

Empowering pre- and in-service teachers in teaching credibility evaluation of online texts

Target Audience: Teacher educators



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In our session, we will delve into how teacher education can provide support for both pre-and in-service teachers in their task to educate critical readers. We will start by summarizing recent research findings on students' credibility evaluation skills. Based on this empirical evidence we will depict some pedagogical guidelines for teaching online credibility evaluation at the primary level.

Next, we will describe our course “Tools for teaching critical online reading” (5 ECTS) for pre-service teachers and share the research results of our intervention study. We found a significant enhancement in pre-service teachers' (N=58) pedagogical self-efficacy regarding credibility evaluation. Based on a qualitative analysis of their written reflections we were able to define the main sources of self-efficacy. These were, for example, the planning and implementation of teaching experiments in pairs, listening to peers' teaching plans and experiences, peer feedback and refinement of teaching experiments.

Then, we will share how we modified the course (12 hours) for in-service teachers. Drawing on the experiences gained from courses tailored for pre-service and in-service teachers, we will outline the essential design principles of the teacher training courses focusing on teaching credibility evaluation. These include, for instance, fostering teacher collaboration, encouraging co-creation, sharing teaching experiences, and promoting systematic reflection to enhance teachers' knowledge and skills in teaching credibility evaluation. We will also share examples from qualitative interview data (N=6) illustrating in-service teachers' thoughts on the crucial elements of our course model.

Finally, we will perhaps share some concrete examples of teaching materials which we have designed (we will have the materials in English, Swedish and Italian by then). Pre- and in-service teachers taking part in our courses applied the materials in their own classrooms.

Breakout rooms: Teacher educators could share their experiences on supporting pre-service teachers in teaching critical reading in online contexts and comment on the design principles we described. The closing could summarize the good practices for teacher educators to educate pre-service teachers as well as guidelines for in-service teachers to promote their professional learning.

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Underpinning research:

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Kulju, P., Anttonen, R. and Kiili, C., (2023). Empowering teachers to teach critical reading in online contexts: Experiences that support teacher self-efficacy. EMILE Education Brief 6.