

# LITERACY AND CHILDREN'S LITERATURE IN THE PARADIGM SHIFT

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# A PARADIGM SHIFT IS HERE

- Yes, we are entering a paradigm shift. The old paradigm has collapsed.
- Internet has changed almost everything
- Conrad, Hughes (2018) states that the 21<sup>st</sup> world has the following characteristics: **Volatility or unpredictability, uncertainty, complexity and ambiguity**. Those 4 words imply some negativity which needs to be anticipated.

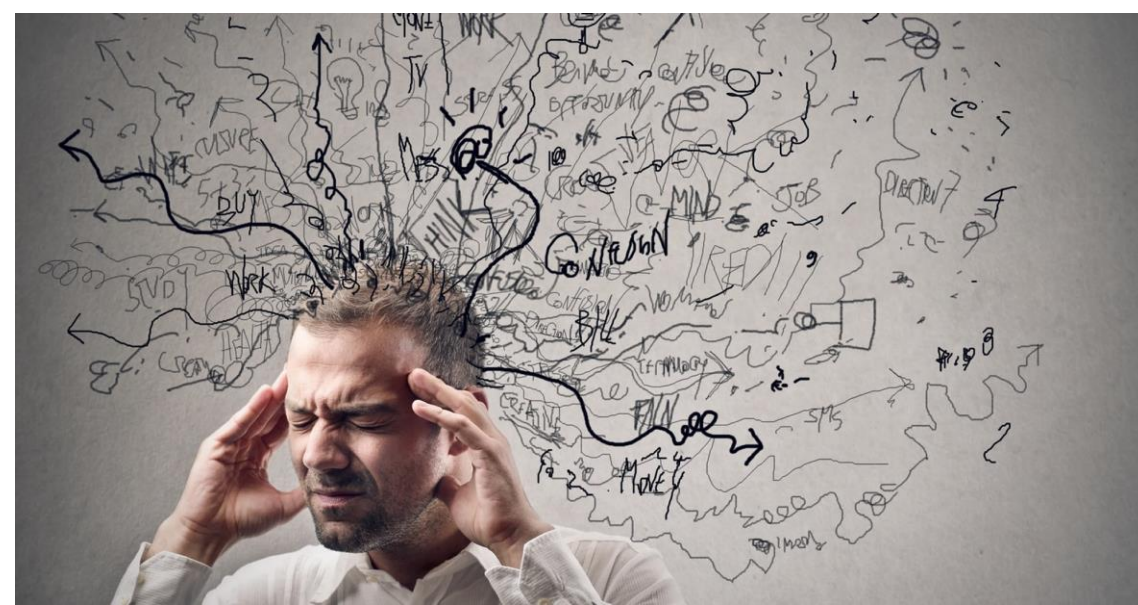


You know you're suffering from  
information overload when .....



**N**ISE TO SIGNAL

Rob Cottingham - [socialsignal.com/n2s](http://socialsignal.com/n2s)



## INFORMATION **OBESITY**

2.7 BILLION GOOGLE SEARCHES EVERY MONTH

**3000+ NEW BOOKS  
PUBLISHED EVERY DAY**

A WEEK'S WORTH OF A UK BROADSHEET  
CONTAINS MORE INFORMATION THAN A  
PERSON WOULD COME ACROSS IN AN  
ENTIRE LIFETIME IN THE 18TH CENTURY

**150 MILLION PHONE CALLS  
EVERY SECOND IN 2006 –**

ESTIMATED TO TRIPLE EVERY 6 MONTHS

MORE TEXTS SENT EVERY DAY THAN THERE ARE PEOPLE ON THE PLANET

**FACEBOOK BORN IN 2004 – IN MARCH THIS YEAR  
THERE WERE 310MN DAILY UNIQUE VISITORS. IT  
WOULD BE THE THIRD LARGEST COUNTRY IN THE  
WORLD (AFTER INDIA & CHINA)**

200% INCREASE IN ACCESSING FACEBOOK

FROM A MOBILE DEVICE BETWEEN 2010-2011

**TWITTER CAME INTO OUR LIVES**

**IN 2006 – 200 MILLION TWEETS  
SENT EACH DAY IN JUNE 2011**



- are suffering from **INFOBESITY, It is the enemy of a good decision** (Roger, 2013) and INFORMATION OVERLOAD
- “Information overload occurs when the amount of input to a system exceeds its processing capacity. **Decision makers have fairly limited cognitive processing capacity. Consequently, when information overload occurs, it is likely that a reduction in decision quality will occur.**
- Conrad urges that **that the education we are providing for young people should, therefore, change radically.**
- **But what kind of change?**



# LITERACY IS THE ANSWER! (John Trischitti, 2017)

- The call for literacy is sounder than ever

<https://www.youtube.com/watch?v=z-h-BhcV7DM>

(Luke, Freebody, Yoon, Papadopolus, Hagood)

- To be literate was understood as to be able to read and write/respond texts for comprehension → this is old fashioned!
- It has shifted into → **to read the words for the world (Freire)**
- To understand text critically, to be skeptical of the hidden agenda behind the texts. To read between the lines.
- To be able to take a position towards texts (to accept, to accept with notes, to reject with notes, to totally reject, to trash)





# 21st Century Skills

## Foundational Literacies

How students apply core skills to everyday tasks.

Literacy

Numeracy

Scientific Literacy

ICT Literacy

Financial  
Literacy

Cultural and  
Civic Literacy

## Competencies

How students approach complex challenges.

Critical Thinking/  
Problem Solving

Creativity

Communication

Collaboration

## Character Qualities

How students approach their changing environment.

Curiosity

Initiative

Persistence/  
Grit

Adapatability

Leadership

Social and  
Cultural Awareness

**Lifelong Learning**



# WHAT IS EXPECTED BY PISA AND PIRLS IN LITERACY?

## Capability:

To comprehend the text

To locate explicit and **implicit** information

To retrieve information

To integrate information

To interpret ideas

To examine and evaluate information

To detect and handle conflict (PRLS, and Pisa test sample)



# LITERACY IS MULTIDIMENSIONAL IN NATURE

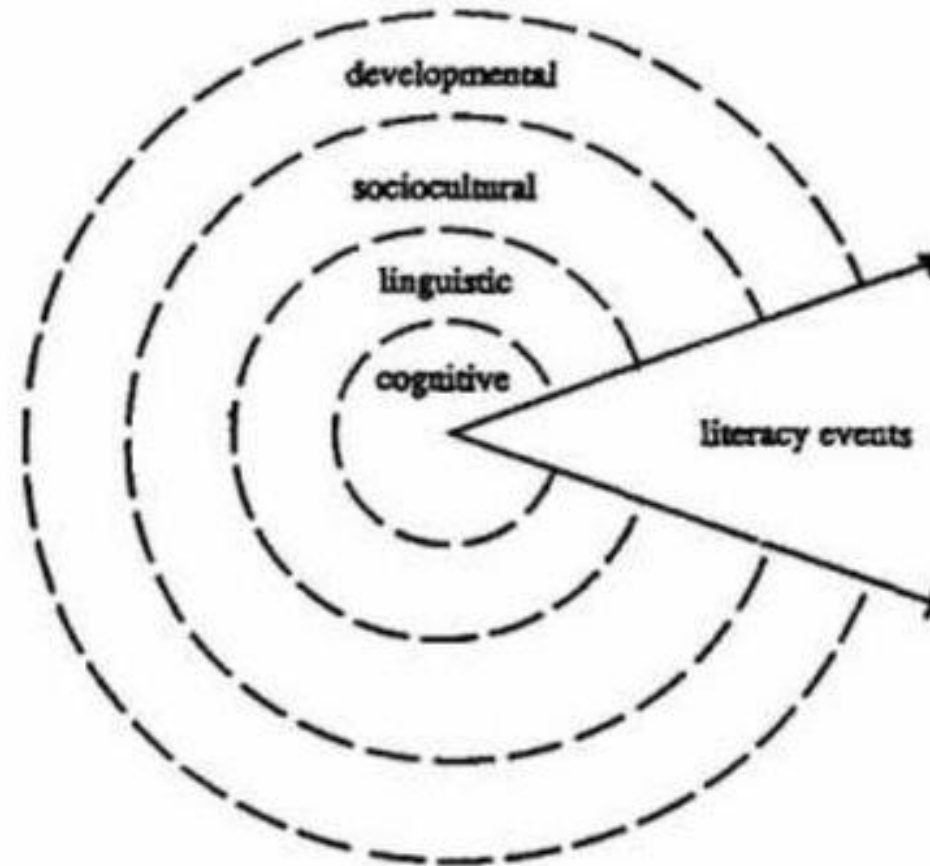


FIG. 1.1. Dimensions of literacy. From Kucer, S. B., Silva, C., and Delgado-Larocco, E. (1995). *Curricular conversations: Themes in multilingual and monolingual classrooms* (p. 59). York, ME: Stenhouse.





**CODE BREAKER**

*How do I read  
the code?*

**TEXT PARTICIPANT**

*How do I participate  
in and draw  
meaning from  
the text?*

**FOUR  
RESOURCES  
MODEL**

*How do I use  
the information?*

**TEXT USER**

*How does the  
information position  
and influence me?*

**TEXT ANALYST**

## **Code breaker**

How can I decipher the codes in this text?  
What codes can I choose for this text?

## **Text participant**

What meaning can I make from this text?  
How do I construct my text to say exactly what I mean?

# **Four Resource model**

## **Text user**

What is the purpose of this text?  
What is my purpose and who is the audience for my text?

## **Text analyst**

How does this text affect me?  
How can my text influence others?



# HOW (CHILDREN'S) LITERATURE SUPPORT LITERACY?

- It is loaded with experiences, thoughts and values of life in packaged in different genres
- It offers pleasure\* and enjoyment → ideal for emergent literacy (Shine, (2018), Nodelman (2003);Johnson (2012)
- It is **fragmented**, and therefore contains useful gaps needed
- Most of the information is implicit
- It is rich with human right issues to discuss, critique and make dialogue
- It is open for multiple interpretation and reading position



# THE WORLD OFFERS CHILDREN

- World has offered children more complicated texts.
- Texts with more challenging yet more relevant to contemporary life topics.
- Texts with more children's empowerment, more voice of children and less voice/interference of the adults, more opportunity for children to develop, and for more discoveries.



# THE SIGNS OF CHANGE, THE CALL ARE HERE TOO!

GENRE	Num	%
Realism	2	13.33%
Fantasy/Critical fantasy	8	53.33%
Modern fable modern/animal stories	3	20%
Comic	1	6.66%
Traditional literature	1	6.66%
	15	100%





TYPES	NUM	%
Picture Book	11	73.3%
Illustrated book	1	6.66%
Short stories	2	13.33%
Comic	1	6.66%
	15	100%



LANGUAGE	NUM	%
Indonesian	4	26.66%
Translated	7	46.66%
English	3	20%
Bilingual (English ori)	1	6.66%
	15	100%



<i>Cewek-Cewek Top BGT</i>		v
<i>Princess Kocak</i>		v
<i>Legenda Malin Kundang an Dongeng terkenal Lainnya</i>	v	
<i>Treasure Hunting in France</i>		v
<i>Roxy Learns to Swim</i>	v	
<i>Belajar Toleransi Bersama Putri Kecil</i>		v
<i>Penyihir Antar Jemput</i>		v
<i>Ke mana Hilangnya si Cebo</i>	v	
<i>Mengapa Bumi Semakin Panas</i>	v	
<i>The Nearsighted Giraffe</i>	v	
<i>My Pet Book</i>		v
<i>Fun in the Mud</i>	v	
<i>Mengirim Bintang</i>		v
<i>Tiga Pendongeng Atau-Atau</i>		v
<i>Magnet Itu Kuat</i>		v
Sum	6 (40%)	9 (60%)



- It is a bit surprising for me to learn that stories the students favour are dominated (although not much different) by texts that contain deconstructive ideas, some ideas that are not normative, containing alternative thoughts to common sense or out of the box (60%).
- *My Pet Book* for example, tells a story about a boy who thinks having a book as a pet will be great, as he doesn't have to wash, feed, walk or look after his/her poo. Causing controversy at the beginning, the creative boy finally gets support from his previously confused family.



# WHAT TO DO?

- In this paradigm shift and information obesity, literacy must be taken seriously not to take it for granted
- Literacy **MUST NOT BE SEEN** as reading and writing, but away **BEYOND** decoding the text. We must train them to read the word for the world. Post reading activities must be conducted.
- (Children's) literature has high potential to support critical literacy for many reasons. More literature must be used, researched and created in literacy projects.
- There are some changes on the readers' expectation, we should pay attention on it. Listen to their voices.

