questions about the land conflict in the Brazilian Amazon rainforest.

Before watching the video, students must access a Likert scale and choose which option corresponds to their view. They do not score for completing this task. However, it is important to show how public opinion influences the government decision-making process.

After watching the video, they should check if the statements presented in the Google Form are true or false. The statements are at three levels:

Literal: these are statements that can be found in the text.

Interpretative: these are statements that the students have to interpret or infer from the text.

Analytical or applied: these relate to bigger ideas/issues in the text.

As the Google Form is set up as a test, students will access the answers after filling in the document.

Answer key

After watching the video, check if the following statements are true or false.

Indigenous people are dressing for battle.

True. They are making ink that's used as a warpaint.

Illegal loggers are stealing timber from the protected reserves.

True. So, they're patrolling what's meant to be a protected reserve, but more and more, they're discovering incursions. This track was carved through the trees to steal timber or create new farms.

Violence in the Amazon has decreased in recent years.

False. They were seen by previous governments as guardians of these places. Now they believe invaders are being encouraged by the new president of Brazil, Jair Bolsonaro.

Farmers feel they have legitimate possession of the land.

True. These farmers live just down the road. They are completely open about wanting access to the forest and like the president, they feel indigenous people have too much of it.

The land conflict in Brazil is a quite recent problem that got worse with the establishment of protected areas.

False. Colonial Brazil was divided by the Portuguese Crown into just fifteen large land tracts. Since the colonial era, land ownership has continued to be highly skewed and strongly associated with great wealth. Throughout the 20th century the unequal distribution of land has been a source of conflict (MOGAB, 2009).

What is racism?

This activity aims to approach racism and race discrimination. It also permits students to improve their critical literacy.

Critical literacy: a theoretical and practical framework that can readily take on such challenges creating spaces for literacy work that can contribute to creating a more critically informed and just world (VASQUEZ, 2017).

conceptualising by naming

After reading the fact sheets from the project 'What You Say Matters', ask students to open the Google Form and match the concepts to their definitions.

In the first section of the form, they should categorize the examples of discrimination according to the kinds of racism.

Answer key

Match each concept to its corresponding definition.

Systemic racism: When a group or organization disfavours people from a particular cultural or ethnic background.

Prejudice: An unreasonable opinion or feeling, especially the feeling of not liking a particular group of people.

Invisible racism: A kind of racism that can be hard to identify, because it involves implicit attitudes.

Discrimination: Unfair treatment of someone because of their religion, race, or other personal features.

Choose the example that does not represent racism.

An argument because of different political biases.

Choose the example related to invisible racism.

The increasing number of Black people killed by police in Brazil.

Find out which statement does not mean structural or systemic racism.

The inclusion of the black community in affirmative action in Brazilian public universities.

conceptualising with theory



The final section of the Google Form presents the video clip for the song 'What You Say Matters'. Ask students to order the shots of the video and find out where racism takes place.

Finally, request students to explain what the motto: 'the power's with you so what you gonna say' mean. As the Google Form is set up as a test, students will access the answers after filling in the document.

Answer key

Where does racism happen in each shot?

First shot: At school

Second shot: Online

Third shot: On the bus

Fourth shot: Playing sport

What does the motto: the power's with you so what are you gonna say mean?

If you see racism happening at school, in public, or online, stand up to it (Answers may vary. The important is that students could understand the message).

How to create infographics

This activity aims to motivate students to design infographics in order to promote collective goals like racial representation in Politics. It also permits students to develop their participatory literacy.

Participatory literacy: Ability to interpret documents and artefacts from a range of cultural contexts, as well as interact with Ability to be 'produser' (producer-user) of digital content in the service of personal and/or collective goals (DUDENEY, HOCKLY AND PEGRUM, 2013).

You may decide to continue with this task in a real-time meeting or assign it for students to complete in an asynchronous time. As this activity involves collaborative work, it is important to motivate students to get together with two or three classmates to complete the task.

First, introduce the infographic created by Pedro Martins for the Brazil Institute at Wilson Center. You may promote a discussion on Black Brazilian or other ethnic representation in Politics.


Next, ask students to read the tips on How to Create a Good Infographic. Have they read the nine tips, request them to open the Google Document.

Then, present the chart with the criteria students must bear in mind to complete the task. They have to check if the author has met the suggested style.

Finally, ask students to send the task assigned via Google Classroom. As the Google Document is shared with every student, they need to make a copy and share with their team or download it to work in groups.

What are the effects of the statements by the federal government against the government of China?

This discussion board aims to engage students in a conversation on the federal government speeches against the government of China. It also helps students to improve their critical literacy.

analyzing critically 

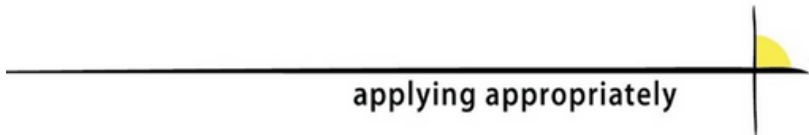
You may have a deal with students on how to answer the question. They can record a video to respond to the topic created on Flipgrid or write their opinion on Google Classroom. Although they do not score for completing this task, it is important to emphasise each student's participation is relevant to promote interaction, engagement, and motivation in online classes.

Each discussion board presents the question to be answered, some aspects that students should bear in mind to respond it, and a text to help them understand the topic and enhance their vocabulary.

As the topic created on Flipgrid is set up to be moderated, you have to analyse every video or comment before publish it.

Designing my own infographic

This activity aims to encourage students to enhance their news writing by adding in an infographic. Besides, it develops students' visual media and multimedia literacy.



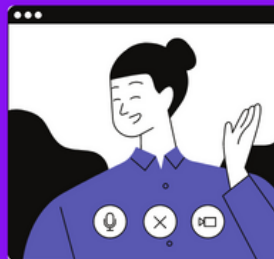
Once students have been introduced to what is racism and have learned how to create infographics, ask them to design their own diagram.

As students need to refine their news writing, they are going to create an infographic alone and add it to the final version of their news report. As mentioned before, they are expected to write the final version according to what they have learned during the process.

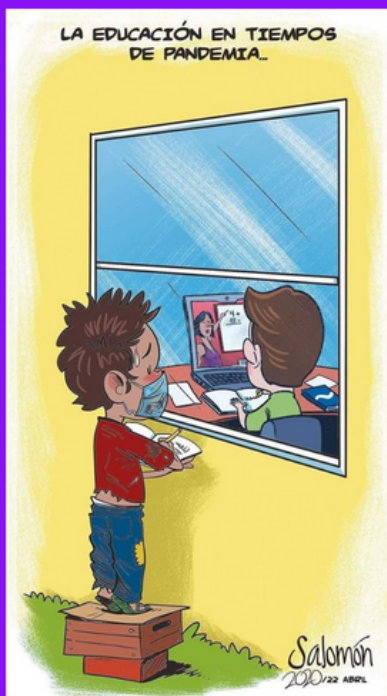
You may use the tips explored in the previous activity 'How to create infographics' or apply your own criteria for checking students' production.

MODULE 5

REMOTE TEACHING



LA EDUCACIÓN EN TIEMPOS DE PANDEMIA.



"LA EDUCACIÓN EN TIEMPOS DE PANDEMIA" BY SALOMÓN

LEARNING OBJECTIVES:

- TO KNOW WHAT REMOTE TEACHING IS
- TO UNDERSTAND THE UNIVERSAL DESIGN FOR LEARNING
- TO DESIGN A STUDY PLAN
- TO BE AWARE OF THE INEQUALITY IN INTERNET ACCESS



MODULE 5: REMOTE TEACHING

LEARNING FOCUS



Subject: English Language

Grade: High School Integrated into vocational courses

Online platform: Google Classroom

Topic: Emergency Remote Teaching

Abstract: In this module, students learn what is emergency remote teaching and the Universal Design for Learning. They also reflect on the inequality in Internet access and write the final version of a news report.

KNOWLEDGE OBJECTIVES



This module aims to:

- Distinguish emergency remote teaching from online learning;
- Understand the Universal Design for Learning;
- Wake up to the inequality in Internet access;
- Write the final version of a news report.


KNOWLEDGE PROCESSES



Warm-up

This activity aims to access the learner's prior knowledge and experiences. Besides, it develops students' visual media and multimedia literacy.

Visual media and multimedia literacy: Ability to interpret and create multimodal texts (i.e., using text, images, sounds, and/or video) (DUDENEY, HOCKLY AND PEGRUM, 2013).



experiencing the known

You may conduct this task in a synchronous meeting, and you can use Google Meet for showing the Jamboard display and interacting with your students.

First, present the title of the learning module and ask students what they know about the topic. Students can brainstorm their ideas on the second Jamboard screen shared with them.

Then, ask students to describe the cartoon and other elements, and read the sentence. They should explain in their own words what it means.

Finally, ask any student to read the learning objectives.

Answer key

Emergency Remote Teaching: ERT is 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 (HODGES et al., 2020).

La educación en tiempos de pandemia: Salomón designed the cartoon for La Prensa Gráfica, a daily newspaper published in El Salvador, to show that the COVID-19 pandemic worsened the social inequality, including the inequality in Internet access.

Teacher: The picture above shows a teacher giving a lecture through a video conferencing solution. This means expository teaching tends to prevail over active learning.

Student: The picture below shows a student sitting in an inappropriate posture. This means students might not have a suitable environment to study at the computer.

Universal Design for Learning

This activity aims to introduce the Universal Design for Learning and explain how this framework may enhance the teaching and learning process. It also permits to improve students' network literacy.


Network literacy: Ability to connect with relevant networks to filter and obtain information, to communicate with and inform others; to identify collaborators, and to spread influence (DUDENEY, HOCKLY AND PEGRUM, 2013).



experiencing the new

As students need to watch the video more than once, you can assign the Google Form for them to complete in an asynchronous time. They also refine their listening skills by responding to questions in order to comprehend an institutional video that presents the UDL framework and its principles.

In the first section of the form, students must access a Likert scale and choose which option corresponds to their attitude. They do not score for completing this task. However, it is important that students wake up to the diversity of learning pathways.



conceptualising by naming

In the second section of the form, students have to identify the constituents of learning. In addition, they should match the UDL principles to their respective features. As the Google Form is set up as a test, students will access the answers after filling in the document.

Answer key

Match the brain networks to the constituents of learning.

Recognition Networks: The "WHAT" of learning.

Strategic Networks: The "HOW" of learning.

Affective Networks: The "WHY" of learning.

Match the UDL principles to their respective features.

Engagement: Give students choices to fuel their interests and autonomy.

Representation: Present content and information in multiple media and provide varied support.

Action and Expression: Give students plenty of options for expressing what they know and provide support for their different levels of proficiency.

conceptualising with theory

The final section of the Google Form presents an opportunity to synthesize the main concepts presented in the video. So, ask students to answer the questions and find out the UDL purpose.

Answer key

According to the video on UDL: "Research shows that the way people learn is as unique as their fingerprints". What does this mean?

Each student has individual paths of learning.

Classrooms are highly diverse and curriculum needs to be designed from the start to meet this diversity.

According to the video, what is a universally designed curriculum?

A framework including learning goals, methods, materials, and assessments that works for every student.

By "Universal", we mean a curriculum that can be used and understood by everyone. Each learner in a classroom brings her own background, strengths, needs, and interests.

What is remote teaching?

This activity aims to distinguish emergency remote teaching from online learning. It also permits students to improve their print literacy.

Print literacy: Ability to understand and create a variety of written texts (DUDENEY, HOCKLY AND PEGRUM, 2013).

You may decide to continue with this task in a real-time meeting or assign it for students to complete in an asynchronous time.

First, ask students to read the text on the difference between emergency remote teaching and online learning. Then, request them to open the Google Form.

In the first section of the Google Form, students must access a Likert scale and choose which option corresponds to their point of view. They do not score for completing this task. However, it is important to understand students' backgrounds and experiences regarding the instruction during the COVID-19 pandemic.

In the second section of the form, students have to examine if the statements are true or false according to the information presented in the text.

Finally, students should respond to the reading comprehension questions for understanding the main idea of the text. In addition, they should comprehend the authors' suggestions on how institutions might evaluate their ERT efforts and teachers' remote instruction. As the Google Form is set up as a test, students will access the answers after filling in the document.

Answer key

Read the statements and check if they are true or false.

According to the text, research shows online learning is of lower quality than face-to-face learning.

False. "Online learning" will become a politicized term that can take on any number of meanings depending on the argument someone wants to advance. Besides, online learning carries a stigma of being lower quality than face-to-face learning, despite research showing otherwise.

The primary objective of emergency remote teaching is to re-create a robust educational ecosystem during an emergency or crisis.

False. The primary objective in these circumstances is not to re-create a robust educational ecosystem but rather to provide temporary access to instruction and instructional supports in a manner that is quick to set up and is reliably available during an emergency or crisis.

The time to plan and develop a fully online university course is short. Thus, it is feasible for teachers in public schools to prepare online classes.

False. Typical planning, preparation, and development time for a fully online university course are six to nine months before the course is delivered. Thus, it will be impossible for every faculty member to suddenly become an expert in online teaching and learning in this current situation, in which lead times range from a single day to a few weeks.

Answer key

Emergency remote teaching involves the use of fully remote teaching solutions for instruction or education that could replace face-to-face, blended or hybrid courses.

False. 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.

What is the main idea of the text?

Distinguish the normal, everyday type of effective online instruction and that which is taking place during an emergency or crisis.

What should institutions focus on when evaluating their emergency remote teaching efforts?

Institutions should concentrate on the context, input, and process rather than learning.

What does the text mention regarding the evaluation of teachers engaged in ERT?

The authors recommend that the standard, end-of-semester teaching evaluations definitely not be counted against faculty members engaged in remote instruction.

How to design a study plan

This activity aims to permit students to apply the UDL principles for designing a customized study plan. It also permits students to develop their network literacy.



applying creatively

You may decide to continue with this task in a real-time meeting or assign it for students to complete in an asynchronous time. Here, it is important to emphasise the collaborative work for students must join in a group of four classmates to complete the task.

First, introduce the Universal Design for Learning Guidelines and Checkpoints.

Next, suggest that they choose one technical subject from their course or a topic explored by different subjects like the contemporary transversal themes, for example.

Then, ask students to open the Google Document and present the chart with the criteria they must bear in mind to complete the task. They have to select the best way to show their plan: an infographic, a website, a PowerPoint presentation, a video, etc.


Finally, ask students to send the task assigned via Google Classroom. As the Google Document is shared with every student, they need to make a copy and share with their team or download it to work in groups.

How has the digital inequality influenced your learning since the start of the COVID-19 pandemic?

This discussion board aims to encourage students to talk about inequality in Internet access and share their experience during the remote teaching. It also helps students to improve their critical literacy.

Critical literacy: a theoretical and practical framework that can readily take on such challenges creating spaces for literacy work that can contribute to creating a more critically informed and just world (VASQUEZ, 2017).

analyzing critically



You may have a deal with students on how to answer the question. They can record a video to respond to the topic created on Flipgrid or write their opinion on Google Classroom. Although they do not score for completing this task, it is important to emphasise each student's participation is relevant to promote interaction, engagement, and motivation in online classes.

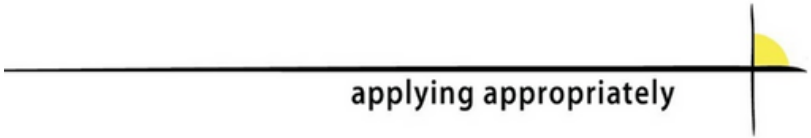
Each discussion board presents the question to be answered, some aspects that students should bear in mind to respond it, and a text to help them understand the topic and enhance their vocabulary.

As the topic created on Flipgrid is set up to be moderated, you have to analyse every video or comment before publish it.

Writing a news report (final version)

This activity aims to complete the process of news writing. Besides, it develops students' print literacy.

applying appropriately



Once students have learned about the news report and its constituents, it is time to write the final version of the piece of news.

First, ask students to choose an ordinary story like a car crash or dive into a more complex topic like those available on AllSides Topics & Issues.

Next, they may follow the inverted pyramid structure and include an infographic to enhance their news writing.

Finally, ask them to send the task assigned via Google Classroom.

For evaluating students' production, you may apply your own criteria for writing revision or adapt them to the Google Classroom Rubrics.

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DIDACTIC SEQUENCE

Multiliteracies in High School Integrated to Vocational and Technological Education

This didactic sequence aims to promote the English Language Teaching in High School Integrated into vocational courses according to the principles of polytechnic and omnilateral education, and through the Pedagogy of Multiliteracies.

Activities were organised to develop students' digital, critical, and intercultural literacies. Besides, the knowledge processes: experiencing, conceptualising, analysing, and applying might be explored during remote classes or in blended learning settings.

We hope this educational tool might help English teachers provide integrated curricular practices within vocational courses integrated into High School.

