

# Green's 3D Model of Literacy

One theoretical approach is to adapt Green's 3D Model of Literacy, originally designed to support the integration of ICTs in literacy education. However, the model can, and has been, adapted to support an integrated conceptual model for teaching and learning more broadly within English. In this case, Green's 3D Model is used to support teachers to deconstruct the text according to three overlapping dimensions, in no particular order, to ensure thorough analysis and preparation for teaching.

While students are not expected to engage with the theoretical model, its use may support teaching that facilitates students to engage with the text in its entirety and complexity.

The 3 Dimensions are: Operational, Cultural and Critical.

## **Operational:**

How is the text made? How, in the case of *The Boat*, has Nam Le created mood, setting and character? How have events been sequenced to create a narrative?

## **Cultural:**

What is familiar within the text? What is connected to your experience, your community, your nation, your world? What prior knowledge or knowledge of other texts do you bring to this book in order to make sense of it?

## **Critical:**

Does Nam Le have a particular view of the experiences in these stories and if so, how is this communicated? Is it possible to determine his beliefs relating to (for example) equity or social justice from reading these stories? Is there an alternative view of the experiences he presents to the reader? What might someone with values in opposition to Nam Le say or feel about this book? How could one of the characters in this book be transformed to reveal an alternative view?

## **References:**

Durrant, C., Green, B. (2000) Literacy and the new technologies in school education: Meeting the I(IT)eracy challenge? *Australian Journal of Language and Literacy*, 23(2), 89-108.

Green, B., Beavis, C. (2012) *Literacy in 3D: An integrated perspective in theory and practice*. Camberwell, Victoria: ACER.