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"New Media in the Classroom:

a project requiring active participation"

Verfasser

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# Table of Contents

# Acknowledgments

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# Introduction

The following paper is a description and analysis of a project that I carried out in the school year 2011/2012 with a, then, 5th year, 9th grade, Allgemein bildende höhere Schule (AHS) class. The project took a year and it was truly a case of opening Pandora's Box as, now that I have started to use the technology that is available, ideas keep presenting themselves.

Chapter 1 will discuss what is actually meant by the term new media by firstly taking it apart and discussing the "new" element, then by discussing the "media" element and finally by taking on the whole phrase. Within the "new" discussion it is argued that the factors involved are not new per se but rather the development of different technologies over the course of time. Highlighted will also be the concept that new media has come about via a digital revolution and the consequences of removing the responsibility of humans. That there have been a number of different information ages, all of which were new and all of which were rejected by the hegemonic within society, will also be discussed. The point to this information is to show that it cannot be seen as a surprise that institutions are slow in taking up new media literacy as it threatens their positions within society.

Chapter 1 will continue by showing how digital media have changed the lives of people in today's society. By illuminating the differences between analogue and digital media it will be argued that the media has changed from being consumed passively to being consumed actively, thereby increasing the need for people to be able to use the tools involved if they wish to stay abreast of current economic, political, social and cultural situations.

The third part of chapter one concentrates upon the impacts that new media have had and are having upon our lives. The various themes included all have impact upon the world as a whole and as such they are important to consider when making up one's mind about whether new media should be used in the classroom. However they also point to the need for governments to become involved in new media implementation as some of the concepts involved are simply above and beyond the role of the teacher and the school.

Chapter 2 begins by contemplating different definitions of literacy by highlighting what it used to mean and how this definition has changed over the years. It continues by detailing the factors that brought about the changes in the definitions and the consequences thereof. It shows how literacy has become more influential within society and demonstrates specifically how functional literacy has become one of the leading elements in assessing how developed

an economy and a country is. As a result of the onus placed upon new media literacy projects, including One Laptop per Child and the Learning and Innovation Network, are being carried out around the world, which are designed to increase the access to new media tools as well as the levels of new media literacy amongst people who would otherwise not have the resources necessary to become active participants.

Chapter 2 continues with the development of media literacy and then new media literacy. It shows how this media literacy changed to include elements of popular culture rather than merely high culture. It then demonstrates how new media literacy developed and subsequently became a dominant definition within the discourse of literacy, as a whole, and shows that schools need to take on this development in order to create active participants within society. It argues that new media literacy is just as important as any other element, if not more important, as it provides the potential to change the way in which students are schooled as well as providing the opportunity for them to become active prosumers rather passive consumers.

The next section of chapter 2 presents the approaches to new media literacy in three countries: the USA, the UK and Austria. The USA was chosen due to the fact that it is the world's leading media producer but contradictorily new media literacy has received little or no governmental backing at all. The UK was chosen because it has been one of the forerunners in new media literacy development in education. The final country is Austria as this is where the project takes place and as such the environment in which the project is situated is especially relevant. By firstly outlining the development of media literacy within the three countries one can see the different approaches, as put forward by Kellner and Share in *Critical Media is not an Option* (2007) that were taken in the different countries. These developments lead onto the next section which provides details of the current state of play with regard to new media literacy within the curriculums of each country.

The final section in chapter 2 provides reasons as to why new media literacy is so important within the pedagogical world. That universities are developing more and more online resources and that without new media literacy skills the students of the future will not be able to take part in the course of their choice, at the university of their choice, is just one of the reasons. It demonstrates the need for schools to catch up with the universities and that there is a top-down filtering of the requirements, which is leading to a change in curricula design and in how pedagogues teach.

Chapter 2 concludes by highlighting the changes within computer-assisted language learning (CALL) since its inception back in the 1960s. It shows how CALL developed in line with linguistic teaching trends by developing from a behaviourist language drill approach to incorporating some of the principles of communicative language teaching. With the development of integrative CALL the emphasis on authentic use of a language became the main aim of how to use new media tools and new media became integral to the learning experience. Also included are some of the main areas in which new media can be used within English language classrooms and the Task Designer's Mixing Desk (Towndrow and De Souza) is also included as one way to examine whether the tasks involving new media are actually worth the effort required to implement them.

Chapter 3 begins by discussing some of the reasons why the project is important to students and schools. It highlights the fact that the media is ever-present in people's lives and that students need to be able to interpret the texts with which they are confronted because they are increasingly becoming the target of big business. Also discussed, are a number of opinions that support the notion that children need to be taught new media literacy as without the associated skills they will not be able to actively take part in society. Another element mentioned is the idea that schools are lagging behind in the education of children regarding new media literacy due to the fact that they are stuck using a nineteenth century model. Above all else this chapter begins the argument that new media literacy is an essential tool for students and citizens the world over.

Chapter 3 continues by describing how the project came about. It discusses how new media can be implemented within the classroom and whether it makes sense to use new media as a platform for education. It then highlights the parameters i.e. the socio-economic climate of the school and the class, within which the project took place. To conclude the chapter details are given of my methodology in carrying out the project.

Chapter 4 details a Web-based instruction (WBI) model outlined by Thomas Reeves and Patricia Reeves (Effective Dimensions of Interactive Learning on the World Wide Web), which will be used to analyse the project. There are ten dimensions to the model each of which includes a dichotomous scale with the two extremes representing opposing schools of thought. The model is based upon pedagogical, cognitive and technological theories, making it suitable for the analysis of the project.

Chapter 5 is an analysis of the project itself, which has been split into four sections according to the content being taught. Each phase is then analysed using the ten dimensions of the model as described in chapter 4 to detail how the learning dimensions were included and evolved in the project and to highlight the effect of such a project on the classroom environment.

Chapter 6 concludes the work by representing how the project is one small step in the right direction and reiterates why such projects are so important in this day and age.

The work as a whole attempts to discuss the development of new media literacies i.e. how we got to the point we are at now and provides an example of how new media literacy can be built into the English as a Foreign Language (EFL) classroom. It is important to note that the school at which it took place and the students involved were lucky enough to have the required tools necessary for the work to be carried out. Elements of the project can be borrowed and adapted or the entire project can be employed elsewhere, the important thing is that new media literacy continues to be implemented within schools and educational departments across Austria and the world as without them students and teachers alike will be missing out on some entertaining and productive tools that increase both passive and active language use.

# 1. New Media, What is *it*?

In order to understand the project that will later be analysed it is important to understand some of the terms and concepts involved. In order to do this the following chapter will highlight what various terms actually mean. In addition a number of factors will be identified that play a role in the use of new media and the tools that are associated with it.

The two signs, "new" and "media", appear at first glance to be relatively simple, however the signifiers that these two represent incorporate a world of different concepts and models, theories and research. And when combined, they create another level of confusion for the student or interested party.

The first thing to mention is that the majority of people discuss new media as a singular concept, which on a purely grammatical level does not work as medi-a is the plural ending of medi-um. Thus, as the term refers to a number of different forms, why has it become an all-encompassing singular noun and more importantly, to what does the term actually refer? According to Martin Lister "We use the term [new media] to mean different things. We also frequently use it to conjure a future based upon the economic and educational promise of 'new media' or the promise of new technologies for media forms to come. It is also very seductive in its historical simplicity; there was the 'old media' and now there is the 'new'." (New Media: A Critical Introduction. 9) The intriguing factors therefore are the fact that new media as a concept is hypothetical, plural and questionably new.

## 1.1. New

The historical idea that Lister seems to be referring to can be linked to that of the technological revolution, which Allan Martin deems to be flawed. He claims that there are three major problems with the term: firstly that "social change is determined by technology. This reification of a human product obscures the fact that change and, indeed, technology are both products of human action and interaction". Secondly "the attribution of events to a technological origin … allows humans to escape responsibility for actions which were the results of their own choices." And thirdly "ideas like "technological revolution" and "information society" suggest that social change is characterized by revolutions, i.e., sudden, unexpected, and simple shifts from one mode of activity to another; whereas in reality change displays more embeddedness [sic] in what came before, and all inventions have an ancestry." (Digital Literacy and the "Digital Society" 152)

The first two problems that Martin discusses are highly interesting as they demonstrate the fact that we as humans have led ourselves to the position in which we now find ourselves. Through constant development of the tools needed for industry society has created different media that allow business to work more efficiently. Thus the next logical step has to be to introduce these media into schools in order to teach the next generations how to perform within a society that demands the use of the media available.

As for the historical factor the idea of a revolution does not incorporate the essence of development and thus we arrive at the question of why is it "new" media? According to the New Media Institute "New media evolves and morphs continuously. What it will be tomorrow is virtually unpredictable for most of us, but we do know that it will continue to evolve in fast and furious ways." (Socha and Eber-Schmid) This makes it difficult for teachers to stay up to date in a field in which the students are likely to be more literate than they are. However if the function of education (within Austria) is to develop students to the point that they are generally educated so that they can later specialise it comes as no surprise that there will always be students who are better at certain things than the teachers. This can only be a good thing as they are the next generation and will create the next "new" products.

As one can tell new media is actually an elusive term as the very definition of the word new means that it has to replace, or develop, otherwise it stops being *new* media. Thus we have a paradox in that every time we feel able to define the term new media a paradigm shift occurs and thus we are forced either to continue with the newer forms of media that are being presented to us or remain attached to the now old media that was new media yesterday. These new media can appear in many different forms and there have been many new media over the centuries. " 'Historian Robert Darton says: In all of human history … there have been four information ages.' By that he means that … there have been four times when a technology has so radically changed the way we communicate and interact with one another that there is simply no turning back." (Davidson)

The four ages referred to are:

1. Writing
2. Moveable Type
3. The steam powered press, machine made paper and ink
4. The World Wide Web

**Writing**

With each of these four advances in history there have always been critics, which some may say is only natural as change upsets that which we are used to. And one must remember that these critics are not necessarily unintelligent bigots but quite the opposite. They are often people who are in privileged or hegemonic positions as can be proved by the fact that it was Socrates who was one of the greatest detractors of writing. Cathy Davidson summarises his argument as follows: "writing ruins your memory, it makes you distracted, it hurts the brilliance of the intimacy of relationship, one person to another… Fortunately Socrates had a very good student named Plato who wrote that down." (Now You See It: Why the Future of Learning Demands a Paradigm Shift) Since then the world has become unimaginable without writing and we would all conclude that this is rightly so for if the average citizen could not write they would not be able to communicate with anyone unless they were face to face. Of course for the people in power this would not be a problem as they would have staff who could deliver messages orally to those with whom they wished to communicate as was the case in days gone by.

**Moveable Type**

The second age was that of moving print, which once again brought disparagers with its invention, and once again these were people who were in privileged positions. In this case it was the members of the scriptorium who were authorised to write manuscripts for the Church and for the state. They thought that moveable type was an attempt to usurp their authority.

**The Steam Powered Press, Machine Made Paper and Ink**

The third age, which was that of the steam powered press, machine made paper and ink, was the most liberating up to this point. These new media made it possible for the middle and even some of the working class to have access to the written word in the form of books, especially novels. They also mark the turning point in illiteracy throughout the western world, as with the decrease in production costs came the decrease in the price of the product and thus the increase in consumption. This meant that there were people reading books about pirates, magicians, love affairs and the like and generally being distracted from work by this *unwholesome* form of entertainment. In the United States this all happened around the time of the American Revolution and the Founding Fathers were none too pleased. Davison also summarises their attitude rather succinctly "Hurt the memory, caused distraction, changed the

relationship to authority, unfit young people for productive labour… Novels were basically the video games of the late 18th and 19th century." (Now You See It: Why the Future of Learning Demands a Paradigm Shift) As a counter-move to this debauchery the school system was introduced to bring the citizens back into line and to put them back in their place.

**The Word Wide Web**

And thus we arrive at the "4th grade information age, April 1993 the mosaic 1.0 browser is commercialised and suddenly anyone who has access to the Internet can not only have an idea but can publish that idea and anyone in the world can read it … It makes us distracted, it hurts our memory, it ruins our attention, it makes us lonely, it violates our relationship between one another." (Davidson) In reality what it does is provide people with an opportunity to produce and publish their own texts without the need to involve any external agencies whilst giving them access to more information than ever before at the touch of a button. The only things they need are the tools and skills required to take advantage of this new information age.

As a consequence of this hegemonic blockade is it really surprising that institutions such as schools are slow in changing the concepts that are on offer?

## 1.2. Media

The term "medium" is defined by Oxford as "an agency or means of doing something" and this definition is augmented with "a means by which something is communicated or expressed" (OED). This shows that a medium is the "middle-man" used by people when they do not want or cannot communicate face to face. As such media are encoded texts which one person or group of people create in order to represent some meaning to another person or group of people.

> "The term 'media' includes the whole range of modern communications media: television, the cinema, video, radio, photography, advertising, newspapers and magazines, recorded music, computer games and the internet. Media *texts* are the programmes, films, images, web sites, (and so on) that are carried by these different forms of communication… books [can] also be seen as 'media' ". (Buckingham, Media Education: Literacy, Learning and Contemporary Culture)

As one can deduce from this list the number of mediums which can be used in order to communicate is enormous. However, whether they are new or old media, they still have the

same purpose i.e. passing messages from person to person. Which leads to the question of what is different about new media in comparison to old media?

**Manipulation**

In *New Media: the Key Concepts* Nicholas Gane and David Beer attempt to highlight what they believe to be the key differences. In order to do this they refer mainly to Tony Feldman. The first variance upon which Feldman chooses to focus is that of digital and analogue and the fact that "the former operate through processes of 'numerical representation' while the latter do not… the consequences of this are far-reaching, not least because the representation of cultural forms (including art, music, text) in numerical codes enables them to be reproduced, manipulated and transmitted with unprecedented ease." (6) Now, while many musicians believe that digital encoding limits the nuances of a piece of music, the transformation from analogue to digital has allowed people to work inter-continentally on creating new tracks.

Another more common example would be that of a PowerPoint presentation being created by a group of students. The first person can manipulate the background colours and the font styles then send it on to another member of the group who manipulates the slides by adding some writing before sending it on to a third member who then manipulates the presentation again by adding video. The members of the groups can do this on three different computers in three different locations by transmitting the document to each other via email. They can then each save a copy of the final product and thus they have reproduced, manipulated and transmitted a document with incredible ease. When this process is compared to a poster presentation from days gone by when the group members had to return to the original document if they wanted to add anything, they had to pass the physical document between one another and if they made a mistake they often had to start again it becomes clear as to how digital media can make life more efficient.

Plainly the digitalisation of media has created situations that were simply impossible in an analogue world. Because one of the consequences of this is that it is so easy to manipulate texts the reader has to be ever more acute to the messages that the texts are portraying. Additionally though, a new possibility has arisen and Feldman annunciates it as follows: "The fact that media are manipulable at their point of their delivery means something quite extraordinary: users of the media can shape their own experience of it". (An Introduction to Digital Media 4) This is something which truly differentiates new media from old media as

the reader need no longer be passive. When newspapers were solely printed on paper and sold in shops or at a vendor the journalists wrote their articles and the readers read the articles. Nowadays due to online newspapers the journalist can write an article and within seconds of the article being published the reader can actually comment on the article. Other readers can then comment on both the article and the comment. This is an exponential process as these comments need not only take place on the newspaper's website but can be carried out in chat rooms or blogs anywhere else on the web. In certain circumstances this also leads to new articles or even the publishing of entries from the readers themselves thus causing a system in which the reader actually contributes to the newspaper content.

"Until the arrival of digital media, publishers and distributors of information, educators and entertainment have enjoyed a single great privilege. They have been able to dictate what customers will view or read with only a modicum of selectivity left to the customer's discretion." (Feldman 4) Thus with the arrival of digital media the roles have been changed. The customer can now truly influence what it is they wish to consume as there is such a range of information available that they can find whatever they are personally interested in. It is therefore up to the distributors to find ways in which they can attract the consumers to their products and this has led to new forms of direct marketing. Therefore schools need to include media literacy education in order to prepare the students for the onslaught of advertisements and persuasive techniques used by everyone from advertising agencies to political parties. However with regard to the educators the situation is slightly different as attendance at schools is compulsory and so the consumers can be fed what the educators deem fit. The question is how long will this be the case and should the students not be encouraged to question that system as well? Indeed one of the principles of new media literacy, which will be discussed in greater depth later in this work, is that of constructivist teaching methods in which the teacher becomes a facilitator or guide to the students rather than the leader and sole decision maker.

**Interfacing**

The interaction between participants in all of the examples given so far is only possible due to the second feature of new media which is that of interfacing. The data transfer that took place in the PowerPoint group and the interaction that took place in the newspaper example were and are only possible due to the fact that new media "network" (Feldman 3) these people.

The New Media Institute states that “New Media is a 21st Century catchall term used to define all that is related to the Internet and the interplay between technology, images and sound.” (Socha and Eber-Schmid) The one element that seems to be ever-present in the definition of what constitutes new media is referred to herein and is also the reason that interconnectivity is possible. It is of course the Internet.

This modern tool is the one that potentially allows not only communication between almost anyone in the world but also provides a platform from which research on virtually any topic can be carried out as well as offering a connection between minds across the planet. However, it is not actually that new, in fact its origins are based in the 1960s at MIT, where J.C.R. Licklider discussed a “Galactic Network” concept. “He envisioned a globally interconnected set of computers through which everyone could quickly access data and programs from any site.” (Leiner et al) The concept was born but it was not until 1989 that the World Wide Web was invented by Tim Berners-Lee whilst at CERN in Switzerland.

This may seem a little confusing to some, as it did to me, but the World Wide Web is not the Internet. "The Internet is a vast network of networks, interconnected in many different physical ways, yet all speaking a common language, specified by standardised protocols. The Web is one - albeit, the most influential and well known - of many different applications which run over the Internet." (Amour) Other applications include email and instant messaging to name the two most well-known but all three applications stay true to the principles of the Internet in that they are intrinsically open to anyone. “The Internet Model makes that possible, by allowing innovators like Berners-Lee to create, develop, and turn their visions into reality. The success of the Web and the many other Internet applications in turn enriches the Internet and increases its value for people everywhere” (Amour) . It is therefore the interactivity that the Internet provides that makes it a form of new media.

**Density**

Linked with the Internet and with new media generally is the fact that it is possible to pack a huge amount of data into a small space. The concept of density is the third of the features highlighted by Feldman. A recent advertising campaign for the Vienna Technical Museum provided a quotation, published in 1949, from Popular Mechanics Magazine which stated that “Computers in the future may weigh no more than 1.5 tonnes.” This just goes to show how technology has developed and how new media has done something that old media could not. The laptop on which this essay is being written weighs 2.5 kg and has a memory of around

300 gigabytes thus demonstrating just how densely the information can be stored in the new media age. And while this may sound impressive we, as a society, are not finished yet. The consumer is always asking for more and in a smaller package. Alas it would seem that size does matter.

**Compression**

Which leads nicely on to the next feature, which is that of compression or the ability to place huge amounts of data into a very small space. When Feldman published "An Introduction to Digital Media" in 1997 he used the compact disk as his example. Since then a number of changes have taken place that have rendered the compact disk almost obsolete. The USB stick and more recently the Cloud are the more modern equivalents. One of the USB sticks in my possession has a memory of 8GB and if the desire were there I could fit around 200 songs onto it vastly outdoing the 15 – 20 songs that fit onto a CD. It is also a great deal smaller and I can carry it around in my pocket without any problems. As for clouds, they require no physical storage medium as the information is stored in cyber-space for retrieval at any point as long as a connection to the Internet is available. The other ability of clouds is that other people can be allowed to access to them thus once again reinforcing the notion of networking.

**Impartiality**

The fifth feature is that of impartiality which allows one piece of equipment to read any number of different media. "Initially, video was a 'new' media form as it transformed both television and cinema into content. Digital technologies today take this process to an extreme and perhaps even to its endpoint, for computers now have the capacity to render *all* previous media forms as content." (Gane and Beer 8) Using a computer we are able to rip, cut, edit, copy, master and transform virtually any form of data found on the Internet or uploaded. The computer has become the ultimate all-in-one gadget, which more and more people own. This is in stark contrast to the thoughts of Thomas Watson, the chairman of IBM in 1943, who is quoted as saying "I think, there is a world for maybe five computers."

As the new media tools develop it seems that they are becoming smaller, more capable and are linking the world in ways that were never possible with old media and it is this that really distinguishes the one from the other. The old media were mostly one-directional, mono-functional in comparison to new media which are multi-directional, multi-functional and thus returning to the argument raised at the very beginning of this section it is probably fair to say

that the term new media can and should be used in the singular. It is because of the affordances of new media that students need to be literate in them as by being so they can achieve far more in shorter periods of time.

## 1.3. Impacts of New Media

There are a number of issues that go hand in hand with new media and therefore have an effect on the decision of whether one wishes to include it in the school classroom. At the very least these issues should be pointed out and discussed with the students as they are also part of new media literacy. If a student is to become a truly critical thinker then they have to be confronted with the fact that every story has two sides and that the tools they are using are not perfect. This section is here to highlight some of the more important of these matters.

### 1.3.1. Identity

When considering identity the internet has brought new rules to the game because it has made it possible for people from any country in the world to communicate with people in other countries which means that the physical borders and national pride that have existed so dominantly since the French Revolution are slowly disappearing. "Through the Internet, a single computer is situated in a larger network that exceeds the locally confined social networks of the pre-Internet era." (Schäfer 71) People are beginning to see themselves as part of a global community as opposed to or as well as the communities with whom they can physically interact.

Some would argue that a global community means losing traditions and historical elements that have been around for thousands of years. However on the other hand one could argue that the Internet is the perfect storage facility for such traditions as not only does it make them accessible to everyone in the world, thereby spreading the traditions and cultures across the globe, but it also keeps them forever. "It serves as an infrastructure for distributing data, and through accumulating resources of collectively amassed texts, it simultaneously creates an archive for cultural heritage and a social memory." (Schäfer 71-72) Thus when information is on the web it is available to anyone and learning, sharing and even criticising other people's traditions becomes easier than ever before.

Of course not just the archival affordance of the Internet is relevant here. The fact is that the Internet is interactive and people can communicate across physical borders, which can allow

people to find out directly from primary sources what and how traditions work. This could be especially relevant to teaching as it would provide a tool which allows pupils to discover what other cultures are like without the subjective delivery of the teacher.

Regarding the idea of culture and specifically individual cultural identity, the possibilities are greater than ever before as theoretically one can pick and choose one's own identity. This creates a very interesting situation as people can take elements of any culture and assume them as their own in an on-line identity. Augusta Boal called this situation *metaxis* and identified it as being "the state of belonging completely and simultaneously to two different, autonomous worlds: the image of reality and the reality of the image." (The Rainbow of Desire: The Boal Method of Theatre and Therapy 43) This is however opposed to the principles of national identity which have been used by the hegemonic to manipulate the masses for their own ends. In Europe where national cultures and national histories are always at the fore within our societies, this seems to be a particularly interesting concept as theoretically people have the opportunity to reject the identities that are prescribed, thus providing them with the opportunity to question the sources of these identities which in turn allows people to question the histories upon which these identities are based.

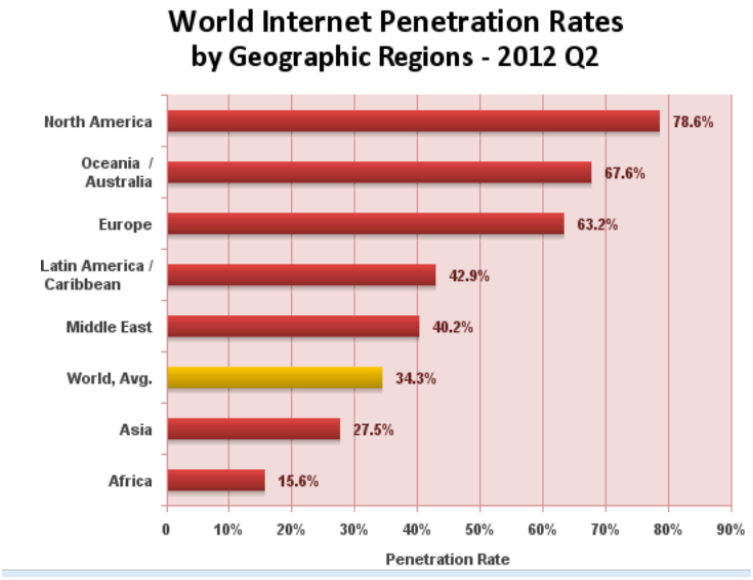
### 1.3.2. The Digital Divide

The term that has been coined to describe the gap between those with knowledge and access to new media and those without is the "digital divide". According to Pippa Norris this concept

> is understood as a multidimensional phenomenon encompassing three distinct aspects. The *global divide* refers to the divergence of Internet access between industrialized and developing societies. The *social divide* concerns the gap between information rich and information poor in each nation. And finally within the online community, the *democratic divide* signifies the difference between those who do, and do not, use the panoply of digital resources to engage, mobilize, and participate in public life. (Digital Divide: Civic Engagement, Information Poverty, and the Internet Worldwide 3)

There are many projects that have been designed to counteract this problem but the fact still remains that the Internet is only used by an estimated 2 105 518 376 out of a world population of 7 017 846 922 (Miniwatts Marketing Group). This is just over 30% of the world's population and by examining the graph below it becomes clear that the world leaders are the Western civilisations.

Figure 1



(Miniwatts Marketing Group)

In addition to this many do not have the money to buy the tools necessary for them to gain access to the Internet and cannot become active participants. For this to take place it would require massive investment on the part of all of the nations on earth but as we cannot even feed some of the world's population this is not likely to change in the near future.

### 1.3.3. Buying into the System

By increasing the use of new media literacy within the classroom we are making it impossible for students not to increase the consumption of new media tools. This increases the profitability of a few very large firms such as Apple, Microsoft, Samsung, Sony, Google, etc. with the result being that these companies become richer and more powerful. The question of whether companies should be in such powerful positions has been asked for decades and as yet has received no sufficient answer. It seems that citizens are ambivalent to this issue or they are simply lost on how to combat it. By increasing the use of new media in schools the big businesses are provided with more power with the result being that they are gaining access to the citizens of the future. The ironic factor is that if the students are expected to become literate in the world of new media in order to be able to criticise how companies market them they can only do so with the tools that these companies are providing. Thus appears the catch 22 situation which dictates that we increase the amount of criticism levelled at big business by using the tools that they provide.

### 1.3.4. Cost

The cost of the tools involved in new media grows exponentially each day as each student needs access to products such as laptops and tablets as well as requiring access to the Internet. As these costs grow schools have to decide where their priorities lie with the inevitable result being that other elements are lost. Interestingly, although maybe not surprisingly, it is the companies involved in producing the tools that are providing a solution to this problem. Companies such as Apple and Microsoft now sponsor schools by giving them their products for free or at a discounted rate. One brief look at the Apple homepage demonstrates how their marketing team has set up a system that on face value provides teachers and students with essential ingredients for their education. "The staff first purchased MacBooks, and as the curriculum evolved, they quickly added iPad and iPod touch devices. Apple products have become an essential piece of how students learn at Flitch Green." (Apple Inc.) On first glance it appears that they have closed a niche that was appearing in the educational system but if one looks a little closer one realises that the school is an Apple school. "The academy is an Apple Regional Training Centre and has been recognised as an international 'Lighthouse School' by Apple Education." (Flitch Green Academy) If we take into consideration the fact that the staff page of the website shows 32 teachers and we reflect that an Apple Macbook costs around €500 for a second hand last generation model and a second hand iPad costs around €200[1] for one state school to provides the staff with these resources it would cost in the region of €22 000 and that is without mentioning the children.

On the one hand this solves the problem of how to fund tools that the students need but on the other hand the students are being trained to use only one company's product. As anyone who has switched from a Microsoft operating system to an Apple operating system, or vice-versa, knows it takes time and effort to get used to the new arrangements. The result is that people often do not change systems and therefore become loyal to *their* brand. The question therefore is how can schools encourage the use of new media without inviting these industrial behemoths into their classrooms?

[1] Prices taken from amazon.de on 14.3.2013

### 1.3.5. Environmental Issues

Another issue that needs to be presented in this section is that of the environment. Within new media tools there are a great deal of plastics and rare earth elements (REEs) such as neodymium and scandium.

> Today, these elements are ubiquitous, being used widely in smart mobile devices, flat screens, wind turbines, electric cars, rechargeable batteries and many other technologies …
>
> With around a billion mobile phones being made every year, the "volume of technology metals required is astonishing and the pace of demand is not letting up", said Alan McLelland of the National Metals Technology Centre.
>
> Recycling of the metals used in phones is currently too expensive and energy-intensive. (Battison)

Thus the situation is that the elements required are being mined and used at an ever increasing rate and instead of being recycled they are simply destroyed, usually by incinerators which then create toxins which we then ingest through the basic human necessity of breathing.

The Story of Stuff (storyofstuffproject) provides a succinct overview of how industries are abusing the environment and therefore destroying the planet through the production of products that people buy. In order to prevent myself from ranting too much about this issue and to save a massive amount of paper I would encourage people to watch this video in order to decide for themselves about what we are doing to the planet by involving ourselves in consumerism. And as it is available on YouTube it is another example of how new media can be used in the classroom.

### 1.3.6. Citizenship – Active Participation

The central concept in this section is something that Henry Jenkins calls “participatory culture”. He defines it as being “one where most people have the capacity to take media in their own hands and shape the circulation of ideas and images.” (Jenkins, From New Media Literacies to New Media Expertise: "Confronting the Challenges of a Participatory Culture" Revisited) He lists a number of factors that are characteristic of participatory culture and he states that it is one:

1. with relatively low barriers to artistic expression and civic engagement
2. with strong support for creating and sharing one’s creations with others

3. with some type of informal mentorship whereby what is known by the most experienced is passed along to novices
4. where members believe that their contributions matter
5. where members feel some degree of social connection with one another (at the least they care what other people think about what they have created).

Not every member must contribute, but all must believe they are free to contribute when ready and that what they contribute will be appropriately valued. (Confronting the Challenges of Particpatory Culture: Media Education for the 21st Century)

There are many examples in the real world of institutions that require new media literacy skills if people are to be able to participate. Banks have now reached the point where with the exception of paying in and withdrawing cash the customer never actually needs to step foot inside the building. Nearly every business has a website via which companies sell, advertise and promote their products. The Internet has eradicated the need to be physically present when a transaction is taking place and thus has changed the playing field. "… The Internet has penetrated internal organizations, and names such as *intranets* and *extranets* are widely used" (Syme and Goldie 3) . One can assume therefore that without the skills required to use the Internet, citizens will not be able to cope with the economy or within businesses and indeed will not be literate enough to work for large corporations. As a result citizens have to be adept at using the Internet in order to complete basic actions such as paying bills or buying products or communicating with other members of their own companies.

As for more complicated actions such as analysing or even obtaining figures on public spending by government agencies, citizens need to be able to use new media tools. "The Internet has enabled anyone to have access to any information … The Internet is the most powerful tool the average person on the street has today and we should embrace its potential." (Syme and Goldie 2) The argument therefore is that the Internet is no longer a fun gadget but rather an essential tool for society and has to be included in every person's set of skills.

New media also makes it possible for anyone with access to the required tools to become a producer or creator of media, thereby participating in the media world. "According to a 2005 study conducted by the Pew Internet and American Life project (Lenhardt & Madden, 2005) more than one-half of all American teens – and 57 percent of teens who use the Internet – could be considered as media creators." (Jenkins, From New Media Literacies to New Media Expertise: "Confronting the Challenges of a Participatory Culture" Revisited) The Pew study

limited its statistics to creating blogs, webpages, posting original texts online or remixing their own creations, which meant that it excluded podcasting, game modding or machinima. Thus the actual numbers could be considered even higher. As for computer-gaming and music sampling, these were also excluded from the samples once again suggesting that the figures are too conservative.

The changes brought about by new media highlight the need for skills which allow people to participate and necessitates the need for new media literacy to be included within a school's curriculum as it is just as prevalent within the youth culture today as films and TV were back in the sixties when literacy advocates began to see popular culture as intrinsic to the education of the youth (The history and understanding of literacy will be discussed in greater detail later in this work.

Within the elements that Jenkins mentions are many different approaches to education and a number of different elements of Web-Based Interaction as put forward by Reeves and Reeves (Effective Dimensions of Interactive Learning on the World Wide Web). The first element that needs to be mentioned in this section is that of the constructivist approach and the fact that students' experiences are seen as more important than filling their heads with information. The tasks involved are relative to students' lives as they use the tools that the students use every day which reduces the "widening gulf between the styles of learning and those cultivated by formal schooling and those that characterize children's out-of-school experiences." (Buckingham, Media Education: Literacy, Learning and Contemporary Culture 176)

The second element that appears is that of task orientation. The educational goals are more authentic as the websites and tools that are being used by the students outside of school are the same as those being used within the classroom. By doing so the students "believe that their contributions matter" (Jenkins et al) and thus include intrinsic sources of motivation. The teacher's role is key to this process as the traditional frontal teaching technique does not provide an environment conducive with open debate, free thinking or active participation. As such the teacher needs to take on a facilitative role which encourages him or her to guide the students and allow them to come to their own conclusions. The teacher takes on a more informal position and the students can be deemed knowledgeable in their specific areas of expertise which once again encourages the idea that their contributions matter. The methods used here involve reflection whether this be integrated or unsupported and thus lead once

again to the students hopefully realising that their knowledge and productions are as important as the next persons and therefore could be shared. It should also encourage them to consider their peers' opinions as important and the peers in turn need a platform or opportunity to offer criticism on the work that is produced.

Additionally as David Buckingham points out, without the appropriate training it is actually becoming increasingly difficult, or rather nigh on impossible, to be active within almost any society within the developed world.

> Ultimately, therefore, media education needs to be recognised as a fundamental human right. The UN Convention on the Rights of the Child offers some important indications here. Article 13, for example, asserts children's right to freedom of expression; Article 17 proclaims their rights of access to a range of media and sources of information; while Article 31 identifies broader rights to leisure and to participation in cultural life. If children are to enjoy the rights proclaimed by this Convention – and hence to informed participation in the processes that govern their lives – media education must be seen as a fundamental entitlement for all. (Buckingham, Media Education: A Global Strategy For Development)

The next idea is connected with borderless information exchange, the idea being that people not just share ideas but co-create and co-develop these ideas. "The open-source movement promotes the idea that sharing information may lead to higher-quality creations, greater knowledge, and more efficient knowledge building processes." (James et al 49-50) One example of which would be a "knowledge community" (Levy) as can readily be seen on websites such as Wikipedia where many people join their knowledge together to create the world's largest and most used encyclopaedia. The Creative Commons licence emphasises this concept.

> If you want to give people the right to share, use, and even build upon a work you've created, you should consider publishing it under a Creative Commons license. CC gives you flexibility (for example, you can choose to allow only non-commercial uses) and protects the people who use your work, so they don't have to worry about copyright infringement, as long as they abide by the conditions you have specified. (Creative Commons)

### 1.3.7. Time-Space Compression

The concept of time and space are also affected by new media. Due to the invention of internet compatible mobile phones, tablets and laptops people are able to reach each other 24 hours a day, 7 days a week. Information can be accessed at any time of day on any subject by

anyone and these abilities also apply to contributions. Thus the situation now exists in which the way in which knowledge is worked with must be reconsidered. For example people once used tables to work out the square root of a number, then after the invention of the calculator people were only required to know how to use them. Nowadays people would not even recognise the table if they saw one. The same is now true of all kinds of information and as such the question needs to be asked as to whether people still need to be able to remember facts and figures or if time at school could be spent better by teaching how to analyse facts and how to do something with them.

The time and space elements associated with new media have direct consequences for schools. Now that it is possible for people to access information anywhere and at any time the question arises as to whether the money reserved for the education system could be spent in different ways and if the structure of school as we know it should be changed. In order to create this situation the barriers for expression have to be removed or lessened by reducing the structural limitations that are associated with the school day. The saying “good things come to those who wait” applies here as students all work best at different times and in different environments, thus by offering areas which limit the restraints of the school system teachers can lower the barriers to artistic impression.

# 2. New Media Literacy – The Development

## 2.1. Literacy

Over the last century whether a person is considered literate or illiterate is something that has completely changed in its definition. However when searching for a single definition one becomes stumped as experts in many fields have tried and failed to produce one that is universally accepted. UNESCO takes

> into account these evolving debates and, including the major traditions, critiques and approaches to literacy, … presents four discrete understandings of literacy:
>
> - literacy as an autonomous set of skills;
> - literacy as applied, practised and situated;
> - literacy as learning process;
> - literacy as text
>
> (Education for All Literacy for Life: A Global Monitoring Report 2006 148)

**Literacy as an Autonomous Set of Skills**

The first definition is the one which most people would probably identify with as it deals with reading, writing and speaking. The idea is that a society is literate when it moves from a purely oral basis to one in which the oral texts are transcribed and appear as alphabetised texts as opposed to dealing with picture representations. Olsson (1998) highlights this point by quoting Rousseau's "Essay on the Origin of Language".

> The three ways of writing correspond almost exactly to the three different stages according to which one can consider men gathered into a nation. The depicting of objects is appropriate to a savage people; signs of words and of propositions, to a barbaric people, and the alphabet to civilized peoples. (qtd. in: The World on Paper: The Conceptual and Cognitive Implications of Writing and Reading 4)

However Olson argues:

> In the past two decades this comfortable view has begun to come apart. Cultures with less literacy have come to see the value of western cultures set on literacy as self-serving, as a form of arrogance and western scholars have found the rhetoric of literacy far exceeding the validity of the claims. Indeed the evidence, has begun to accumulate that our beliefs about literacy are a blend of fact and supposition, in a word, a mythology, a selective way of viewing the facts that not only justifies the advantages of the literate but also

> assigns the failings of the society, indeed of the world, to the illiterate. (The World on Paper: The Conceptual and Cognitive Implications of Writing and Reading 2)

Rousseau's thoughts can be seen as Euro-centric ideologies of the world and therefore they provide support to the notion that people need to learn critical theory if they are to be able to objectively interpret such texts. One can also see why other definitions of what literacy is are included within the literacy discourse and thus the second understanding comes to the fore.

**Literacy as Applied, Practised and Situated**

This definition is intriguing as it is one that is difficult to measure. The key term when discussing whether someone is literate regarding their understanding of a text, whether they are able to interpret a text and whether they can apply a text in given situations has become "functional literacy".

Various countries around the globe saw the need to develop literacy within education, but functional literacy became a measurement of how developed a country was, and as a result UNESCO also became involved.

> In 1978, UNESCO's General Conference adopted a definition of functional literacy – still in use today – which states: 'A person is functionally literate who can engage in all those activities in which literacy is required for effective functioning of his group and community and also for enabling him to continue to use reading, writing and calculation for his own and the community's development.' (Education for All: Literacy for Life 154)

This understanding of literacy was originally seen to be independent of social and cultural practices but as the definition developed so too were these elements included, with the argument being that every text is situated within a social or cultural context (Barton). Functional literacy is also used in order to grade the level of a country's development and as a result it is now included in the aims of curriculums in countries such as the UK. "The curriculum represents a shift towards functional literacy and basic skills." (Hoare)

**Literacy as Learning Process**

The third understanding is that of literacy as a learning process. By adopting a constructivist approach literacy is viewed "as an active and broad-based learning process [which focusses] on ways in which the individual learners, especially children, make sense of their learning experiences." (UNESCO, "Education for All" 151) Thus as Sue Hogan, the deputy head of

Manor Foundation business, enterprise and sports college, says “There is a shift in the QCA view from seeing pupils as empty vessels to be filled with knowledge towards giving them the skills to become adaptive learners." (qtd. in Hoare)

**Literacy as Text**

Which links finally to the last understanding of literacy as text which

> pays particular attention to the analysis of discrete passages of text, referred to by socio-linguists as ‘discourse’. Influenced by broader social theories (e.g. those of Michel Foucault), it locates literacy within wider communicative and socio-political practices that construct, legitimate and reproduce existing power structures. (UNESCO, “Education for All” 152)

According to Lankshear and Knobel these changes were brought about by multiple factors of which they see five as being predominant. The idea that literacy meant being able to read and write and was seen “as the prior condition for getting on with the real business of school learning, teaching, reading and writing was ‘got out of the way’ as quickly as possible following entry to school.” (New Literacies: Everyday Practices and Social Learning 3) However in the 1970s Paulo Freire published a number of works which redefined literacy as being about interpretation rather than merely the decoding and encoding of texts which would then result in the ability of people to emancipate themselves. He claimed that teaching people to critically evaluate was not just an option designed to help them to liberate themselves from the oppressors but rather a must which would prevent them from in turn becoming oppressors. “If humankind produce social reality (which in the "inversion of the praxis" turns back upon them and conditions them), then transforming that reality is an historical task, a task for humanity.” (Pedagogy of the Oppressed 51) His works were so successful that Harvard offered him a visiting professorship and they “captured the imagination, respect, and support of many academics and political activists in First World countries” (Lankshear and Knobel 5).

The idea was that by teaching people critical literacy they would be able to see through the constraints woven into society’s fabric that had been designed to uphold the existent hegemony, thus empowering them and providing them with skills necessary to actively participate within society. In practical terms, this meant that the constructivist approach, in place of the instructivist approach, which believes that “knowledge does not exist outside the minds of human beings and that what we know of “reality” is individually and socially constructed based on prior experience” (Reeves and Reeves 60) was becoming more

dominant. Thus within education the approach that teachers use can reinforce either one of these approaches. Regarding new media literacy Reeves and Reeves see the Web as a "vehicle" (Effective Dimensions of Interactive Learning on the World Wide Web 59) for implementing alternative pedagogical dimensions.

The second factor Lankshear and Knobel mention is a policy statement from the US called *A Nation at Risk*, which also added to the awareness of literacy within society. It reported that "Some 23 million American adults are functionally illiterate by the simplest tests of everyday reading, writing and comprehension." And "Nearly 40 percent [of 17 year olds] cannot draw inferences from written material." (United Sates. The National Commission on Excellence in Education) In other words they were unable to read and write sufficiently in order to cope with the texts with which they were confronted on a day to day basis. These findings were then supported by a number of other countries and thus the call came for the increased literacy of populations in order to aid countries' continuing development.

The third factor referred to by Lankshear and Knobel links closely to the previous one in that people began to see literacy as the key to economic development. The Organisation for Economic Co-operation and Development (OECD) led research which concluded that literacy was a pre-condition for developing an economy due to the fact that if a country's literacy levels were below a certain percentage then the workforce would be unable to adapt to the changing requirements of the workplace. As workers were confronted with factors such as quality control, they also needed to become literate in these forms of print.

This led to literacy becoming an indicator of levels of success and therefore soon found its way into the measuring of educational performance. By measuring the literacy rates of children the government had found a means of determining how well schools were educating their pupils. Along with the success rates came the standardisation of tests and teaching curricula in order to complete the circle and standardise what was meant by literacy.

The final aspect mentioned is that of the emergence of a "*sociocultural* perspective within the studies of language and the social sciences." (Lankshear and Knobel 10) This concentrated on *how* texts were read and dealt with and thus how people read the texts with which they were confronted became of greater significance.

**New Media Literacy around the World**

The different interpretations of literacy have all proved to be relevant in the education of children today. The elements discussed now appear in the curricula of countries around the globe and can be seen as essential elements in a person's general and new media education. It is due to the developments in the discourse of literacy that a movement is underway to embed new media literacy within the citizens of the world. There are many ways in which this is being carried out, for example the Heads of State and Government of the African Union have urged a "strengthening [of] the ties between education and culture", which has led UNESCO to highlight "the crucial role of higher education institutions in the revitalization of education systems as well as in Africa's overall development" and the inclusion of "the use of digital technologies and sharing of knowledge" as one of the "significant actions [that] will also be taken … as an essential condition for development." (Medium-Term Strategy for 2008-2013 A.II.9) Therefore in order for participatory culture to become global the initial surge must come in the form of providing access and tools via which people can participate.

There are many different projects which have been designed to increase the access that is available to individual people. One of these is the "One Laptop per Child" project.

> Mission Statement: To create educational opportunities for the world's poorest children by providing each child with a rugged, low-cost, low-power, connected laptop with content and software designed for collaborative, joyful, self-empowered learning. When children have access to this type of tool they get engaged in their own education. They learn, share, create, and collaborate. They become connected to each other, to the world and to a brighter future. (One Laptop per Child)

Molinari, amongst others, argues against the concept of one laptop per child due to the fact that this places the onus on the individual to "take computers into their homes, homes that have adverse conditions" and transfers "costs, very high costs such as Internet connection, electricity, maintenance, software, updates" (TEDxSanMigueldeAllende - Aleph Molinari - Bridging the Digital Divide) to people who cannot afford them. As an alternative the Fundacion Proacceso set up a project in Mexico called Red de Innovacion y Apredizaje (RIA) or Learning and Innovation Network, which is "a group of centres that connect underserved populations to quality education and technology". (Global Giving Foundation) By setting "up centres that have longer hours of operation than schools, that also include all of the population, our youngest user has [sic] three years old, our oldest has [sic] eighty-six and with this, in less than two years, we were able to reach 140 000 users." (Molinari)

In Uganda another example can be found of how community information centres are helping to increase the levels of new media literacy of the citizens. In 1998 Nakaseke became the home of the "Multipurpose Community Telecentre and Library Pilot Project, which is "open from eight in the morning to seven at night, seven days a week. The telecentre houses the community library, the only telephone within eighteen kilometres as well as providing fax, photocopying, computer training and Internet access." (Canada's International Development Research Centre) When the centre was first opened people asked if computers were as big as people but now members of the community use them, amongst other things, to research agricultural methods in order to harvest a better crop.

These projects are designed to help the populations of the aforementioned countries in order to increase their levels of participation regarding new media and it is also through projects like these that the concept of education for life is supported. There are numerous similar projects that exist around the world but unfortunately they are too abundant for this paper. However what all of them have in common is the wish to increase new media literacy amongst the people of the world, no matter what their living conditions are and by doing this they are showing just how important new media literacy is perceived to be.

## 2.2. (New) Media Literacy

**Media Literacy 1.0**

The fact that new media literacy is seen as important to international agencies, governments, parents, teachers, students, etc. coupled with the surge in interest over the last few years could suggest that the principals involved are new. This is however not the case. In and around the 1960s a movement began which was to change the way people looked at the media. "If we look back to the 1960s, for instance, we see one of the great periods of growth in media education, much of which was fuelled by the idea that educators could adapt curricula and teaching practices to the increasing role of commercial television and movies in Kids' lives." (Hoechsmann and Poyntz 9) By doing so the educators of the time were emphasising *authentic task orientation* (Reeves and Reeves) within the classroom. The idea that one could analyse popular culture as well as high culture was something that would change the future of education. "The purpose of screen education was to study the popular culture texts young people were watching, so that youth would be in a better position to understand their own situation in the world, including the causes of their own alienation or

marginalization." (Hoechsmann and Poyntz 9) It could also be argued that by using media, educationalists were beginning to focus on pedagogical forms in which *intrinsic motivation* (Reeves and Reeves) was inherent as the students were now analysing forms of media relevant to what they were experiencing outside the formal education environment.

Thus the point arrived where being literate with regard to media became a factor within some educational systems. "Media literacy is a set of competencies that enable us to interpret texts and institutions, to make media of our own, and to recognize and engage with the social and political influence of media in everyday life." (Hoechsmann and Poyntz 1) This stage has been referred to as Media Literacy 1.0 (Hoechsmann and Poyntz) as it dealt with the one-way media that was prevalent at the time. Since then new media have replaced or developed the elements of media 1.0 and the media world has moved on to Media Literacy 2.0.

**Media Literacy 2.0**

The use of the Web in the everyday lives of students has led to the discourse on media literacy being updated and changed. It is not so much that new media technology has led to all children being up to date in critical theory but rather that they are using the new technologies with the result being that teachers and educators have to take over the role of nurturer regarding the participation of students within this new "participatory culture". (Jenkins, From New Media Literacies to New Media Expertise: "Confronting the Challenges of a Participatory Culture" Revisited) The four principles provided by UNESCO that were mentioned earlier still apply as the students need to be able to read the texts, place them within their socio-cultural environment, learn from them and understand the hegemony involved in the creation and interpretation of these texts. These factors become more-relevant as the "developments [within digitized media] are also driven by a much more general move towards a market-led media system, in which the maximising of profit takes precedence over public service imperatives." (Buckingham, Media Education: Literacy, Learning and Contemporary Culture 175)

## 2.3. Development of Media Literacy

### 2.3.1. USA

The situation of new media literacy in the USA is one that could be seen as a little surprising. "The United States finds itself in the ironic position of being the world's leading exporter of media products while lagging behind every other major Eng1ish-speaking country in the world in the formal delivery of media education in its schools." (Kubey 58) This rather damning statement comes from 1998 and provides a rather succinct conclusion about the state of media education in the US at that time. The reasons for this according to the article are that firstly the government does not have enough control over the education system within the country, as it is divided into regional authorities. Secondly the people involved in the debates are around 40 years behind every other country when it comes to new media discourse and focus on what Kellner and Share refer to as "the protectionist approach". (Critical Media Literacy is not an Option) This approach "comes out of a fear of media and aims to protect or inoculate people against the dangers of media manipulation and addiction". Kellner and Share wrote this article in 2006 which exemplifies the fact that over the course of nearly a decade little or nothing had been done to change the system which determined how the American people were taught about the media.

The third factor mentioned by Kubey is that of

> … a cultural and educational atmosphere wherein the very idea of teaching how to watch television seems inane to many … Also, many U.S. parents would prefer that their children watched less television, and it can be quite difficult to explain to parents why some of the school day is spent watching and analyzing part of an episode of *Touched by an Angel*. (Obstacles to the Development of Media Education in the United States 66)

These three ideas provide the impression that media literacy and the education thereof are either unimportant for the American government or of extremely low priority and it is this standpoint that is the traditional approach to new media literacy within the USA.

### 2.3.2. UK

The UK seems to be one of the earliest locations to adopt literacy into the educational system. David Buckingham describes the introduction of media literacy as originating in the 1930s through the works of F. R. Leavis but points out that "While it is possible to rely on published sources – for example, on 'handbooks' for teachers, on teaching materials and curriculum documents, and on professional journals – these can give only a limited insight into the realities of classroom practice." (Buckingham, Media Education: Literacy, Learning and Contemporary Culture 6) However he divides the development of media literacy as occurring in three stages, the first of which begins with the book *Culture and Environment: The Training of Critical Awareness* (Leavis and Thompson) in which the authors "represented the first systematic set of proposals for teaching about the mass media." (Buckingham, Media Education: Literacy, Learning and Contemporary Culture 6) The aim of the book was however slightly different to what would be considered as media literacy today as it was designed to preserve "the literary heritage, and the language, the values" (Buckingham, What Young People Need to Know About Digital Literacy 7) in order to prevent the rot of the media influence from bringing about the downfall of society.

This elitist form of media literacy was questioned strongly in the 1960s by the second wave of media literacy which was led by Raymond Williams and Richard Hoggart.

> T]here has been a widespread association of the word "culture" with such words as "precious" and "pretentious", so that to speak of "working-class culture" seems to some absurd: the working-class, being tough and practical, can have nothing to do with such a thing. On the other hand, "culture" has been taken by the middle class to describe its own state and activities: again "working-class culture" seems absurd. (Williams 29)

Williams' argument that media literacy should involve not only the upper and middle classes but should focus on popular culture rather than elitist culture was to be the beginning of a world-wide revolution in the discourse on cultural studies. This popular focus became increasingly prevalent and led to extra emphasis on the students' everyday experiences (Murdoch and Phelps). Although change was afoot in the discourse on cultural studies and media literacy television was still not a dominant element in the courses available. This was all to change as the third wave hit the educational establishments.

Len Masterman was one of the leading voices in this phase and though his works *Teaching about Television* (1980) and *Teaching the Media* (1985) "shared the central concerns of this

[*Screen*] theory … The fundamental aim here was to reveal the constructed nature of media texts, and thereby to show how media representations reinforced the ideologies of dominant groups within society." (Buckingham, Media Education: Literacy, Learning and Contemporary Culture 8) Thus he was taking on the principles that Paulo Freire had expressed and the British media literacy movement was now rapidly gaining momentum.

### 2.3.3. Austria

The idea of media literacy is by no means new to Austria, the third and final country to be discussed in detail as this is the country in which the project took place and it is therefore important to understand the cultural context surrounding it. As far back as 1896 one can find critical movements against low-brow literature in the form of "Das Elend unserer Jugendliteratur" which was written by a Hamburg teacher August Wolgast. This concept was similar to that which occurred in the English speaking world as discussed by Cathy Davison earlier in this work. However it was not until the 1960s that Medienpädagogik (media pedagogy) began to establish itself as a scientific discipline (Blaschitz and Seibt) with the values of the protectionist approach leading the way as it was meant to "immunise against the influence of the (mass-)media"[2] (Blaschitz and Seibt 18).

In the mid-1970s change was afoot throughout the German-speaking world and a new wave of academics was concentrating on "active, reflective, practical media pedagogy"[3] (Blaschitz and Seibt 19). The implementation of the "Institute for Teaching Technology and Media Pedagogy"[4] (Blaschitz and Seibt 20) in Klagenfurt saw the beginning of institutionalised media literacy programmes in Austria and in the mid-1980s the Universities of Innsbruck and Vienna introduced Media Pedagogy into their curriculums.

Regarding schools in Austria "As a part of media pedagogy, media education has been an educational principle since 1973". (Krucsay) Although the focus in those days was on the radio, TV and the cinema the introduction of the PC brought about the rejuvenation of ELearning, an idea which had been present since the 1960s, and the "implementation of technology-supported teaching and learning processes"[5] (Blaschitz and Seibt 16).

[2] gegen den Einfluss der (Massen-)medien »immunisieren« sollte
[3] Handlungsorientierten, reflexiv-praktischen Medienpädagogik
[4] Institutes für Unterrichtstechnologie und Medienpädagogik
[5] Umsetzung von technologiegestützten Lehr- und Lernprozessen

## 2.4. Current Approach to New Media Literacy

### 2.4.1. USA

The very idea that new media literacy needs to be addressed by schools seems somehow foreign to the situation as discussed earlier in the United States and as such it would be easy to assume that nothing is being done within the field. There is however a number of non-governmental agencies and groups that believes differently to the leaders of the country.

One of the agencies involved in spreading the word on new media literacy is the Center for Media Literacy (CML), which is "an educational organization that provides leadership, public education, professional development and educational resources nationally and internationally." (Center for Media Literacy) Their aim is to provide tools which allow people to interact with new media in a critical manner. In order to do this on a practical level they provide MediaLit Kits for teachers, as well as online support, also in the form of a website[6] which they claim is the most "referenced media literacy site on the World Wide Web" (Center for Media Literacy) and which anyone, with the pre-requisite tools, can access. This organisation has not adopted the "protectionist approach" as discussed earlier, but prefers concepts based upon empowerment of the people involved.

On the CML's homepage there is a brief summary of how an educational "standards movement" arose in the US following the "Nation at Risk" report which was released by the National Commission on Excellence in Education in 1983 and in which it was determined that the US education system was lacking. There was a following educational summit which led to the outlining of "Goals 2000" an outline of the aims that were to be reached by the year 2000. The results of these goals were that national organisations such as the National Council of Teachers of Mathematics began to compile lists of what each child should be able to accomplish by certain ages, something that could be compared to the British national curriculum or the Austrian Bildungsstandards, resulting in the development of instruction standards, competency benchmarks and evaluation rubrics. The intriguing aspect is that the standards were designed by non-governmental agencies that because of the state-controlled education system then had to be adopted state by state.

[6] www.medialit.org

The newest development along this road to conformity is the 2010 Common Core State Standards Initiative, which once again had to be ratified by each state and which concentrates on “four strands for the language arts: Reading, Writing, Speaking and Listening.” (Center for Media Literacy) There is however no mention of new media literacy and it is here that the state-led system of education has an advantage as demonstrated by Texas, which did not accept the standards one to one. Instead they included “Viewing and Representing as two additional strands, and although all of the strands can be connected to media literacy, Viewing and Representing tends to imply the multi-media nature of media literacy and the deconstruction and construction skills called for in today's global media environment.” (Center for Media Literacy) There are also examples in other states where media literacy is understood to be necessary for the citizens of the future, but the aspect that is most ironic is that the centralisation of standards is only occurring due to the fact that people and organisations involved are able to publish their findings on-line. Thus the situation exists that those involved in setting the standards for the future of the American education systems are using new media tools that many do not even have access to.

That Texas is one of the states that included new media specific strands could be seen as a logical conclusion to the fact that it also happens to be the home of the NMC (New Media Consortium), “an international community of experts in educational technology.” (About the NMC) Their aim is to bring together a vast array of universities, think-tanks, schools, museums and experts in order to create new research projects, find out about the latest tools, collect ideas and so on. “Now that our lives are completely immersed in technology, our educational systems should follow suit. Our job is to make the evolution happen, to make the transition easier.” (About the NMC)

One of the outcomes of the NMC is the Horizon Report which details how new technology is developing, which technologies are going to become integral in the classroom over the next five years and how teachers can implement these things. The report details that mobile devices are going to become increasingly present in the classroom and as more and more apps are developed for educational purposes their usage will also intensify. The report also includes tablets as an alternative to mobile phones as they do not have the elements of distraction, i.e. phone calls and text messages, included. The report continues by highlighting game-based learning and personal learning environments as key steps towards the integration of technology in the classroom. The final adoptions mentioned look ahead four to five years

and include augmented reality and natural user interfaces something that has already been tried in certain circumstances (Shaffer) but will take some time before they are common place in secondary education.

The majority of the technology that is mentioned in the report is already in use across the globe and examples can be found throughout the United States of the systems being discussed. As for the systems and technologies themselves, the predictions about the time-frames involved seem to be fairly realistic within certain echelons of society; however in those parts of the USA where people are living below the poverty line these aspirations seem more like dreams than forecasts.

The report itself is a practical guide to the big changes that are taking place within the world of technology regarding education. And although the NMC is based in the US the ideas could easily be implemented into classrooms all around the world. However the report is sponsored by HP and as such the question begs to be asked, by anyone who has received education in new media literacy and critical thinking, as to how much influence they had either in the recommendations of the report or in the direction of the NMC as a whole. Without wishing to denounce the work that they are doing, it is important to realise that the recommendations are based on the assumption that people have access to the tools which they are discussing and in the US this is often simply not the case.

The impression that is being given is that two approaches are emerging regarding new media in the United States: the profit and the non-profit approaches. The NMC provides free access to all and everything they produce is done using a Creative Commons licence, which allows people to share and use information without being able to sell it, in order for people to build upon each other's work. In this respect they would appear to be approaching from the non-profit angle but they still work with large corporations such as HP and Apple in order to collect the information they require, thus leading to the conclusion that people need the tools provided by the big companies. As mentioned earlier this is something that is being reinforced by the big companies themselves who have realised that by getting involved in education at the grassroots level they are creating future customers.

### 2.4.2. U.K.

Due to the fact that Britain has a long culture of media literacy it may come as no surprise that it seems to have moved on from a solely protectionist view point to that of preparation along the lines of constructivist theory.

> Media education is now no longer so automatically opposed to students' experiences of the media. It does not begin from the view that the media are necessarily and inevitably harmful, or that young people are simply passive victims of media influence. On the contrary, it adopts a more student-centred perspective, which begins from young people's existing knowledge and experience of media, rather than the instructional imperatives of the teacher. (Buckingham, Media Education: Literacy, Learning and Contemporary Culture 13)

Interestingly enough the views of the British government on new media literacy within schools is not as prevalent as it could be based on the amount of history that there is in the field of media literacy in Britain. A report produced in 2003 by Ofcom provides a summary of where and when new media appear in the National Curriculum. "The National Curriculum for England and Wales only explicitly cites media education in English and citizenship." (Kirwan, Learmonth and Sayer 11) However it does appear in a number of guises throughout the curriculum. Point 4.3 in the report states that "Since the National Curriculum was revised in 2000 media education has a requirement of the National Curriculum orders for Key Stages 3 and 4." (12) This idea is expanded in 4.6 "This guarantees that all candidates for GCSE English undertake some work on the media." (13) Within the subject of Citizenship point 4.7 details that schools are also "expected to cover the significance of the media in society." (13) Additionally there is the subject of media studies which can be taken as a subject at GCSE level. The emphasis herein lies on "understanding of how media texts are constructed and how they represent their subject matter (language and genre), understanding of how media texts are produced, circulated and understood by their audiences (industry and audiences). All include some practical production work, though the amount required can vary quite significantly." (13)

New media literacy also appears in other subjects and the report highlights where and how it is included. "[M]any subjects have strands in their attainment targets … They represent possible cross-curricular delivery of media literacy, as is envisaged for literacy and numeracy" (Kirwan, Learmonth and Sayer 14) but more importantly it states that "[t]he

evidence we have indicates that where aspects of the curriculum are not statutory, they do not impact strongly on most teachers' thinking and planning." (14)

On the one hand it would seem that the presence of new media literacy within schools and the National Curriculum in England and Wales is limited. While there is a desire for youth to be educated in reading and producing texts the reality is that the teachers and students involved are not receiving enough training in order to actually be considered proficient. On the other hand media courses are present and active within schools in the UK. *The influence of new media technologies used in learning on young people's career aspirations* report (Hollingworth et al) highlights a number of courses that exist in schools in London, Nottingham and Stoke-on-Trent. The findings at these schools are that:

- Pupils report high levels of enjoyment on media courses, and perceive their learning in media to be 'practical', 'independent' and 'fun'.
- Learning in media courses is seen as very different from that in other subjects however some pupils see this learning as a complement to 'academic' or 'theoretical' learning both in their media course and other parts of the curriculum.
- New media technologies are highly valued by pupils but inequality in the provision and quality of resources across schools appears to have a significant impact on pupil's enjoyment in their learning and consequently their post-16 choices and career aspirations.
- Pupils report frequent use of new media technologies outside of school, such as social networking, creating music, building Myspace pages. However pupils don't make connections between their informal and formal learning.
- A high proportion of participants (19 out of 28) aspired to careers in the creative industries – these ranged from high-technology based careers such as digital animator and games designer to less technology based careers such as journalist or TV presenter. However many pupils had a 'back-up' outside of the creative industries. (Hollingworth et al 5)

These findings once again point to the fact that while new media literacy education is present in schools it is far from standardised in its goals and its location. The report supports the arguments that have been put forward in this work that new media literacy provides an avenue for students to take control of their learning environment and content and when presented to them in the right way it is something that they really enjoy. However the fact that students do not link that which they learn at school to the things they do outside of school is worrying as this means they do not associate what they learn in school with the real world thereby supporting the notion that school is becoming increasingly separate from the realities of youth.

### 2.4.3. Austria

As mentioned previously the concept of new media literacy has been around for a number of years but it is only recently that the government, following the EU's lead, has really started seeing the necessity for the teaching of new media literacy to take place. That said, since they have jumped onto the bandwagon they are promoting the use quite strongly. If one takes a brief look at the Bundesminesterium für Unterricht, Kunst und Kultur (Bm:ukk) homepage one of the first elements to be found is efit21. According to the website "efit21 sets key goals in the incorporation and use of new information and communication technology … and is the digital agenda of the ministry for education, art and culture."[7] (efit21 - digitale Agenda für Bildung, Kunst und Kultur) The aim of the Ministry is to improve the quality and increase the quantity of new media in use within the country in order to develop the efficiency of teaching with the aims of developing art, culture and the potential of employees while simultaneously integrating students within society. (BMuKK - efit21) New media literacy also recieves a specific mention on this page with the phrase "One of the priorities lies in the area of competence with the media and safety" (BmuKK – efit21) or in other words media literacy.

The efit21 page is meant for the whole of the education sector, no matter the establishement, the age of the students or the subjects involved. Rather more specific to the theme in question is the curriculum for living foreign languages, including English, which states specifically that "new information and communication technologies are also to be used eclectically in the teaching of foreign languages"[8] (BMuKK - Lehrplan AHS Oberstufe: Lebende Fremdsprache (Erste, Zweite) 3) Regarding how new media literacy is to be incorporated the Ministry gives examples such as the adaptation of content, the instruction of techniques and the use of portfolios. It also states that presentations are to be incorporated which are supported by different media and that students should be taught how to use online reference works. Thus it seems that the teaching of new media literacy is an essential and compulsory part of teaching a foreign language.

There are a number of other aspects within the curriculum that new media can support. These are elements such as intercultural competence, the ability to learn a foreign language autonomously and the ability to use foreign languages in order to find information.

[7] **efit21** setzt gezielt Schwerpunkte in der Einbeziehung und Nutzung der neuen Informations- und Kommunikationstechnologien ... und ist die **digitale Agenda für Bildung, Kunst und Kultur** des Unterrichtsministeriums.

[8] Den neuen Informations- und Kommunikationstechnologien (IKT) sind auch im Fremdsprachenunterricht vielseitig zu nutzen.

Incorporated within these themes are topics such as life-long learning and metacognition. Thus it would seem that the Ministry for Education has an interest in the use of new media literacy within the schooling of foreign languages.

With all these requirements regarding the use of new media within the foreign language classroom it would seem that the teacher has no choice but to use them especially when one considers the fact that "As a part of media pedagogy, media education has been an educational principle since 1973. The goal of the current decree (2001) is to generate measures that critically and analytically integrate both the traditional mass media and the new media, particularly the Internet, into education." (Gehrer) This circular then proceeds to detail how the media should be incorporated within the educational system.

The approach that the government seems to be taking is a mixture of *protectionism* and *critical media literacy* (Kellner and Share). This is supported by the fact that it outlines media pedagogy as being made up of media didactics and media education (Olensky and Schmied). Media didactics is defined as educating students through the use of media and media education as education about the media. These two elements show that the government desires its future citizens to be active participants in the online world whilst being critical in their approach to information sources.

The Austrian government would seem to be fully behind the implementation of new media literacy in the classroom and to a certain extent this is true. However it could be argued that it sounds better than it actually is. In order to become a teacher at an AHS school students need to study two subjects as well as pedagogy. During the six years it took me to complete my training I had only two modules involving the explicit use of new media tools. One was in English and was the basis for this project, the other was in history and incorporated a number of websites, with the emphasis mostly being placed on the critical analysis of film and radio excerpts. Included in the practical teacher training year there were two more courses, one of which focussed on the use of Moodle (an educational platform where teachers and students can set up and carry out tests, upload and download material, create wikis and so on), the other focussed on various websites that can be used for the teaching of English. I have no idea how much training goes on in the use of new media literacy in other subjects but this seems to be insufficient considering the emphasis that the government places on new media literacy education.

Additionally there are many projects that are supported by the government that involve the use of new media, including competitions, websites, teaching materials and efit21. These forums support the active use of new media in education and highlight the necessity for students to become literate if they are to become active participants. However the use of new media in the classroom is down to the teacher and therefore support for the teacher is of the greatest importance. The pressure from above regarding student performance and the increasing amount of generalised assessment within the Austrian school system (e.g. E8 Bildungsstandards and the Centralised Matura) are factors that do not help the increased independence of the students. Coupled with the general public's opinion that teachers earn too much and do too little work do not help the situation as teachers do not feel they are supported when they try new techniques or projects.

Overall the Austrian Ministry for education is good at prescribing the paths that schools should take but they do not seem to be very good at listening to the teachers involved in the implementation of the schemes, as can be seen by the introduction of the new Schulqualität Allgemeinbildung, the results of which will never reach the Unterrichtsministerin. On the other hand things are improving and with the emphasis that both the EU and the Austrian government is placing on new media literacy it is hopefully inevitable that these disciplines will continue to be developed within education.

## 2.5. New Media Literacy and Language Pedagogy

**Universities are leading the Way**

The fact that more and more educational institutions are providing on-line supplements or entire courses coupled with the fact that more students are opting to take on-line courses demonstrates once again the need for secondary education to integrate new media literacy into its curricula. In 2009 the Open University was reported to be the third in a list compiled by the BBC which asked about the students' satisfaction of their course (News). Considering the fact that an ever-increasing number of universities are using on-line resources for a great deal of their courses it is necessary to include new media literacy within secondary education if pupils are to be able to attend and function at the college of their choice.

In Holland there is an initiative amongst ten top universities that aims at "developing e-learning content and tools" (Caniels and Smeets-Verstraeten 2) and as a result of this the

Dutch Digital University was founded in 2001. One of the projects that was developed as a result of this was Sophia which was designed to counteract the fact that

> Most of the existing environments are places where the teacher will upload material that students will download, thereby discarding the many didactic principles that could be supported and enhanced by using e-learning tools. Important didactic principles are competence-based learning and learning aimed at a practical application of theoretical insights. In addition to these, students should be able to study or gather knowledge at the exact moment they need it. (Caniels and Smeets-Verstraeten 2)

**Effects on Schools**

The didactic principle of competence-based learning is also included within the Austrian school curriculum for foreign languages. "[T]he teaching of foreign languages is required to make a major contribution to the development of dynamic skills (subject specific expertise, social competence, individual competence, methodological competence, etc.)."[9] (BMuKK, "Lehrplan AHS Oberstufe: Lebende Fremdsprache (Erste, Zweite)" 1) Additionally the fact that students are expected to practically apply theory is something that is included in the literacy element as discussed earlier and furthermore the notion that students should be able to study or gather knowledge when they want is linked to the principle of *structural flexibility* (Reeves and Reeves). Overall then this indicates that the principles that are appropriate for universities are filtering down to the secondary education system.

Once again constructivism also rears itself into the picture as the students' needs are brought to the forefront of curricula design. Which does not mean to say that this is actually taking place but rather it is an ideal yet to be realised.

> Whereas in traditional education the teacher is the provider of knowledge, in web-based education the student should be more involved in the learning process itself. The student should become the central actor, choosing exactly those teaching materials that provide the knowledge he needs at a certain moment (Al-Nuaimy, Zhang and Noble; Collis). Surprisingly, most of the web-based learning tools that are currently available on the market are still largely based on traditional didactic principles. (Caniels and Smeets-Verstraeten 3)

This is something that schools need to adopt as the system that is in use at the moment is one that still relies to a great extent upon the instructivist approach. It is of course easy to identify

[9] [Es]kommt dem Fremdsprachenunterricht die Aufgabe zu, einen wesentlichen Beitrag zur Entwicklung dynamischer Fähigkeiten (Sachkompetenz, Sozialkompetenz, Selbstkompetenz, methodische Kompetenz ua.) zu leisten

the necessity but actual execution is difficult due to the amount of hierarchical levels involved in developing anything within schools. Or as Cathy Davison phrases it "institutions preserve the problems that they were designed to solve" (Now You See It: Why the Future of Learning Demands a Paradigm Shift).

There are many other pedagogical aims that are yet to be fully realised by schools regarding the use of new media and the connected literacy. Due to the fact that students are increasingly playing computer games, various people and organisations have developed educational games. Shrier (Revolutionising History Education: Using Augmented Reality Games to Teach Histories) and Squire (Replaying History: Learning World History Through Playing Civilization III) both observed students playing educational games and both noted that students took the information that was available on the games at face-value.

> In both cases, students were learning how to read information from and through games, but they were not yet learning how to read games as texts, constructed with their own aesthetic norms, genre conventions, ideological biases, and codes of representation, these findings suggest the importance of coupling the pedagogical use of new media technologies with a greater focus on media literacy education. (Jenkins et al, Confronting the Challenges of Particpatory Culture: Media Education for the 21st Century 15)

Once again the need for teachers to guide students to develop their functional literacy is at the centre of these observations. Buckingham is a strong supporter of the principles of media literacy education and makes the point that students "need more than lessons in how to use word processors or search engines … [they] also need to be able to evaluate and use information critically if they are able to transform it into knowledge." (Buckingham, Literacy, Learning and Contemporary Culture 177) In other words they must actively involve themselves with the deconstruction of texts in order to use that knowledge for participating within society.

**The Development of CALL**

Much of the information that has appeared so far in this work suggests the need to increase the use of new media within the educational environment. It therefore came as a surprise to discover that computer-assisted language learning (CALL) has existed for a number of decades. Since the 1960s computers have been used to aid the teaching of foreign or second languages. According to Mark Warschauer and Deborah Healey there have been three broad stages, the first of which was behaviourist CALL. "[T]his mode of CALL featured repetitive

language drills, … [and] the computer was viewed as a mechanical tutor which never grew tired or judgmental and allowed students to work at an individual pace." (57) Also known as "drill-and-kill" this method was used predominately in the United States and while having the advantage of providing greater structural flexibility, the motivational factors were entirely extrinsic and judging by the moniker by which it has become known, it is probably safe to assume that students were not entirely enamoured by the method.

The second stage developed the concept that language learning is intrinsic in language use. Behaviourism was becoming less fashionable at this time and the constructivist approach more dominant. Coupled with rising interest in the *Direct Method* and *Communicative Language Teaching* and the additional factor that personal computers were becoming more prevalent within society CALL advocates attempted to change how computers were being used. They "stressed that computer-based activities should focus more on using forms than on the forms themselves, teach grammar implicitly rather than explicitly, allow and encourage students to generate original utterances rather than just manipulate prefabricated language, and use the target language predominantly or even exclusively (Jones and Fortescue; Phillips; Underwood)." (Warschauer and Healey 57) Here the focus was placed heavily upon what the computer programmes stimulated in the students and what the students consequently did amongst themselves.

**Students are Integral to Their Own Learning**

"It is a common complaint in the English teaching field that fashions come and go" (Widdowson, Closing the Gap, Changing the Subject 4) and so too the hype surrounding this phase of CALL diminished. However a new wave was on the horizon and this one focussed upon the authentic use of language. Through task based learning, portfolios, and the like, *integrative CALL* (M. Warschauer) came to be. This approach infused concepts that are central to this work such as active participation, collaborative learning strategies, unsupported metacognition, teachers having a facilitative role, intrinsic motivation, authentic tasks, socio-cognitive theories and a constructivist approach to learning with new media. Rather than going to the computer lab to do grammar drills computers were seen as an integral part of the learning experience.

> Many of the changes in CALL paradigms flow from economic and social changes … Memorisation is less important in this information-rich time than effective search strategies, and students need the ability to respond and adapt to changes rather than training in a single way to approach a task. Teacher

> roles have also changed with the times. Teachers are rarely the sole source of language information in these days of global interconnectedness, and the literary corpus that may have been the basis of their foreign language training is not the only body of knowledge worth learning. (Warschauer and Healey 58)

This all points to the fact that students are no longer deemed to be empty vessels as was once the case but rather that the students have existing knowledge which they bring to the learning environment. It also shows that students should be incorporated in the decision making process of what they are to learn and how they are to learn it. As such the teacher's role has to change from that of the sage-on-stage to the guide-on-the-side.

> The learner should be responsible for recognizing and judging patterns of information, organizing data, constructing alternative perspectives, and representing new knowledge in meaningful ways, while the computer should perform calculations, store information, and retrieve it upon the learner's command. When the World Wide Web is used by learners as a cognitive tool, the teacher is a coach or even collaborator in the knowledge construction process. (Reeves and Reeves 62)

Thus we have arrived at the present day or at least present thinking regarding CALL and the influences of new media on the EFL and ESL (English as a Second Language) classrooms.

**How can New Media be used in EFL?**

The amount of computer programmes and new media resources that are available to teachers nowadays are simply beyond the scope of this work and to be honest too abundant for me to know of all of them.[10] However it is important to mention some of the key areas that have developed. In order to create a more simplistic overview the following list shows some of the areas in which new media can be used in EFL.

1. World Wide Web as a source
    a. Web Searches – either searching for specific information or using specific sites to search for information.
    b. Dictionaries/Concordances/Corpora/etc. – the students will need instruction in how to use them properly but afterwards they provide great reference works for the formulation of language.

[10] For a thorough, albeit a little dated summary, see Warschauer and Healey.

    c. Literature/Drama/Poetry – ranging from Google Books to genre specific websites which provide literature, drama and poetry as well as guidelines on how to analyse them.
    d. News – newspapers, TV news shows, Radio news broadcasts and Podcasts are all available online for students and teachers to play live, download or stream thus allowing for increased availability of authentic texts within the classroom.
    e. TV channels – most channels have a website which provides already screened TV shows that students and teachers can watch, analyse or learn from.
2. Teaching Resources
    a. Websites providing pre-prepared or adaptable lessons for teachers.
    b. Journals providing up to date teaching methods and discussions.
    c. Discussion forums to exchange ideas.
3. Apps – Apple has over 2000 educational apps on the market, other companies are catching up.
4. Email – Instead of getting students to write imaginary letters to people the opportunity is there for them to write real emails to real people.
5. Blogs – Provide a platform for creating one's own thoughts or reading about others'.
6. Films
    a. There are actually legal sites which make certain films available, streaming films is still in the grey-area of legality, downloading films is risky but most schools have a budget for such things.
    b. Students create their own films.
7. Games – More and more games are being pitched as educational; examples include Civilisation, Sims and even World of Warcraft.
8. Tools – can be used inside or outside of the classroom to support language learning
    a. Mobile phones
    b. Tablets
    c. Laptops

This list is merely a sample of what is available in the world of new media for any language classroom; a vast number of which can also be adapted from existing lesson plans. The bigger question remains of how to increase the language skills of learners and while these sites create opportunity not all of the activities can be carried out in class.

**Designing Tasks that Use New Media**

Denise Souza and Phillip Towndrow suggest five key factors that are involved when designing tasks around new media that will actually create positive production from students. They take their factors from the Task Designer's Mixing Desk (TDMD) (Towndrow and De Souza).

1. Choice of Task

By allowing students to help decide and even design the tasks that are to be carried out in the classroom they can use the skills necessary for language acquisition. Students can be given web pages to which they have to create questions for other students, the particular webpages involved can be chosen by the students or by the teacher depending on the focus. By doing this they will be able to practice question formation, modal verbs, tenses, etc. Another example would be to create a newspaper which would involve specific language styles as well as research skills. The students would then be required to use new media skills in order to create the electronic copy which could then be posted on the school homepage or printed out and stuck to a notice board. The important aspect is that by including the students in the decision making process they can concentrate on themes that they find both interesting and relevant thus diminishing the gap between extra-school activities and intra-school activities.

2. Media and Tool Use

The important aspect in this element is that the work whatever it is includes the use of new media and the tools thereof in a productive manner. By encouraging students to complete tasks which use a number of different modalities to report on the same theme they can be exposed to different language skills. At the same time when they produce their results they can also use different modes. An example could be a report on the Olympic Games in which the students are required to research controversial aspects via Internet sites, radio and TV coverage. The results could be presented in the form of a PowerPoint presentation in which they learn bullet style writing, extracting important information, and formal speaking skills.

3. Outcomes

The essential ingredient in this element is that of the process. Students' should be encouraged to think outside of the box in order to construct meaning. In other words if they are asked to find out about William Wallace the first thing they will probably do is go to Wikipedia. If however you extend the task to include elements of interpretation then the outcomes are multiple and the student becomes the meaning maker. This kind of activity also links directly

to competence-based learning as they are required to analyse, interpret and draw conclusions. An example of this would be “How do the filmmakers and producers of the film Braveheart create the image that he was a hero? Was he really?” This task would require students to combine historical facts and therefore research with literary analysis. While busying themselves with the research they would be passively consuming language from different periods and of different genres which they would then have to actively use in some presentation of the results.

4. Strategies

In order to increase the different levels on which the students think and to simultaneously extend the language to which the students are both exposed and have to use the teacher can include open problems. The students would then be working with different cognitions as well as being required to consider their metacognitive strategies.

5. Learning Support

The fact that learners need support when acquiring language is unquestioned, however each student may need a different type of support at a different time. As such the classroom situation is not ideal and therefore the inclusion of support sites such as Moodle or the Khan Academy can help overcome this problem. Students should also be encouraged to find their own ways of helping themselves which they can then share with the others in the class.

All in all the TDMD is designed to help teachers to implement new media into their classrooms without doing it just for the sake of it. New media literacy can and does provide authentic opportunities for the production of language and is therefore a great help to both teacher and student alike.

# 3. The Project

The following chapter describes the build-up to' the actual project. Firstly the motivations for implementing the project will be discussed. These will include how the project was an expansion of a course involving new media which was being held at the University of Vienna with Barbara Maly. The change in perceptions of how new media could be used in the classroom and a number of expert opinions will also be mentioned in order to discuss whether the use of new media is actually productive. Alexandra Juhasz, for example, believes YouTube to be unsuitable for a university class, David Buckingham believes it to be essential to teach the tools that are available and Ken Robinson and David Shaffer consider the classroom to be completely out of date.

Following this I will go on to describe what was needed before I could commence with the project.

## 3.1. Why is the Project Important?

> We cannot evade media presence, media representation. We have come to depend on our media, both printed and electronic, for pleasures and information, for comfort and security, for some sense of the continuities of experience, and from time to time also for the intensities of experience … I want to argue that it is because the media are central to our everyday lives that we must study them." (Silverstone 2)

The media is a part of the majority of the world's populations' lives and has been so for many a year. With the invention of new media the intensity, frequency, duration and exposure of citizens to media has increased. However there is still a debate as to what kind of role new media literacy should play within education today. Perhaps surprisingly these themes were already part of a symposium that took place in 1982 in Grunwald, Germany. The symposium was hosted by UNESCO and the product was the "Grunwald Declaration on Media Education", which highlighted the fact that media and the media are universal and that it is a civic duty to educate people in order for them to be able to participate in society.

> Rather than condemn or endorse the undoubted power of the media, we need to accept their significant impact and penetration throughout the world as an established fact, and also appreciate their importance as an element of culture in today's world. … Political and educational systems need to recognize their obligations to promote in their citizens a critical understanding of the phenomena of communication. (Grunwald Declaration on Media Education)

This declaration is not only still relevant but probably more significant than ever due to the fact that since it was published the Internet has literally changed the face of the world and how citizens can and need to participate in it. The central concept being talked about here is "participatory culture", which was discussed earlier. However in order for this to occur everybody needs to have access to the new tools of media and become literate enough to be able to use them.

> Critical media literacy is an educational response that expands the notion of literacy to include different forms of mass communication, popular culture, and new technologies. It deepens the potential of literacy education to critically analyze relationships between media and audiences, information, and power. Along with this mainstream analysis, alternative media production empowers students to create their own messages that can challenge media texts and narratives. (Kellner and Share 2)

Thus schools and education centres could be seen as the first point of contact for people to confront the tools and issues involved with new media. However schools seem to be lagging behind in this context. One of the leaders in the field is Ken Robinson an education specialist who believes that schools are still living in the industrial revolution.

> Every country on earth at the moment is reforming public education. There are two reasons for it. The first of them is economic: people are trying to work out: How do we educate our children to take their place in the economies of the 21st century? How do we do that given that we can't anticipate what the economy will look like at the end of next week, as the recent turmoil is demonstrating? How do we do that?
>
> The second though is cultural. Every country on earth is trying to figure out how do (sic) we educate our children so that they have a sense of cultural identity and so that we can pass on the cultural genes of our communities while being part of the process of globalisation. How do you square that circle?
>
> The problem is they are trying to meet the future by doing what they did in the past. And on the way they are alienating millions of kids who don't see any purpose in going to school. (Robinson, RSA Animate - Changing Education Paradigms)

As one can tell the parameters of education are changing and new media literacy is providing educators and students with opportunities to change the system as we know it.

Another element that is associated with new media literacy is that of subjection. As children are now able to access almost any information they wish the potential for them to experience different viewpoints on a variety of subjects has become a reality. However they need to be able to interpret the texts more than ever as all texts are delivered subjectively. The following

is just one example of the subjectivity that can be found within seconds of searching the Internet.

> The invaders arrested four civilians in their operations in Ghani Murgh area of Gulistan district in Farah province on the 3rd December 2012. Nine civilians including four men and five women, walking on a path were attacked by a Drone of the invaders on 5th December near Baz Gul village in Kamdaish District of Nooristan province and all of them were martyred. (Rabi'ul Awal 1434)

This is a sample of a blog, which took about 30 seconds to find, and it describes an attack by the Americans on Afghanistan. It suggests that the Americans are the "baddies" and the Afghanistan people the "goodies" which is in direct contrast to what the western world hears about the invasion of Afghanistan. The fact that students should be able to criticise texts such as this and the (questionably) equally biased reporting that comes from the Western Media networks is undisputed for without these skills they would take everything at face value.

Thus arrives the third element that Ken Robinson discussed and one of the motivations for this paper; namely the fact that people "… are trying to meet the future by doing what they did in the past. And on the way [we] are alienating millions of kids." Ken Robinson is trying to explain to us all that the school system, as it is, is outdated. That is not to say that it is not successful at producing workers and future citizens but rather that the foci of school are still the same as those that existed during the industrial revolution, which in today's society should not be especially relevant. The authoritative, top-down hierarchy that is in place within the school system encourages competition between students and the centralised grading system that is present throughout Europe turns the students into statistics rather than people as well as eliminating many opportunities for individualisation. "Every education system on earth has the same hierarchy of subjects … At the top are mathematics and languages, then the humanities, and at the bottom are the arts." (Robinson, RSA Animate - Changing Education Paradigms) With the development of new media people are required to have different skills, critical abilities and advanced literacies in a wider range of fields. Employers expect people of all positions to be functionally literate and as such the demands on education are changing. These changes lead to only one conclusion, namely as new media are changing the ways in which people need to be able to think and act in today's society the education system needs to change as well.

Another impetus for the project is the concept of the Creative Commons licence which goes hand in hand with that of copyright and as such it is a theme that needs to be addressed within

the classroom. “Research by the British Phonographic Industry (BPI) found that eight million people in the UK claim to download music, 92 per cent of them using illegal sites”. (Giddens, Sociology 651) The fact that so many music downloads take place illegally just reinforces the need to address new media literacy within the classroom and the debates that go with it such as copyright law.

These are all issues that need to be addressed within the classroom if teachers are to enable children to develop themselves as autonomous individuals who are prepared to think and reflect critically. (BMuKK, “Erster Teil Allgemeines Bildungsziel”)

## 3.2. YouTube WeThink

In the winter semester of 2011 a course was offered at the University of Vienna called *Critical Media Analysis - YouTube - WeThink. Exploring YouTube as Anglophone Cultural Practice*. The concept behind the course was to allow the students to begin to open their minds to the possibilities of the Internet, or more specifically YouTube with regard to our studies. The course involved a number of different concepts entwined with new media such as multi-modality (different forms of communication such as written word, pictures, sound and colour all on the same page), affordances (what the technology is designed to do) and epistemic frames (how we think about certain things).

As part of the course with Barbara Maly, apart from the “readings” involved (which now also involved watching videos on YouTube) the students were required to create their own videos, to post comments on other people’s videos and to present a piece of research that involved YouTube in some kind of academic field. Half of the candidates had to carry out online and the other half offline presentations.

The course afforded interaction with, and critical evaluation of aspects of the Internet and some new media resources that are available today while simultaneously using these tools actively. In a chapter on *Defining Digital Literacy: What Do Young People Need to Know About Digital Media* David Buckingham applies a quotation from Umberto Eco to the use of new media. The original quotation says that “If you want to use television to teach somebody, you must first teach them how to use television” but as it comes from 1979 it was too early for Eco to know of the imminent influences of new media. As such Buckingham reinterprets this statement in accordance with new media. “… if we want to use the Internet or computer games or other digital media to teach, we need to equip students to understand and to critique

these media." (Buckingham, What Young People Need to Know About Digital Literacy 73) And indeed this was what was required during the course.

There was an experiment that Alexandra Juhasz carried out, which was designed along the lines of Buckingham's thinking. It aimed to carry out a seminar entirely on-line on YouTube in order to question how web 2.0 and specifically YouTube is changing or could change the learning environment in which people work.

> Given that college students are rarely asked to consider the meta-questions of how they learn, on top of what they learn, I thought it would be pedagogically useful for the form of the course to mirror YouTube's structures, like its amateur-led pedagogy … all assignments had to be produced as YouTube comments or videos, all research had to be conducted within its pages, and all classes were taped and put on to YouTube. (Juhasz 133)

The concept was one of the first of its kind and it soon rceived international press coverage. Unfortunately most of the reporters saw it as an incredible waste of time. "… the journalists' analyses were frustratingly rudimentary and biased (they all began from the assumption that the class, like YouTube, was a joke)." (Juhasz 134) These attitudes soon disheartened the students and the result was ever-increasing frustration in the method.

As the seminar developed and the semester went on the students and lecturer were discouraged with YouTube as a platform and began to question many aspects that did not conform with "regular" seminars. They discovered problems such as turning papers into videos, two of the limiting facets were the 500 character comment box and the lack of opportunity for communal exchange. In fact Juhasz claims that she was "overextended, responding to multiple media queries each day, all the while gathering hits and attention, but without a quality or depth of dialogue, making the extra labour expended on the course seem little worth the bother." (Juhasz 134) In the end they went off-line for the final project and Juhasz did not repeat the seminar.

These results beg the question of why anyone would want to do something similar with their students and it is here that Buckingham's quotation really comes into play. The students needed time to practice the new skills that were required to work in this new environment and as a result they felt unsatisfied. The also felt that skills they had already acquired were no longer relevant "students quickly understood how well trained they are to do academic work with the word – their expertise – and how poor is their media-production literacy" (Juhasz

134). This leads me to the conclusion that the students were frustrated because they had been working in a system that is almost diametrically opposed to modern concepts such as making videos. (Most) Educational environments still expect people to write pages of essays and to discuss their findings based upon the research that has gone before and the facts that the teachers want to hear. There is very little room for innovation and it seems that the current thinking is that this is the correct way of doing things. In fact it seems very much as Ken Robinson claims in another of his talks that "the whole purpose of public education throughout the world is to produce university professors." (Robinson, Ken Robinson Says Schools Kill Creativity)

This is especially true of the Allgemein bildende höhere Schule (AHS) in Austria which is specifically designed to send its graduates to university with the results being that it has a good reputation within society and there is a certain stigma about children who attend other schools being less intelligent. When one takes a peek inside the school though, one sees something that is rather unimaginative namely the teacher is standing at the front of the classroom, the students are all seated at desks and they are busy copying what the teacher is telling them, very similar to a lecture at a university.

David Shaffer at the University of Wisconsin-Madison refers to an episode of Star Trek in which a very similar picture appears. He says that "in a world 300 years in the future, it turns out that education is gonna (sic) look, well, very much like it did 100 years ago. And the reason this is a problem is that many of the technologies that the creators of Star Trek imagined are actually here with us today." (Epistemic Games: Building the Future of Education) So if the technology has changed so radically then it must be time to at least attempt to use it.

And it is for these reasons that I wished to initiate the project at school, I wanted to see if the students could cope with taking control of their own input, if they could learn from their own experiences, if the use of authentic goals would encourage them to work, if I could step out of the role of the leader and take on a facilitative role, if they would enjoy this change in the hierarchy, if they could learn to reflect upoon what they had done in order to improve their work, if they would collaborate with each other and if they would take advantage of the more flexible structures regarding time, and place. In short could they become more autonomous as learners.

## 3.3. Sportgymnasium Maria Enzersdorf

In order to understand the environment in which the project took place it is worth describing the school situation and thereby the parameters within which the work was carried out. Sportgymnasium Maria Enzersdorf is located about 25 km outside Vienna, near Brunn am Gebirge, Gießhübl and Percholdsdorf, which are three of the top ten richest communities in Lower Austria based upon a spending capacity index produced by the market research institute RegioData (Schätzle).

The school was founded in 1985 as an extension of BG/BRG Franz Keim-Gasse and was the first "Bundes Oberstufenrealgymnasium für Leistungssportler" in Austria. In 1990 the school moved into the attic of the "Klosters der Schwestern von Armen Kinde Jesu" before taking over the building and some of the surrounding countryside and adding a new wing. The addition of a triple sports hall in 1998 set up the basis for the school as it is today. (BRG Maria Enzersdorf (ed)) Nowadays the school has grown from a school for "leistungssportler" to a more general sports school in which there are over 60 teachers and an "Unterstufe" and an "Oberstufe" which are made up of 30 classes and around 650 students.

The school itself is a co-ed "Gymnasium" which the Austrian Ministry of Education[11] translates as "Secondary Academic School". In practice this means that "The purpose of a secondary academic school [allgemeinbildende höhere Schule] is to impart broad and extended general education, thereby providing pupils with standard entry qualifications for university and a solid basis for more specialized education or training" (BMuKK, Secondary Academic School). The students join the school at the age of 10 and generally finish when they are 18. However unlike a regular "Gymnasium" this school has a sporting emphasis which means that in order to gain admittance into the school the students also have to pass an entrance exam which tests their sporting abilities. During their school career the students receive 7 or 8 hours of active sports instruction per week in a range of fields including ball sports, swimming, gymnastics and even circus skills. The students are also assessed in their sporting abilities as part of their final exams, although this takes place in the penultimate year of school to alleviate some of the stress with regards to learning and timetables that occurs during the final exams period.

In addition to sport, the school has two different branches; one of which is Content and Language Integrated Learning (CLIL) and the other is Informatik, Projekte, Präsentationen

[11] Bundesministerium für Unterricht, Kunst und Kultur

(IPP). The students are separated into one of these two branches on joining the school based upon their wishes and abilities. With regard to English this means that the level of English is quite varied. In the CLIL branch of the school the students are taught in English in a number of subjects and they have access to a number of native speakers who work cooperatively with the subject teachers during the lessons. The IPP branch also has access to a native speaker but this is limited to the Oberstufe and the English lessons only. All of this means that the level of English within any class can range quite dramatically though in theory students at AHS schools across Austria should reach A2/B1 (as described by the Common European Framework of Reference) by the time they reach the Oberstufe and they have to be at B2 level in order to pass their final exams, known as the Matura.

## 3.4. Fivebee

The project took place during a normal school year which runs from September to June. As such the class had three English lessons per week and there was time spent in the classroom as well as outside the classroom that did not have anything to do with new media, but due to the fact that the focus of this paper is new media literacy the majority of elements that did not concern multi-media will be excluded. However please do not think that we concentrated solely on work with multi-media as this would simply not be true. One of the beauties of teaching lies in reaching the students on many different levels and this means using many different modes and methods, it is for these reasons that I started the project but it is also for these reasons that I used other methods that did not involve multi-media and the fact that you will not find them in this paper does not mean they did not occur.

The project that I initiated began in November of 2011 and was also the project that I used for the course referred to above. The project was based upon the course that Barbara Maly had designed and which was still progressing. This gave me a dual role as participator and initiator thus allowing me to experience the difficulties that the students were to face before they did and therefore hopefully to have some of the answers to the questions that were to come. The class involved in my project was a 9$^{th}$ grade AHS class that were part of the IPP branch. They were 14 – 15 year olds and all possessed laptops or computers at home as well as additionally having Internet access at home and at school. I believe it is worth reiterating the fact that in order for new media to reach its full potential the amount of economic investment on the part of schools and parents is extensive and therefore I have to acknowledge the fortunate position in which both I and my students were and are situated.

Additionally most of the class had smart phones with Internet access which increased the affordances of the project as they were able to carry out research in class, something that was not possible using laptops due to a lack of Wi-Fi in the school.

The tools that provided the basis of the project were YouTube which we used as an archive and library for videos and Wordpress.com which was used as the access point. The reasons I chose to use the websites in this way were because of the fact that I had experienced this set up with Barbara Maly, I had found it easy to navigate and thus believed it would be of an appropriate difficulty level for the students. Additionally the experiment carried out by Alexandra Juhasz provided me with good reason not to solely use YouTube.

In this ninth grade at our school we used a textbook called *Make Your Way Ahead 5*. This is a textbook which was written and published in Austria with the Austrian school system in mind. "This work was developed on the basis of a goal-oriented curriculum. The concretisation, weighting and implementation of the contents are the teachers' responsibility."[12] (Davis et al) As one can tell the textbook is based upon the curriculum which has been developed as the basis for teaching this grade across Austria. However as the textbook was published in 2004 and my activities took place in 2011/12 the book was a little out of date with regard to some of the information and to some of the tools available to educationalists nowadays.

One more step was required before the project could begin and this was the setting-up of access codes. Prior to beginning the project I had to set up my own private accounts which could then be accessed by the students. For reasons of security the account settings were all set to *Private* and I then invited the students to become *authors* on the new *fivebee* Wordpress.com site.

[12] "Dieses Werk wurde auf Grundlage eines zielorientierten Lehrplans verfasst. Konkretisierung, Gewichtung und Umsetzung der Inhalte erfolen durch die Lehrerinnen und Lehrer." Translation by Tim Ware 11.11.12

# 4. The Model

The following chapter will be a summary of the key elements that were used to analyse the project. Having researched the topic and having encountered a number of prospective models, the model that will be used in the upcoming analysis has been chosen as it incorporates the dimensions that I feel are most relevant for the analysis of the project as a whole. The reason I believe it to be the most applicable is because it is based upon pedagogical, cognitive and technological theories and therefore is suitable to the educational setting in which the project took place.

Web-based instruction (WBI) focuses upon "interactive learning via the World Wide Web" (Reeves and Reeves 59) and is comprised of 10 elements. Each of the dimensions involved in WBI can be viewed as a dichotomous scale along which one can move with the extremes being opposing views as to how interactive learning can take place. All of the dimensions can all be applied to the different phases of the 8 month long course, albeit at varying levels of relevance, and it is for this reason that the model is suitable. It is also important to highlight the fact that the authors do not see the list of dimensions as all-encompassing but rather as a basis which can and will be extended. Above all else they make the point that the model "addresses a fundamental misunderstanding, i.e., what is unique about WBI [Web-based instruction] is not its rich mix of media features such as text, graphics, sound, animation, and video, nor its linkages to information resources around the globe, but the pedagogical dimensions that WBI can be designed to deliver." (Reeves and Reeves 59) Web-based instruction is normally designed for entirely on-line learning and therefore is slightly different to the school-based project that I carried out, but as the idea behind the project was to incorporate the web into my teaching and therefore to extend the resources, space and time that are normally available within a school the principles still apply.

Additionally the principles underlining WBI are based on the facets involved in e-learning which can be defined as follows: "E-learning can be viewed as an innovative approach for delivering well-designed, learner-centred, interactive, and facilitated learning environment to anyone, anyplace, anytime, by utilising the attributes and resources of various digital technologies along with other forms of learning materials suited for open and distributed learning environment." (Khan 42) In my opinion the project attempted to meet these criteria and thus once again deems the WBI model suitable for my purposes.

### 1. Pedagogical Philosophy

The extremes of this dimension are the instructivist and constructivist approaches to teaching and learning. On the one hand the instructivist approach "reinforces a view that knowledge is attained passively by information transfer from a knowledgeable "authority" figure (teacher) to the learner. Knowledge (reality) exists independent of, and external to, the learner." (Diaz and Bontenbal 52) On the other hand "constructivism is a philosophical view on how we come to understand or know" (Savery and Duffy 135) which supports the idea that "learners are able to construct their own knowledge". (Diaz and Bontenbal 52) Constructivist ideas seem to be leading the discourse on teaching methods especially with regard to WBI. Additionally the concept that all knowledge is constructed leads to the fact that students need to learn that constructs are created and therefore require interpretation. In turn these interpretations are based upon social constructions which the students have learned throughout their lives.

As "[Constructivism] suggests that individuals create their own new understandings, based upon the interaction of what they already know and believe, and the phenomena or ideas with which they come into contact" (Richardson 3) the need for the students to be brought into contact with as many ideas as possible is essential. Relating to the project this means that the students need to be given the opportunity to find their own information and learn to interpret it for themselves but also that they need to examine the knowledge that they already have or believe or rather the point of view that they have already developed. By watching the videos that the various members of the class post they are exposed to many different views on a number of themes and they should realise that there is never just one perspective on a theme. The fact that they are required to analyse the videos and sources leads them to form their own opinions while reflecting on how the materials have been constructed and what difference this makes to the materials. This helps the students to link their existing knowledge to new knowledge and promotes "the conversations that are necessary for internalization and deep understanding." (Richardson 3) One big criticism with interactive learning is that while it has massive potential "Many WBI sites are based upon instructivist (tutorial) structures rather than constructivist (tool) approaches" (Reeves and Reeves 60). Diaz and Bontenbal asked the question of why it should be the case, (in their research they focussed upon university lecturers, but their conclusion holds true to other areas of teaching) that teachers still use an instructivist manner and they suggest that "many educators are simply replicating their own traditional instructivist training." (Pedagogy-Based Technology Training 52) Thus if future

WBI is to develop along the lines of constructivist teaching then teachers need to be trained in or taught the principles associated with the theory thereby leading them to question their own knowledge constructs.

## 2. Learning Theory

The learning theory dimension has "behavioural psychology at one end of the continuum and cognitive psychology at the other." (Reeves and Reeves 60) Behaviourism is principally linked with the ideas of reinforcement of desired behaviours. Pavlov (and his dogs) was one of the leading names in this field but "it was mainly through the work of Skinner (1954) that a genuine behaviourist technology of instruction began to develop." (Case and Bereiter 141) Regarding EFL teaching behaviourists condition their students "through the process of training, imitation and reinforcement. Accordingly teacher-centred EFL teaching approach regards language learning as a process of habit formation, in which new knowledge, essentially a new behaviour, is reinforced and ultimately acquired through appropriate and continuous repetition, as well as controlled instruction." (Zhao 1)

Cognitive learning theories however believe that "Mental processes, or cognitions, although not directly observable, result in highly individualized responses or learning; therefore human beings learn by creating their own unique understandings from their own experiences." (Kennedy, Tipps and Johnson 48) Thus students need to be given as many different experiences as possible in order to develop their learning of a foreign language.

Regarding the project, the aim was to lean more towards the cognitive theory of learning by using the Internet. Through the Internet and new media the students have access to a far greater range of sources, modes and therefore experiences thus allowing them to develop their own understanding of language, this does not mean that there is no element of behaviourism as many of the elements involved in the course repeated themselves and they still received grades thereby reinforcing, either positively or negatively, the responses that they provided. However as the responses came from peers as well as the teacher once again they had to sift through the responses if they wanted to take anything with them.

An additional sub-element of cognitive theory comes from Eccles and Wigfield (In the Mind of the Actor: the Structure of Adolescents' Achievement Task Values and Expectancy-Related Beliefs) who "claim that achievement behaviour is predicted by two constructs: expectancy for success in a given task and the value the individual associates with success in

that task." (Mori and Gobel n. pag.) By filming and then watching themselves and others the idea is that the students are able to take a more objective view of the language that they produce while concurrently giving them multiple perspectives on their language production.

### 3. Goal Orientation

The first point that needs to be mentioned is that Reeves and Reeves base their category of goal orientation upon the concept of how to present information to the learner rather than the more dominant approach of goal orientation theory research that focuses upon why and when students do well (Kaplan and Maehr; Pintrich). They argue that the spectrum associated with goal orientation ranges from having a sharp focus to having a general focus. An example of sharply focussed goal orientation would be "direct instruction, perhaps in the form of a Web-based tutorial" (Reeves and Reeves 61). They deem this to be the most appropriate form of instruction for information which "has undergone extensive social negotiation of meaning and which might most efficiently and effectively be presented more directly to the learner."(Cole qtd. in Reeves and Reeves 61) However, when it comes to creative or higher level knowledge they contend that "WBI [should] promote inductive learning" and technology could be used "as a cognitive tool" (Reeves and Reeves 61).

With regard to EFL teaching "Certain goal orientations can also be emphasized by teachers in their classrooms. Since goal orientations are sensitive to both intrapersonal and contextual factors, they can influence the way students perceive learning situations" (Guilloteaux 2) thus the goal orientation that a teacher imbibes within activities will have an effect of the motivation of a learner. Examples of goal orientation can range from expecting the student to fill in the correct tense in a closed passage (sharply focussed) to discussing issues on global warming (general focus). The meta-goal is ultimately the same namely being able to passively or actively use the English language. A typical approach is to blend the two and move along the scale as and when appropriate.

Regarding the project the goals are mixed and the focus tends to be more on how they get to these goals, but by including quizzes which test knowledge and an online discussion on whether turtles should be saved as opposed to a new hotel being built both ends of the scale are incorporated.

### 4. Task Orientation

One of the advantages of WBI is the extent to which it can make use of authentic tasks (at one end of the scale) as opposed to academic tasks (at the other end of the scale). If one accepts the definition of an authentic text as being "created to fulfil some social purpose in the language community in which it was produced" (Little, Devitt and Singleton 27) then WBI really comes into its own. Through the Internet students have access to masses of authentic material which can help them to "acquire an effective receptive competence in the target language" (Guariento and Morley 347).

Academic tasks though are those which have been produced specifically for use in the classroom. They are normally designed to work on a specific element of language and can be set at the desired level. When used in the appropriate situation they can be far better than authentic texts as they can help the learner to produce the language that they need to practice.

The debate between what an academic and what an authentic text is continues today with the grey zone incorporating elements of both extremes. Examples of authentic texts for writing tasks would be letters of complaint to distributors or birthday party invitations with directions, however as these are being produced solely for the purpose of practicing language use, one could also argue that they are academic texts. The question of whether amending a text constitutes it as an academic text is also an issue. "On the one hand, writers like Grellet (1981) advocate the use of texts in which nothing has been changed. On the other hand, many teachers would argue that the needs of learners at lower levels of proficiency demand the use of 'simulated-authentic' materials. These emulate original materials, but are contrived in some way to assist the learner." (Hedge 68) Henry Widdowson goes one step further and reasons that it does not even make sense to use

> authentic language in the classroom, on the fairly reasonable grounds that it is actually impossible to do so. The language cannot be authentic because the classroom cannot provide the contextual conditions for it to be authenticated by the learners. The authenticity or reality of language use in its normal pragmatic functioning depends on its being localised within a particular discourse community. Listeners can only authenticate it as discourse if they are insiders. But learners are outsiders, by definition, not members of user communities. So the language that is authentic for native speaker users cannot possibly be authentic for learners. (Widdowson, Context, Community, and Authentic Language 711)

WBI has an enormous amount of potential for maintaining the context in which texts arise and therefore allowing the students to produce and experience truly authentic texts. With respect to the project the students are expected to work with text types from all over the Web as well as with each other's texts. As they need to be exposed to real-life texts as well as increase their grammatical, lexical, semantic and pragmatic uses of English in order for them to be able to communicate in the world as well as being able to pass the Matura the pedagogical intention is obvious. However, I believe that by exposing them and asking them to take part in communities in which texts are being produced by themselves as well as others they are coming fairly close to working with truly authentic texts as they are then part of the discourse community.

## 5. Source of Motivation

The two ends of the scale in the motivation section are extrinsic and intrinsic, which Reeves and Reeves define as "outside the learning environment" and "integral to the learning environment" (Effective Dimensions of Interactive Learning on the World Wide Web 62) respectively. Motivation has also been closely linked to the authenticity of tasks, as discussed in the previous section. "Many writers claim that authentic materials motivate learners because they are intrinsically more interesting or stimulating than artificial or non-authentic materials" (Peacock 144) i.e. academic materials. What Peacock is saying here is that the motivation is intrinsic when students use authentic materials and that "learners were more motivated by authentic materials, but not because they were more interesting" (Peacock 152). Reeves and Reeves report that "some proponents seem convinced that WBI will motivate learners automatically, simply because of the integration of [multi-modality]." (Reeves and Reeves 62) Conversely Reeves also reports that "Multimedia studies indicate that learners soon tire of these media elements" (qtd. in Reeves and Reeves 62) and that extrinsic motivation has to be built into the course if levels of motivation are to be kept up.

There are many other elements that influence the motivation of learners including "goal orientation (purposes for doing a task) and self-efficacy (judgements of competence to perform a task), as well as task value beliefs (beliefs about the importance, utility and relevance of a task) and personal interest in a task (liking the content area, domain)" (Pintrich 461).

When considering the project intrinsic motivation is discernible due to the fact that the students are being asked to use tools that they use in everyday life outside the classroom and

that they are already interested in, which increases the self-efficacy of the learner. Additionally this increases their interest in the task and the domain in which the learning takes place. However in order to maintain levels of motivation extrinsic elements such as grades and deadlines are included in order to ensure that the students complete the tasks required of them, thereby extending the task value beliefs.

### 6. Teacher Role

The scale applied in this dimension has didactic at one end and facilitative at the other. Reeves and Reeves describe the didactic role as the traditional "sage on stage" and the facilitative role as the "guide on the side" (Effective Dimensions of Interactive Learning on the World Wide Web 62). The traditional role of the teacher is still commonplace within schools and within EFL classrooms, though more and more the emphasis is being placed upon the learners themselves to lead the way and decide what they wish to study. And why should this not be the case, as the desired result is that students can use the English language, so if they are more motivated by dealing with a subject that interests them as opposed to one which does not then let them decide which topics they wish to study. Moreover, Gow and Kember measured

> students' approaches to learning [at two institutions in Hong Kong] using Biggs's (1987) Study Process Questionnaire. In those departments where the predominant teaching orientation was towards knowledge transmission, the students' use of a deep approach to learning tended to decline during their programme of study. In contrast, in departments where the predominant teaching orientation was towards learning facilitation, the students were throughout much less likely to report the use of a surface approach to learning. (Norton et al 540)

The Internet and Web 2.0 have provided a stage on which teachers have the possibility of facilitating learning within the learners as it removes the need for pure knowledge transfer. The school system itself does not leave much room for this to take place though as teachers are still required to fulfil the aims of the curriculum and to use the textbooks that they are provided with. Having said that, teachers firstly, do not have to stick to these topics and secondly, due to the implementation of the new "Standardised Competence Oriented Reifeprüfung"[13] the requirements of teachers are changing in accordance with a "deep approach to learning" (Norton et al 540).

[13] Standardisierte, kompetenzorientierte Reifeprüfung – the exam taken at the end of the school career in Austrian academic secondary schools. (See http://www.bmukk.gv.at/schulen/unterricht/ba/reifepruefung.xml for more details)

The Internet provides a range of sources on multiple topics in a larger range of modes, it could be said that it is therefore logical to use the resource as much as possible. The consequence is that teachers are no longer the source of all information and that the students can often use the tools involved in a more advanced manner than the teachers, as such the role of the teacher has to change to that of facilitator and guide.

Pertaining to the project this means that the students are given the opportunities to decide upon which modules they want to study, although some of these are in the book. They are also given the opportunity to show what they can do by becoming teachers themselves and helping each other through areas that they find difficult. As a guide I am able to lead them through the tasks and point them in the "right" direction but ultimately they are the ones that have to do it. The students themselves have to become accustomed to the different teaching role being offered as this is something that is new for them. They can no longer just ask the teacher for the correct answer as there are often times when the teacher does not know the answer, someone else knows it better or there simply is no right answer.

The concept of flipping the classroom so that the students become the leaders coincides with the new notion that "students are no longer passive consumers of knowledge but also producers or "prosumers", indicating a more active approach to learning." (Lee and McLoughlin 22) It also develops greater depth of learning as students are involved from the point where they decide what it is they are to learn right up to discussing the issues involved therein.

### 7. Metacognitive Support

Flavell divides metacognition into metacognitive knowledge, metacognitive experience, goals/tasks and actions/strategies. He defines metacognitive knowledge as being "that segment of your (a child's, an adults') stored world knowledge that has to do with people as cognitive creatures and with their diverse cognitive tasks, goals, actions and experiences [whereas] metacognitive experiences are many conscious cognitive or affective experiences that accompany and pertain to any intellectual enterprise." (Metacognition and Cognitive Monitoring: A New Area of Cognitive-Developmental Inquiry 906) In other words it is how aware learners are of what they have to learn, how to go about this, how they reflect on their success or failure and whether they know how to adapt in order to cope with the demands placed upon them.

The "activation [of metacognitive knowledge] can be rather automatic, stimulated by the individual, or contextual features, or it can be more controlled and conscious … [It] has been broken down into declarative, procedural and metacognitive knowledge." (Pintrich 458) Thus the role of metacognitive support is to increase the level of both conscious and unconscious metacognitive knowledge. The declarative metacognitive knowledge can be increased by including and discussing different methods that the students require to learn generally or for specific tasks. Additionally by allowing or requiring students to use the different metacognitive knowledge that they have, they can develop their understanding of how to perform tasks. Finally they need to learn when and why they should use different strategies. These elements can all be built into WBI by affording a variety of skills from the students and by necessitating the use of the various skills.

Metacognitive support refers to whether or not the activities in which students take part have reflection built-in thus requiring them to develop the amount of skills they have and their understanding of where, when and why they should use these skills. Whether students are obliged to reflect upon what they did in order to achieve a task or the knowledge that they have is the key to this dimension. If reflection is incorporated into the tasks then it is considered to be integrated and if it is not then it is unsupported.

Relating this to the project there are some tasks in which the students are specifically directed to think about the knowledge that they gain or already have and there are some where plenums are built in at various stages in order to allow for group reflection. On the other hand there are also tasks which require no reflection but encourage the automatic use of the individual's metacognitive knowledge.

### 8. Collaborative Learning

The collaborative learning dimension ranges from unsupported to integral and by this it is meant that "some sites require cooperative learning whereas others make no provision for its support." (Reeves and Reeves 63) From a WBI perspective the concept of collaboration is one that is increasingly dominant due to the creation of Creative Commons licences and the fact that it is relatively easy to find someone with whom you can collaborate on the Internet. From the EFL/ESL point of view collaboration provides opportunity for students to practice the language they are attempting to learn.

The support for collaborative learning is gaining momentum day by day due to a number of different factors. Long and Porter list five arguments as to why collaborative work is so important. They argue that collaborative work

- Increases language practice opportunities
- Improves quality of student talk
- Helps individualize instruction
- Promotes a positive affective climate
- Motivates learners (Group Work, Interlanguage Talk, and Second Language Acquisition)

WBI can provide opportunities for groups to work together in different roles on different tasks. The flexibility provided by WBI allows the groups to work on their various projects at times suiting their own lives and thus aids the coordination of group activities. However despite the fact that students have the opportunity to carry out certain tasks separately they still have to work cooperatively on sections or in producing a finished result. This means that they develop roles within their groups and learn how to communicate and work with other people as well as become responsible for the activities that they are in charge of.

Throughout the project there are many different activities which range from integral collaboration to activities in which collaboration is unsupported. However due to the fact that the teacher's role is often one of a facilitator the students are often required to collaborate in areas where they do not usually. This leads to the immersion of "students in challenging tasks or questions and enable[s] them to become immediate practitioners and develop higher order reasoning and problem solving skills." (Gogoulo et al 242)

Moreover one of the key aims of the project is to move away from the competitive approach to schoolwork and to encourage the students to help each other to complete the tasks that they are set. In fact one of the common threads for the project is that they can learn more together than they can alone or from an individual source be that the teacher or a book.

### 9. Cultural Sensitivity

The notion inherent in this dimension is that the sites being used, the questions being asked and the tasks that are set are appropriate for the culture in which the project takes place. While the more obvious element of culturally sensitive WBI is the inclusion of cultural values when choosing websites, videos to watch or activities for the learners to participate in, other factors associated with individualised learning also need to be considered.

> Flexible delivery of educational resources must take account of cultural variables and recognise the specific learning needs, preferences and styles of learners. In designing instruction, there may be a tension between the need to ensure access for a diverse student population, while at the same time taking into account the need for localisation to accommodate learners' particular cultures, cognitive styles and preferences. (McLoughlin and Oliver 58)

Concerning the scale that Reeves and Reeves put forward at one end there is the insensitive approach which ignores cultural implications completely and at the other end there is a respectful approach.

The project takes place in a cultural environment that I am used to, (sometimes) encourages criticism and allows for freedom of expression. Additionally much of the World Wide Web that the students have contact with tends to come from westernised sources, therefore one of the additional aims of the project is not so much for the project to be culturally sensitive but for the students to become culturally sensitive i.e. they should realise that different cultures have different values and become aware of how they and others consciously or unconsciously judge these differences.

An interesting question that needs to be mentioned here is when one should buck the trend and be deliberately culturally insensitive. "Individualistic cultures such as those of Western Europe and North America emphasise autonomy, individual initiative, emotional independence, primacy of personal goals over group goals and a right to privacy." (Youn qtd in Mirza and Chatterjee n. pag.) Some of the elements involved in the project are in direct opposition to these cultural values. The fact that the emphasis lay on collaborative work rather than individual achievement is something that I personally believe in, is something that WBI can develop and is something that needs to be questioned by society as a whole, thus it appears in the project. On the other hand the right to privacy is something that the project tries to maintain while at the same time juggling the need for sharing and openness that is required if students are to assess each other.

### 10. Structural Flexibility

The last of the dimensions is structural flexibility and this refers to the amount of rigidity that is involved in WBI. Schools at this point in history are at the fixed end of the scale as they start at a certain time, there are bells to begin and end lessons and the students and teachers have to be in certain places at certain times. During these times students are expected to learn whether they are feeling tired or awake, motivated or unmotivated and whether they are

interested in a topic or not. These factors are all of little relevance as they are dragged along the conveyor belt towards their final exams.

"WBI is delivered via a computer using the Internet, enabling instant updating, distribution and sharing of information." (Sitzmann et al n. pag.) Thus WBI can alleviate this rigidity by allowing people to carry out their work wherever they are, whenever they want, in an open system that allows for instant feedback and responses from other students, both when collaborating and assessing each other. The greatest difficulty for schools is that they are part of a hierarchical system that supports the hegemony of society and therefore would demand great energy to displace. The World Wide Web does not have spatial or chronological limitations on the same scale and could therefore be used to counter this system.

Piccoli, Ahmad and Ives classify six dimensions of a learning environment: time, place, space, technology, interaction and control. (Web-based Virtual Learning Environments: A Research framework and a Preliminary Assessment of Effectiveness in Basic IT Skills Training) These six dimensions all have a bearing upon the flexibility of the learning environment and while they used them to analyse a Virtual Learning Environment (the extreme version of the project where everything takes place on-line) the elements are useful to emphasise how flexibility can be increased through WBI. Regarding the time and the place WBI frees up the necessity to be somewhere at a certain time as the students have access to the information wherever they are and whenever they wish. Regarding the space the Internet provides a greater range of materials than a single teacher can provide and therefore allows students to delve either deeper or more broadly into subjects. The multi-modal approach of WBI not only allows students access to different modes of presentation and production but also "facilitates communication among participants." (Piccoli, Ahmad and Ives 404) This also creates opportunities for increased student-student interaction but also teacher-student interaction (whereby this also includes student-teacher interaction). Finally the student also has the potential for more control over how they wish to be presented with information and how they then present the information.

The project attempts to break down some of the rigidity of the school learning environment by setting tasks that can be completed when and where the students wanted. It is impossible to break-down all of the structural requirements (indeed they are at times useful) as the law requires us to be in certain places at certain times but it does alleviate a little of the rigidity of the school system.

# 5. Analysis

In order to analyse the project the year has been divided into four major phases with various elements involved in each. Within each of these phases there were a number of aims that I attempted to carry out. The aims were multi-faceted and came from a number of schools of thought i.e. technological, social and pedagogic. In order to illuminate what happened and to evaluate the project, each phase will be divided into the 10 categories of the WBI model from Reeves and Reeves. Students' responses to the various tasks will be highlighted in sections where appropriate.[14] The Lesson plans for the project can be found in Appendix 1 – 4.

## 5.1. Phase 1 – The Introduction

**Pedagogical Philosophy**

Phase one of the project, as with all of the sections, had many aims which were designed primarily to increase the use of new media in and outside the classroom while concurrently increasing the new media literacy skills of the students. In order to do this the introduction of a number of new concepts was essential for both the students and myself. The emphasis in the introduction stage was on the learners and what they knew on certain subjects. From the very first lesson the students were asked to contribute their knowledge and it was this that was to be developed by them. The pedagogical philosophy that was the basis for this was that of the constructivists. By using YouTube the learners were placed at the centre of the learning experience as this is a site that they use frequently for their own personal interests. In accordance with constructivism the students were asked to think about what they already knew about YouTube and how it could be developed for a school environment. Thus they were not being given right/wrong questions but rather they were asked to think about how they would use the videos if they had the choice or in other words they were "engag[ing] in constructing their own knowledge representations" (Reeves and Reeves 60) of how videos could be used.

[14] Nb: Due to the fact that the *fivebee* site is private and I promised the students anonymity, the quotations from the students and or screenshots cannot be accessed and thus will not be fully referenced. Suffice to say that they all come from the *fivebee* site and were produced between November 2011 and July 2012. It is also worth bearing in mind that the students involved are learners of English and therefore the spelling and grammar may not be perfect. As such I have decided to leave the quotations in their original formats and have added words or phrases in square brackets where the content is confusing or difficult to understand.

They were also provided with a number of videos which discussed the advantages and disadvantages of YouTube. They then had to comment on these thereby supporting the idea that their ideas were as important as anybody else's.

> Well i agree that youtube have got two sides because on the one hand all people in the whole world can say what they want to say.It is a good possibility to make noise in the world and to show your ideas or opinions.On the other hand the youtube does not forget and so every video, once uploaded, is for every time saved there.This is a huge problem because when you upload a video and on this video you can see somebody who don`t want to be on youtube you just have a very tiny chance to get the video deleted. (isofixx)

Additionally they were asked to work together to find videos which they could use at school in various subjects and therefore it was up to them to decide what the focus would be. "[C]ultural theory emphasizes the importance of processes, collaboration and learners in the language learning process, which have influenced the development of second language learning approaches, in particular collaborative, student-centred, constructivist and task-based learning". (Nah, White and Sussex 333) The fact that they had to present their findings to the class provided the students with a wide range of examples from which they would be able to draw in the future thereby placing the emphasis on the learner's intentions and creating a rich and diverse learning environment.

In order to develop the richness of the learning environment Wordpress.com was introduced with the idea being that the students would be situated in an online environment, which they may not normally have associated with academic learning, thereby making use of the knowledge that they already had and with the hope of developing the strategies that they could use in the future for learning. Conjointly the students were asked to film themselves talking about (amongst other things) their day at school in the format of a video log (Vlog). They then had to upload the Vlogs onto YouTube, link them to Wordpress.com and then watch and comment upon each other's work. By doing this the students were once more placing themselves in a variety rich environment where they had to decide what knowledge they could gain from the material. As they were speaking about their days the material was personally relevant but as it came from different sources the students were provided with a range of vocabulary and grammatical forms, as well as mistakes and errors which they either noticed themselves or could read below the videos. Regarding the experience itself the learners needed to communicate with each other in order to achieve the uploading and linking of the videos and they had to learn new strategies for how they were to achieve the task that

they had been set which resulted in their knowledge being placed at the centre of the learning experience.

The final task in this section was to create a tutorial about anything to do with English. The students were required to work in groups in order to pool the knowledge that they had between them. In order to do this they first watched a number of tutorials thus divining the information they deemed to be necessary for the completion of the task before going on to script, perform and film the tutorials. After having uploaded and linked the videos the students were then directed to watch, analyse and merit their peers' videos. This led to the rich and diverse environment associated with constructivist teaching.

All of the elements were "tested" by other students as well as by myself. This occurred in the form of observations and dialogue which came from multiple sources, thus with different interests and different views. By evaluating each other they were also evaluating their own work and therefore the experience of evaluating each other added to the overall experience. Consequently rather than learning the "truth" about what was right and wrong they were having to make up their own minds as to what they considered to be important and what not.

Despite the fact that so much of the emphasis was placed upon the learners to discover what they could, thereby constructing their own knowledge, it seemed the students were simply not used to this idea. They asked on many occasions what they would need to know for the Schularbeit thus reinforcing the belief that the instructivist approach was what they were used to. The approach was also new for the parents and with it came mixed reactions. On the one hand they were pleased with the fact that the students seemed to be enjoying themselves but they were concerned that the students seemed not to have to learn anything. The fact that the students were spending more time with English than they had probably ever done before seemed to escape their notice as such this was difficult to explain and it sewed seeds of doubt into my mind. Looking back on it now I understand what they were worried about but the end justifies the means and the improvements in the range of English that the students can manage passively and actively is noteworthy.

**Learning Theory**

Concerning the learning theories the first phase was a mixture of cognitive and behaviourist philosophies which leant more towards the cognitive end of the scale. On the one hand the repetitive elements involved in the first phase of having to upload and link videos, watch the videos and comment on each other's work could be considered as behaviourist. The reason for this is that by going through this process they were unavoidably hearing and using the same vocabulary, thereby forming habits as to how the language was to be used. On the other hand the cognitions were highly individualized and could therefore be categorized as being of the cognitive learning theory.

The students' productions were observed by everyone in the class and by the teacher and following this they were expected to provide feedback on what they had seen or read. As a result the students' actions were constantly being reinforced either positively or negatively thus behaviourist elements were included in the process. The behaviours were also controlled by an "expert" and therefore the habits that they were developing were also being reinforced. As mentioned the project was designed to lean more towards a cognitive approach and as such the emphasis was more on the internal mental states of the students' learning. This is however notoriously difficult to observe and assess and as teachers in Austria are required to give their students a grade and because the students have been trained to believe they need grades it is very difficult to get away from marking the products. In order to counteract this heavy emphasis was placed on the skill and strategies the students used to complete the tasks in the form of plenaries and feedback sessions.

The principle that "cognitions … result in highly individualized responses or learning" was at the fore in the tasks that were set. Regarding the tasks themselves the answers and thoughts that the students had were not judged as right or wrong, however what they typed or said was being judged according to the range and accuracy of the language being used which meant that there were still behaviourist elements of positive and negative feedback. Contrary to this there were never any specific expectations concerning the students' choice of vocabulary, as such in the initial phase their language ranged from more formal to text language. "I really enjoyed your video, good job.  " or "freaking guys LOL XD ROFL…" The emphasis was placed upon the depth and range of sources thus they were provided with websites and tools that could help them discover for themselves new phrases and it was up to them how they went about learning to use them. Through the use of the Internet and new media tools such as

laptops and mobile phones the students had access to the sources that they required and while they were given suggestions, there was always the attempt at giving them more than one suggestion in order to keep the levels of diversity up, and therefore providing a rich environment from which they could wean the desired information.

**Goal Orientation**

The students' goals involved in phase 1 ranged from sharply focussed to very general. The fact that they had to film, upload and link a video were very specific as the websites were pre-determined as these were the skills that were being developed by the project and therefore were essential if they were to achieve anything throughout the rest of the year. On the other hand the editing skills, if they used any at all, were not a requirement (at this stage) and were subsequently additional bonuses.

However certain pieces of information such as who owned YouTube, who has access to the Internet and the risks involved in putting information online, were very specific. Part of new media literacy is about realising what you are getting involved in and that companies are interested in you commercially speaking. One of the goals of the project as a whole was to make students realise that they are the focus of massive forms of marketing and hegemonic knowledge construction and by introducing the project to the class one of the specific goals was to make them aware of this. As a result I presented certain bits of information in the form of video or lecture with the sole intention of them having heard about and having to have contemplated the consequences at least once. I then gave them the very general task of watching and commenting on the videos: "speak to each other, ask each other questions, talk about and comment on the videos, others may understand the bits that you did not understand!!! 😀"

The four skills were also part of the specific goals of phase one and indeed the project as a whole for by watching, commenting on, researching and creating videos the students were being forced to read, write, listen and speak. Input was provided but how they chose to develop the skills was left up to them and the fact that they should get better was a more general goal as the amount or level they were expected to reach was not specific. According to the Austrian curriculum the students should approximately be at the level of B1 by the beginning of the fifth class and at B2 by the time they reach the end sixth class. According to the Common Reference Levels: Global Scale students of a B1 level

> Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics which are familiar or of personal interest. Can describe experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinions and plans. (Council of Europe 24)

This leaves quite a large amount of scope and therefore could be left to the more general aim of them getting better at producing and understanding English.

**Task Orientation**

One of the key advantages to the Internet is that it provides so many opportunities for the students to be exposed to authentic materials. The Vlogs that they watched in order to prepare for their own entries were real entries that had been put online for everyone to see. Similarly the skills involved in creating and uploading videos were real-life skills that actually have nothing to do with the English class per se and more to do with the IT class. However they are real life skills which can be used for things other than academia and are therefore authentic.

Additionally the students were being taught media literacy skills and there are very few people left who do not deem this to be an important goal for learners in general. By using mobile phones and the Internet in class the students were learning how to access information they needed as well as learning how to filter this information. As argued these are essential tools if one is to become an active participant within society and therefore the tasks could not have been more authentic.

As previously stated the Austrian EFL classroom is one which still requires grades and uses text books to show the students what they are required to produce. The advantage of using new media tools is that the students have the opportunity to access authentic materials that are as up to date as one could wish for. As such the tasks that were included in the first phase were designed to expose the students to this language. There is the argument that students should be taught the correct grammar and pronunciation as slang will be of no use of them when they are applying for jobs. It is on this point that I disagree strongly. By encouraging students to watch videos of people from many different nationalities speaking English in different circumstances they can perceive which language will be useful in specific situations in the future. Not only that but they are dealing with language that is being used nowadays by

people who are native and non-native speakers and therefore are better prepared for the world outside the classroom when they arrive there. The ability to choose between which register to use is also one of the requirements of the Common European Frame of Reference. The methods used in this first phase were designed to help the students to realise what language is used in what situation and as part of the plenaries this was also discussed.

Thus new media was used in order to expose the learners to authentic material but concurrently the students were asked to determine what was useful for which situation and therefore they began to get a grasp of the facets of the English language. The fact that they could access the material at any time in any place merely encourages the use of new media tools.

**Source of Motivation**

The use of authentic materials is linked strongly to the degree of motivation that students experience. It has however never been proven to increase motivation and indeed Matthew Peacock has actually found that authentic materials did not motivate students as much as academic materials. "These findings are a preliminary indication that this is not the case; learners were more motivated by authentic materials, but not because they were more interesting." (Peacock 152) However as the students were asked to find their own videos and material, they were also interested in what they were watching and linking. The only evidence I have that the students were more motivated by this is the fact that every single one of them posted their videos and watched at least 5 of the other student videos. They also took to the idea of becoming critics in their own right, which led to a number of interesting comments. "Philip: Your video was good, but you speak very quiet" (martinsrg). "Philip: You talked really slowly, but you used some good phrases. You look a bit tired."(dg359)

It is interesting to note here that the students in the initial phase were giving each other advice on a very general level as the project went on the advice became more specific. One thing that was present from the beginning (and this may be class specific) was the level of encouragement that they gave each other. "..and there's one thing i can't say often enough…i'm so surprised about your speaking!!! just think about the last years, you improved your english soo much!! congratulation!;)"(karinrokitte)

On the Wordpress.com page there are also statistics to show who has commented and how many times. By the end of the school year we had a total of 937 comments and in December

alone there were a total of 874 views. There were 26 students in the class and I was also observing the blog but even so that is an average of 32 views per students in one month, which seems like quite a lot to me.

There were also factors involved that could have been detrimental to the levels of motivation namely the uploading of the videos and accessing the blog itself. “i love this video..! it looks so easy! but we all know, it’s not” The initial phase had to be carried out in a rather informal manner as the students needed to be able to vent their frustrations. “it do not work
i will try again” (Fawa97) Despite the fact that there were deadlines, they were not enforced with rigidity as they really were trying. The students helped each other to complete the tasks and there were never any complaints about people asking too much of them. On the contrary they offered each other advice and showed each other how to use the various tools, once again showing high levels of motivation and collaboration.

The motivation was therefore intrinsic to the project and despite what Reeves and Reeves say about “learners soon tir[ing] of these media elements” (Effective Dimensions of Interactive Learning on the World Wide Web 62) during the initial stage there were no problems with this and thus the conclusion has to be that it was essential to introduce the most difficult phase of using the tools while the content was novel and the motivation was high.

**Teacher Role**

The ability to flip the classroom is one of the key concepts in using WBI in EFL. One of the key innovators in this approach is Salman Khan, the creator of the Khan academy. The idea is that students watch an instructional video at home and the “homework” is done in the class. By introducing YouTube into the classroom it was acceptable to learn from other sources. The fact that the Internet has a greater depth of knowledge than the teacher is unquestioned and therefore I needed to change my role from that of a didactic one to that of a facilitator. I had to guide the students in how to find knowledge, I had to guide them in how to use this knowledge and I had to guide them in how to read this knowledge. This was a little strange at first for all concerned but after a while the students began to get the idea that they were also experts who could find information and knowledge that they specifically needed and that they did not have to wait for the information to be spoon-fed to them.

This concept was also encouraged by setting tasks which turned them into the teachers. Firstly they had to comment on each other’s videos and comments which led to some

interesting exchanges. “Cool hobby. You have a clearly speech. It`s a good video.” Was a comment provided by dg359 to which the response from karinrokitte was “(clear speech or you speak clearly?!) i’m sorry, dani, i know i’m not nice. -.-”

Another example was the creation of a video tutorial which meant they had to research information and vocabulary that they needed and filter this so that only the relevant information was presented. They also had to decide upon how they would present the information and it was through this task that they could put their own skills to best use. The saying goes that around 70% of teaching happens in a frontal format, by taking a step back I was no longer the expert but rather the coach, which meant that I was able to see those who really needed help and in which sections they needed help and discuss the topics that they had chosen. All of this meant that once again the levels of motivation went up and the students’ knowledge was placed at the fore rather than mine.

**Metacognitive Support**

I believe that the skills that students have in learning to learn can never be developed by someone standing in front of them and lecturing at them for hours on end. As a result the task-based approach to learning is one in which students can develop their understanding of how they learn by a process of trial and error. Phase one laid particular emphasis on supporting the students own learning development. There were a number of unsupported and integrated elements within the first phase that encouraged this process.

Throughout the opening phase of the project the students were encouraged to discuss what they felt about the activities involved. I also disposed of the normal form of address “Herr Professor” and told the students they could either call me Mr Ware or Tim depending upon what they felt comfortable with. This created a more informal environment in which the students were able to talk about what they found difficult or boring or even good. The students were also encouraged to criticise each other’s work and to help each other. This led to them sharing experiences in how they had gone about achieving the tasks that were set. There was also a plenary at the end of the phase during which the students were asked to voice their frustrations and successes and highlight how they had gone about implementing or developing their ideas. By doing this the students were thinking about the processes involved thereby contemplating how they had learned what they had learned. As evidence of success in this process I point to the fact that it took some of the students around a week to upload the

video and some students asked others to upload the videos for them, by the end of phase 2 every single student could upload a video without any problems whatsoever.

**Collaborative Learning Strategies**

The concept of collaborative learning was essential for this project to work. If the students had been required to carry out every single activity alone they would have been frustrated within days. As such collaboration was integral in nearly every phase of the project. The first task was to destroy the myth that there was a competition for the best grades and encourage the idea that they should work together to be successful. This happened relatively quickly and the result was that they began using a class "Facebook" page and then a "What's App" application in order to communicate with each other outside of lessons. This supports the social development that Reeves and Reeves refer to and encourages the principles of the Creative Commons licence.

More specifically the students had to work together on creating a poster and then a tutorial thus allowing them to share their own expertise and learn from each other. By doing this they also had to arrange times when they could work together and organise roles within the group. The results were highly entertaining and therefore one must assume motivating with the groups producing tutorials ranging from English grammar to how to cook spaghetti.

**Cultural Sensitivity**

Regarding the cultural sensitivity of the initial phase, there were two key elements. Firstly the aim was to expose them to as many different cultures and nationalities as possible by them watching videos from all over the world and secondly it was designed to increase their awareness of how culturally influenced they were/are by the society in which they live. By pointing out the fact that the majority of videos on YouTube are in English even if they are not from a native speaker, the students began to appreciate how dominant the ideals of the English-speaking world were within this environment. By discussing the availability of the Internet around the world the students were asked to contemplate how culturally insensitive people are when discussing the Internet and its potential and by thinking about who has access to the tools required they were also being asked to think about what they took for granted. In short the first phase was to encourage them to think about the hegemony involved in YouTube and the web as a whole, as well as that of the school system itself and the tools being used in their everyday lives.

One could argue that this is not what is actually meant by cultural sensitivity, but if students do not even contemplate the environment in which they live compared with others then they cannot ever become sensitive and thereby their use of the Internet will never be culturally sensitive.

**Structural Flexibility**

The greatest advantage of using new media is the structural flexibility. During the first week of the project I asked for the email addresses of the students in order for me to be able to contact them and likewise so that they could contact me, whenever and wherever they were. This meant that on the one hand that we were all more flexible as we no longer had to wait for the allotted appointments that are called lessons but it also meant that we were all much more readily available. This was a bit of a shock at first as I linked my emails to my phone and received an update anytime anyone made a comment. Within the first two weeks I received around 600 emails. This is probably a perfect opportunity to mention that lifelong learning really does take place as I learned a great deal about how to manage my time and availability to the students for even teachers need time to themselves.

The fact that the World Wide Web allows for interaction without ever having to be physically near to each other is a great advantage but within the world of education it is in my opinion of even greater advantage. Through this project the students had access to tools and sources of information, they also had access to each other's work, they had access to the feedback that their peers and I gave them and they could complete the tasks at times that suited them not the school. This took a great deal of pressure off classroom time as the 50 minute lessons could be used in a more relaxed way and more for discussions or for helping the students with specific problems rather than trying to cram the greatest amount of knowledge into their heads in the time available.

The potential that this project provided was only limited by the access of the students to the Internet and the legal requirements of school attendance. But rather than denounce the school system as being stuck in the 19$^{th}$ century the lessons had to be used differently. By using the lesson as chances for discussion amongst the groups and for feedback sessions the students did not have to arrange as many meetings with each other to organise the activities and were able to make use of the time available. The potential that is there is still greatly limited but through the use of new media, the students had greater access to a greater range of information for a greater amount of time and this can only be beneficial.

## 5.2. Phase 2 – India, amongst other things

**Pedagogical Philosophy**

Due to the influence of the constructivist philosophy the second phase's introductory lesson to India began with the students being asked what they already knew about the country. They were then required to use their mobile phones to complete a table which was in their text books. By doing this the students were able to develop their knowledge of India using a wide range of Internet sites and modalities. Following the completion of the task, the class then came together to compare the information that they had discovered. By using this approach rather than a frontal lecture the students were being placed at the centre of the learning experience placing the focus on the experience rather than the information. The discussion that followed included comparing the facts that they had found on India to those that they knew about Austria. By comparing the two and highlighting the differences the learner's knowledge was being put to the question. That is not to say that the factual knowledge was being questioned but rather how they saw the world for until one questions that which one knows and how one came to know it one cannot begin to criticise it. There was also the added bonus of testing the students' knowledge about what they had discovered not in the form of a test but by discussing that which they had discovered, thus once again using constructivist methodology.

Following this the students had to set about analysing two videos that had been placed on Wordpress.com. They had the same questions for both videos and the emphasis was placed upon what they thought and experienced while watching the videos rather than the actual content of the videos. The aim of this was for them to learn that knowledge is a construct and therefore has to be interpreted for any meaning to be made. The following was a response to the two videos[15] provided by one student, but is representative of the comments that appeared on the blog.

> Video 1: I think it is only advertisement.This video shows us only "the rich people". It trys to get tourists there. I think India is not as so beautiful as the videos shows.

[15] Video 1: http://www.youtube.com/watch?feature=player_embedded&v=WVaNKF1lstg#t=0s
- Best tourist places in India = promotional video for tourists

Video 2: http://www.youtube.com/watch?feature=player_embedded&v=WVaNKF1lstg#t=0s
- Undo the worst condition of India Place: lot is to be done – video showing some bad conditions in India

> Video 2: I think this video is more real.There´s an extreme poverty, over all the rubbish. There´s not a sign of SPA, wealth or something like that. (pamelajessica)

The next element was also designed to increase the students' awareness of how knowledge is constructed. They had to find videos about India that covered a range of topics. When doing this they chose occurrences in which they were interested and despite me expecting films about school, clothes, music, etc. what the majority chose were videos of children living on the streets or in slums and the differences between the rich and the poor. This could have been because they were simply the most readily available but I hope there was an element of curiosity regarding how others live. Either way the videos helped to increase the range of information that the students had on India thereby expanding their cultural awareness.

Furthermore the students were being placed in a rich and diverse world of language. The Indian accent is very different to what they were used to when it comes to English speakers and as such they were developing new experiences with regard to the English language itself. All the time they were also commenting upon the videos and each other's comments once again developing the range of experiences and interaction that were taking place.

**Learning Theory**

Different aspects of the project required different learning theories but one of the elements of WBI is that the range of interaction students have with the language has never been greater. In this section the emphasis lay with knowledge constructs and cultural education which resulted in behavioural and cognitive learning theories breaching the twain. On the one hand the behaviours that the students produced were of great interest as the necessity and opportunity were there to highlight the construction of knowledge. Due to this the students' responses were monitored closely by all involved and the responses were given feedback. The responses had "to be intelligent, that means no more "cool vid" comments but that does not mean that they cannot be short. As for the videos, use them to highlight things about India that will educate us all … Use your brains, so far you have done some really good work keep it up."

The behaviourist approach also believes in reinforcement and as such the class repeated this element of interpretation throughout the time that they were reading the book Q&A (Swarup) and indeed throughout the project as a whole. They were also given feedback on their comments from the other members of the group. By having the others in the group give the

feedback rather than the teacher the amount of my beliefs that I was impressing on them was diminished thereby giving them greater freedom in their thoughts.

On the other hand the students were also being asked to concentrate on their own thoughts and actions while being provided with a range of different learning environments. The fact that they had to decide which strategies and schema to use in which environments was beneficial as it provided them with the opportunity to try out different techniques.

**Goal Orientation**

Within phase 2 the goals were rather general even if they sound specific. Before this becomes too confusing an example might help. One of the tasks in phase 2 was to produce an online presentation about one aspect of India. Within the class we organised who was going to work with whom and which aspect of India they were to cover. They were then shown a number of different online presentations which colleagues of mine had produced at university. Following this they had to produce their own. Consequently the goal of producing a presentation on a certain theme was sharply focussed but the method they chose to use to create this presentation and how and when they did this were left entirely up to them. The aims were that they learn more about India and learn more about presentations and as it was these elements that were left up to them it can be said that they were general even if they sound specific.

There were also sharply focussed goals in the section. The fact that they had to produce questions and answers on a chapter of Q&A specifically focussed on question building skills.

Figure 2

The initial task of finding specific information was also a sharply focussed goal. However the higher-order goal of media literacy was broad and general as was the aim of the entire project. As such technology became a cognitive tool which allowed the students to achieve the goals that they were aiming for.

**Task Orientation**

The tasks involved in phase 2 ranged from authentic to academic. On the one hand the students had to complete tasks that involved asking questions of each other and commenting upon each other's work. They had to read texts from the textbook which were 10 years old but highlighted the use of reported speech. These tasks were however mixed together with the videos that had been made by people who produced them for non-academic audiences and by including these they increased the authenticity of the module.

The presentations could also be seen as highly academic as they were situated in an academic environment, but the students will most likely have to use presentations in the future and by making them carry them out online they are closer to the reality of multinational corporations that have to present to people who are not in the immediate vicinity.

**Source of Motivation**

In the second phase of the project the motivational levels were still high but an opportunity arose that was genuinely authentic and highly motivational. One of the other students at university was half Indian and had grown up in an orphanage there. Over the Christmas holidays she produced a number of videos that showed the orphanage and what life was like there. She then gave me the videos and I showed them to the class. This showed the students just how useful the skills that they were learning could be on a number of levels.

Firstly it demonstrated the need for video skills as videos gave an insight that photographs never could have achieved. Secondly they began discussing what they had learned from the videos on YouTube and started to compare this with her videos. Thirdly they compared the videos that she produced with how they had grown up. All of this combined provided a form of extrinsic motivation for what they had been doing. Additionally it gave them the opportunity to discuss how knowledge is constructed. The videos showed happy children who were healthy rather than what the videos on YouTube showed of children living in slums

or on the streets. This was important for the students as it provided another surge of enthusiasm which seeped in to them. After all someone who they had never met was greeting them from another continent with the phrase “Hi 5B! Tim asked me to produce these videos for you”.

**Teacher Role**

The second phase continued in the same vein as the first with me taking on a supportive role rather than a leading role. This was emphasised by the fact that the students were asked how they would like to develop the Q&A book. One of the suggestions was that we do a “Who wants to be a millionaire?” style quiz as that is the style that appears in the book. They then proceeded to work out how it could be put into action. The result was that each pair would produce a question and four answers, film it, upload it and include some kind of count down. From a language teaching point of view this meant that they had to read the book to find appropriate questions and answers as well as speak, write and formulate questions. It also meant that they had to produce films, upload them and link them thus supporting their media skills.


Figure

However the greatest aspect from my point of view is that they had designed an entire section of the syllabus without even realising it, thereby taking over the role of teacher and becoming prosumers.

When referring to the presentations the traditional role as leader was once again waylaid as the students took over the official analysis. They had to watch the presentations and then rate them according to accuracy, audio content, visual content and overall impression.

> Accurancy: i think you reserched a lot. there are many nice facts in your presentation, you talked a lot. 1
> Audio content: You spoke slow and explaned the new vocabulary very well, anyway there is a weared sound in the backround, that makes it a bit hard to

consentrate…..
but thats not youre foul. 1
visual content: good presentation, youve got some cool pictures in there, but to be onest i think there could have been some more pictures. 2
over all: you really talked a lot and it was a bit hard to be concentrate for 6 minutes.
but i know how hard it in to do a presentation so all in all i think you did a good work 2
my conclusion: 2 (pflanze2008)

Of course I watched all of the presentations and took notes on them but the fact that the other students gave the official results gave them all the opportunity to experience different opinions rather than simply listening to one authority.

**Metacognitive Support**

One element that was built into this phase was a new twist on a by now old theme. Firstly they had to produce a Christmas Vlog, upload it, link it, watch the others and comment on them but then they had the complementary task of transcribing their own Vlogs. The aim was twofold; firstly to increase the level of thought they placed on what they produced and secondly to realise that amongst themselves they were knowledgeable even on traditionally difficult themes such as grammar. This process can be achieved in writing without new media tools but with regard to speaking this is one of its advantages.

The analysis of the presentations was also designed with metacognition involved for as everyone knows it is far easier to spot mistakes that others produce than those which we ourselves make.

**Collaborative Learning Strategies**

There were a number of elements built into phase 2 that were designed to encourage collaboration between the students. As mentioned, the analysis of the transcriptions was one of these elements. By asking the students to work in groups to analyse the transcriptions they were put into a situation which allowed them to discover what knowledge each of them had. For this task the students were organised according to their grades in the Schularbeit thereby varying the range of English skill within the groups. This resulted in them sharing ideas on how their speaking skills, as well as grammatical and lexical ranges could be improved in the future.

Another activity that required collaboration was the “Who wants to be a millionaire?” quiz. Here they were asked to pair up with people that they had not previously worked with, with the intention that they experience working with different people and thereby learn different social skills as well as different working skills. As everybody has different strengths and weaknesses, both academically and personally, it is important for people to work with a variety of people in order to experience how to use these skills or to solve difficulties.

In order to increase the effect of the collaborative activities, following each of the group works the students were asked to give each other feedback on how the others had worked. The idea was that they would then realise how good or bad they were to work with and what their strengths and weaknesses were. By doing this on a number of occasions they could slowly develop a picture of what other people thought of their approach to work.

**Cultural Sensitivity**

This was the phase that placed the greatest emphasis on cultural sensitivity due to the fact that they were constantly being asked to contemplate why they thought as they did, how life was different in other countries and based on these factors how other people would see Austrians. The results were interesting as the students began to discover that the knowledge they thought they had about India was incomplete, misinformed or simply wrong. That is not to say that the facts that they knew were wrong but simply how misleading supposed facts can be.

By building up such a large portfolio of videos and information on India they discovered the danger of generalisations. This can of course be done with text book examples of various people who live in a country but when the source of the information comes directly from the country and in many different modalities it is harder to ignore. This added element of literacy really encouraged them to think about what they actually gained from the information. As soon as they had watched the two videos that I had posted for them of India they began to question what the authors of the texts were trying to achieve and therefore they began to deconstruct the meanings behind the texts.

**Structural Flexibility**

By putting them in the role of the teacher they had the opportunity to increase the richness of the input that they received and they had to actively rather than just passively watch the presentations that had been posted. This is something that can be done without new media but with it they have the opportunity of watching the presentation as many times as they wish as

well as being able to access resources if they need to (e.g. other videos as a source of comparison) and they have the opportunity to assess it whenever they want, which means they can be in an environment which is most productive for them.

The flexibility that new media provides was also highlighted by the fact that they had access to sources of information that a school teacher simply cannot provide on their own. "Many hands make light work" is one of the opportunities that new media provides as it takes the emphasis off the teacher teaching the students in the classroom to students becoming experts in their own right in an environment that suits them. At the end of the day which would you prefer; sitting in a classroom with 25 other students listening to one person talk about what life is like in a country to which you have never been, or sitting at home watching videos and presentations from many people who are actually there?

## 5.3. Phase 3 - Travel

**Pedagogical Philosophy**

As one of the main criteria for constructivist thinking is that learning should be based upon personal experiences which are relevant to the learner, and the fact that video editing is one of the elements that is used to construct texts which people read all of the time it was key to the critical skills that the students were supposed to develop. All of the students could by now create and upload videos, some videos were better than others from a stylistic point of view and on many occasions other students and I had asked them how they had achieved techniques like blending, slow motion, adding photos and music and so on.

A subsequent element which is at the core of constructivist thinking is that "Direct instruction is replaced with tasks to be accomplished or problems to be solved that have personal relevance for learners." (Reeves and Reeves 60) As such we decided to learn how to carry out these tasks. The result was that two of the students designed a lesson, which they taught in English, on how to edit videos. By doing this the learning environment became richer as there was a great deal of new vocabulary as well as creating a new theme to discuss. More importantly the two students who taught the lesson had to consider why they did such things and what the effects were on the others. In the aftermath of the lesson the rest of the students also had to consider what difference it made to a video and to how much they wanted to watch it. Their task was then to create a travel log which would reiterate all that we had discussed.

**Learning Theory**

"In cognitive learning theories, the most important areas to be considered in online learning sites are perception and attention, memory, comprehension, active learning, motivation, locus of control, transfer of learning, and individual difference." (Lim and Lee 69) The third phase offered a chance for contemplation of the issues involved in new media literacy and a chance to transfer what they had learned to a current concept.

Kony 2012[16] created a stir throughout the world both on and offline and it brought about the question of whether the Internet could change the hegemony of the world. In the discussion the students encountered themes such as who had control in the world, what could be done about this, if anything, and how the knowledge that they had gained could be used to interpret what was going on. By discussing these issues the students were being asked to apply their knowledge and therefore use the cognitions that they had acquired to analyse a real example.

**Goal Orientation**

The goal orientation in this phase of the project was a little more focussed than in the other phases. The students were required to use editing tools in order to produce travel logs with specific instructions. The aim was for them to realise how editing was used to produce texts and then to be able to apply their thoughts to the critical analysis of texts.

There was also another task which required them to increase their debating skills. For this task they had to carry out an on-line debate about whether a beach should be turned into a hotel resort or left as a turtle breeding ground. The sharp focus of the goal came in the form of the sequence of the debate and the language used. By requiring them to include an opening statement and a closing statement as well as phrases used for concurring and dissenting the students had to use very specific vocabulary and register. Through the use of the blog the students had a platform on which they could post the comments and they also had the time to access external resources to increase their range of vocabulary and determine how the language of a debate differed from everyday speech.

[16] http://www.youtube.com/watch?v=Y4MnpzG5Sqc – The original Kony 2012 video
http://www.youtube.com/watch?v=c_Ue6REkeTA – The follow- up video

To conclude the online debate the students were asked to find errors and new vocabulary or phrases that had been used. The class then came together to discuss how to correct the errors and use the phrases to achieve the maximum effect. The availability of Internet sites provided a vast amount of source material which would never have been available if they had only had the book as a reference and thus through the use of new media the specificity of the goal was not detrimental to the results.

**Task Orientation**

The debate could be argued as being highly academic as while similar discussion topics have occurred on many occasions the focus was on the language and thus the students were experimenting with a new style of speaking and writing. Conversely debating is considered by some to be one of the hallmarks of English speaking educational environments and as such it could be argued that this is a skill which they will require if they are ever in an English speaking setting thus making it authentic.

When discussing the travel logs, the editing skills were without doubt authentic as they could be used, and indeed are used, in many environments. As for the travel logs themselves they were based upon authentic material which the students researched and adapted for their own uses, but their productions were deliberately from countries to which they had never been. The academic level rises here as the situation in which they were being produced was an academic environment but the authenticity also increases proportionally as the practical application of the methods being used can and are used on a daily basis by other individuals.

**Source of Motivation**

In order to keep the level of motivation high, extrinsic motivation was beginning to become more important. While the students were still, I am glad to say, happy with the project as a whole, they were becoming frustrated at the amount of work that was involved in making the videos. Despite this the necessity to teach them the skills involved in video editing was still present as it is an important element of media literacy and they wanted to learn how to edit films. Fortunately by changing the lesson structure so that two of the students taught the skills needed to edit movies, the remaining students experienced a new surge of intrinsic motivation. In addition to this the topic for the new video was to be Travel and as a result the students were able to delve into a world of fantasy in the form of their destinations. The results support the notion that they were still motivated as they were the best videos to date.


Figure 4

The use of mobile phones in the class was also still a good idea as the school was going through a discussion at that time as to whether they should be banned. This factor was the perfect source of external motivation and coupled with the fact that the students were now becoming more productive on their phones this helped to increase the levels of intrinsic motivation. I hope this was because they were learning how useful such new media tools could be, but there might well have been an element of trying to buck the system, either way the students were happy to be allowed to use their phones.

They say a change can be as good as a rest and at one point during the third phase something happened that made a great deal of what we had been discussing relevant, thereby creating an external source of motivation which could be transformed into internal motivation. Kony 2012 was something that showed the power of the Internet, the ability of the little people to make something happen amongst the upper echelons of international politics and it showed the students that the concepts we were discussing were not simply theoretical. As such this increased the students' interests and therefore the motivation.

**Teacher Role**

As mentioned, on a number of occasions now, the role that I took on was that of a guide rather than a leader, one advantage of this is that I let go of the control to a certain extent. That is not to say that one lets the students become unruly but rather that one admits the fact that they have a greater amount of knowledge in certain fields than the teacher and one releases control of the floor. From the students I have learned many tricks within the world of new media that I had never before contemplated being able to carry out. It was with this in mind that the one of the lessons was given over to two students to teach.

"It is time to assign cognitive responsibility to the part of the learning system that does it best, i.e. the learner. The World Wide Web may be the ideal vehicle for this transformation." (Reeves and Reeves 62) Twenty-seven heads are better than one and by suggesting websites and showing them how to find certain phrases, the students were able to increase their lexis and see how different registers are appropriate. More importantly by combining the information that the students were able to find, the accumulation created an environment in which the students really learned from each other. The debate was a perfect example of how students can excel if they have the desire to.

> In my opinion this hotel is wonderful.
> The untouched area, the sparkeling Sea which engage you from the first moment Water sports, delicious food, beautiful People around you. Isn't that a Dream? (dg359)

> This hotel will destroy our traditions, our country. If we allow that this hotel is built, we commit ourselves to betrayal. (pamelajessica)

As one can see in this situation by letting the students discover for themselves what was available they produced texts which were of a B2 level rather than the B1 level at which they needed to be at.

**Metacognitive Support**

The notion of contemplating one's own skill was fairly unsupported in this stage. The students were left to their own considerations as to how they would achieve most of the tasks. However there were one or two feedback sessions to discuss how the editing was going and how these skills could be applied to make texts appear to have more depth or allure. In addition to this there was still the constant use of peer feedback which appeared on the blog.

**Collaborative Learning Strategies**

By changing the roles of the students from passive learners to active participants they soon realised that if they worked together the pros outweighed the cons. It could be argued that this class is particularly homogeneous but I believe (and hope) that by using groups that were always different and by encouraging the principle that they should help each other, they truly realised how useful it could be. Within the western culture grades play a massive role when judging how good students are at something and therefore they are always pitted against each other. So too was this the case in the debate, however by encouraging them to learn from

each other the skills that each of them have can become a useful tool in the communal toolbox.

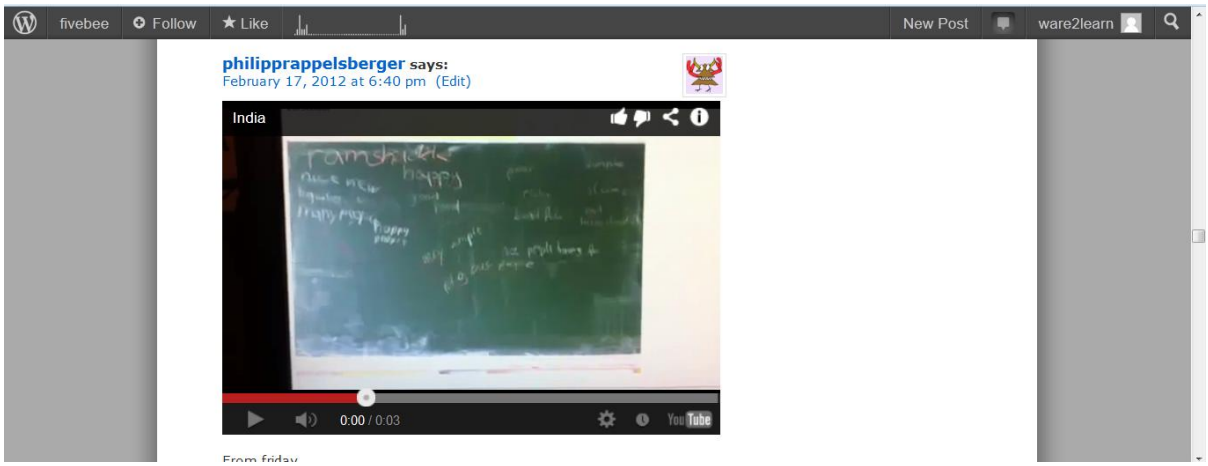



Figure 5

The fact that two of the students were willing to teach the others how to create mini masterpieces rather than keep these skills jealously guarded was just one example of how the class worked together. The fact that one of the students took a photograph of whatever was on the board and posted it for the others to be able to see was another. Indeed there were many examples of how the students worked collaboratively and many of the collaborations came of their own volition.

**Cultural Sensitivity**

In order to continue to increase the students' awareness of cultural diversity, the task involving the travel logs was so designed that they had to choose a country that they had never been to and describe a political problem that was occurring in the country. By doing this the aim was for them to realise that even paradise has its problems and that destinations similar to those that they enjoyed whenever they were on holiday also created texts which were meant to attract and manipulate. In addition to this the debate on the turtle habitat that was to be destroyed also gave them the opportunity to contemplate what taking a room in a hotel would actually mean for the environment and culture of the destination.

**Structural Flexibility**

The use of new media once again provided opportunities that were previously not available before their invention. By carrying out the debate online the students were not forced to reproduce the vocabulary that was only available in the book and therefore suffer constant

repetition. Instead they were able to use a wide range of sources both in and outside of class to increase their lexical range and they had time to think about the comments that had been written by others before adding their own arguments or counter-arguments. The time that they had to complete the tasks also increased the flexibility as rather than having to instantly respond they could ponder upon their responses when they were ready. This structural flexibility led to a final debate that was alive with opinion rather than stale and monotonous.

The travel logs also showed the potential of the Internet for language tuition as they allowed the students to enter a country to which they had never been. Using reports, pictures and videos from other people they were given insights to places far out of reach of the normal classroom scope, thereby dissolving the four walls of the classroom to rubble.

Overall though I believe it was the Kony 2012 section that really proved to the students what kind of structural flexibility is inherent in the affordances of the Internet. It showed them that one person really can make a difference and that using tools that they were also using could have an impact on the hegemony of fixed institutional systems.

## 5.4. Phase 4 – The Round Up

**Pedagogical Philosophy**

And so it was with trepid hearts that we arrived at the final stage of the project and the end of the year. In suitable fashion the students were at the centre of the learning process as they had been for as much of the course as possible. As the focus of the constructivist approach is the student's knowledge and experiences, the most important element in this section was the final video. The task involved creating a video for a competition that was being run by the Austrian department of education, focussing on the theme "Sprachen bewegen – Bewegungen Sprechen" (ÖSZ) which can be loosely translated as "Languages move – movements talk". This brought together the elements, such as critical analysis, new media tools and the hegemonic values intrinsic to languages that had been focussed upon throughout the year. The students were now full of "pre-existing knowledge, aptitudes, motivations, and other characteristics that are difficult to assess, much less accommodate." (Reeves and Reeves 60) However the creation of this video gave them the opportunity to show what they could do and while the video will never be seen as one of the master pieces of the film genre, it placed them at the centre of the learning experience.

**Learning Theory**

The learning theories did not play a massive role in the last few weeks of school. However they were introduced to a website called “Randall’s Listenings” which was based upon behavioural psychology. It provided listening tests which the students could use whenever they wanted, gave them responses and either positive or negative feedback in the form of a mark. This is one of the classic methods for the Internet to be used and it shows how versatile the Internet can be in helping people to learn a language. Concurrently the students were also posting jokes that they had found on the Internet, either in film or written form and as such the cognitive strategy of varying the learning environment was also being supported.

**Goal Orientation**

The goals in the last phase were rather general. The students were left to wean what information they deemed worthy from the jokes that were being posted while concurrently experiencing another form of language register and experiencing one of the most dominant and everyday forms of meaning making. During the final plenary the general focus was on the experiences of the students and how the project could be improved for others. The emphasis lay on their conclusions rather than specific facts or language to be learned.

**Task Orientation**

Among the last few tasks, the range of orientation was spread right across the board. At one end of the scale came the listening exercises which were highly academic as they only served the purpose of being listening tests and thus preparing the students for exam style listening tests. At the other end of the scale was the final video which was being created for a competition external from school and which would not be marked by a teacher, or even their peers, but rather by a panel of judges. As for the jokes they were also at the authentic end of the scale as they were real jokes used in everyday environments either by amateurs of professionals within the English speaking world.

**Source of Motivation**

For the listening exercises the source of motivation was partly intrinsic as some of them wanted to be able to practice them whenever they wished but for others it was extrinsic as I reminded them that they would be useful for Schularbeit practice and that they were required to do a number of them.

For the jokes and for the video though, intrinsic motivation was still the leading form. They simply enjoyed finding and watching each other's entries and therefore were quite happy to link them on the Wordpress.com blog using the skills that by now were second nature to them. As for the video, they jumped at the chance of getting outside and basically creating a mini-film of their own. It was sort of the crowning glory at the end of all their hard work that showed them what they had learned was useful and practical.

**Teacher Role**

My role as a teacher stayed the same in the final phase. By playing the guide I was able to lead them in a completely open plenary in which they gave their (as far as I could tell) completely honest opinions on the project. The joke page also demonstrated that they felt secure in their relationship with me as some of the examples they linked were a little risqué to say the least.

With regard to the video the students also led the way. They came up with the idea and they decided how it would be carried out. They then filmed it, edited it and posted it onto YouTube. In fact the only things I had to do were be present and send the link to the board.

**Metacognitive Support**

For this we took a whole lesson (it could have been more but the semester was coming to an end) and discussed what they felt they had gained from the experience. Included in the discussion were also the elements that they had found difficult and how they had overcome them. This was extremely important as it allowed for the tying up of loose ends and an opportunity to release anything that was still pent up inside of them.

**Collaborative Learning Strategies**

The group project of creating the video was the evidence that the class had come on in leaps and bounds with regard to the social element of collaborating on ideas. While they were coming up with the concept and the roles, they listened to each other, suggested variations, voted on which option to take and volunteered their services in the parts that they felt they could do best.

**Cultural Sensitivity**

The elements of cultural sensitivity involved in the last phase were interesting as the students came to terms with a phrase that I had heard from university. “Common sense is communal sense” is one of the pieces of wisdom that Peter Grundy imparted upon myself and others and in the last phase it came to be more than true. I mentioned it to the students when we were going through the jokes together and they understood what was meant due to the fact that there are so many cultural references in jokes. It was also evident in the video they made in which different groups of people were prevented from playing a simple game of football due to the fact that they did not share the same language. They understood how aggression can so easily build in such an environment due to the frustration of not understanding one another. All in all the work was a culmination of the values that they had learned throughout the year.

**Structural Flexibility**

The last phase continued in the same vein as all the others with the new media tools allowing for flexibility of location and time when working on the various tasks. We even managed to break up the spatial barriers by having a lesson outside in the sunshine.

## 5.5. The Project as a Whole

With regard to the project as a whole it may seem to some that there has not been enough criticism or at least that the negative aspects have not been raised as much as they should have been. In my defence the reason for this is that it involved a great deal of work on the part of the students and myself to carry out this project and it is often hard to see the negative aspects of something that is so close to one’s heart. However in this section I would like to highlight the main positive and negative attributes of the project.

**Pedagogical Philosophy**

The scope of diversity that is created by working with new media tools is unparalleled by an educational environment. The Internet has so many resources from all over the world that it creates opportunities previously unavailable. In connection with this mobile phones with Internet compatibility allow for access to this information at any time, which once again increases the richness of the environments in which the students work.

In order to keep their experience at the centre of the project the use of Wordpress.com and YouTube allowed the students to watch and analyse themselves and others which in turn

placed their experiences at the centre of the learning environment. This had the effect of increasing the diversity of the information that they received.

The downside to this is the fact that if anything goes wrong with the technical tools involved then students can soon be left out of the process. During the project students realised that their laptops were too old or experienced difficulties gaining access to the blog. On one occasion one of the students said she had been forbidden to use the Internet and as such she could neither upload and link her own work, nor could she watch the other's work. The result was that she was left out of the loop for around two weeks thus severely limiting the diversity of her experience.

Another difficulty that appeared at the beginning was brought about by the students not being used to the constructivist approach. Instilling a belief in the students that their experiences and knowledge are just as important, if not more important, than the teachers' took time but perseverance paid off and by the end of the project they were quite happy to take charge of their own destinations as can be seen by the video for the competition.

**Learning Theory**

The use of new media tools and in particular the World Wide Web provides opportunities for many learning theories to be put into action. There are many websites that follow a behaviourist approach and therefore allow the students to receive reinforcement and feedback. However as there are so many websites available the range of learning styles and environments that can be implemented is vast.

By using the blog and having the students comment upon each other's work both ends of the scale were incorporated as they had to give feedback but they were also working on their own cognitions at the same time.

**Goal Orientation**

The Internet provides teachers with the opportunity to create sharply focussed goals, general goals and everything in between. The emphasis lies on what the teacher's aims are. With regard to the project it was possible to also mix the goal orientation due to the fact that while the students were working on very specific goals the products were available for all to see and therefore they had access to a wide range of different sources.

There were times when the general nature of the project seemed to be too general and therefore I was not sure what they were actually gaining from it but in the end the level of language being produced increased in all of the students and the overall goal of reaching B2 level by the sixth grade was on track.

**Task Orientation**

The project created an environment where the authentic nature of the task being set was at a level that I had never experienced before. The students had to use authentic skills to produce authentic material and they had to do this in a real-world environment. However by restricting the video's access to "unlisted" and linking them to a private blog the students were not open to comments from the rest of the Internet community. This is something which I considered changing on a number of occasions but in the end decided that the students' privacy was more important than feedback from random individuals.

Above all else the ultimate task of increasing their new media literacy is one that is highly authentic. It is something I believe that students need to develop if they are to become active participants in society and therefore the skills that they were acquiring were of an authentic nature.

**Teacher Role**

The teacher's role in this project and indeed when using new media tools has to become facilitative due to the fact that there is such an abundance of information and because the technology involved is updated with frightening regularity. One person cannot keep up to date with all of this and therefore they have to guide the students in how to use new media and then allow the students to develop themselves. By doing so the students take on an active role in the design and direction of the instruction in which they are involved and become prosumers.

This change in role is, I suspect, not one that all teachers will be willing to take on. It takes time for both parties to get used to but I believe it is worth the investment. When acting as a guide rather than a sage the students' experiences are more productive and relevant to their interests which in turn leads to increased motivation.

**Metacognitive Support**

When one acts as a facilitator the implementation of metacognitive support is essential for the learner as through this they begin to realise how they are learning things and how best to learn things. The amount of external feedback that was provided by the blog comments gave the students a great deal to think about but they had to learn to swallow their pride and actually listen to what the others were saying to them. In addition to this the plenaries and the feedback forms that they were required to fill out throughout the project provided opportunities for the students to reflect upon how they had gone about tasks.

The level of informality in the class helped them as well as they felt comfortable enough to ask about things they did not know and to express thoughts that were of a sensitive nature. This can also be achieved in a class without new media tools but the nature of the Internet is that it is less formal and as a result the reserve in the classroom environment dropped accordingly.

**Collaborative Learning Strategies**

One of the aspects of this project that had to be paramount was that of collaboration. The Internet makes it possible for people to unite across the globe and to produce things together even if they never actually communicate with each other. Wikipedia is one example of this, and whether one agrees with its use or not in a formal educational environment almost everyone has used it at some point in their life. This concept of people collaborating to provide others with information that they do not have was one of the principles behind the project.

The implementation of new media tools requires the collaboration of students and teachers in order to reach the desired goals. By providing each other with feedback and helping each other the class came together. That is not to say that it worked perfectly all of the time as some people got annoyed with the others' comments and on one or two occasions it was necessary to include how one should give feedback and what type of feedback should be given as topics for discussion.

Another element that helped with the collaborative aspect was the mixing of the groups. Each person in the class has different strengths and weaknesses and by creating different groups according to various criteria the students experienced different working ethics and environments, thus providing them with the authentic experience of not always being able to work with friends and more importantly not always wanting to work with friends.

**Cultural Sensitivity**

The cultural sensitivity of the students is one of the aspects that the Internet can really help to increase. The students learned to see that knowledge was constructed and that generalisations and stereotypes are rife throughout the world. Through the use of new media tools we were able to access a greater range of opinions than would have been possible by using newspapers and the textbook. New media literacy is one of the keys to this development as once one can see how hegemony plays a role and that every text needs to be interpreted one can begin to understand how the knowledge and perhaps more importantly power is constructed.

**Structural Flexibility**

The flexibility of new media is limited by a number of factors. On the one hand one requires the tools which cost money, on the other hand one requires access to the Internet, which also requires money. If however one has the fundamental requirements then there is only one factor which limits the flexibility of teaching environment and that is the institution of school.

Students are required to be at school at certain times, they have to be in class at the times allotted and the lessons occur when they are timetabled. I actually asked the headmaster if we could do a learning session in which the students stayed at home and worked entirely online for a week but he refused due to the fact that students are only allowed a certain amount of days off school per year. I tried to persuade him that they would not be off school just working from home but it was a hopeless cause.

Having said that the amount of flexibility that is available due to the Internet is quite impressive even with such restrictions. By using Wordpress.com the students had access to their tasks wherever and whenever they wished with the result being that they could work when they felt like working. The ability to contact me via email also increased the flexibility of everyone concerned as they could get immediate answers rather than having to wait for the next lesson. This can however be quite intrusive but it proves the point that teachers do not just work during the lessons that they teach as some newspapers like to say.

The increased amount of flexibility regarding the time and location of task completion also relieved some of the time stress that can often occur in a lesson. By outsourcing certain tasks it was possible to increase the level of individual attention that students received.

# 6. Conclusions

> As we think about meaningful pedagogical intervention, we must keep in mind three core concerns:
>
> - How do we ensure that every child has access to the skills and experiences needed to become a full participant in the social, cultural, economic, and political future of society?
> - How do we ensure that every child has the ability to articulate his or her understanding of how media shapes perceptions of the world?
> - How do we ensure that every child has been socialized into the emerging ethical standards that should shape their practices as media makers and as participants in online communities? (Jenkins et al, Confronting the Challenges of Particpatory Culture: Media Education for the 21st Century 18)

Throughout this work I have been praising the advantages of working with new media and the associated tools. It is important to remember that a tool is only as good as the workman who wields it and therefore the teachers and students involved in using these tools have to be taught how to use them productively. As ever the motivation of the students and the teachers is paramount to the success of any idea and as such training is essential if they are to succeed in implementing new media literacy as part and parcel of everyday education. Having said this the ability to use the tools and understand the concepts involved in new media literacy is essential if students are to become active participants within society. Therefore the introduction of new media tools and ideas within classrooms is also essential. The majority of the Austrian youth today already uses these tools for many activities to create new worlds for themselves in a non-academic field. By carrying out this project the students began to use new media in order to shape their social, cultural, economic and political future and in so doing they were confronted with the elements that are needed to involve them and create active citizens.

As more and more aspects of life occur online we all must become skilled in the use of the Internet, computers, and mobile phones. Without this knowledge the digital divide becomes even greater. Schools have to play a role in this as they are the compulsory educational centres through the doors of which every Austrian child has to walk. To ensure that every child has access to the skills that are needed it is the schools that need to provide them because without them children cannot become active in the future of society. Why should we teach them about the political system if they cannot access the political manifestos of the parties? Why bother to teach them maths if they have no chance to use the skills that they have learned? What is the purpose of teaching the students to become social entities with the

correct knowledge of how to behave in certain circumstances if the people teaching them have no idea of the social circles in which the students take part online? And how can we expect the students to take people seriously if they are unaware of how cultural values or meanings are made?

Not only does new media provide an opportunity for teachers and students alike to become more integrated with the decision making process of the countries in which they live, but also on a global scale. By including new media literacy skills the opportunities for global communication are increased massively and it helps to expand people's views of what is important as they can see that the metaphorical butterfly's wings flapping in China actually do create hurricanes in Hawaii.

This project while having limits to its scope and requiring a great deal of work to get started provided the students with the opportunities to put some of these skills into practice in a safe arena that was designed to increase their knowledge of such things. They were exposed to different cultural values, social skills, economic concerns and political ideologies. They had a chance to think about how the hegemony within society is formed and whether they approve of it or not.

Another element that has to be considered in the involvement of new media is that without the skills required a child will never be able to articulate their understanding of the world. The reason for this is that without critical media literacy skills one cannot begin to imagine how the world is constructed by the media. The fact that every single person perceives the world slightly differently is something that many people do not realise or at the least they cannot conceive the extent to which these perceptions influence the world. Having grown up in Britain I always thought that the printing press had been invented there, then I arrived in Austria to find out that it was invented by Gutenberg. After studying at the University of Vienna I then discovered that it had actually been invented in China a few centuries before. Which of these pieces of information is correct and does it really matter? Maybe not but at least through new media literacy people learn to question the sources of information and to ask why people would spread this information. They have a chance of being able to understand that companies do not always believe in that which they promote as can be seen by the new advertising campaign by Coca-Cola which claims to be sponsoring a project to save polar bears. While I believe that it is donating money to this cause it is important for students, the future powers of society, to understand that it might be doing so in order to

create a better image for itself and not because it is worried about the environment. If that were the case then maybe they would consider not using plastic bottles. The media plays such an important part of life in the world today that in my opinion it is as important for people to know how to read and interpret the meanings that are made as it is for them to be able to read and write in the traditional sense.

Without new media literacy the children of the future will never be able to understand one of the concepts that started the whole wave. “If humankind produce social reality (which in the "inversion of the praxis" turns back upon them and conditions them), then transforming that reality is an historical task, a task for humanity.” (Freire 51) This is a task for all of humanity to take on for the good of all of humanity and not just those who can afford it. If we as teachers ignore this fact then how can we expect our future to resemble that which we wish? We need to teach the use of tools and interpretation for people to see through the ever-more confusing and manipulative, economically driven world in which we live.

The answers to the questions that Jenkins puts forward do not of course lie solely in the guise of new media literacy but by using these tools the students have access to a range of ideas and sources that has up to know been impossible to secure. In my opinion the development of new media has led to opportunities that can only increase the chances and skills for those who are involved, but to do this they have to be adept and this is why new media literacy is so important.

From a purely linguistic point of view the project that has been described in this work is limited as while researching it I have discovered so many other elements that could be used in the school environment to make learning more authentic and intrinsically motivating for the students. I am convinced that they are truly full of knowledge and that they are adroit at using the tools involved in ways that will take me years to master. But above all else they are collaborators with whom I can work in order to develop society as a whole. Education does not begin and end when the bell goes, nor as we are so fond of telling the children, when the teacher says so. The structural environment is out of date and the tools available nowadays could provide us with opportunities to revolutionise the system. Of course it costs money and effort but the teachers I know are motivated and keen to help the students develop themselves. The government needs to invest in the future of the country and whilst we are still worrying about whether people can read and write a  new form of illiteracy has arrived the want of which poses just as great a threat to the voices of the people.

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# List of Images

Appendix 1- Phase 1 – The Introduction – Lesson Plans

| **META-AIMS** | **CLASS DESCRIPTION** |
|---|---|
| • Create authentic learning environment<br>• Operate in facilitative role<br>• Develop student's metacognition<br>• Develop individual learning strategies<br>• Develop collaborative learning strategies<br>• Develop structural flexibility of classroom<br>• Break-down teacher-student roles | • 26 students of English<br>• 5th class AHS (9th Grade)<br>• Intermediate users of English (B1+/B2)<br>• Motivated students<br>• Part of the Informatik Projekte Präsentationen branch of the school |
| **TEACHING AIMS** | |
| • Discover range of uses of World Wide Web both current and potential<br>• Develop self-reflection<br>• Increase media technology usage skills<br>• Develop critical awareness<br>• Increase awareness of safe use of Internet | |
| Time frame: The following is to take place over the course of seven consecutive lessons. | |

| **Time** | **Activity and Procedure** | **Interaction** | **Aids** |
|---|---|---|---|
| Lesson 1 | | | |
| 5' | • Attendance<br>• Introduction to project | T<br>T | Computer |
| 10' | • Q & A<br>• What do you use Web for?<br>• What could it be used for (information searches, photos, videos, books, etc) | T-C | Computer<br>Projector<br>Screen<br>Internet (YouTube) |
| 10' | • Show Google books, Google Scholar | T | |
| 5' | • What are the social aspects of the Web?<br>• Which sites do you use and how often do you use them? | T-C | |

| | | | |
|---|---|---|---|
| 10’ | • YouTube<br>• How do you use YouTube?<br>• When you look at a YouTube screen what can you see?<br>• Introduce term “multi-modal”<br>• Has anyone ever uploaded a film?<br>• Who has got a smart phone? | T-C | |
| 10’ & Homework | • Show YouTube categories<br>• They have to answer following questions:<br>1. Who puts videos on YouTube?<br>2. Who owns YouTube?<br>3. What kinds of video are available on YouTube? List 5 categories<br>4. What types of comment go with the videos?<br>5. Find a clean video that you would not expect to be in YouTube. | T<br>S/S-S | Mobile phones with Internet capability and access |
| Lesson 2 | | | |
| 15’ | • Attendance<br>• Compare homework questions | T<br>T-C | |
| 10’ | • Watch videos | T | Computer<br>Projector<br>Screen<br>Internet (YouTube) |
| 10’ | • Plenary discussion: “How could YouTube be used differently?”<br>• Plenary discussion: “How could YouTube be used for schools?” | S-S-T-S-S<br><br>S-S-T-S-S | |
| 15’ | • Create poster and presentation with title: “How can YouTube be used at school?” | G | A3 Paper<br>Pens<br>Mobile Phones with Internet |

| | | | |
|---|---|---|---|
| | | | capability and access |
| Lesson 3 | | | |
| 10’ | • Finish posters and presentations | G | A3 Paper<br>Pens<br>Mobile Phones with Internet capability and access |
| 20’ | • Presentations<br>• Students provide feedback to groups on their presentations based upon following criteria:<br>- Range of language<br>- Accuracy of grammar, vocabulary and pronunciation<br>- Positive comment<br>- Something to be improved<br>- Overall | G(P)<br>S | |
| 15’ | • Introduce Wordpress.com and class blog<br>• Introduce class to YouTube channel<br>• Introduce Vlogs<br>• Show three vlogs:<br>• Girl talking about closet http://www.youtube.com/watch?v=OL4dd4M3EUg<br>• Boy being slightly crazy http://www.youtube.com/watch?v=tMwNUuZzfMc&feature=watch_response<br>• Max’s Vlog http://www.youtube.com/watch?v=haLRRcYBNYI | T | |
| 5 mins | Assignment:<br>• Show my video | T | Computer<br>Projector |

| | | | |
|---|---|---|---|
| | http://www.youtube.com/watch?v=TJOWdKftU6w&feature=mfu_in_order&list=UL<br>• what do I want from you in the vlogs<br>- at the beginning your question is how was my day at school especially my English lesson. Tell me what you found hard, what you found easy, what you thought about the lesson, what was good, what was bad, how it could be improved, recommendations for the future, your accent, your vocabulary, a new word you learned, a new fact, etc<br>- you have to watch at least two vlogs from other people each week. And you have to respond to at least two videos.<br>- your first vlog should also include an introduction of yourself; name, age, city you live in, an interesting fact about yourself and what you will be talking about over the next few weeks.<br>- these videos have to finished by Tuesday 29th November. On the 29th we will upload it together with Mr. Hitz.<br>• State security risks of Internet | T | Screen<br>Internet (YouTube) |
| | Assignment: Create 3 minute Vlog, accept invitation to Wordpress.com, access YouTube channel | S | |
| Lesson 4 | | | |
| 5’ | • Aims for lesson and introduction of guests | T | |
| 45’ | • Station work – 10 minutes at each station<br>• **group one** speaks to Max about vlogs: (how was it, how can we make it better, what should be in there) | S-S-T-S-S | A3 Paper<br>Marker pens<br>Computer with Internet access |

| | | | |
|---|---|---|---|
| | • **group 2** speaks to Theresa (advantages and disadvantages of YouTube)<br>• **group 3** to Alex (what tutorials are: **expertise, organisation, examples, clear speech, repetition)**<br>• **group 4** to me ( help with questions + what do you think of the project so far) | | |
| Lesson 5a (first half of a double lesson in computer lab with Mr. Hitz, the IT teacher) | | | |
| 50’ | • Teach: how to upload videos, how to save videos in different formats, how to convert video formats | T,S | Computer (1 per person if possible)<br>Projector<br>Screen<br>Internet<br>Videos |
| Lesson 5b (second half of double, in computer lab, team teaching, Mr. Hitz and myself) | | | |
| 10’ | • Attendance<br>• Introduce tutorials<br>• Show three tutorials:<br>- http://www.youtube.com/watch?v=TDuZNqIeURA = present simple vs progressive<br>- http://www.youtube.com/watch?v=tMd7EfFsPIc = Eurobonds explained<br>- http://www.youtube.com/watch?v=D4VtfAxxaKI&feature=related = staying healthy | T<br>T | Computer<br>Projector<br>Screen<br>Internet |
| 5’ | • Create groups of 3-4 students (Teacher selects the groups mixing English ability with technical ability) | T | |
| 35’ | • Assignment: “Create a video tutorial that has something to do with the subject of English”<br>• Search tutorials<br>• Organise roles, exchange contact details, | G | Computers with Internet access – preferably one |

| | | | |
|---|---|---|---|
| | organise time-frames<br>• Complete lesson 5a | | each |
| | Assignment: Upload Vlogs and link them to Wordpress.com | S | |
| Lesson 6 | | | |
| 10’ | • Attendance<br>• Security reminder<br>• Check who has accepted invitations to Wordpress.com, who has accessed YouTube and how videos are going. | T<br>T<br>T-C | |
| 10’ | • Show video: Advantages and disadvantages of YouTube by Theresa http://www.youtube.com/watch?v=cz1-A5DmrgM<br>• Show video from university: identity and YouTube http://www.youtube.com/watch?feature=player_embedded&v=pik00LEoJQ4 | T | Computer<br>Projector<br>Screen<br>Internet |
| 10’ | • Create groups of 4<br>• Assign role – for or against YouTube<br>• Prepare arguments | T<br>T<br>G | |
| 20’ | • Debate: Half of class for YouTube, half of class against YouTube | S-S-T-S-S | |
| | Assignment: Watch videos again (already uploaded onto YouTube and linked to Wordpress.com) and post comments on Wordpress.com. | S<br>S-C | |
| Lesson 7 | | | |
| 5’ | • Attendance<br>• Move furniture to create a round-table plenary | T<br>S | |
| 45’ | • Plenary: Feedback and discussion<br>- difficulties getting set up | S-S-T-S-S | |

| | | | |
|---|---|---|---|
| | - security issues<br>- YouTube as a whole<br>– how do you feel about it<br>- potential for use<br>- for use in other subjects<br>- commercialism in YouTube<br>- Analysis of YouTube<br>- what should you look for<br>- what should you be aware of<br>- what can you always say about the videos<br>- what does multi-modal mean | | |

T = teacher presents content

T-C = teacher in dialogue with entire class

S = individual work

S-S = pair work

G = group work

S-S-T-S-S = teacher plenary discussion

G(P) = Group presentation

S-C = Students watch and comment on each other's work

# Appendix 2 – Phase 2 – India, amongst other things – Lesson Plans

| **META-AIMS** | **CLASS DESCRIPTION** |
|---|---|
| • Increase sensitivity for cultural influences<br>• Create authentic learning environment<br>• Operate in facilitative role<br>• Develop student's metacognition<br>• Develop individual learning strategies<br>• Develop collaborative learning strategies<br>• Develop structural flexibility of classroom<br>• Break-down teacher-student roles | • 26 students of English<br>• 5th class AHS (9th Grade)<br>• Intermediate users of English (B1+/B2)<br>• Motivated students<br>• Part of the Informatik Projekte Präsentationen branch of the school |
| **TEACHING AIMS** | |
| • Expand critical awareness<br>• Expand analytical skills<br>• Expand self-reflection<br>• Develop idea that there is always more than just one point of view<br>• Expand media technology usage skills<br>• Develop presentation skills | |
| Time frame: The following lessons, part-lessons and assignments are to take place over the course of 2 months (including 2 weeks Christmas holidays). They are to be used in co-operation with other teaching methods. | |

| **Time** | **Activity and Procedure** | **Interaction** | **Aids** |
|---|---|---|---|
| Lesson 1 | | | |
| 10' | • Attendance<br>• Introduce theme: India<br>• Ask students what they know about India | T<br>T | Computer<br>Textbook |
| 25' | • Use mobile phones to research information on India<br>• Fill out table on p. 67 Make Your Way Ahead | S/S-S<br>S | Mobile Phones with Internet capability and |

| | | | |
|---|---|---|---|
| | 5 | | access<br>Textbook |
| 10’ | • Compare results | T-C | Textbook |
| | Assignment: Watch the two videos that have been linked to Wordpress.com but on YouTube and answer questions on blog page:<br>What is the video trying to say to me about India?<br>What is the purpose of this video? | S | |
| Lesson 2<br>(Class split into two; one half with me, one half with Alex, the native speaker) | | | |
| 2’ | • Attendance | T | |
| 5’ | • Watch two videos from assignment | T | |
| 15’ | • Explain “sign” and “signified”<br>• Use videos to demonstrate what is meant<br>• They have to find examples from videos | T<br>T-C<br>T-C | |
| | Assignment: Create a Christmas Vlog, upload it and link it to Wordpress.com. Transcribe the video and bring the transcription to class.<br>Comment on each other’s videos. | S<br>S-C | |
| Lesson 3 | | | |
| 5’ | • Attendance<br>• Form groups of 4 | T<br>T | Computer |
| 25’ | • Work through transcriptions from each other<br>• find 3 mistakes<br>• find 3 good things<br>• focus on tenses<br>• Draw table on board:<br>mistake, good, tense<br>they write on the board what they have found, we go through it together, suggesting corrections and improvements | G<br><br><br><br>T-C | Blackboard |

| | | | |
|---|---|---|---|
| 20’ | • Look at transcriptions and highlight past tenses<br>• Discuss which forms are used in their texts and which should be used<br>• Discuss as a class which forms are used in their texts and which should be used | G<br>G<br><br>T-C | |
| | Assignment: Find a video about life in India, if possible about people of your age and how they live. Post it in response to the “New Challenge!” comment. Try and keep the videos short, 1 minute or so, but as I know this will not be possible please select a section of the video that you think is especially interesting and in a comment on the video tell us which minute of the video to watch. e.g. 1.57 – 2.35.<br>Comment on each other’s videos and comments | S<br>S-C | |
| Sub-section: Q & A | | | |
| Throughout section use Google maps and YouTube to show pictures of where story is taking place or what story is talking about. E.g. when “Swing Low Sweet Chariots” is mentioned, play them the song. | | | |
| | Assignment:<br>Read chapter 2 Q & A<br>Create 5 questions and answers<br>Print out questions four times | S | |
| Lesson 4 | | | |
| 10’ | • Attendance<br>• Hand out questions | T<br>S | Computer<br>Pre-prepared questions |
| 25’ | • Find answers to questions | S | Q & A<br>Pre-prepared questions |
| 15’ | • Discuss how to create “Who wants to be a millionaire” quiz? | T-C | |
| | Assignment: Enter their 4 questions onto “Q & A” | S | |

| | | | |
|---|---|---|---|
| | page. Enter the answers in a reply box by tomorrow, no repetitions | S-C | |
| | Assignment: After having read Q & A chapter 3, each pair has to come up with a question and post it on the "Q & A" page with title "who wants to be a millionaire" and the number of the question. They have to film the question, the 4 possible answers, the 30 second countdown, and the revealing of the correct answer. | S-S<br>S-C | |
| India | | | |
| Lesson 5 | | | |
| 10' | • Show them on-line presentations from university course<br>• Discuss the different modes used. | T-C | Computer with Internet access |
| | Assignment: Create an on-line presentation on a theme to do with India. 4 minutes long.<br>Others have to watch the presentations and mark 2 presentations according to following categories: Accuracy, Audio Content, Visual Content, Overall Impression | S-S<br><br>S | |
| Lesson 6 | | | |
| 5' | • Attendance<br>• Get ready for quiz | T | Pen and Paper |
| 45' | • Watch and carry out the "Who wants to be a Millionaire quiz" | T-C | Computer with Internet access |

T = teacher presents content

T-C = teacher in dialogue with entire class

S = individual work

S-S = pair work

G = group work

S-S-T-S-S = teacher plenary discussion

G(P) = Group presentation

S-C = Students watch and comment on each other's work

# Appendix 3 – Phase 3 – Travel – Lesson Plans

| **META-AIMS** | **CLASS DESCRIPTION** |
|---|---|
| • Implement constructivist philosophy<br>• Increase respect of cultural sensitivity<br>• Create authentic learning environment<br>• Operate in facilitative role<br>• Develop student's metacognition<br>• Develop individual learning strategies<br>• Develop collaborative learning strategies<br>• Develop structural flexibility of classroom<br>• Break-down teacher-student roles | • 26 students of English<br>• 5th class AHS (9th Grade)<br>• Intermediate users of English (B1+/B2)<br>• Motivated students<br>• Part of the Informatik Projekte Präsentationen branch of the school |
| **TEACHING AIMS** | |
| • Expand critical awareness<br>• Expand analytical skills<br>• Expand self-reflection<br>• Expand idea that there is always more than just one point of view<br>• Expand media technology usage skills<br>• Develop debating skills | |
| Time frame: The following lessons, part-lessons and assignments are to take place over the course of 2 months (including 1 week ski-course). They are to be used in co-operation with other teaching methods. | |

| **Time** | **Activity and Procedure** | **Interaction** | **Aids** |
|---|---|---|---|
| | Assignment: Film parts of your skiing trip and post the videos onto "Holy Blood" page. | | |
| Lesson 1 | | | |
| 20' | • Attendance<br>• Find travel reports on Internet<br>• Write down moves on blackboard<br>• Discuss the moves | T<br>S, S-S<br>S, S-S<br>T-C | Computer<br>Mobile Phones with Internet capability and access |

| | | | |
|---|---|---|---|
| | | | Blackboard |
| 30’ | • Write a travel report of hotel and ski region from ski course | S, S-S | |
| | Assignment: Find, watch and record moves of travel logs | S | |
| Lesson 2 | | | |
| 20’ | • Attendance<br>• Write moves from travel logs on blackboard<br>• Go through moves<br>• Student takes photo of moves and uploads them onto “Travel” page | T<br>S<br>T-C<br>S | Computer<br>Blackboard |
| Lesson 3 (in computer lab or with students’ laptops) | | | |
| 5’ | • Attendance<br>• Split class into Apple and Microsoft | T<br>T | Computer |
| 45’ | • Isi (Apple) and Simon (Microsoft) teach how to edit videos, specifically:<br>• Cut film,<br>• Add title, add caption, add credits.<br>• Cutting and pasting photo into original film<br>• Cutting and pasting second film into original film<br>• Blending Scenes<br>• Cutting and pasting music into films | T(S)-C | Computers with Internet access – preferably one each or own laptops<br>Projector<br>Screen |
| | Assignment: Create a travel log according to:<br>Moves and following rules for video travel logs:<br>A country they have never been to,<br>4 minutes,<br>At least 1 picture, video and a sample of music have to be from the region<br>You have to talk about what you have done, a political problem in the country, an extraordinary | S | |

| | | | |
|---|---|---|---|
| | activity you did, a normal day and whether you want to come home or not + why | | |
| Lesson 4 | | | |
| 10’ | • Attendance<br>• Show Kony 2012 video | T<br>T | Computer<br>Projector<br>Screen<br>Internet |
| 15’ | • Discuss: What it is about, who is involved, what they have seen around, whether they will do anything. | T-C | |
| 10’ | • Read newspaper report: “Green turtles in danger” p. 94 Make Your Way Ahead 5<br>• Read “Debate” p. 95 Make Your Way Ahead 5 | S | Textbook |
| 15’ | • Organise groups of 3<br>• Explain assignment<br>• Begin Assignment | T<br>T-C<br>G | Textbook<br>Mobile Phones with Internet capability and access |
| | Assignment: On-line debate from p. 95/96 Make Your Way Ahead 5<br>Use “Travel Debate” page.<br>Each group puts up an opening statement by Monday 30.4. Round 1 (individual responds to opening statements, students comment according to what their assigned role thinks, not what they think) by Thursday 3.5. Round 2 (individual responds to round 1, students comment according to what their assigned role thinks, not what they think) by Monday 7.5. Closing statements (1 per group) by Thursday 10.5. | G<br>S | |
| Lesson 5 | | | |
| 2’ | • Attendance | T | Computer |
| 48’ | • Debate: “Green turtles are in danger” p.94 | S-S-T-S-S | Laptop |

| | | | |
|---|---|---|---|
| | Make Your Way Ahead 5<br>• Each group delivers an opening statement<br>• Debate – link laptop to overhead and tally number of times people speak. The 5 people who speak the least have to summarise the debate.<br>• Each group delivers a closing statement<br>• Vote on the result | | Projector<br>Screen |
| | Assignment: They have to find 5 mistakes and 5 good words from the "Travel Debate" page and bring them with them on Monday | S | |
| Lesson 6 | | | |
| 2' | Attendance | T | Computer |
| 20' | • Students write mistakes on blackboard<br>• We correct them together | S<br>T-C | Blackboard |
| 15' | • Students write good words on blackboard<br>• Highlight word stems | S<br>T-C | Blackboard |
| 10' | • Use words to create derivatives of stems | S-S | |
| | Assignment: Create sentences using selected of good words:<br>Extinguish, moreover, danger, develop, insidious, hitherto, spoil, pollute, sane, grace | S | |

T = teacher presents content

T-C = teacher in dialogue with entire class

S = individual work

S-S = pair work

G = group work

S-S-T-S-S = teacher plenary discussion

G(P) = Group presentation

S-C = Students watch and comment on each other's work

T(S)-C = Teacher is a student and in dialogue with entire class

# Appendix 4 – Phase 4 – The Round up – Lesson Plans

| **META-AIMS** | **CLASS DESCRIPTION** |
|---|---|
| • Implement constructivist philosophy<br>• Increase respect of cultural sensitivity<br>• Create authentic learning environment<br>• Operate in facilitative role<br>• Develop student's metacognition<br>• Develop individual learning strategies<br>• Develop collaborative learning strategies<br>• Develop structural flexibility of classroom<br>• Break-down teacher-student roles | • 26 students of English<br>• 5th class AHS (9th Grade)<br>• Intermediate users of English (B1+/B2)<br>• Motivated students<br>• Part of the Informatik Projekte Präsentationen branch of the school |
| **TEACHING AIMS** | |
| • Expand self-reflection<br>• Expand media technology usage skills | |
| Time frame: The following lessons, part-lessons and assignments are to take place over the course of 1 month. They are to be used in co-operation with other teaching methods. | |

| **Time** | **Activity and Procedure** | **Interaction** | **Aids** |
|---|---|---|---|
| Lesson 1 | | | |
| 12' | • Attendance<br>• Show them following website:<br>- Randall's Listenings<br>• Show them some jokes and comedians on YouTube | T<br>T-C | Computer<br>Projector<br>Screen<br>Internet |
| | Assignment:<br>• Do following listenings from "Randall's Listenings": answering machine, a student credit card, 72 hour emergency kit.<br>• Add a written joke and a video of somebody else doing a joke to "Jokes" page | S | |

| | | | |
|---|---|---|---|
| | • Watch and read other student's jokes | | |
| Lesson 2 | | | |
| 5' | • Attendance<br>• Move furniture to create a round-table plenary | T<br>S | Computer |
| 45' | • Plenary: Feedback and discussion<br>- Why did we do the product?<br>- What have you learned?<br>- How could the project be improved?<br>- Do you wish to continue project next year?<br>- Would you recommend that I do the project with other classes? Why/Why not? | S-S-T-S-S | |
| Lesson 3 | | | |
| 5' | • Attendance<br>• Introduce video competition<br>• Show them the criteria:<br>"Die eingereichten Videobeiträge müssen das Thema „Sprachen bewegen – Bewegungen sprechen" darstellen. Das Video muss fertiggeschnitten (Namensnennung und Branding nur im Abspann) auf dem YouTube-Kanal des ÖSZ hochgeladen bzw. dem ÖSZ als DVD übermittelt werden. Verboten sind anstößige, diskriminierende und menschenverachtende Inhalte sowie Verletzungen und/oder Verstöße gegen geltendes Recht oder Rechte Dritter." (ÖSZ) | T | Computer<br>Projector<br>Screen<br>Internet |
| 20' | • Come up with ideas for a video that we could produce for video competition | G | |
| 25' | • Collect ideas<br>• Vote on which idea should be used<br>• Organise how we can do it and who will be doing what, regarding video equipment, sound, acting, editing.<br>• Organise when we can film it | T-C | |

| | | | |
|---|---|---|---|
| | • Create script | | |
| Lesson 4 (Carried out outdoors) | | | |
| 50’ | • Students get into their groups:<br>- French, German, Spanish, Bosnian<br>- Max behind fence with football<br>- Mario with camera<br>- Main speakers with mobile phones to record sound<br>• Film the sequence | T-C, G,<br>S-S-T-S-S | Mobile phones with sound recording capability<br>Video camera<br>Football |
| | Assignment: Give all recordings to Isi who cuts, edits and produces film.<br>Give me the final version and I upload it onto competition YouTube channel and send link to all students | | |

T = teacher presents content

T-C = teacher in dialogue with entire class

S = individual work

S-S = pair work

G = group work

S-S-T-S-S = teacher plenary discussion

G(P) = Group presentation

S-C = Students watch and comment on each other’s work

T(S)-C = Teacher is a student and in dialogue with entire class

# Appendix 5 – Abstract

The use of new media throughout the world has increased exponentially over the last two decades with the result being that the tools are now part of everyday life. This practice has led to the point where governments and NGOs are becoming ever conscious of the need for new media literacies within the classroom. Concurrently, students feel that the content and practices that they are learning at school are becoming ever further removed from their everyday lives.

This work covers a project that was carried out in a secondary school in Austria, which was intended to escalate the use of new media tools and literacy within the curriculum. By including websites such as YouTube and Wordpress.com the proximity of educational concepts to the students' lives outside the classroom was developed. By asking them to upload videos of themselves they were providing each other with a wide range of content which they could analyse and from which they could draw new language as well as learning how to identify mistakes in their own and in the other students' productions. The results were: higher levels of motivation, an increased structural flexibility, and a greater understanding of media literacy. Additionally the teacher could take on a more facilitative role and the students' autonomy was expanded.

In der ganzen Welt ist die Verwendung der Neuen Medien in den letzten zwei Jahrzehnten exponentiell gestiegen. Die Folge ist, dass die medialen Werkzeuge teil unseres täglichen Lebens sind.

Dieser Hintergrund hat dazu geführt, dass Regierungen und NGOs immer mehr die Notwendigkeit sehen, Neue Medien in den Klassenzimmern einzusetzen. Gleichzeitig fühlen SchülerInnen immer mehr die Kluft zwischen Schulinhalten und Praxis im Alltag.

Vorliegende Projektarbeit handelt von einem österreichischen Gymnasium, in welchem der Einsatz neuer Medien innerhalb des Lehrplanes gefördert und ausgebaut wurde.

Durch die Verwendung von beispielsweise YouTube und Wordpress.com innerhalb des Unterrichts wurde eine direkte Verbindung des Bildungsauftrags und realen Lebens der Studenten geschaffen.

Durch das selbständige Hochladen von Videos konnten sich die Studenten mit vielfältigen Inhalten austauschen und diese analysieren. Die Verwendung der englischen Sprache wurde gefördert, sowie die Fähigkeit sich und andere zu beurteilen und Fehler auszugleichen.

Als Ergebnisse konnten verzeichnet werden: Höheres Motivationsniveau, eine gesteigerte strukturelle Flexibilität sowie ein großes Verständnis für die Verwendung Neuer Medien.

Der Lehrer als Gestalter einer effektiven Lernumgebung fördert den Prozess eines lebensnahen und autonomen Lernens.

# Appendix 6 – Curriculum Vitae

Timothy Peter Ware

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## Employment

**2013 - Present BRG Maria Enzersdorf**

**School Quality Coordinator**

- Ensuring and increasing levels of quality at BRG Maria Enzersdorf
- Phase 1 = increasing knowledge and usage of competences, by both teachers and students, with regard to the competence-oriented "Reifeprüfung".
- Phase 2 = introducing formal feedback culture into the daily life of the school

**2010 - Present BRG Maria Enzersdorf**

**CLIL Coordinator**

- Providing administrative support to native speakers and teachers involved in the project
- Aiding in the collection of material for use in the lessons

**2008 - Present BRG Maria Enzersdorf**

**English Teacher**

- Students aged between 10 and 18 of mixed ability
- Aims:
    - increasing active and passive use of English using a range of methods.
    - increasing media literacy skills, active participation and individualised learning
    - increasing social, cultural and political awareness and skills

**2004 - 2013 BRG Maria Enzersdorf**

**Summer Course Coordinator**

- two-week English summer course for children who attend or are about to attend BRG Maria Enzersdorf
- Over 200 children
- 15 staff
- Coordinating timetables, teachers and lessons to ensure English is learned in a fun way while ensuring that the children develop social skills

**2004 - 2013 BRG Maria Enzersdorf**

**Native Speaker**

- Assisting teachers in various subjects to create a bilingual classroom

# Education

**2007 – 2013 University of Vienna**

**Lehramtsstudium UF Englisch UF Geschichte, Sozialkunde, Polit.Bildg.**

- 2 diploma courses as well as a course on pedagogy.
- Thesis: “New Media in the Classroom: a project requiring active participation”

**1998 – 2001 University of Coventry**

**BA (Hons) Leisure Management**

- marketing
- finance
- human resource management
- international relations
- management of organisations.
- Thesis: “Do brand name drinks increase the patronage of nightclubs?”

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