Teachers as Moral Compasses: Exploring Critical Literacy through Digital Social Justice Book Talks

Janette M. Hughes
University of Ontario Institute of Technology

Lorayne Robertson
University of Ontario Institute of Technology

DOI: https://doi.org/10.20360/G2Z306

Keywords: preservice teachers, critical literacy, picture books, language arts classroom, digital book talks, social justice

ABSTRACT

A classroom-based study aimed to scaffold preservice teachers’ critical literacy through an exploration of trade picture books. The paper discusses preservice teachers’ shifting views of critical literacy and the place of critical literacy in the language arts classroom. It also assesses the usefulness of digital book talks for engaging preservice teachers with social justice issues. The book talks provided novice teachers with opportunities to question and challenge assumptions, evaluate their own actions and attitudes toward accepted moral standards, and to engage in positive social action. The preservice teachers’ responses to the assignment suggest a number of ways in which teachers can effectively use new media to explore social justice and equity issues with young students.

AUTHOR BIOGRAPHY

Janette M. Hughes, University of Ontario Institute of Technology

I teach PJ and IS Literacy courses at UOIT. I conduct research in the area of digital literacies and multimodal literacies.

HOW TO CITE


PUBLISHED

2011-09-01

ISSUE

Vol. 13 No. 2 (2011)
The ability to develop a critical distance from the messages being conveyed through the channels of mass communication is of vital importance. However, the value of Media Literacy education extends beyond media analysis, furnishing critical thinking skills for people who are in danger of losing the ability to come to independent conclusions based on the systematic assessment of evidence. According to

---

**LICENSE**

Authors who publish with this journal agree to the following terms:

a. Authors retain copyright and grant the journal right of first publication with the work simultaneously licensed under a [Creative Commons Attribution License](https://creativecommons.org/licenses/by/4.0/) that allows others to share the work with an acknowledgement of the work’s authorship and initial publication in this journal.

b. Authors are able to enter into separate, additional contractual arrangements for the non-exclusive distribution of the journal’s published version of the work (e.g., post it to an institutional repository or publish it in a book), with an acknowledgement of its initial publication in this journal.

c. Authors are permitted and encouraged to post their work online (e.g., in institutional repositories or on their website) prior to and during the submission process, as it can lead to productive exchanges, as well as earlier and greater citation of published work (See [The Effect of Open Access](https://www.llrc-accll.ca/)).

---

**Most read articles by the same author(s)**

- Lorayne Robertson, Janette Hughes, Shirley Smith, *“Thanks for the Assignment!”: Digital Stories as a Form of Reflective Practice*, *Language and Literacy: Vol. 14 No. 1 (2012)*

---

*Language & Literacy* (L&L) is the peer-reviewed journal of the Language and Literacy Researchers of Canada (LLRC) of the Canadian Society for Studies in Education (CSSE). L&L is an interdisciplinary journal that publishes research related to literacy and language education from pre-school to adulthood.

---

**INFORMATION**

For Readers
For Authors
For Librarians

**LANGUAGE**

English
Français (Canada)
Renee Hobbs and Richard Frost, media literacy education enhances critical thinking across a broad range of disciplines: The first large scale empirical study measuring the acquisition of media lit... Or alternatively: digital literacy = digital tool knowledge + critical thinking + social engagement. The need for digital literacy in the classroom. Digital literacy is necessary to become digital citizens: individuals responsible for how they use technology to interact with the world around them. Being able to communicate effectively through a variety of methods and tools to a range of different audiences. However, the concept of deep learning is not new. Over the years, sustained political interference and policy changes have hindered deep learning in our schools, with a focus on helping pupils to pass exams at the expense of all else. The best selection of multicultural and social justice books for children, YA, and educators. Guide for Selecting Anti-Bias Children's Books. Developing Critical Literacy. We share here articles and ideas that parents and teachers can use to help children develop critical literacy skills that will help them as citizens and consumers for years to come. Critique the Scholastic Catalog. #StepUpScholastic is a campaign for teachers, parents, and students to tell Scholastic to publish and distribute children's books that reflect and affirm the identity, history, and lives of ALL children in our sch Here are 24 books about social justice recommended by teachers. This picture book tells one moving episode during Alter's imprisonment, when an unexpected person demonstrates moral courage in repeated acts of kindness to young Alter during his imprisonment. 8. The Invisible Boy by Trudy Ludwig. Meet Brian, the invisible boy. Teachers as Cultural Workers book. Read 34 reviews from the world's largest community for readers. s/t: Letters to Those Who Dare Teach This last work f... Teachers as Cultural Workers (Edge, Critical Studies in Educational Theory). by. Paulo Freire  He talks about joy of living and lovingness and the passion for justice and freedom - and the willingness to fight for freedom; a teacher must practice these things and the student be a witness to it, because a teacher unwilling to fight for their own freedom and the freedom of the student is not practicing democracy; and if they are not practicing it