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# Under the surface: Development of didactical teaching methods in the subject Danish (L1 subject) in a critical perspective focusing on communication and digital technologies

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## Abstract

Through a qualitative Design-Based Research study the project investigates how teaching in the lower secondary school's subject Danish (Language 1 subject) can be developed and practiced, in relation to secondary school pupils' critical literacy competences. The focus is how we can integrate digital technology and digital everyday life texts with embedded intentions (ex. Social media, native advertising and news) in a meaningful way in the school, so pupils develop digital empowerment.

In a multimodal perspective, the project must contribute to the development of the Danish subject's (L1 subject's) literacy teaching, where the communicative challenges caused by technological development can be met. Here there will be a focus on how digital technologies can impact the different communication situations we are a part of, and what demands it places when we discuss pupils (new) literacy skills.

The Projects RQ:

How can design-based interventions in a social semiotic perspective contribute to the development of didactical principles for a technological updated L1-subject when focus is on multimodal texts with embedded intentions and secondary school pupils' critical literacy skills?

Based on the design-based interventions the project explores concepts for developing teaching that focus on:

- What characterizes critical literacy competences in a technological-algorithmic text field?
- Why and how changes the texts with embedded intentions the language and the didactical reflections we use in relation to L1 subjects?

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