Students’ critical analyses of prominent perspectives in a digital multimodal text

# Details

## Year

2020

## DOI

10.18261/issn.1891-943x-2020-03-02

## Issued

2020

## Language

English

## Volume

15

## Issue

03

## Start Page

## End Page

## Authors

Molin L.;Godhe A.-L.

## Type

Journal article

## Journal

Nordic Journal of Digital Literacy

## Publisher

Universitetsforlaget (The Scandinavian University Press) in collaboration with the University of Bergen

## Place

Bergen, Norway

## Topics

## Sample

16 students (9 girls and 7 boys), aged 14–15, and 2 teachers in 1 school in Sweden.

## Implications For Educators About

* Digital citizenship
* Professional development
* Other

# Abstract

The purpose of this article is to explore how aspects of students' critical digital literacy can be developed through the analysis of digital multimodal texts in a secondary school classroom. The analysis of students' group discussions, when deconstructing a video clip, shows that opportunities to develop a critical awareness of prominent perspectives in a digital multimodal text increase when students become aware of the construction of the text. However, more instructional attention needs to be given to the role modes play across diverse elements in a digital multimodal text.

# Outcome

"[T]he findings suggest that opportunities to develop critical awareness increase when students become aware of how certain perspectives become more prominent in the construction of a digital multimodal text.... In particular, the analysis revealed that students identified and verbalised that meaning is constructed by different modes and diverse design elements." (Authors, 162)