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Literacy and Diversity: New Directions

BOOK OF ABSTRACTS

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Allie Johnston, Austin Peay State University, United States

New Directions in Writing Curriculum: Implementing Digital Literacies in First-Year Writing

Abstract:

Over the last several years, technologies have changed, audiences have changed, and the experiences students share have changed (Walker, 2018, p. 270). As we navigate these new directions, we as educators must ask: How are we as writing instructors, researchers, and writers responding to these changes within our writing classrooms? While the workforce, career readiness, and communication in general has changed quickly, education has remained more stagnant and changed at a slower pace. In my recent research, I gathered materials showcasing how first-year writing programs across American institutions-- including community colleges, liberal arts colleges, regional institutions, and research institutions-- implement digital and multimodal-based assignments to best support their student bodies while connecting with communities. Through this research, I sought to understand writing program administrators' and instructors' views towards implementing more of these assignments. While discussions on digital literacies within writing curriculum have existed for decades, there is a "gap between theory and practice and between students' preferred literacy practices and actual instruction in writing classrooms" (Khadka & Lee, 2019, p. 3). My research sought to track the "Why" behind this gap. This presentation will highlight recent research addressing how first-year writing programs and writing classrooms implement digital literacy within their assignments in order to support students and connect with their local communities.

Greg Brooks, University of Sheffield, UK

Where should phonics teaching start? 'Satpin' and its origins

Format: Paper

Theme: Literacy in the Early Years

Reference (04)

Keywords: Phonics, Origins of satpin, Scientific basis

Abstract:

Children who enter school not yet reading need some systematic phonics to get them started, but they can't be expected to cope with the whole alphabet or the full inventory of grapheme-phoneme correspondences at once. So phonics schemes necessarily adopt some sequence for the introduction of graphemes and phonemes. The Letters and Sounds scheme for schools in England published in 2007 began with satpin, that is, those letters and their most frequent correspondences with phonemes, namely /s æ t p ɪ n/, and the widely-used British scheme Read Write Inc. has a similar initial sequence. But why those letters and phonemes? This presentation will trace satpin back to its origins in a 1967 work by Aylett Royall Cox, an American exponent of Orton-Gillingham methods, explain and explore its scientific basis, and show both where her insight has been influential, and where other authors of initial phonics materials have taken a different tack.

Fortunate Madondo, Southern Africa Nazarene University, South Africa

The use of outdoor play opportunities to enhance pre-schoolers' literacy development in rural Zimbabwe

Abstract:

In many parts of the world, play encounters in Early Childhood Development (ECD) learning centres are inundated with linguistic repertoires compounded by rich interactions and language experiences coming into contact. Research is replete with findings that the degree of linguistic opportunities among the ECD learners vary from one site to the other. However, very little is known about how these learning encounters particularly in the African context optimize the use of outdoor play encounters to influence positive literacy development among early learners. This study presents findings of a project which experimented on pre-schoolers situated in complex rural ECD learning spaces in Zimbabwe that were provided opportunities to interact with improvised outdoor play equipment as a resource for enhancing their literacy development. A case study research design was used to explore and analyse the possibility of introducing outdoor play experiences for pre-schoolers in selected Zimbabwean rural ECD settings. The findings of the study based on analysis of observations, interviews and naturally occurring data reveal cognitive and social advantages of using outdoor play opportunities to enhance literacy development. Using the notions of social learning theory, it is argued that outdoor learning opportunity is a discursive regime that must be explored as a resource for early literacy development. Recommendations for further research and practical applications in related contexts are considered at the end of the paper.

Susan O'Hara (EPF for Teaching, United States), Robert Pritchard (California State University Sacramento, United States)

Debi Pitta, EPF for Teaching, United States

Building Literacy Classrooms that SOAR through Strategic Observation and Reflection

Format: Workshop

Chair: Susan O'Hara

Theme: Effective Literacy Instruction

Reference (06)

Keywords: literacy instruction, academic language, school improvement

Abstract:

Research suggests that there is a need to focus the process of instructional improvement on a set of targeted, high-impact instructional practices. In order to learn a new practice, teachers need opportunities to see explicit examples of the practice and develop ways to distinguish stronger and weaker versions of the practice. By conducting an extant review of research on disciplinary language and literacy development, analyzing classroom videos to identify the teaching moves that foster high level language skills, and completing a Delphi Panel of experts, we identified high-leverage teaching practices that foster academic language. This research led to the development of the SOAR Teaching Frames designed to help elementary teachers navigate the language and literacy development of their students in all content areas. The Frames offer teachers, instructional coaches, and administrators a suite of tools that drive continuous improvement in teaching and learning.

The purpose of this presentation is to demonstrate how the frames have been used in a school-wide approach to building disciplinary language and literacy of all students. More specifically, participants will learn how to help their students engage with complex informational texts, use evidence in writing and research, discuss sophisticated disciplinary content, and work collaboratively to present ideas and communicate multiple perspectives. Participants will explore vignettes from authentic classroom settings, use the SOAR framework to analyze what the practices look like at different levels of enactment, and examine instructional materials used to support these practices in K-6 classrooms.

Krishna Cart, Young Scholars Circle, United States

Reading Comprehension Skills Using Digital and Multimodal Texts

Format: Workshop

Chair: Krishna Belino Cart

Theme: Digital Literacies

Reference (07)

Keywords: digital texts, digital literacy, technology, reading workshop, balance instruction, focus lessons, explicit lesson, reading strategies, comprehension

Abstract:

With the advent of technology, teachers need to embed digital and media texts into reading workshop and create several venues and opportunities to engage students to be digitally literate.

This workshop will hopefully equip and expose classroom teachers, specialists and literacy coaches on the hidden instructional value of multimodal texts and in using varied digital tools and multimodal media in reading and writing workshops.
It would hopefully inspire teachers to authentically embed digital and media tools and some multimodal texts to heighten students' interests and to help them become digitally literate in this "techy" world.

The author will model some multimodal texts (songs, videos, play, advertisements, speeches, etc.) as anchor texts where teachers can draw their lessons for the next few days, just like the way we use interactive read aloud. After that, we will look into how these multimodal texts can be used for focus lessons in both reading and writing workshops.

Valerie Williams-Sanchez, St. John's University, United States

Reading Builds Empathy: A Correlational Study; Measuring Reading's Impact on Affective, Cognitive and Ethnocultural Empathy

Abstract:

Culturally Relevant Pedagogical (CRP) and textual strategic approaches to reading development are gaining acceptance and broader usage among students of all ages and walks of life. With this shift, quantitative measures of efficacy can confirm, bolster, and source new policies and strategies for implementation in new and existing learning frontiers that engage at-home reading and family literacy practices. To this end, the Reading Builds Empathy Correlational Study seeks to develop and pilot a new instrument to be used in future intervention studies. Focusing on the active ingredient of culturally relevant pedagogy, empathy and its three dimensions (affective, cognitive, and ethnocultural empathy) this instrument adapts proven methods for testing early readers aged 6-8 on affective learning measures, namely Marinak's (2015) Me and My Reading Profile, to construct a new tool to help reading researchers, educators, and families better measure and understand the power of early readers' engagement with picture books. Outcomes from this study are anticipated to suggest future interventions to advance the use of picture books, development and use of empathy, in a CRP context, for students' reading and writing development, academic success, and lifelong learning.

Helene Thise and Katja Vilien, University College Copenhagen, Denmark

The bridge from everyday talk to academic language. Classroom activities.

Format: Workshop

Theme: Inclusive Practices in Literacy for Diverse Learners

Reference (11)

Keywords: developing academic language, teaching language and content, bilingual students

Abstract:

Based on the Danish book 'Broen til fagsproget, 32 ideer til at styrke sproget i alle fag' (2019) the authors present practical ideas and activities that can be used across the curriculum and with a range of ages. The idea of language and multilingualism are seen as essential resources for learning, and there is a special emphasis on bilingual students, so that teachers welcoming newcomers in class and working with bilingual students and families can get inspiration and tools to invite the knowledge and language resources of all students and homes into their teaching.

The bridge model describes, in four phases, how students are gradually supported in their development of academic language and new subject-based concepts. In Phase 1, students begin with familiar language, contexts and content. Step by step they move towards Phase 4 as they encounter new knowledge and related academic language. At each phase of the bridge model, the authors include specific examples of academic language learning, and engaging teaching activities. The development of academic language cannot be taken for granted, and students must have time and opportunities to work actively with the language in all their learning, and be positioned as potential users of academic language. Teachers and students take different roles in each phase of the Bridge Model, and the individual activities build on each other to ensure a coherent course with progression.

The aim is to support and inspire teachers to plan language-based content teaching in all school subjects.

Mandy Stewart, Victor Lozada, Phyliciá Anderson, Holly Hansen-Thomas, Jorge Figueroa, Patricia Flint, Mariannella Nunez, and Liliana Grosso Richins (Texas Woman's University, United States)

Languaging, Literacy, and Love: Educating Emergent Bilinguals through a Whole-School Approach.

Abstract:

Languaging is more than the ability to communicate with someone; literacy is more than reading and writing; and love is more than a feeling. Teachers of adolescents acquiring additional languages need to understand how to teach for second language acquisition and (multi)literacy development through a caring, critical lens. In this session we share a professional development model for secondary teachers that imbues a deeper understanding of multilingual language and literacy practices along with an "armed love" (Freire, 1998) in the classroom. For four years, we worked with 27 teachers (mono- and multi-lingual) from all content areas (i.e. math, science, history, language arts, world languages). First, we focused on understanding students' languaging practices through a translanguaging framework (García & Wei, 2014). Then, we incorporated our understanding of literacy, encompassing multiple ways of sending/receiving meaning through various modalities and technologies (Kress, 2010; Street, 1984), by seeking various diverse texts teachers could use in their content areas. The final part of this professional development incorporated critical pedagogies, embracing the idea that teaching should be approached with an "armed love" (Freire, 1998) for students and their families. We share examples of teachers who embraced conscientization (Freire, 2018) in order to foster critical consciousness among their students, but also in themselves as they taught through a translanguaging and multiliteracies lens. In conclusion, we offer a possible pathway for working with adolescent teachers that aims to diversify the ways in which they conceive languaging, literacy, and love into translanguaging, multi-literacies/-modalities, and armed love.

Mandy Stewart, Holly Hansen-Thomas, Patricia Flint, Mariannella Nunez, Jorge Figueroa, Phyliciá Anderson, Victor Lozada, and Liliana Grosso Richins, Texas Woman's University, United States

Translingual Disciplinary Literacies: A Framework for Teaching Multilingual Students

Abstract:

The work of translanguaging and bilingual education needs to extend to adolescent learning spaces in order to provide emergent bilinguals more equitable educations at the high school level, particularly where there are many low-incidence languages. Drawing from relevant critical theories in both literacy and language research, this four-year study takes place in two U.S. high schools (grades 9-12) in order to effect sustainable change for emergent bilingual students and other linguistically diverse learners. The researchers provided ongoing professional development for all educators in the schools, with a concentrated focus on 27 educators from various disciplines and school roles who participated in an intensive year of graduate courses on language, literacy, and equity. Through analyzing the coursework, field notes from school visits, and follow-up surveys, we documented instances of heteroglossic language ideologies, descriptions of how teachers in different disciplines enact translingual disciplinary literacies, and how these ideologies and classroom practices affect the schools' linguistic landscape. The findings illustrate how high schools can overcome monoglossic standards and linguistically oppressive systems through a whole-school translingual disciplinary literacies approach with a myriad of stakeholders. Further, we provide nuanced descriptions of translingual disciplinary literacies in various disciplines—the language arts, world languages, sciences, social studies, and mathematics. In general, the schools experienced observable shifts in their linguistic landscapes to account for heteroglossic language ideologies in their visible signage, language use, and official policies. This study suggests that adopting a translingual disciplinary literacies approach is a promising framework to effect change in high school learning spaces.

Renata Eccles and Jeannie van der Linde, University of Pretoria, South Africa

Effect of music instruction on phonological awareness and early literacy skills of five- to seven-year-old children

Format: Paper

Theme: Literacy in the early years

Reference (16)

Keywords: Phonological awareness, Early literacy, Music instruction

Abstract:

Introduction: Multiple studies and systematic reviews have shown that music instruction improves phonological awareness (PA) and early literacy skills in children. When the outcomes of individual studies are, however, grouped in meta-analyses the reliability and significance of the transfer effect is reduced.

Method: The study evaluated the effect of varying durations of music instruction exposure, over a single academic year, on PA and early literacy of young children. Based on the exposure to music instruction, participants were assigned to either a low- or high-exposure group. Additional analyses were conducted for 17 age-matched pairs and to compare participants that only received class music to those that received additional music instruction.

Results: Post-intervention between-group comparisons showed no significant difference after a single academic year of music instruction. Within-groups comparison, however, identified more PA improvements in the high-exposure group. Differences in within-group improvements could potentially be a result of the high-exposure group's greater exposure to music instruction, although changes were not sufficient to result in significant between-group differences.

Conclusion: More music instruction did not result in a significant transfer effect on PA and early literacy in young children within a single academic year. Exposure to music instruction for no less than one academic year, is required to conclusively evaluate the effect on PA and early literacy.

Renata Eccles and Jeannie van der Linde (University of Pretoria, South Africa)

Is phonological awareness related to pitch, rhythm and speech-in-noise discrimination in young children?

Format: Paper

Theme: Literacy in the early years

Reference (16)

Keywords: Phonological awareness, Pitch and rhythm discrimination, Speech-in-noise discrimination

Abstract:

Purpose: Phonological awareness (PA) requires the complex integration of language, speech and auditory processing abilities. Enhanced pitch and rhythm discrimination have been shown to improve PA and speech-in-noise (SiN) discrimination. The screening of pitch and rhythm discrimination, if non-linguistic correlates of these abilities, could contribute to screening procedures prior to diagnostic assessment. This research aimed determine the association of PA abilities with pitch, rhythm- and SiN discrimination in children aged five- to seven-years old.

Method: Forty-one participants' pitch, rhythm and SiN discrimination and PA abilities were evaluated. To control for confounding factors, including biological and environmental risk exposure and gender differences, typically developing male children from high socio-economic statuses were selected. Pearson correlation was used to identify associations between variables and stepwise regression analysis was used to identify possible predictors of PA.

Results: Correlations of medium strength were identified between PA and pitch, rhythm and SiN discrimination. Pitch and diotic digit-in-noise discrimination formed the strongest regression model (adjusted R^2 = 0.4213, r = .649) for phoneme-grapheme correspondence.

Conclusion: The current study demonstrates predictive relationships between the complex auditory discrimination skills of pitch, rhythm and diotic digit-in-noise recognition and foundational phonemic awareness and phonic skills in young males from high socio-economic statuses. Pitch, rhythm and digit-in-noise discrimination measures hold potential as screening measures for delays in phonemic awareness and phonic difficulties and as components of stimulation programs.

Katherine Perez (Saint Mary's College of California, United States)

Differentiated Reading Instruction: Multiple Pathways to Literacy Success!

Format: Workshop

Theme: Inclusive practices for diverse learners

Reference (18)

Keywords: Differentiation, brain-based teaching, authentic assessment

Abstract:

Looking for successful, easy-to-implement techniques to integrate differentiated reading instruction? Imagine a literacy program as a maze of intersecting pathways; some of the students travel as a community, and others forge ahead as individuals or small groups. There are multiple routes to literacy, and differentiation can lead the way.

Differentiation is certainly getting a lot of buzz lately, but there is no magic wand needed to integrate differentiation into your literacy program. Quite simply, differentiation is adjusting your instruction to meet the unique needs of your diverse learners.

Furthermore, according to Tomlinson (2001), "Differentiating instruction means 'shaking up' what goes on in the classroom so that students have multiple options for taking in information, making sense of ideas, and expressing what they learn." Differentiation is not a single strategy, but an approach to instruction that incorporates a variety of strategies.

When teachers differentiate, they do so in response to a student's readiness, interest, and learning profile. Because of their unique and diverse literacy needs, our students need us to differentiate the product, process, and/or content of learning.

Teachers in mixed-ability classrooms face multiple challenges. Success for all students depends on the integration of multiple intelligences, cooperative learning and authentic assessment. This session provides guidance for educators who are interested in creating literacy environments that address the diversity in the classroom. Strategies shared will address a variety of learning styles. Learn multiple approaches to content, process and product and how to blend whole-class, group and individual instruction for literacy success!

Sarah O'Mahony (University College Cork, Ireland)

A Critical Investigation of the Teaching and Learning of Music through Irish in One Primary School Using CLIL Pedagogies

Format: Paper

Theme: Effective Literacy Instruction

Reference (19)

Keywords: CLIL, Motivating content, Strong engagement levels, Effective language instruction, Game-based learning, Self-assessment strategies, Formative Assessment, Reflective Practice for Teachers

Abstract:

Despite the positive attitudes towards learning music in school, integrating music with language learning seldom occurs in Irish primary schools. This case study seeks to explore the challenges and opportunities the CLIL (Content Language Integrated Learning) approach offers teachers and students. A wide variety of previous literature is consulted to frame this study including the Communicative Language Approach, Content Language Integrated Learning in the European context and the Irish context, Irish Policy documents supporting the CLIL approach and finally how music can complement second language learning. After examining the literature, a research design was created, adopting the interpretive research paradigm and using qualitative data research methods. Nine CLIL lessons were designed, using a variety of resources. They were planned for three different class levels: infants, middle primary and senior primary to create a comparative. Using a reflective research journal, student questionnaires and a reflection from the Principal post observation of one of the CLIL lessons, triangulation of the data could occur. The key findings of this six-week intervention were that engagement levels were strong when teaching a second language through a less academic subject. Students were motivated and used Irish spontaneously during the activities. Another key finding was the challenge involved in striking a balance between teaching content knowledge and language knowledge. The power of reflective practice elucidated the merits this pedagogy offers teachers to improve second language teaching and learning in the primary school.

Danielle Beliveau-Derion and Turquoise Brennan (Florida Department of Education (FLDOE), United States)

Widening the Lens to include the Science of Reading in American Classrooms

Format: Paper

Theme: Literacy in the early years

Reference (22)

Keywords: Elementary Reading Instruction, Foundational Skills, Science of Reading

Abstract:

In the United States there have been two positions on reading instruction: "whole-language" approach VS. phonics-based approach. These two positions created what has been referred to as "The Reading Wars," which is a disagreement among educators on how reading should be taught. The publication of the National Reading Panel Report in 2000 summarized research that concluded the most effective reading practices. In conclusion, there is strong evidence to support teaching phonics, which led to the "Balanced Literacy" framework used in classrooms today. Essentially, "balanced literacy" is whole language with some phonics instruction. However, is "some" phonics instruction enough? How can we balance reading instruction to ensure that it is firmly based on the science of reading? Phonics and phonological awareness along with emergent storybook readings can provide the foundational skills necessary to unlock the alphabetic code in order to create agency and self-efficacy that is needed to instil a love of reading.

In my presentation, I will discuss the emerging research on the science of reading thus making a case for increased explicit, systematic phonics instruction. Additionally, information will be presented on how American families have closed the reading readiness gap, however reading test scores still indicate instructional gaps. Furthermore, I will share instructional strategies for teaching explicit phonics and ways to a create literacy rich classroom.

Sophie Briquet-Duhazé (Université de Rouen, France), France Dubé (Université du Québec à Montréal, Canada), Chantal Ouellet (Université du Québec à Montréal, Canada), France Dufour (Université du Québec à Montréal, Canada), Amal Boultif (Université d'Ottawa, Canada) and Pierre Jonas Romain (Fondation Digicell, Haiti).

Enseignement/apprentissage de la littératie auprès d'élèves en difficulté.

Abstract:

La maîtrise du savoir-lire est un enjeu sociétal fort car elle conditionne la réussite du parcours scolaire et la vie professionnelle. Au Québec comme en France, même si cet apprentissage est préparé dès la maternelle, il se réalise essentiellement en première année du primaire/élémentaire. Par contre, très tôt l'expression « élève en difficulté de lecture » sera employée, quel que soit le niveau d'enseignement. Ce symposium vise à faire état de dispositifs efficients d'accès à la lecture, mis en œuvre auprès de ces publics, quel que soit leur âge, susceptibles de les faire accéder au savoir-lire/écrire. Recenser les pratiques d'enseignement efficaces (Viriot-Goeldel, 2017) réalisées auprès d'élèves de maternelle, primaire, secondaire, postsecondaire peut permettre de fournir à tout enseignant un panel de dispositifs issus de synthèses de connaissances, recherches collaboratives et recherches-actions sur lesquels il pourra s'appuyer afin de répondre de manière différenciée aux besoins spécifiques d'élèves en difficulté (Giasson, 2011). Ce symposium réunira des chercheurs dont les travaux visent à mieux répondre à ces besoins particuliers.

Dans la proposition 1, nous présenterons comment des approches collaboratives amènent les élèves du secondaire à mieux comprendre les textes lus. La proposition 2 mettra l'accent sur le potentiel d'ateliers d'écriture créative slam pour bonifier la compétence à écrire et améliorer la confiance en soi de jeunes scripteurs. La proposition 3 montrera qu'un nombre important d'élèves de 9-10 ans ont des difficultés à donner le nom de la lettre « l ».

Haitham Taha (Sakhnin College, Israel)

The effect of pre-terminations and anticipations in Arabic diglossia on the reading comprehension outcomes among second and sixth grade native Arabs readers: A cross-sectional view.

Abstract:

Diglossia in Arabic is reflected by the existence of a literary language, which intended for the purposes of reading and writing beside to the spoken languages. The present study sought to examine whether there is a progressive change in the preferences of the linguistic route of learning as result in the change of the dominance language of teaching and learning through the years of school. For this aim, the present study examines the effect of the linguistic status of pre-termination and anticipation of knowledge on the outcomes of reading comprehension tasks among second and sixth-grade students with typical reading development. The texts for each group were divided into three conditions: a) the first text for which the pre-termination and anticipation were given in the literary language b) second text for which the pre-termination and anticipation were given in the spoken language c) third text for which pre-termination and anticipation were not given at all. The basic assumption of the present study was that since for second graders, the spoken language is still the dominant route of learning, therefore pre-termination and anticipation in spoken language will yield a better reading comprehension outcomes compared to the other texts. For the sixth grade readers, it was assumed that since throughout the school years children were exposed to literary language as the dominant route in performing reading and learning tasks in general, they would therefore benefit scientifically from literary language pre-termination and anticipation compared to the other conditions. The results supported the above assumptions.

Eleni Louloudi (Bielefeld University).

Negotiating Critical Literacies in ELT: Perspectives from a University Course in Germany.

Format: Poster

Theme: Inclusive Practices for Diverse Learners

Reference (29)

Keywords: Critical literacy, social justice education, university teaching, ELT

Abstract:

In the past years, English Language Teaching (ELT) has been evolving from solely decoding reading to making and (re)constructing meaning in it and from simply understanding culture to further analyzing it and decoding it (Luke & Dooley 2011). Consequently, ELT teachers are also moving from being language teachers to becoming "critical language educators" (Norton & Toohey 2004: 15). To do so, a critical literacy approach, one that focuses on "ideology critique" and includes "exposing, second guessing and reconstructing dominant versions of the world provided in literature, textbooks and everyday texts and utterance" (Luke &Dooley 2011: 5) is to be taken under consideration when planning ELT instruction. Even though this approach has been developing by English language educators in English-speaking countries since the 80s, its importance and implication for non-native environments -like many European countries- have also started gaining recognition (e.g. Akbiri 2008).

To address the specific socio-cultural and -political implications of ELT, a university course for prospective English teachers was developed ('Cultural and digital literacy in ELT'). This poster will present the course curriculum -from theoretical foundations to practical aspects- and will further take into consideration the first results with regard to students' feedback, general reactions and their lesson planning activities. Furthermore, emphasis will be given to the digital tools used, not only to draw attention to the importance of digital literacies but to particularly argue for a critical digital literacy pedagogy (Pandya 2018) in the English classroom.

Jia-Ling Yau (Tamkang University, Taiwan).

The Roles of Self-Efficacy, Task Value, Strategy Use, and Causal Attributions in First and Second Language Reading.

Abstract:

Drawing from the social cognitive perspective of self-regulated learning (Zimmerman, 2005), this study investigates the relationships among four salient factors—reading efficacy, perceived value of reading, strategy use, and causal attributions—among secondary students who have learned Mandarin Chinese as a first literacy (L1) and English as a second/foreign language (L2/FL). These relationships, especially as they concern bilingual readers in secondary education, have been infrequently explored thus far. Two hundred and fifty high school sophomores (11th graders) from Taiwan participated in a study that included questionnaires assessing the above-mentioned factors in L1 and L2 reading contexts. Confirmatory Factor Analysis was conducted to examine each survey applied in this study. Afterwards, Structural Equation Modeling was performed to examine the relations among those factors in L1 and L2 reading contexts. A parallel pattern emerged from the analyses of the data despite the fact that the participants were apparently at two developmental phases of reading their two languages. The four prominent factors examined were moderately correlated with each other in the L1 reading context as well as in the L2 reading context. More importantly, both reading efficacy and perceived value of reading had direct effects on reading strategy use, which, in turn, had a direct effect on causal attributions. The findings suggest that self-regulated reading encompasses personal belief in one's competence in accomplishing a reading activity, belief in the significance of the task, appropriate utilization of strategies to accomplish the task, and personal reflection on possible causes of achievement or impairment (Horner & Shwery, 2018).

Elizabeth Nolan Conners (Dedham Country Day School, Dedham, MA, United States)

Meeting the Literacy Needs of Struggling Learners Aged 11-14.

Format: Paper

Theme: Effective Literacy Instruction

Reference (32)

Keywords: Adolescent literacy, Struggling learners, Reading Comprehension, Students w/Diverse Learning Profiles

Abstract:

Double English is a literacy intervention program, targeted to meet the needs of struggling students aged 11-14 (US grades 6-8). Created in one independent school in the United States, and now a model program for other schools, students who were reading below grade level were singled out to take part in the small group program, which met one period a day. Some of the students had documented Language Based Learning Disorders; others did not. All students were struggling with reading comprehension and writing, though many surprisingly read accurately and even fluently. All students made gains and the program has continued successfully for successive years. Proven results show the efficacy of this program in solidifying skills and setting up students for success in secondary school. In this presentation, discussion of how the sessions are structured and why, along with the research-driven practices used for building reading skills in adolescents will be discussed.

Marliese Peltier (Spring Arbor University, United States), Courtney Shimek (West Virginia University, United States), Elizabeth Bemiss (University of West Florida, United States), Ann Van Wig (Eastern Washington University, United States), Laura Hopkins (Houghton College, United States), Stephanie Davis (University of North Carolina at Greensboro, United States), Roya Scales (Western Carolina University, United States) and W. David Scales (Western Carolina University, United States).

New Directions for Bridging Literacy Coursework and Fieldwork Contexts.

Abstract:

This presentation expands conversations about how teacher educators bridge coursework with fieldwork experiences. Within their courses, educators may cultivate knowledges, and practices different from those candidates encounter during fieldwork experiences (Pomerantz & Condie, 2017). We conducted a longitudinal study to understand how educators address these differences between literacy coursework and fieldwork. This work allowed us to examine educators' approaches to literacy teacher education. The research question guiding this study was: How do elementary literacy teacher educators perceive and enhance alignment between coursework and fieldwork contexts?

Data are from a three-year study conducted by our research group. First, we surveyed educators on perceived fieldwork contexts and how they prepared candidates to navigate tensions related to differing fieldwork contexts. Then, we conducted a content analysis of coursework documents participants used to support candidates with navigating these contexts. Finally, we interviewed participants to further examine learning experiences they designed to address, represent, or navigate literacy curricular contexts. Quantitative analysis involved descriptive statistics, while qualitative analysis involved open coding and thematic analysis of short-answer and open-ended responses.

Findings suggest that educators perceived their courses aligned with the needs of the field, though they struggled to articulate this alignment explicitly. Educators supported candidates in connecting coursework and fieldwork contexts through lesson planning and using curricular materials. We will share two exemplary cases of educators who deliberately connected coursework and fieldwork.

Pomerantz, F., & Condie, C. (2017). Building bridges from pre-service experiences to elementary classroom literacy teaching: Challenges and opportunities. Teaching and Teacher Education, 64, 211-221.

Jennie Baumann (Michigan State University, United States)

Think About It, Talk About It: How to Metacognitively Engage Students with Nonfiction Text.

Format: Workshop

Theme: Effective Literacy Instruction

Reference (38)

Keywords: Discourse, Metacognition, Nonfiction text, Engagement, Elementary/primary, Middle school

Abstract:

While one of the most important foundations a reader can cultivate is one of metacognition and agency, it is not typically instructed overtly (Block & Israel, 2004). Explicit instruction in metacognition and how to use it can help readers take responsibility for their own reading (Oster, 2000). Metacognition can include activating student knowledge before reading, engaging with specific strategies during reading, and summarizing or synthesizing text to evaluate the content. Most elementary teacher candidates engage students in metacognitive activities before or after a read-aloud (Asikcan, 2017); however, they forgo during-reading metacognitive activities to keep students focused on the text.

A focus on metacognitive development, specifically with text read aloud, is crucial, considering the role of knowledge in nonfiction reading. Hattan & Lupo (2020) indicate that when reading, students use six kinds of knowledge: cultural/linguistic, principled, strategic, knowledge of multimodal text, knowledge of multiple-text usage, and conditional. When students apply and build upon the knowledge they have, it strengthens their connection to the text. Nonfiction text is not typically used in interactive read-alouds or think-aloud demonstrations (Ness, 2016), so students have fewer opportunities to engage in rigorous text-focused discussions.

This workshop will focus on using nonfiction text read-alouds to increase student discourse and metacognitive engagement in elementary and middle-school classrooms. Using the lattice model of comprehension (Connor, 2016), participants will compare the different kinds of knowledge students use to access text and engage in activities that demonstrate how to use metacognitive techniques to stimulate student discourse with nonfiction text.

Rachel Donnelly Lella (North Hanover Township Schools, New Jersey, United States) and Kenneth Kunz (International Literacy Association, Delaware, United States).

A Penny for Your Thoughts: Using Think-Alouds to Promote Comprehension Growth and Independence for ALL Readers.

Format: Workshop

Theme: Effective Literacy Instruction

Reference (39)

Keywords: Classroom Strategies, Struggling Readers, Motivation, Engagement, Think-Alouds, Reading Comprehension, Independent Strategy Selection

Abstract:

Teachers spend countless hours guiding students to effectively use reading comprehension strategies, but what happens when they need to select strategies independently? This interactive session will help you develop ALL of your students, including those who are advanced, struggling, or ELLs, into independent readers who can take control of their own comprehension by learning to think about their thinking! Attendees will learn how to empower readers of all levels through think-alouds, and resources will be provided to give students the tools they need to self-select strategies while reading.

Laura Miceli (New Bedford Public Schools, MA, United States)

Individual Data Meetings with Adolescent Students to Increase Literacy Skills and Support Self-Monitoring and Self-Determination. *Format:* Workshop

Theme: Effective Literacy Instruction

Reference (40)

Keywords: Adolescent Readers, Literacy, Data Meetings, Self Determination, Self Monitoring

Abstract:

Adolescent readers are faced with the challenge of reading academic material across content areas to analyze the authors' message, identify the central idea, answer text-dependent questions as well as engage in many other cognitively demanding tasks. Typically, academic texts are written at or above grade level which makes the task of reading academic material challenging for students who read below grade level. Reading is a difficult task especially during middle school adolescence because the text complexity requires sophisticated reading skills that includes comprehension, fluency, phonemic awareness, and vocabulary.

Typically, educators hold data meetings to discuss student progress and to make instructional decision. This presentation will focus on convening individualized data meetings with adolescent students in order to support the students' abilities to self-monitor the progress and to support skills related to self-determination.

This session is organized to provide participants with an overview and context of adolescent reading, a brief and current literature review, explanation of the process and current classroom performance data, tools and strategies for implementation, and a planning template to assist in the beginning phases. Each part of process will be explained and an interactive session is highly encouraged. Participants will be provided with time to complete a planning template, and the presenter is available for ongoing, complementary support to help participants begin student data meetings at their sites.

Hari Prasad Adhikari-Sacré (Ghent University, Belgium)

A post-colonial reading of literacy as an enabling violation.

Format: Paper

Theme: Inclusive Practices for Diverse Learners

Reference (43)

Keywords: literacy, diversity, rhetoric, higher education, governance, critical pedagogy, race

Abstract:

The current global literacy rate in adults is 85% and higher (UNESCO 2021). Despite that convincing literacy rate, Nation states require citizens to be more than literate (i.e. to be able to read, write and count). Preferably, citizens are educated to participate in and identify with the national project through cultural literacy, built around the narration of the Nation through curricula, canons and valuable knowledge (Hirsch 1988; Bhabha 1990).

This paper situates the cultural literacy project as a Nation-state led shift from literacy education to cultural literacy education of hegemonic citizenship. Motivated to rethink cultural literacy as a forum for radical dialogic education, it translates Freire's literacy work of liberation, hope and freedom to postcolonial Western-Europe. Building on Gayatri Spivak's double bind and Antonio Gramsci's radical education this chapter deploys 'enabling violation' as framework to reimagine political liberation in postcolonial Western-Europe. Freire thought of empowering literacy education to simultaneously foster knowledgeability (1), politically engagement (2) and imagination (3). This multifaceted approach will be translated to contemporary cultural literacy projects in the Western-European invested in including/integrating/assimilating the racial other into a culturally literate ally. The critical appropriation of the dominant literacy, as Freire argued, will be juxtaposed to the critical appropriation of the dominant culture, as argued by Gramsci. On the junction of both pedagogies, cultural literacy becomes a practice of - what Gayatri Spivak denotes as - 'enabling violation', and critical appropriation of cultural literacy could enable citizens to not only participate in society but govern and radically transform society.

Jenny Edvardsson (Kristianstad University, Sweden)

Developing reading comprehension and increasing reading engagement among Swedish teenagers.

Abstract:

In Sweden boys and girls reading is on decline. They don´t like to read and they don´t read books in their spare time. It is also clear that the pupils who need to develop their reading the most are the ones who read the least.

During several years Edvardsson worked with boys aged 16-19 to develop their reading comprehension and desire to read. Her work has resulted in several books about reading with the target group of prospective and active teachers. In this conference Edvardsson will talk about how teaching fiction can develop reading comprehension and increase reading engagement . Based on Chamber´s model "Tell me", Edvardsson uses including working methods to make sure that all pupils get the chance to participate. Reading aloud, reading together and discussing after having read (booktalk), based on the pupil's likes, dislikes, puzzles and patterns, enhances the pupil´s reading comprehension. When pupils are given the opportunity to put words on their own thoughts, to hear others interpret the text and to try out their own hypothesis in a small group, something magic happens. The pupils develop their spoken language as well as their reading comprehension. This is supported when viewing the results from the national standardized tests in the Swedish language that are conducted every spring as well as viewing the comparison results between the screens that are conducted twice a year. In addition to the improved results, one can also see an increased engagement and an increased interest in literature.

Ivalu Mathiassen (University of Greenland)

Beginner readers reading strategies through eye tracking .

Abstract:

This presentation gives new insights on school children's reading strategies through eye tracking. This phD.-project deals with reading strategies that among others occur in eye movement behaviour during reading. Taking accurate eye movement recordings is a process that requires a lot of patience and can be extremely challenging. However, it is increasingly possible to take accurate eye movement recordings from samples of children. There has been no research in this area with Greenlandic participants, neither with children nor adults. In this study, data was collected from pupils that are native Greenlandic speakers without any known reading difficulties. The participants were 2nd and 3rd grade in Primary School and 7- to 8- years old. The presentation includes some analysis examples of reading strategies that are used and how they are used.

Amy Lewis (Community College of Philadelphia, United States)

Digital literacy in the post-Covid world: Ensuring learners with special needs aren't left behind.

Format: Symposium

Theme: Inclusive Practices for Diverse Learners

Reference (49)

Keywords: accessibility, inclusion, standards, disabilities, exceptionalities, access, best practice

Abstract:

COVID-19 forced many educators to migrate online overnight. While this ultimately had the benefit of getting more instructors engaging in online education and offered students more flexibility in their learning that is likely to outlast the pandemic, the hurried nature of this move online left some of the most vulnerable students – those with disabilities, those with limited computer access, and those who are not "digital natives" – on the margins. Dr. Amy Lewis is the sole presenter for this symposium. Using resources such as the Quality Matters Rubric; Diversity, Equity, and Inclusion best practices; and qualitative scholarly articles, she will offer "shovel-ready" tips to attendees to promote inclusive practice in online teaching. Online learning can be a great equalizer and democratizer of education, but the opposite can also be true if inclusive course design and pedagogical methods are not applied.

Abigail Winard (Sam Houston State University, United States), Slimane Aboulkacem (Sam Houston State University, United States) and Lory Haas (Sam Houston State University, United States).

Photovoice 2.0: A Means to Empower the i-Generation through Visual and Media Literacies.

Format: Paper

Theme: Digital literacies

Reference (50)

Keywords: Photovoice, visual literacy, social justice, social media, media literacy

Abstract:

Images and visual experiences have become an embedded part of our world. This digital generation lives in an age of new media and photographs where access to cameras and digitals devices are ubiquitous. Visuals are an integral part of daily communication and many individuals share images, both personal, societal and global, using social networking sites (SNSs), and other online spaces. As such, the vast amount of information dissemination and communication through images, creates the need to develop competencies in visual and media literacy. One such method, a subfield of visual literacy is termed Photovoice, which applies the immediacy of the visual image through photographs to share messages and interpretations as a means of empowerment, to express viewpoints, and evidence to enact change.

In this presentation, Photovoice 2.0, an adapted research framework from the original Photovoice research of Wang and Burris (1997) will be shared. Participants will be provided a step-by-step guide for conducting Photovoice 2.0 with students and provided the processes for teaching deeper analysis of visual images, as well as methods to thoroughly understand the ethics of media literacy.

As a participatory action research framework, Photovoice 2.0 includes steps to strengthen visual and media literacies of the i-Generation (Internet Generation), as they engage in the new media ecology, as well as cross-cultural exchanges as global citizens and participants. This framework provides participants and researchers the tools to sharpen their skills in photography, analysis, sharing, and expressing the deeper messages of visual images for social justice, societal and global change.

Astrid Rank and Daniela Gabes (Universität Regensburgk, Germany)

Promoting language modelling in mathematical lessons.

Format: Paper

Theme: Effective literacy instruction

Reference (51)

Keywords: language support, language awareness, primary school

Abstract:

This paper presents the research project mamola (mathematical modelling and language awareness). The main research interest is the question of how a setting with varying promotion of language awareness affects the mathematical modelling competence of primary school children.

In primary school, mathematical modelling is possible in all grades. However, children show weaknesses in the first six steps of the modelling cycle. A developmental aid for mathematical skills is provided by the communicative and epistemic function of language, which is covered by the construct of language awareness. This is about being able to perceive, process, reflect and control a linguistic problem.

The first research interest is the extent to which children supported in their language awareness succeed better in solving modelling tasks. Furthermore, we want to find out whether the performance of weak modellers improves more in a highly language-aware setting than in a lower one. Finally, it will be investigated whether children with weak modelling competence from both experimental groups differ in their language awareness.

The study will be conducted in a mixed-methods design. The first two questions will be examined quantitatively at three measurement points. From the results of the first test, the weak modellers will be selected in order to qualitatively survey their language awareness for the third research question with self-designed, language-aware interviews. In addition to the development of a modelling competence test for primary school, a digital workbook provides insights into the planned study scheduled to be carried out in spring 2022.

Jennifer Rowsell (University of Bristol, England), Claire Lee (Oxford Brookes University, England), Cathy Burnett (Sheffield Hallam University, England) and Chris Bailey (Sheffield Hallam University, England).

Unsettling Literacies: Directions for literacy research in precarious times.

Format: Symposium

Theme: Digital literacies

Reference (52)

Keywords: pandemic literacies, uncertainty, research methods, ethnography

Abstract:

This symposium explores conceptual challenges associated with researching literacies in a rapidly changing, interconnected world characterised by political unrest, the rise of nationalism, big data, climate change and environmental degradation, threats to personal security and health, rampant social injustice, and a post-truth society. For many literacy researchers, the experience of COVID 19 has offered complex procedural and pragmatic concerns as texts move far and fast, practices quickly spring up and fade away again, literacies span hybrid on/offline sites and reaching and working with research participants entails practical difficulties. Face-to-face research has been impossible (for reasons of personal safety and security or physical distance) and institutional procedures (such as ethics approval) lack the agility to respond to fast-moving contexts. However, these difficult times have also surfaced new communicative practices and opened out spaces for exploration and activism, prompting re-examination of relationships between research, literacy, and social justice. In this symposium, we will take a landscape view of pandemic literacies to unpack and unsettle new directions and then focus in on three separate research vignettes that illustrate the promise and potential of new research futures.

Carrie Yea-Huey Chang (Department of English, Tamkang University, Taiwan).

The influence of anonymity on EFL reviewer's feedback quality, writer's feedback adoption rate, and learner perceptions.

Abstract:

This exploratory classroom research aims to examine Taiwanese students' perceptions of and performance in anonymous peer review. Participants are 28 students in two English Composition II classes at a large comprehensive university in Taiwan. Students will complete four take-home writing assignments at an asynchronous web-based forum (Moodle). A counterbalanced design is employed. That is, both classes will perform the same review tasks, but in reverse order. Specifically, one class will review anonymously in the first two reviews, and non-anonymously in the last two. The other will review non-anonymously in the first two reviews, and anonymously in the last two. Data from multiple sources (including a biographic questionnaire, semester-end perception surveys, semi-structured interviews, and participants' drafts, peer reviews, and revised essays) will be analyzed quantitatively and qualitatively to understand the influence of anonymity on reviewer's feedback quality, writer's feedback adoption rate, and learner perceptions.

Siobhán Keenan Fitzgerald (Eglish NS, Ireland)

The impact of explicit public speaking training on Primary School Children's self-efficacy, communicative competence, language learning and acquisition.

Abstract:

Fear of Public Speaking is one of the most prevalent fears amongst adults worldwide. Literature reflects that public speaking is a discipline that requires explicit teaching and practice and business reports and research consistently rank communications skills as one of the top skills employers look for in the modern, globalized world.   However, public speaking training opportunities are not being made available to all students in all schools although it is a present and future trend that's gaining momentum. School 21, an Ashoka "Changemaker" school in East London, working with Cambridge University is finding that prioritising oracy (the capacity to express oneself in and understand speech) is having a transformational effect on students, promoting confidence, wellbeing, creativity and academic success.

As a PhD student with Lincoln University in the UK, I have researched through a mixed-methods study approach, the impact of explicit public speaking training on Primary School children's self-efficacy and vocabulary development while equipping children with a skill that will enable and empower them to speak in a way that will make themselves understood by others in a range of social contexts. The title of my final thesis is 'Public Speaking in Primary School: Policy, Practice, Perceptions of Parents and Teachers and the Potential to Empower Learning'.

The Conference Paper / Presentation I would like to present will explain why public speaking should be and how it can be used in primary schools, nationally and internationally, to enhance language learning and communicative competence in a meaningful way.

Fannie L'Abbé (National Defense - Canadian Army)

Efficient Learning Strategies According to Military Personnel Who Have Experienced One or More Potential Traumatic Events: A Better Understanding of Their Specific Characteristics.

Abstract:

The main topic of this research concerns Canadian Armed Forces personnel who are given to learn a second language (L2) in order to advance in their career, receive a promotion or obtain a certain position in the hierarchy. These learners share specific characteristics stemming from their military experience. Compared to other adult learners, many military members participate in a variety of missions around the world. This participation may result in some soldiers experiencing one or more potentially traumatic events. Occasionally, these events may lead to the development of operational stress injuries and/or post-traumatic stress disorder (PTSD). PTSD symptoms can have a significant impact on the victim's psychosocial abilities.

The objectives of this research are to better understand the specific characteristics of those military learners, who have experienced one or more potentially traumatic events, who are required to learn French or English as a L2. This research attempts to describe some learning strategies in French as a second language (FSL) which appear to be more widely used and more likely to be efficient according to those learners themselves in view of their specific characteristics, and what interferes, in their view, with their FSL learning and their perceived self-efficacy.

The methodological process employed for this research is a mixed-methods design with a qualitative predominance. These two methods allow for the collection of two types of data that address the same topic in a complementary way.

Chase Young and Patricia Durham (Sam Houston State University, Texas).

The Effects of Readers Theater on Boys' Reading Achievement.

Format: Paper

Theme: Effective Literacy Instruction

Reference (57)

Keywords: male readers, reading instruction, readers theatre

Abstract:

This session will tell the story of one research project that included 145 7 to 9 year-old students who either participated in a Readers Theatre treatment group or a business as usual control. Three studies emerged from the project. The first was a direct comparison of reading growth based on the Gates MacGinitie Reading Tests (4th Edition) using a matched quasi-experimental design, which determined the students in the treatment did significantly better in reading comprehension. The second study, also a matched quasi-experimental, revealed a statistically significant difference in the performance of males between the treatment and comparison, and results were in favor of the treatment. The third, a sequential explanatory analysis, compared the differential reading achievement between males and females within the treatment and comparison groups and was followed up with a qualitative phase to better understand why males responded more positively to the Readers Theatre treatment.

Lauran Doak (Nottingham Trent University).

Agency in iPad storymaking by children and young people with learning disabilities.

Format: Paper

Theme: Inclusive Practices for Diverse Learners

Reference (58)

Keywords: Learning Disability, Special Educational Needs, iPad, Mobile Technologies, Stories, Reading for Pleasure, Home literacy environment

Abstract:

Storywriting 'Apps' and mobile technologies permit assemblages of text, photos, videos and voice recording to create multimodal bespoke stories, but little is known about the role of such Apps in the home literacy environment of children with learning disabilities. In this project, five families with a disabled child were each given an iPad, the Pictello storywriting App and basic instruction on features of the App. They were instructed to use the App with the child in any way which seemed motivating for a period of twelve weeks. Families kept a weekly diary and collected video footage during this time, finishing with a semi-structured interview to reflect on their experience.

The five children and young people ranged from six to sixteen years old and their labels included Down's syndrome, Autism Spectrum Disorder and Profound & Multiple Learning Disabilities (PMLD). Two had some emergent literacy skills in reading and writing. Findings from the study demonstrate that whilst some children were directly engaged in using the App to assemble story elements with adult scaffolding, others responded to stories which were primarily compiled by adults. The second group were still considered highly agentic participants by their families, firstly by expressing embodied reactions to prior family events which were subsequently selected as story material, and secondly by influencing the pace and manner of storysharing through their embodied multimodal responses. It is argued that this points to the need for a more expansive, inclusive and sociocultural understanding of participation in literate practice.

Ayah Issa (Michigan State University, United States)

Language Practices Among Multilingual SWANA Students in U.S. Schools.

Format: Paper

Theme: Inclusive Practices for Diverse Learners

Reference (59)

Keywords: Multilingualism, Multiculturalism, Pedagogy, Diaspora

Abstract:

In this study, I use a case study design to answer: (1) what are the differentiated teaching strategies for and between students with varying linguistic and cultural backgrounds? (2) how are students responding to the observed teaching strategies? While this study focuses on translanguaging, I also discuss the Sheltered Instruction Observation Protocol (SIOP) to better understand how SIOP components may overlap with diverse language practices. As such, I have chosen to center my research on multilingual (ML) Southwest Asian North African (SWANA) students in a small U.S. public charter school, located in the Midwestern United States. This specific population is important for me to study because of the school's emphasis on SIOP along with the cultural and linguistic bubble this school provides. Focused on students from one mainstream sixth-grade class, my data is primarily gathered from surveys, interviews, field notes, audiovisual recordings, as well as samples of student work and instructional resources. The findings of this study include: (1) an outline of language practices with ML SWANA students and their teachers, (2) a culturally and linguistically responsive reconsideration of SIOP components in partnership with community members, and (3) suggestions to challenge the normalization of monolingualism and to support our linguistically diverse U.S. classrooms. Ultimately, as an educator and researcher, I hope that my study can emphasize reshaping learning spaces for our emerging student populations, rejecting white normative pedagogy, and embracing differences as opportunities to grow and succeed.

Lotta Larson and J. Spencer Clark (Kansas State University, United States)

Moving in a New Direction: Digitally Enhanced Learning in Post-Pandemic Classrooms.

Format: Paper

Theme: Effective Literacy Instruction

Reference (60)

Keywords: new literacies, digital tools, innovative practices

Abstract:

Over the first part of the 21st century, teachers have progressively changed instruction and integrated digital tools to enhance literacy learning. However, the digital tools have often transformed more quickly than teachers' attitudes, assumptions, and instructional strategies (Caena & Redecker, 2019; U.S. Dept. of Education, 2017). With COVID-19, schools faced an unprecedented challenge to educate and engage students in digital learning environments as learning of more than 1.5 billion students world-wide was hampered due to school closures (UNESCO, 2020). For many, the push to adapt to new technologies and remote learning environments was uncomfortable, forcing educators to re-examine traditional literacy practices and embrace diverse literacy practices and teaching methods. While unexpected, the pandemic accelerated innovative practices and cultivated new literacies for young students. The current educational climate provides an opportunity to reframe professional learning and preparation to center on literacy educators' ability to achieve agency with digital tools. In this session, we will discuss how to capitalize on the affordances of educators' digital experiences over the past two years, and build upon skills that both educators and students developed during their time in remote and/or hybrid learning. Specifically, we will explore 1) how the educator role is changing in the digitally enhanced literacy classroom, 2) how to best prepare students for a world in which new literacies and 21st-century skills remain at the forefront, and 3) how to thrive in blended learning spaces, after traditional classrooms have reopened. Current, research-based resources and strategies will be shared.

Lotta Larson (Kansas State University, United States) and Viviana Miglino , Belén Albarracín and Silvina Ruscio (Instituto Bayard, Argentina).

Fostering Innovative Literacy Instruction and Learning Beyond Classroom Walls.

Format: Paper

Theme: Literacy Environments

Reference (61)

Keywords: Global literacy, New literacies, Online literacy environments

Abstract:

During the COVID-19 pandemic, students around the world connected to their computers or tablets in order to engage in language and literacy lessons. While this was unexpected and often unwelcomed, the pandemic challenged teachers and students to move beyond traditional literacy learning and instructional strategies. As the world gradually returns to a "new normal" and schools reopen, our current focus on new literacies and digital tools should continue. Remote teaching and learning afford unprecedented opportunities to propel teaching and learning in new directions while engaging students in diverse learning experiences across time and space. To fully prepare students for their literacy futures, we must also prepare them to navigate a global society in which they will collaborate, communicate, and create with others from around the world. Opportunities to do so have never been better.

This qualitative study explores a recent collaboration between American preservice teachers at Kansas State University and seventh-grade students at Instituto Bayard, an international school in Argentina. Goals of the collaboration included: 1) fostering English literacy skills in the Argentine students, 2) providing American preservice teachers opportunities to develop and implement diverse literacy lessons remotely, and 3) promoting global competence and new literacies in all participants. Digital tools (e.g., Zoom, Google Drive) were used to facilitate teaching and learning.

We will share our findings, including evidence of the Argentine students' progress in English and the American preservice teachers' approach to remote literacy instruction, along with resources and strategies for conceptualizing and implementing diverse literacy collaborations.

Claudia McVicker (William Jewell College, United States)

Plugged and Unplugged Literacies: A Study of the Preferences of Young Readers & Writers.

Format: Paper

Theme: Digital Literacies

Reference (62)

Keywords: Digital Literacy, iPad Reading, iPad Composing

Abstract:

As iPad usage in schools has become increasingly widespread, essentials of literacy instruction have recently and rapidly changed with the entry of one-to-one iPad initiatives in schools. To better understand children's preferences for iPads, these qualitative case studies sought to describe what is unique and similar about the two types: Plugged and Unplugged informed by students. Plugged and Unplugged Literacies reports results, implications, and assertions of two different yearlong research studies on the preferences for reading and writing of over 200 4th graders. It describes what is unique, the same and different about plugged and unplugged reading and writing based on young readers' preferences for the use of iPads. Plugged reading refers to reading a book on an iPad and respectively, unplugged reading with a traditional book (tBook). Plugged and Unplugged writing followed a similar protocol. The overarching purpose was to consider the preferences of young readers and writers for one format or the other. The need to read and compose electronically is here to stay. Clearly, preference matters thus the one type of reading and writing should not preclude the other. As this study illuminated, there are students in schools who have preferences in each, plugged readers and writers and unplugged readers and writers. Teachers should provide a blended variety of texts, purposes, and now, plugged and unplugged formats to inspire students to read and write. It is critical that classroom teachers provide and require time for both plugged and unplugged reading and writing daily.

Marjorie Madden and Valarie Lee (Rowan University, United States)

The Power of Life Histories: Moving Readers to Greater Acts of Empathy Through Literature and Memoir .

Format: Workshop

Theme: Effective Literacy Instruction

Reference (63)

Keywords: Life Histories, Adolescent Literacy, Empathy

Abstract:

This presentation will begin with a 15-minute overview of Life Histories, a literacy framework that uses talk, collaboration, writing, and performance to understand the complex relationships between character and cultural contexts (Browne and Madden, 2020). Life Histories can foster empathy and understandings in ways that mere reading cannot. They awaken readers to the realities of lives different from their own and push readers to question assumptions about poverty, race, and other biases, often of which they are unaware. In awakening an empathetic stance, Life Histories invites readers to examine their actions and to embrace the assumption that "every single human is equally worthy of respect and dignified treatment" (Hartman 2015, p.75).The presenters address briefly the research conducted across the past ten years (Browne and Madden, 2020; Lee and Madden, 2017). Life Histories argues that narratives, specifically literature and memoir, offer a way to build empathy and understanding by moving readers to deeper levels of text interpretation and critique. The presenters will also give examples of Life Histories enacted in a variety of educational settings. including middle school urban and rural classroom contexts as well as undergraduate literacy courses. Participants will spend the next 65 minutes engaging in Life Histories by: reading an excerpt from critical, multicultural young adult fiction; talking about the text and the characters; collaboratively writing Life Histories scripts; and performing Life Histories for the audience. In the final 10 minutes, participants will share thoughts on the workshop experience and implications for teaching adolescent literacy.

Jodi Pilgrim (University of Mary Hardin-Baylor, United States) and Sheri Vasinda (Oklahoma State University, United States).

The "Wild Wide Web": A Study of Elementary Students' Reliability Reasoning

Format: Paper

Theme: Digital Literacies

Reference (64)

Keywords: reliability reasoning, digital literacy, online reading, research skills, website evaluation

Abstract:

Online research presents unique challenges for elementary students (ages 6-12 years) as they develop and extend fundamental literacy skills to various media. Some features of the internet differ from that of traditional print, contributing to the challenges of evaluating online information. Readers must understand how to navigate online texts to conduct research while applying critical thinking to determine the reliability of online information. The COT-R, an updated protocol, extends the COT, shared at the European Conference in Copenhagen, to evaluate sources of an internet search. The COT-R instrument added a research component to the assessment, which included additional constructs: a) Application of Research Skills and (b) Evaluation of Online Information. Research skills involve the ability to use digital skills to search, save, cite, and share information. Additionally, the ability to evaluate search results, websites, and content for relevance and credibility/trustworthiness of sources is critical for navigating the vast amount of internet information on the "wild wide web." This study focused on children's strategies for reliability reasoning when evaluating the credibility of information found during an authentic internet search early in the search process. Researchers share developmental patterns and strategies used to determine reliability reasoning. Implications include the need for strategy instruction for navigated the "messiness" of internet explorations. Authors recommend safe search techniques beyond "walled gardens," as well as ways to handle the "messiness" of the internet explorations.

Hellen Vretudaki (University of Crete, Greece), Athina Aggeli (University of Crete, Greece), Panagiota Alexiou (University of Crete, Greece) and Valia Diamantaki (University of Crete, Greece)

Exploring the transition from conventional story grammar patterns to digital story worlds.

Format: Paper

Theme: Digital Literacies

Reference (66)

Keywords: Story generation, digital stories, preschool, Kindergarten, intervention program

Abstract:

The purpose of this study was to examine the effect on preschool aged children of an intervention reinforcing comprehension of the structural framework of stories, so that they can produce their own conventional and then digital stories. The sample consisted of 78 children, ages 4-6. The experimental design was separated into two phases. In the first phase, children were trained to create fictional stories based on story grammar patterns. In the second phase, based on prior knowledge, children tried to generate digital stories using the web2 tool story jumper. The intervention program in both phases consisted of a combination of verbal and visual scaffolding techniques. The results showed that the intervention programme significantly improved the children's ability to understand the structural elements of a story and to generate comprehensible and organised stories. Following our expectations, children's new acquired knowledge about story structure transferred to their digital creations. Digital stories were shorter in length but included a large amount of structural element. Over time, a small but promising proportion of additional elements emerged in children's digital creations. Unfortunately, after a month of practising in generating digital stories school closed because of the Covid-19 pandemic. This prevented the children from producing more advanced stories which may have led us to organize more effective learning environments and more meaningful involvement by the children so that they could produce more coherent digital stories.

Leslie Rush (University of Wyoming), Jodi Patrick Holschuh (Texas State University), Jodi Lampi (Northern Illinois University) and Todd Reynolds (University of Wyoming) (all United States)

Say Something Interpretive: A disciplinary approach for reading literary texts.

Format: Paper

Theme: Lifelong Development of Literacy Skills

Reference (67)

Keywords: Disciplinary literacy, English Language Arts, interpretation

Abstract:

This presentation builds on a strong record of research on disciplinary literacy in English/Language Arts (ELA) to employ a strategy that centers student voices for reading literary texts with two groups of college students: preservice English teachers-in-training and students enrolled in developmental literacy courses. Research questions for the study included a) What is the impact of teaching the "Say Something Interpretive" strategy on students' use of interpretive moves when reading a literary text? b) What are students' perceptions of interpretation and interpretive moves when reading a literary text before and after instruction using the "Say Something Interpretive" strategy? Preliminary and ongoing analysis of classroom data indicate the strategy allows student voices to be heard and provides for deeper development of textual interpretations. For example, after using the strategy, preservice English teachers engaged in a debate regarding how their understanding of one word changed the interpretation they developed of a text. These preservice teachers commented that using the strategy slowed them down and forced them to pay more careful attention than usual to the text, which differed from their previous experiences reading poetry in classrooms. The study has the potential to impact ELA teaching and learning at high school and college levels through analysis of the impact of disciplinary literacy in English/Language Arts for students and teachers at many levels. During the presentation, we will present the strategy and its research base in disciplinary literacy, provide results and examples of data analysis, and engage the audience in discussion and potential implications.

Jesse Turner (Central Connecticut State University), Lynda Valerie (Central Connecticut State University) and Carolyn Turner (Sports and Medical Science Academy) (All United States).

An invitation to Literacy for Students, Teachers, Families

Format: Paper

Theme: Literacy Environments

Reference (69)

Keywords: Disciplinary literacy, English Language Arts, interpretation

Abstract:

We will discuss the development of a model university-based literacy center.

Two decades of experience have helped to build a literacy center that invites young students with reading difficulties into a welcoming and engaging literacy environment. Each student works with a teacher on individually designed intervention plans and participates in partner and group activities that celebrate reading and writing as creative, pleasurable experiences.

For teachers, the center serves as a model for creating rich literacy spaces and with resources for cultural relevant children's books and professional materials. Teachers gain expertise as interventionists, coaches, and leaders through professional conversations and organizing family literacy events to bring back to their classrooms and schools.

The center partners with area schools to provide activities for family literacy events. These home/school /university partnerships have built connections in the community that have helped to reinforce how many literacies extend and enrich our lives, at home, in school…everywhere.

Community engagement projects further provide opportunities for expanding literacy environments at home. A collaboration with the Anna Grace Project provides weekly online read alouds of books by diverse voices. A Parent University works directly with community parents to facilitate conversations relating to literacy.

Held on campus, The Central Connecticut Student Writing Project (CCSWP), is an innovative young writers' program that offers creative learning experiences CCSWP teachers provide guidance and feedback, although the central purpose is to allow for time, choice and creating space for young writers to learn and practice their craft, in a positive, non-academic environment.

Pingping Xie (Queen's University Belfast, Northern Ireland).

Translanguaging Practices in Online Chat as Language Learning Opportunities: A Study of Chinese University Learners' WeChat Use in the UK.

Format: Paper

Theme: Digital literacies

Reference (70)

Keywords: Translanguaging practices, Digital literacy, Social media, Language learning

Abstract:

Translanguaging has been attracting a growing amount of research attention from researchers in recent years to investigate its relationship with language learning. This study focuses on Chinese international students with monolingual background students currently studying in the UK, an English dominated country, at which place English has changed its role from a foreign language to a second language, especially in the informal digital context, how the multilingual users create language learning opportunities by technology for themselves.

This study, therefore, brings together strands of research to form a foundation for analysis and present a lacuna in the research literature especially in terms of examining the development of digital literacy studies, e.g., digital literacy as social practice, its manifestations through translanguaging practices in social media, and their relationship to language learning. And more importantly, trying to attract attention to informal language learning implications.

This study adopts a mixed-methods, a baseline survey is conducted first, then followed by a collection of posts & chat logs of WeChat, and techno-biographic interviews, to investigate how technology and social media have affected Chinese students' literacy practices online and study experience. How transitions over time vary and how language is learned and conducted in the informal digital context can affect students' language learning and study practices. Preliminary findings have indicated that although with monolingual ideology, participants are actually taking advantage of the digital platform but enact multilingual and multimodal online practices to affiliate their social and study experience.

William Brozo (George Mason University, United States).

Identifying the Disciplinary Literacy Practices in the Content Classroom: Possibilities and Challenges.

Format: Paper

Theme: Effective literacy instruction

Reference (71)

Keywords: disciplinary literacy, 21st century literacy, literacy skills and practices

Abstract:

Recent developments in literacy theory and policy have brought about a new and more nuanced understanding of what it means to possess sophisticated literacies for disciplinary texts and for participating in disciplinary discourse communities in science, history, literature, and math. As calls for better preparing youth for the demands of learning in the 21st century increase, it is essential that we consider how this approach to teaching and learning impacts students' literacy skills and practices. This presentation explores the current research base for and curricular applications of disciplinary literacy and highlights its possibilities and challenges.

Macie Kerbs (Sam Houston State University, United States).

Created a Shared Vision for Student Literacy Learning: The Power of Intentional Collaboration between a Literacy Coach and Second-Grade Teachers in a Poetry Unit of Study.

Format: Paper

Theme: Effective literacy instruction

Reference (72)

Keywords: literacy coaching, poetry, professional learning

Abstract:

This qualitative case study explored the language and practice of writing teachers as they engaged in professional learning experiences around poetry with the support and guidance of a district literacy coach. The findings reveal that the teacher's practice becomes more intentional and their students grow as writers. By creating a shared vision for student literacy learning, teachers were able to reach more diverse learners as they developed their own pedagogical content knowledge.

Specifically, the teacher participants found that becoming more focused on how they were using differentiated practices, such as small group and one-on-one conferences, during their writing block resulted in larger student gains across one unit of study. Additionally, the teacher participants did not need a separate intervention time to provide intensive remediation and claimed that even their students who typically struggle the most in reading and writing, thrived during this poetry unit. Not only does the genre of poetry allow for student engagement and manipulation of language, but the collaboration around student writing allows teachers to become more responsive in their practice.

Intentional literacy coaching contributes to that growth in both student and teacher learning, especially when working with teams of teachers over time. When reflecting on the experience across six weeks, a participant said, "When you come in as a coach, you come in on our level, you're one of us…you're a member of our team. You share in our joys with these kids like they're your own kids.

Macie Kerbs and Kendra O'Neill (Sam Houston State University, United States).

Infusing Joy through Poetry and Songs in a Kindergarten Classroom: A mixed-methods action research study.

Format: Paper

Theme: Inclusive Practices for Diverse Learners

Reference (73)

Keywords: poetry, early literacy, engagement

Abstract:

The genre of poetry is powerful because it enhances the reciprocal nature of reading, writing, and oral language (Dymoke, Lambirth, & Wilson, 2013). The brevity and familiarity of poems makes them more accessible for young children, and the rhythmic nature invites emergent readers to actively participate and engage in the literacy experience. Poetry is not only beneficial for the literacy learning of young children, but also increases engagement and overall love of reading (Nichols et al., 2018).

In a year-long mixed-methods action research study, we explored the literacy learning of Kindergarteners as they experienced poetry and songs infused across the school year and content areas. In comparison to the control group, we did not find any significant difference between the groups of learners, but when looking at each individual class, all students made statistically significant growth over time. In fact, the treatment group saw significant growth in diverse learners as a result of the integration of poetry and songs, especially English Learners.

Thus, we argue that it is not a specific instructional approach that results in gains, but the way in which a teacher makes decisions in response to individual learners. Nicols, et.al (2018) explain, "Learners who do not engage with the joys of poetry miss out on the opportunity to discover how rewarding and enjoyable poetry can be in all aspects of literacy." So, if no specific instructional approach shows statistically significant difference, why wouldn't we want to choose an approach that brings joy into the classroom?

Cara Mulcahy (Central Connecticut State University, United States) and Louise Shaw (Southern Connecticut State University, United States).

Developing an Instructional framework for Literacy: Centering Critical Engagement, Multimodal Learning, and Compassion .

Abstract:

This paper presents a literature review to support the development of a framework for literacy instruction that centers critical engagement, multimodal learning and compassion. Literacy instruction and learning are not neutral endeavors. They are always embedded in the social, cultural, and economic complexities of the world (Beck, 2005; Freire, 1970). For learning to be purposeful, relevant and engaging, students' literacies and funds of knowledge must be at the center of learning (Moll, Amanti, Neff, & Gonzalez, 1992). Thus allowing students' voices to emerge and be heard. In turn this creates possibilities for respectful and trusting relationships to develop between students and teachers and for authentic learning to take place. The English Language Arts (ELA) provide educators with a degree of latitude when it comes to literacy instruction and classroom practice. The integration of reading, writing, listening, speaking, and visual literacies, with critical literacy and multiple modalities creates numerous possibilities for classroom practices to be grounded in students' histories, cultural backgrounds, lived experiences and social practices. Putting student literacies at the center of learning also creates possibilities for ensuring key aspects of motivation such as a sense of belonging, ownership of learning and feelings of accomplishment are met (Andermann & Leake, 2005). Teaching practices that tap into students' interests, foster intrinsic motivation, provide choice, engage students in cooperative learning activities, and provide students with private feedback enhance student learning and build motivation for critical thinking when facilitated by thoughtful teaching.

Lory Haas, Macie Kerbs, Christina Hammons, Corinna Cole and Vickie Mitchell (Sam Houston State University, United States).

Building Literacy through Visual Storytelling: Putting Words to Wordless Books and Animation.

Format: Workshop

Theme: Inclusive practices for diverse learners

Reference (76)

Keywords: Visual literacy, Animation, Wordless picture books, Literacy strategies, Diverse learners

Abstract:

In today's world, images and media are an integral part of our ubiquitously visual society. Pictures and media provide platforms for individuals to critically view the content of images and make connections to support essential literacy skills. Visual literacy is a complex process of making meaning from images, both still and moving. Early literacy experiences are developed through social contexts with language and viewing the world around us; therefore, wordless picture books and silent animated videos provide opportunities for all individuals to apply their oral language and visual literacy skills to interpret pictures, infer, develop stories, and respond aesthetically to images and media. In essence, the viewer becomes the storyteller.

The purpose of this interactive workshop is to provide participants visual-based learning strategies to develop and strengthen students' literacy using wordless picture books and silent animated videos. These engaging tools support strategies, such as developing oral language and sense of story, increasing vocabulary, sequencing, story elements, cause and effect, inferencing, predicting, exploring, and questioning. Wordless books and video clips are highly visual in nature with short narrative structures, making them especially useful tools for developing language with diverse populations. In addition, the visuals and topics are engaging, pulling individuals into the storyline to develop their own meaning.

Participants will have opportunities to explore a variety of wordless books and view animated clips which vary in complexity, and practice strategies to support all developmental language and literacy levels. Materials and resources will be shared so participants can readily implement with students.

Elsie L. Olan and Enrique A. Puig (University of Central Florida, United States).

Matching Adolescents to Text Using Their Morphological Knowledge.

Format: Paper

Theme: Effective Literacy Instruction

Reference (78)

Keywords: Adolescent literacy, Differentiating Literacy Instruction, Text Selection

Abstract:

Internationally, literacy experts agree that adolescent students morphological knowledge is critical in students' comprehension of texts across the content areas or disciplines (Brozo, Hinchmann, Moore & Alvermann, 2016; Moje, Dillan & O'Brien, 2000). Experienced educators recognize that matching students to texts provides the necessary supports and challenges for comprehending and fostering critical thinking. Consequently, assessing students' morphological knowledge to inform instruction will assist educators in selecting appropriate texts for students across the content areas or disciplines. This paper will address a preliminary study with over 900 adolescent students that inventories students' morphological knowledge of select disciplinary affixes and correlates it to an approximate reading level. Through focus groups and structured interviews, the authors determined that educators of adolescent students are on a constant quest for an assessment instrument that can readily and easily assess students' approximate reading level to further inform instruction and differentiation. In collaboration with classroom educators, the authors of this paper created and implemented The Test of Prefixes and Suffixes (TOPS) to facilitate educators of adolescent students in matching students with texts to support students developing literacy knowledge. The authors intent for disseminating this research and instrument is to engage a larger international audience as we continue to investigate and inquire the concept of matching adolescents to text utilizing their morphological knowledge.

Renata Šamo (University Juraj Dobrila of Pula, Faculty of Humanities)

Language in Space, Space in Language.

Format: Paper

Theme: Literacy Environments

Reference (79)

Keywords: language and space, language landscape, discourse analysis

Abstract:

The author analyses a set of expressions by the globally famous intellectuals, mostly writers, in the context of a middle-sized Mediterranean city in Croatia, well-known for its rich ancient heritage, the same city where James Joyce (22) used to start his English teaching career in 1904. Engraved in different languages (Croatian, English, German, Italian and French) on the white stone benches in a small archaeological park next to the Public City Library and in front of a museum and gallery downtown, they send thoughtful messages about some universal values, also including the main concepts so closely related to the given 2000-year-old city, primarily perceived as the place of books and reading, of culture in general. The place is easily recognized by book lovers at both levels, national and international, due to its annual fair visited, among others, by two Nobel-prize winners so far. This study fits into the language landscape research since it shows the strong power of language (and literacy) in the open space. In addition, it can be seen as an example of discourse analysis, simultaneously confirming that these two areas of research often overlap. The city, therefore, symbolically turns into a book to open and read, and books are discourses. The awareness of language as used and represented in the space, integrated into a landscape, is surely in accordance with the idea of language spatiality. In other words, various locations can be viewed as literacy environments in which people mutually interact while sharing their knowledge and experience.

Saibh Ní Loingsigh (Dublin City University, Ireland).

Books for My Children and Yours: Exploring Diverse Racial Representation in Popular Children's Picture Books.

Abstract:

Access to a diverse range of quality children's literature, depicting universal and distinct experiences and perspectives, broadens children's cultural awareness, global understanding and supports positive identity formation and reading engagement. Inclusive, representational literature is considered the bedrock of culturally responsive education. Picture books convey societal messages and values and play increasingly meaningful roles in language and literacy development in the early year's classroom.

Reflecting on the lack of representation my children and their multiracial peers experienced in their exposure to books, this research presentation explores (1) diverse racial representation in picture books, and (2) the considerations of Publishers and Book Organisations in supporting authentic, racially diverse representation. The presentation will outline the mixed-methods (qualitative and quantitative) approach employed for data collection, consisting of semi-structured interviews with Publishing/Book Organisation representatives, and the content analyses of 104 popular picture books. It will describe key tenets of Critical Race and Reader Response Theory, which provided the research framework for the analysis, interpretation and presentation of the collected data.

Key research findings indicated that popular picture books promote mono-cultural viewpoints and are prodigiously populated by anthropomorphic characters. Furthermore, both the content of, and access to, children's picture books is strongly influenced by adults, who overwhelmingly represent dominant culture. Shared, yet disparate perspectives exist within the Publishing and Book industry with regards to authentic, inclusive, racially diverse representation. The presentation will support curators of children's picture books to critically reflect and consider the presence, range, and authenticity of racial diversity within their book collections.

Laurie O. Campbell, Mary E. Little and Enrique A. Puig (University of Central Florida, United States).

Transdisciplinary Literacies: New directions in broad-spectrum learning and instruction.

Format: Workshop

Theme: Lifelong Development of Literacy Skills

Reference (82)

Keywords: computational thinking, multi-tiered systems of support, transdisciplinary literacy learning

Abstract:

This interactive presentation will address transdisciplinary literacy learning and instruction to solve real world issues from a triadic perspective lens of: 1. Employing computational thinking to improve literacy learning and instruction; 2. Creating a continuous improvement model for instruction through multi-tiered systems of support (MTSS); and 3. Becoming transdisciplinary literate. Computational thinking has been described as a framework for problem solving and a critical life skill that should be integrated into instruction. Characterized by a proactive problem-solving approach, MTSS utilizes evidence-based practices, data-informed decision-making, and progress monitoring to deliver effective instruction. Educators with various expertise work collaboratively within the MTSS framework to provide evidence-based instruction. Proficient learners are transdisciplinary literate. Understanding how learners become transdisciplinary literacy is a critical understanding to improve instruction. Participants will be presented with models as frameworks for thinking and encouraged to discuss the evolution and roles of diverse transdisciplinary literacies in solving real world issues. Examples of facilitative teacher talk and specific promising instructional practices will be shared.

Nouf Bin Sawad (University of Glasgow) and Jeremy Law (University of Glasgow).

Assessing Arabic Metalinguistic Awareness of Educators in Saudi Arabia: An Instrument Validity Using Rasch Modelling.

Abstract:

Recently researchers indicated that metalanguage awareness plays a vital role in literacy achievement (e.g. Casalis & Louis-Alexandre, 2000; Levesque, et al., 2019; Kirby et al., 2012). In the Arab world, it is further essential due to Arabic being a rich morpho-phonemic language (Carlisle, 2003; Tibi & Kirby, 2019). Therefore, teachers' explicit knowledge of metalinguistics is vitally important. There are some strong measures of metalanguage knowledge in English that are intended for teachers, but not validated once in Arabic. To address this gap, a comprehensive questionnaire was conducted to assess the current metalinguistic knowledge of educators in Saudi Arabia. The knowledge gained from this survey was used to develop a validated metalinguistic assessment tool of Arabic-speaking adults, integrated with phonemic awareness, morphological awareness, and other grammatical skills. Items in the survey were primarily drawn and followed the pattern of previously issued international surveys (e.g., Moats, 1994; Foorman, 2003). The initial version of the questionnaire was piloted to test its suitability and to find out any flaw if it exists. The survey was conducted online (Jisc, Online Surveys, 2020), and teachers were encouraged to respond without using outer resources. Initial findings revealed a very low knowledge among teachers in this area. Later a Rasch Model (Winsteps) was used to assess the survey's reliability and validity. Some items were too easy or too difficult, so they were eliminated. A reduced survey version was established that had an adequate accuracy, equivalent measure validity, and improved item difficulty to teachers' ability.

Sarah Smith (University of Greenwich, UK).

What do teachers of digital literacy do and what can we learn from them?

Format: Paper

Theme: Digital Literacies

Reference (84)

Keywords: digital, literacy, pandemic, integrate

Abstract:

This paper will report on the results of my EdD thesis which is a multi-case study examining how teachers integrate digital literacy into their classroom practice. The study was undertaken during the COVID 19 pandemic and provides an interesting insight into whether digital literacy practices changed as a result. The study advocates a social approach to literacy where children's home digital skills are acknowledged and built upon in school. It is widely acknowledged that children bring a wealth of knowledge of technology to school and it would be beneficial for schools to build on them. A narrative approach was taken examining their views on digital literacy, their motivations for including it and what they considered to be their best practice. Findings indicate that digital literacy is embedded in their pedagogy and their motivation for this is to provide engaging, purposeful literacy activities for their classes. They realise that digital literacy can provide a wider audience for children's literacy practices. It recommends that the English Curriculum for Literacy includes digital literacy within it.

Geraldine Balzer (University of Saskatchewan, Canada) and Eleni Louloudi (University of Bielefeld, Germany)

(Re)Envisioning Picturebooks for Social Justice Education in Advanced Audiences: A Critical Literacy Perspective from Canada.

Abstract:

Over the past decades, children's literature has been subject to significant development, both as a sociocultural and an educational medium. While children's books are primarily being used for the enculturation of the younger readership, the very definition of children's literature as "literature for children" or "literature of children" (Johnston 2006: 373) clearly argues for a wider target group – from very young children, to teenagers and adults (cf. Hunt 2001).

Overlooking age advanced audiences becomes more puzzling if one considers that children's literature has a long tradition in negotiating political upheaval and societal change. As Botelho and Rudman opine, children's literature often becomes "a door to engage children in social practices" that de/re-construct modern sociocultural ideas and sociopolitical awareness (2009: 1)

Picturebooks, when considered from a strong "analytical and meta perspective" (Alter 2017: 84), can be a suitable medium for advanced learners because their multidimensional gestalt allows space for thought, questioning and reflection.

This presentation will explore the ways in which a university seminar in Canada uses picturebooks to negotiate social justice topics such as im/migration, classism, racism, and colonialism with high school student teachers. Moreover, it will focus on the practical -critical literacy-centered- steps and methods taken in the classroom, in order to underline the importance of not only using picturebooks with advanced learners but doing so to promote social justice. By modeling the potential of picturebooks as a pedagogical tool, teacher candidates are encouraged to explore these possibilities in their own classrooms with adolescent learners.

Sara Ann Beach, Madina Djuraeva and Jennifer Fike (University of Oklahoma, United States).

My Literacies Count!: Using Community-based Literacies in Writing Instruction.

Format: Paper

Theme: Inclusive Practices for Diverse Learners

Reference (87)

Keywords: community based literacy instruction, translanguaging, writing identity

Abstract:

A requirement of many post-secondary institutions in the United States is that all students pass a course in composition where they learn how to write a variety of genres as well as learn how to write academically. Students in these courses are diverse, coming from different language and literacy communities, bringing cultural wealth (Yosso, 2012) and multiple ways of using language and literacy while the composition class privileges the hegemonic English of academia. Therefore, they may encounter linguistic barriers as these classes do not honor their linguistic and literacy resources (Malcolm, 2017). Validating community-based literacies has been shown to increase student confidence (Behrman, 2002) while translingual writing has been widely studied as a remedy for the tension between monolingual instruction and students' varied linguistic practices (Horner & Tetreault, 2017; Canagarajah, 2011; Horner et al., 2010). This paper examines how using photographs of community- based literacies and translanguaging to identify and discuss those literacies, as well as to write a narrative essay about one of their community- based literacies, shapes students' experiences in the writing class and what implications it has for their literacy learning for academic purposes. Using students' reflections on their own learning at each stage of the project as well as their narrative essays and a retrospective interview, we will demonstrate how these students' views of their own capabilities and writing identities were shaped.

Marijn Brouckaert and Micaela Ramon (University of Minho - Universidade do Minho, Portugal)

Collaborative meaning-making during a Shared Reading session: blurring the lines between mediator and participants.

Format: Paper

Theme: Literacy Environments

Reference (88)

Keywords: Collaborative meaning-making, Reading Mediation, Reading Intervention, Shared Reading, Agency

Abstract:

Shared Reading is easily summarized: a mediator or a group member reads a text aloud and the group responds. Mediation techniques are applied to connect the participants of the group with each other, and with the literary texts (prose and poetry). The reading intervention aims at creating a safe environment where people can have personal responses to literature. Originating in the United Kingdom, Shared Reading is spreading internationally with hundreds of groups meeting weekly in a wide variety of settings and communities (homeless shelters, schools, child protection centers, hospitals, prisons, drug rehab units, libraries, etc.). In addition to the recognized social impact, research on the intervention is a voice of hope in the general discourse that literacy is under pressure.

During this talk I offer a glimpse into the interactions during a Shared Reading group and discuss the role of the mediator and the participants therein. Connecting these practical experiences as a mediator with the PhD research I am conducting at Universidade do Minho in Portugal, I envision a concept of reading mediation that distances itself from a practice that depends solely on the agency of the mediator. Dissecting some processes of collaborative meaning-making, we look at how both the participants and the mediator are considered to be part of an interactional continuum, where their roles are continuously negotiated, as well as the possible meanings of the text.

Markéta Švamberk Šauerová (Charles University Faculty of Education Prague/College of Physical Education and Sport, PALESTRA, Ltd., Czech Republic)

Projects supporting the development of the reading skills of children from an early age to secondary school ages.

Abstract:

Reading and, particularly, literacy are an essential part of the basic education of a modern person and to be well informed in today's constantly and rapidly changing world and in education is more than ever an essential factor for any individual wishing to assert themselves in society. It is necessary to seek ways of forming pre-reading skills and a positive attitude towards reading for children from early childhood. One of the motivating factors might be the reading development projects proposed by the author. Their use is suitable for children with special educational needs (e.g. children with dyslexia), who very often dislike reading and do it grudgingly. Their basic principle can easily be modified for use in the family and in school/preschool, and may very well take into account regional specifics (e.g. legends of the area).

The proposed projects implemented in families/schools/kindergartens involve the preparation of situations in which the child gains new experiences, which can be used as an important motivational factor in forming positive attitudes towards reading and the development of reading as a key pillar of literacy.

This contribution focused its attention on the general characteristics of projects outlined in a general form for children from early childhood through adolescence – the text offers three proposals of the project for preschool, junior, and secondary school ages.

Colin Harrison (University of Nottingham, United Kingdom/ ELINET), Jeroen Clemens (Independent Consultant, Netherlands)/ ELINET) and Douglas K. Hartman (Michigan State University, United States/ ELINET).

ELINET Symposium: Representation, evaluation and production: how information design, online critical reading and computational thinking can help teachers to be future-ready with Web 3.0 strategies.

Format: Symposium

Theme: Digital Literacies

Reference (91)

Keywords: Web 2.0, Web 3.0, critical reading, computational thinking, information design, future-ready, digital literacy, online reading

Abstract:

Teachers face new challenges when developing students' digital literacies. The algorithmic strategies of a decade ago are now too inflexible; heuristic practices, by contrast, provide general guidelines to better meet these challenges. This symposium highlights promising and practical heuristics by emphasizing three key concepts: representation, evaluation, and production. Hartman focuses on representation, with particular emphasis on information design, which can help students represent information that is more accessible, inclusive, and understandable. Clemens focuses on evaluation, with particular attention to critical Internet literacy. In this 'post-truth' world, lateral reading and critical thinking can help students contend with propaganda and the AI tools that threaten to blur reality and mask reliable content. Harrison focuses on production: as computational thinking and coding have now replaced ICT as the basis for delivering technology across the curriculum, approaches such as multimodal composition and Minecraft Education are needed, to bring student engagement, collaboration and fun into computational thinking. Together, these presentations offer promising and practical heuristics to make students more intelligent, more alert, and more engaged users of the Internet.

Pamela Zerafa (MFED, Malta).

Teaching Literacy: Adolescent literacy instruction within the English language classroom in Malta.

Abstract:

With considerable challenges posed by the fourth industrial revolution and the pandemic, literature confirms the importance of literacy "for personal change and transformation", "accessing information", "creating personal identity and for self-directed learning" (Barton, 2009, p. 41). Unfortunately, studies flag the high levels of illiteracy amongst adolescents particularly in Malta (Borg, 2019; OECD, 2018). Equally, research consistently shows that a critical element in any attempt to address this issue is the quality and consistency of teaching: hence, the ever-increasing interest in teachers themselves. "This has included not only what teachers do, but also what they know and believe; and how teachers' knowledge and beliefs relate to classroom practice" (Paulson et al., 2001, p.271). In the absence of research, the main aim of this small-scale study is to shed light on the current understanding and practices of teachers of English in relation to literacy instruction in low-level classes in middle schools in Malta. Additionally, this research should also help describe evidence-based literacy instruction strategies for adolescents and compare and contrast these with the current practices in Malta. Adopting an interdisciplinary approach to literacy teaching and learning, two different conceptions, namely, those grounded in cognitive theories and those in sociocultural ones will be explored (Compton-Lilly, 2013). To help address the research question, face-to-face fully structured interviews with four teachers of English teaching low-level classes will be conducted. Inductive methods, including thematic content analysis, will be used to analyse the interview transcripts with the aim of finding common patterns across data sets.

Thomas Wolsey (The American University in Cairo, Egypt).

Teacher Autonomy in Early Grades Literacy Instruction.

Abstract:

Various efforts to improve education in Africa have provided mixed results, arguably because of an emphasis on curriculum and materials rather than on teacher preparation and development. The present study is drawn from video analysis of classrooms where an innovative curriculum was implemented; however, inadequate professional development and pedagogies meant teachers had to operationalize the approach.

Methodology

A curriculum designed to improve letter-sound correspondence knowledge among first-grade students in four Egyptian community schools in an after-school program. The curriculum, called Iqra, intended that students would engage in whole-class, teacher-directed learning. Videos of the classes were recorded, and interactions were analyzed using the Stallings (1977) instrument. The theoretical framework is an adaptation of activity theory (Engeström, 1987) by (Scales et al, 2017).

Findings and Discussion

Teachers participating in the study, two per class, realized that implementation of the curriculum as directed would not engage students' attention and provide ineffective practice. Rather than accept the curricular directions as presented, they used professional knowledge to navigate the terrain of poor curricular design, scant training, and outside stakeholders to improve the pedagogy. Teachers introduced games, group work, and word play to improve the delivery of the curriculum.

Conclusion

Teacher autonomy and professional practice is crucial to initiatives to improve literacy instruction. Latitude rather than rigidity is more likely to result in positive student outcomes (Young et al, 2016). These conclusions align with a previous study by the author in which teachers innovated, adapted, and supplemented curriculum to meet students' needs (Scales et al, 2018).

Thomas Wolsey (The American University in Cairo, Egypt), Nance Wilson (SUNY Cortland, United States), Linda Smetana (California State University, East Bay, United States), Dana Grisham (California State University, East Bay, United States) and Ibrahim Karkouti (American University in Cairo, Egypt).

Going Beyond the App: Online International Development to Reach Teachers on the Margins.

Format: Paper

Theme: Digital Literacies

Reference (95)

Keywords: Professional development, Innovative learning, Teaching the marginalized *Abstract:*

In this session we share lessons learned from the implementation of two multilingual multinational conferences that brought professional development to teachers located in rural Egypt and around the globe. As the world faced COVID-19 and an unprecedented pedagogical shift, we put together the first Beyond the App: Students and Teachers Reading and Writing Together, conference to share information and co-construct solutions to teaching literacy online using currently available technology. This virtual, collaborative, free three-day conference had 22 bilingual sessions (Arabic and English) and included 397 attendees from 12 countries. BTA allows for rapid dissemination of pedagogical skills and best practices, while also centering diverse perspectives to ensure that learning is culturally appropriate and locally sustainable. The virtual nature of the conference allows it to reach teachers who are not typically able to access or afford professional development and connect them with peers and mentors. Finally, BTA is unprecedented in that it is the only teacher education conference using multiple technologies to reach participants in multiple languages for free. Through a combination of tools, Beyond the App was able to reach teachers in the most rural areas of Egypt that had not attended a professional development event before. We discuss lessons learned, partnerships created, and connections teachers made. What makes the 'Beyond the App' unique is that teachers share their knowledge and co-construct understanding with volunteer experts building on the best literacy practices for middle grades.

Shakira Perez (Central Connecticut State University, United States).

Growing Student Writers in a Creative and Collaborative Digital Community/Environment.

Format: Workshop

Theme: Digital Literacies

Reference (96)

Keywords: creative writing, literacy, digital

Abstract:

The Central Connecticut Student Writing Project (CCSWP) is an innovative and engaging summer writing program that increases motivation by offering creative learning experiences that extend beyond the familiar summer reading list and activity packets. The CCSWP teachers have developed a curriculum that has resulted in students overcoming their trepidation of writing, tapping in to their creativity and viewing themselves as writers. Traditionally an in-person program, CCSWP has had to adapt to a digital platform while still providing the same traditional in-person experience.

This workshop will outline the implementation guide created and utilized by the CCSWP to grow a digital community of writers. A demonstration of the video sharing platforms used in the program will also be offered. Participants in this workshop will be able to adapt and implement a plan for their own community of writers of all ages and a viable option for overcoming the trepidation of writing and cultivating a love for it instead. In addition, a sampling of the following teacher created lessons will be provided:

• Guided Poetry: Students are guided through writing of a poem from start to finish using prompts and/or imagery

• Permission to Play with Language: Using language in innovative and unexpected ways

• Found Poems: Found poems enable students to write poetry by finding the words from a selected text (i.e. interviews, source documents and novels) and using technology to bring them to life

• Image-Inspired/Ekphrastic Writing: Images are used as an invitation and inspiration for writing

Marie Luise Rau (Independent scholar, affiliation with local elementary school and daycare centre, Germany).

DIVERSITY in picture books stories for young children: continuity and significant changes in form and content since the 1970s.

Format: Paper

Theme: Literacy in the Early Years

Reference (97)

Keywords: story structure, metaphors, animal characters, change of perspective in the last two decades

Abstract:

The survey will show how picture book artists favour certain plots and character constellations, which support young children in forming a concept of diversity and which have been little varied over the years.

Having a friend or friends plays an important role in children's life from early on. A story pattern illustrates that diversity does not pose a limit to friendship: Partly humanised animals different, even with predators among them, become best friends and share everyday experiences. Characterizing the protagonist as more sensitive, curious and open-minded than his friends makes diversity more explicit (Velthuijs, Frog series, 1986ff). Two themes develop: Firstly, the community's or individuals' prejudiced and discriminatory behaviours towards a stranger turn to respect. Secondly, the protagonist gains self-confidence when discovering his own strong points after wishing to be like others and failing. Examples will show that since the 1990s realism and the impact of current social issues has increased.

In the last two decades sophisticated literary devices from adult literature have created new forms of presentation. Moreover, the focus has shifted to the individual and his/her effort to cope with the feeling of being somehow different. In a trilogy Stian Hole brings to light how important the perception of diversity is in the child Garman's development (2008-2010).

My analysis will include a close look at picturebook artists' use of metaphors and their frequent choice of animal characters. These stories also catch the interest of children with a migration background, with little or no book experience, and language deficits.

Péter Gombos (Hungarian University of Agriculture and Life Sciences).

Digital Natives and Reading.

Format: Paper

Theme: Literacy Environments

Reference (98)

Keywords: Teacher Development, Early Literacy, Teacher Beliefs, Reading Teacher Education, Case Study

Abstract:

First of all I am going to define the notion of 'digital native' in my presentation and with the help of sources from scientific literature I am going to describe the characteristic features of this group as specifically as possible. The following is an overview of the results of a research related to young people conducted in Hungary in 2019.

Representative research related to reading has been conducted altogether seven times in Hungary so far. The last one was in 2019, and I also participated in the preparation of the research and the data analysis. After the presentation of the theoretical background, I would like to show the most important and most interesting data on the topic of the last research.

Based on the results, we can see that one of the biggest changes compared to previous research was the change of the spectrum of reading material. Young readers of today are interested in genres – e.g. sci-fi, fantasy or comics –, the popularity of which could hardly be measurable in previous research. For example, more than 32% of the young ones aged between 14–18 surveyed read fantasy with pleasure.

One of the most thought-provoking results of the research related to the question how the use of the internet influenced the inclination to read books. According to our research, more than 62% of young people who are continuously online, by their own admission, never take books in their hands.

Rebecca Adamitis and Stefanie Moser (Judson University, United States).

Engaging Struggling Readers and Writers Grades 6-8.

Format: Round Table

Theme: Effective Literacy Instruction

Reference (99)

Keywords: Literacy, Skills, Strategies, Stamina, Self-efficacy, Struggling, Readers, Writers, Scaffolding, Engagement, Workshop Model, Co-Teaching, Collaboration

Abstract:

Building students' self-assurance in reading and writing can present challenges that may parallel challenges in building literacy skills and stamina. The purpose of this presentation is to discuss implementation of the workshop model to increase self-efficacy in struggling readers and writers. Using the workshop model, scaffolded instruction, and engaging texts, students with a wide range of academic needs can find success. We build stamina, a repertoire of strategies, and confidence through a co-teaching model, utilizing the expertise of two teachers working collaboratively to best meet the diverse needs of our students.

Ann-Sofie Selin (FinRA, Finland).

Meeting my Primary school pupils in the Gymnasium, Upper Secondary School.

Format: Poster

Theme: Lifelong Development of Literacy Skills

Reference (100)

Keywords: Learning difficulties, upper secondary, remedial teaching

Abstract:

With 30 years of professional experience as a special teacher in grades 1–6 I have been working in the gymnasium as a special (remedial) teacher during the past academic year.

According to the new Finnish legislation effective 1 August 2021 compulsory education includes all youngsters up to the age of 18 or when the student has successfully graduated. This is in practice 12 years of education instead of formerly 9 years. The law also introduces learning support; upper secondary students who have difficulties in coping with their studies in the gymnasium due to special linguistic difficulties or other learning difficulties have the right to be given special needs education and other support for learning based on their individual needs. This right was formerly only granted in grades 1–9.

I will describe the process applied for identifying and handling learning problems in gymnasium students (grades 10–12). The methods and strategies are based on Hoover, W. A., & Gough, P. B. (1990), Lundberg, I. & Herrlin, K. (2003), and updated material by Taube, K., Tornéus, M. & Lundberg, I., Jacobsson, A. et al.

Jennifer Roberts (Queen's University Belfast, Northern Ireland).

Reading Together: A Randomised Controlled Trial of a Reading Programme.

Format: Paper

Theme: Inclusive Practices for Diverse Learners

Reference (102)

Keywords: Reading, paired reading, intervention, randomised controlled trial

Abstract:

Looked after children typically have more educational difficulties than their non-looked after peers and reading is an area in which they particularly suffer. This trial built upon previous work by the author (Mooney et al 2016; Roberts et al 2017) and paired book gifting with paired reading in a three armed RCT. Intervention group one received a training package and books, intervention arm two received a manual and books and arm three served as a waiting list control group. Book gifting and Paired Reading are two common interventions and both have a developing research base, however pairing the two and devising a manualised, at home intervention package for looked after children was new.

The trial ran in the UK, with almost 300 children, in 2019 and 2020. Findings showed that carers lacked confidence in their own abilities to develop reading practices and highlight the importance of book choice for motivation. Pre and post intervention measures included BPVS, YARC and Reading Enjoyment. Quantitative findings showed that neither of the intervention groups made gains above and beyond what was expected. This paper presents the research findings from the quantitative and qualitative data analysis and will reflect on the theoretical and empirical implications of these. The Covid-19 pandemic also played a significant role in the trial and this will be discussed with regard to reading practices at home.

Lori Assaf (Texas State University, United States)

A Generative Professional Development Project on Explicit Vocabulary Instruction in Rural South Africa: A Case Study of Four Foundation Phase Teachers.

Format: Round Table

Theme: Literacy in the Early Years

Reference (103)

Keywords: vocabulary instruction, professional development, language learning, qualitative research, case study, early literacy instruction

Abstract:

In this qualitative, case study I will present the ways in which four, foundation phase teachers (PreK-2) shifted in their knowledge and pedagogical practices of explicit vocabulary instruction while participating in a year-long, co-designed, generative professional development project in rural South Africa. Teachers learned how to integrate explicit vocabulary instruction (Crosson et al., 2019) with shared reading that provided opportunities for their multilingual students to: 1) Develop their conceptual word knowledge; 2) Identify word parts and meanings; and 3) Explore new words with others. Qualitative methodology guided the data collection and analysis of this study. I collected eight teacher interviews, two focus group interviews, eight classroom observations, and multiple instructional artifacts (lesson plans, student work) to document teachers' generative learning and pedagogical practices specifically related to vocabulary instruction. Constant comparative analysis (Glasser & Strauss, 1967) helped me identify emerging themes and document shifts in learning. Findings indicate that teachers' life stories and knowledge gained from their students shaped their learning and implementation of vocabulary instruction. Teachers made explicit connections to students' lives outside of school and implemented a variety of language scaffolds such as repeating, visuals, videos, acting out, using students' mother tongue, and partner share during shared reading time to help students' build vocabulary knowledge. They noticed students' strengths and their own self-efficacy and leveraged their life experiences to negotiate the curriculum. Noticing students' abilities, especially retaining and utilizing new vocabulary words, shaped how the teachers viewed their effectiveness and motivated them to continue learning.

Savina Zwitter and Valentina Maver (Slovenian Reading Association, Slovenia).

Reading across generations, a successful experience.

Format: Paper

Theme: Inclusive Practices for Diverse Learners

Reference (104)

Keywords: young adult readers, adult readers, intergenerational reading groups

Abstract:

For numerous years, we had been discussing the problem of young readers engaging less and less in reading fiction. Finally, in the school year 2015/2016, we decided to try a new approach to attract young readers into the world of reading fiction at high school Gimnazija Bežigrad in Ljubljana. We decided to connect the school with the local community even better and offer a new activity for our students as part of CAS (creativity, activity, service) in IB curriculum at the same time. We called it reading across generations.

Our reading groups consist of 3 different age groups: students and teachers of Gimnazija Bežigrad and elderly readers from the local community. Students are mostly 2nd or 3rd graders, aged 16 to 18. So each year we have some new students, while the older age groups are more constant. To attract the elderly readers, we contacted the local branch of the City library, and they shared our idea with their members.

The group meets quite regularly, once a month from October to May. It is always very challenging to find a title for the first meeting that is both attractive and challenging for the new members and appealling to all the rest; the first title is always proposed by the teachers. Later we encourage all the members to present their ideas but try to give equal opportunities to all age groups. Discussions are led by students with the goal of developing their social and communiction skills.

William Satchwell (Mary Immaculate College, Ireland).

Translanguaging, Identity and Learner Voice: Exploring the impact of culturally responsive approaches on teaching and learning.

Abstract:

This paper will explore how funds of identity (Esteban-Guitart, 2016) and translanguaging (García, 2017) can be used in the primary classroom to connect with and support culturally and linguistically diverse learners. Through the discussion of students' autobiographical narratives, it attempts to provide a window into their self-understandings and transnational experiences.

The exploration of ethnic, cultural and linguistic diversity in classrooms is a focal point of contemporary scholarly discourse. The ever-changing dynamics of the global context have come to define classrooms (Ortlieb, 2017), and the navigation of languages and literacies within this context has become a focal point for policymakers, researchers, and educators (Ibrahim, 2017). Despite the proliferation of international studies, research which explores diversity in Irish classrooms and promotes pedagogies which connect with students' identities is limited. This qualitative single-case study seeks to address this gap.

The research context is a town which has become increasingly diverse in recent years. An Emergency Reception and Orientation Centre has significantly enriched the town's ethnolinguistic diversity with the arrival of refugees from Syria over a number of years.

Findings presented are part of a doctoral research project examining culturally responsive literacy instruction (Gay, 2018). A multi-method autobiographical approach was used to explore the identities of seven students. Methods included a self-portrait, photovoice and interview (Bagnoli, 2009). Results highlighted the importance of connecting curricula to students' identities to enhance engagement and address the disconnect between school and home. Furthermore, children's written narratives and pictures contribute to a subjective understanding of migration.

Nance Wilson (SUNY Cortland, United States), Thomas Wolsely (American University in Cairo, Egypt), Turan Temur (Anadolu University, Turkey), Linda Smetana (California State University East Bay, United States), Roya Scales (Western Carolina University, United States) and Dana Grisham (California State University East Bay, United States).

A cross national examination of preparing primary teachers to teach writing.

Format: Paper

Theme: Effective Literacy Instruction

Reference (106)

Keywords: Teacher education, Writing instruction, Literacy Education

Abstract:

Writing is the tool by which much communication occurs, yet how we prepare our future teachers to engage in writing instruction is varied and complex. Ensuring effective literacy instruction for our primary students requires that teachers are prepared with the complex pedagogical practices that are necessary for teaching writing. This study reveals how writing instruction is taught to primary (elementary) preservice teachers in the United States, Turkey, and Egypt. In looking at a cross national study of teacher preparation for teaching writing we have learned that though national contexts differ greatly more similarities across the contexts than expected. In all the contexts, instruction in the teaching of writing is not consistent when preparing primary teachers. Regardless of national setting, programs differ as do course requirements and faculty expectations. Similarly in each national context, the writing skills of future teachers are approached in a variety of ways and the expectations differ. Overall, preparation for the teaching of writing varies across contexts despite the fact that both Egypt and Turkey have National Curriculums. In Turkey, the implementation of the national curriculum, differs depending upon the school setting. In Egypt, there is a national curriculum and integrating multiple disciplines to teach language skills; however, there is little teacher professional development to make use of the curriculum. Thus, even though there are national curriculums it appears that similarly to that in the United States writing instruction differs.

Alda Maria Coimbra Aguilar Maciel (Instituto Federal de Educação Ciência e Tecnologia do Rio de Janeiro, Brazil) and Lívia M. da Cunha (Colégio Pedro II, Brazil).

Building visual literacy: a proposal for teaching English in Brazilian Elementary School context.

Format: Paper

Theme: Other

Reference (107)

Keywords: Critical Visual Literacy, English Language learning, Brazilian Elementary School

Abstract:

The number of entries, on Google Scholar, related to "visual literacy", "Brazilian Elementary School" and "English Language" present only forty-four occurrences, which reveal insufficient studies and investment in visual literacy practices for this fundamental stage. This scenario also confirms that there has been little research on visual literacy practices.Therefore, considering this context and the importance of visual literacy during the Elementary School level, this presentation intends to describe a qualitative research and its educational product on visual literacy for this stage.This study is chiefly based on Kress and Leeuwen's Grammar of Visual Design (2006) and Roxane Rojo's theory of multiliteracy (2012), and it is also informed by Brazilian legal documents and the 2030 Agenda (ONU, 2015). Besides, its primary target audience are English teachers and students of the first year of Elementary Public Schools.The resulting pedagogical activity is an educational board game named "Image Analysis Lab" which is designed to build critical visual literacy by using some categories of the Grammar of Visual Design to study possible meanings of film and book images. By means of a questionnaire, it has been validated by English Language teachers from public and private Elementary Schools, who have considered the educational product pertinent and compatible with the proposed purpose.This investigation is justified because discussion and studies on multiliteracy are required for developing reading and comprehension of the world. Moreover, it has brought visual literacy in Brazilian Elementary School to debate to contribute to critical thinking since the dawn of schooling.

Gordon Ade-Ojo (University of Greenwich, England)

Of the new dominant: a preliminary exploration of the dominance of 'IT literacy' in organisational processes.

Format: Paper

Theme: Inclusive Practices for Diverse Learners

Reference (109)

Keywords: Literacy practices, dominance, social practice, IT literacy

Abstract:

This paper takes a preliminary look at an emerging dominant literacy, IT literacy, and its potential impact on some members of the communities within which it is becoming dominant. Drawing on the perception of literacy as social practice, the paper locates organisational processes within institutions as belonging to a specific social practice and explores the pattern of dominance of IT literacy that is beginning to emerge within this practice. Using qualitative methods of interviews and a focus group discussion, the study conducted a preliminary exploration of the views of staff within one organisation on the impact of this new dominant literacy. Some of the emergent views elicit the notions of exclusion, inadequacies, and imposition. The study concludes by suggesting way in which organisations can avoid these negative views by better preparing staff to cope with the 'new dominant'

Janet Maria Cristina (National Literacy Agency, Malta)

Exploring pathways of development in the early writing of bilingual children.

Abstract:

Learning to write is a demanding endeavour for young children and involves the complex orchestration of multiple cognitive and linguistic processes. This presentation will describe research carried out with the purpose of gaining a comprehensive understanding of this variability in early writing. Using a case study methodology, change over time in the writing development of two bilingual literacy learners in the context of an early literacy intervention was examined. This research explored changes in writing behaviour and written texts produced in three different instructional contexts. The children's written products were examined in terms of linguistic accuracy and complexity. In addition, to understand how the participants wrote, they were observed writing with and without teacher support.

Quantitative analysis of the written texts showed that a decrease in quantity was followed by an increase in accuracy. Qualitative analysis revealed that written processes differed for the two children and that a divergence occurred in the way their transcription skills influenced their writing fluency. Co-constructing messages with an adult during literacy intervention led to a development of both children's transcription abilities and to a substantial increase in the quality of the writing that they produced independently.

The interpretations and conclusions made in this study serve to inform educational policy and instructional approaches to support bilingual children in developing a sense of agency in writing and cater for diversity in writing instruction.

Bethanie Pletcher, Marilyn Nicol, Robin Johnson, Tracy Harper and Michele Staples (Texas A&M University - Corpus Christi, United States).

Preservice Teachers' Early Field Experiences with Reading Intervention in a Tutorial Setting.

Format: Poster

Theme: Literacy in the Early Years

Reference (112)

Keywords: preservice teacher education, early reading intervention, field experiences

Abstract:

Islanders Helping the Early Acceleration of Readers Together (IHEART) is a tutorial program for first-grade students who require reading intervention. IHEART provides preservice teachers (PSTs) with opportunities to practice what they are learning in reading courses. Tutors work with three students twice per week at a school. The purpose of this study was to gauge the impact of PST tutors' lessons. A convergent parallel mixed methods design was employed to collect and analyze data in the form of reading assessments (Observation Survey tasks [Clay, 2013]), surveys, and interviews. There was statistically significant growth in the areas of letter identification, phonemic awareness, and strategy use during oral reading. Tutor survey results showed that they reflected on lesson planning, applied what they learned in university courses, valued collaboration with other tutors, and developed their teaching styles. This study has implications for preparing tutors to meet the challenges of providing reading intervention. To create meaningful links between university reading course content and the implementation of reading instruction in an authentic setting, teacher educators should provide more professional learning opportunities for tutors. This includes visiting tutors to observe lessons, providing feedback, and demonstrating instructional strategies. IHEART tutors engage in professional learning that prepares them to enter their field-based courses, clinical experiences, and eventually the teaching profession. This study supports the call that teacher preparation programs should include more and earlier opportunities for TCs to work in an authentic reading intervention setting to allow them to implement pedagogical strategies with students who need reading support.

Bethanie Pletcher, Phyllis Robertson, Marilyn Nicol and Gillian Benedetti (Texas A & M University, Corpus Christi, United States).

A Reading Clinic Evolves: Exploring the Transition to a Virtual Format with Bug-in-Ear Coaching.

Format: Paper

Theme: Effective Literacy Instruction

Reference (114)

Keywords: reading clinic, preservice teacher education, virtual literacy coaching

Abstract:

Preservice teachers (PSTs) gain authentic experience when participating in virtual teaching opportunities as they practice instructional strategies they have learned in courses, although they look different than they would in a face-to-face setting. This session describes the conversion of a face-to-face reading clinic held on a university campus to one implemented fully online. This involved rethinking ways to prepare PSTs to conduct assessments, plan and implement instruction, and monitor progress in a virtual environment. We will provide a description of this model, the logistical and pedagogical decisions made, and lessons learned. The move to a virtual reading clinic also forced instructors to provide virtual coaching. We implemented a pilot study where we explored the use of "bug-in-ear" technology to deliver teaching prompts to preservice teacher (PST) tutors while they listened to children read in a virtual tutoring setting. I joined six virtual tutorial sessions over Zoom using my laptop computer and communicated with the tutor via phone. The coaching occurred during the approximate 10-minute guided reading portion of the lesson. During the child's oral reading of the text, I provided prompts and teaching points for the tutor to try. The tutoring sessions were recorded by the tutor, and I recorded my coaching separately. Other forms of data were a semi-structured focus group interview with the tutors and the primary researcher's field notes. Preliminary analyses reveal that the pilot was successful in terms of technology use and the ways that the tutors learned from the experience.

Eeva-Liisa Kiiskilä and Tiia Oikarinen (Kokkola City, Finland).

Second language learners and inclusive practices in literacy.

Format: Workshop

Theme: Inclusive Practices for Diverse Learners

Reference (116)

Keywords: active participation, literature, second language learning, pedagogical tools

Abstract:

Fluent and versatile literacy skills are one of the key elements of equality in our societies. For this reason, reading and writing competence should also be seen as shared learning process where individuals feeling of belonging and active participation play an important role. How to find the link between pupils' own mother tongue and the second language? How to increase the interest to reading in second language? How to increase learners' active participation in reading and writing processes? What is the link between emotions and literacy?

Tiia Oikarinen (Finnish language and literature teacher & bookstagrammer) and Eeva-Liisa Kiiskilä (Finnish language and literature teacher & peace educator) have developed pedagogical methods and practices on their way trying to find answers to these questions. One of the solutions has been to turn the set-up upside down and support the pupils to become poets, writers and illustrators. In practice this means producing poetry and story books with pupils.

In the workshop:

- Different experiences, pedagogical approaches and some concrete results and materials will be shared and presented (English translations are available).

- The connection between literacy skills and emotions will be pondered together.

- How to use drama to support participatory methods in literacy learning processes will be examined.

- Learning by doing & reflecting together: writing and reading exercises and sharing good practices

Robert Savage (York University, United Kingdom) and Amy Fox (University College London, United Kingdom).

Teaching children to read with phonics plus Set-for-Variability: Evidence from two trials.

Format: Paper

Theme: Effective Literacy Instruction

Reference (117)

Keywords: reading, intervention, strategy, phonics, semantics

Abstract:

We describe a two-arm, randomised control trial intervention for poor readers in grade 1 classes of regular elementary schools in Canada using experimenter-delivered, small-group word reading programs in each trial arm. Universal screening identified 201 poor word readers then allocated to (a) Direct Mapping and Set-for-Variability (DMSfV, where DM taught use of grapheme–phoneme correspondences in authentic text and SFV taught mental flexibility in deploying phonics to all words) or (b) Current or Best-Practices reading programs, for around 10–11 hr distributed over 10 weeks. Students did not differ on baseline literacy attainment, parent-reported demographics, or directly observed regular classroom teaching quality. Results of nested data modelling showed advantages for DMSfV on standardised word reading and spelling tests at posttest and word reading and sentence comprehension at 5-month delayed posttest. Effect sizes indicated valued added of DMSfV across all follow-up measures. Results support the use of small-group preventative literacy interventions teaching DMSFV. We will also briefly consider the results of a second study cluster RCT run in the UK context that has been completed but is still in analysis at this point. Implications for both theory and practice will be considered in detail.

Jefrey Shumba, Tara Scott and Catarina Leitao (Childhood Development Initiative, Ireland).

The impact of the Covid-19 pandemic on early childhood literacy skills for children engaged in the Doodle Den literacy programme .

Abstract:

Literacy is widely acknowledged as the foundation for academic attainment across the curriculum. Children who fall behind in literacy at an early stage are likely to remain behind (Brooks, 2007; Francis et al, 1996; Juel, 1988), with poor outcomes attributed for later social, economic, and academic achievement (Biggart, Sloan & O'Hare, 2014). Doodle Den is an evidence-based after-school literacy programme designed for children in senior infant classes, which is children aged 5 to 6. Its aim is to improve children's outcomes through targeting the following literacy domains: writing, text comprehension, phonics, sight vocabulary, independent reading, and fluency of reading, through a balanced literacy framework.

This study explores the - impact of Covid-19 school closures on the efficacy of a modified version of the programme through evaluating literacy scores of young children engaged in an afterschool literacy intervention.

Data were collected from 124 children who were participating in Doodle Den using pre and post evaluations on four areas: phonics, sight vocabulary, writing skills and social skills.

Findings show a 93% improvement in phonic scores and 98% improvement in sight vocabulary scores. Writing skills were assessed across six items and significant gains were established. The social skills domain indicated an improvement of 90.3% for girls and 88.7% for boys.

This study concludes that the impact of the Covid-19 pandemic through school closures did not negatively affect the efficacy of the modified version of the Doodle Den afterschool literacy intervention.

Finian O Shea (Trinity College Dublin, Ireland) and Máirín Wilson (Dublin City University, Ireland).

The Language of Loss.

Format: Paper

Theme: Inclusive Practices for Diverse Learners

Reference (121)

Keywords: Language, Loss, Children with Intellectual Disabilities

Abstract:

This presentation proposes to reflect on how language empowers children and young people

with an intellectual disability when experiencing grief and loss in their lives. Having

researched and explored the literature in this area, we investigate the communication skills, vocabulary and support needed by these children to identify and name their feelings and experiences of loss.

In this specialised domain, communication makes all the difference. No more than the

literacy required to access any disciplinary area, there is a language of loss. Absence from ongoing conversations and memory recall of a person following, for example, a close

bereavement or family separation, may lead to the child with ID having no access to the

language and narrative around such events.

The language of loss, of grief, of feelings, of remembrance and of support are critical toaffording children with intellectual disability the human dignity that enables inclusion and does not result in their experiencing 'disenfranchised grief' (Doka, 2010).

Carita Kiili and Kristian Kiili (Tampere University, Finland).

Designing Multimedia Learning Material for Credibility Evaluation of Online Texts

Format: Paper

Theme: Digital Literacies

Reference (122)

Keywords: digital literacy, credibility evaluation, multimedia learning, critical reading, instructional design

Abstract:

This presentation introduces multimedia learning material targeted to promote students' credibility evaluation of online texts. The promoted evaluation skills include evaluation of the author's expertise, the authors' intentions, and the quality of evidence. We applied well-established instructional design principles and gamification features when producing the story-driven multimedia learning material. In the beginning, the students join a detective school specialized in credibility evaluation of online texts. Students get their own detective passports and booklets. Two distinctive detectives teach students in the school and motivate students to complete assignments. The main instruction is given in the video format and all hands-on assignments are tied to the videos. The segmenting principle was applied to divide the learning content into user-paced segments that focus on a certain credibility evaluation practice or application of the learned practices. Additionally, we used the signalling principle to highlight the essential content in the videos. The instructors display mainly positive emotions through voice, facial expressions, gestures, and body positioning (positivity principle). The aim of the positive tone is to facilitate students' attention, engagement, and learning as well as increase the credibility of the instructors. Furthermore, the instructors use a conversational speech style to increase students' mental effort to make sense of the learning content. Students can earn badges (stickers) for completing the lessons (segments). Altogether six badges are available that reflect students' progress in the detective school. After completing all assignments, students earn a diploma, and the instructors congratulate students for the completion of the school.

Uta Woiwod (University of Cologne, Germany) and Friederike Siller (University of Applied Sciences Cologne/TH Köln, Germany)

Counteracting inequalities in literacy and digital-literacy learning by means of picture-book apps.

Format: Paper

Theme: Digital Literacies

Reference (123)

Keywords: literacy, digital literacy, reading motivation, picture-book app, media literacy

Abstract:

Proficiency in reading and writing is an essential key to children's digital literacy. This is significant as, for many children all over the world, using digital devices has become a natural habit – often, even before they are able to read and write. Thus, during the first years of school, teachers might have to face a double task: teaching literacy and digital literacy in parallel.

After reading acquisition, literary apps for children can help open up opportunities for struggling readers and trigger reading motivation. Apps suitable for reading practise enable a sustainable experience of narratives and self-directed navigation and discovery; they offer a balanced amount of interaction and immersion to avoid a multimedia information overload. Two examples of interactive apps, which were both adapted from picture books, will be introduced to explore their potentials for reading practise.

William Bintz (Kent State University, United States), Shabnam Moini Chaghervand (Kent State University, United States) and Sara Moore (ORIGO Education, United States)

Using Multicultural Picturebook Biographies to Develop Culturally Relevant Curriculum & Implement Culturally Responsive Pedagogy across the Curriculum for Diverse Learners.

Abstract:

This presentation shares an insightful vignette that describes reader responses to the multicultural picturebook Peace and Me, a collection of minibiographies about famous historical figures who won the Nobel Prize. This picturebook and responses to it, inspired this presentation.

The purpose of this presentation is four-fold. One, it discusses multicultural picturebook biographies as valuable resources to develop culturally relevant curriculum (CRC) for diverse learners. The discussion highlights two important principles of culturally relevant curriculum: a) CRC requires a shift away from traditional/exclusionary to inquiry/inclusionary models of curriculum, b) CRC requires a shift away from a single to a multiple text mentality.

Two, this presentation discusses how K-8 teachers can use CRC with research-based instructional literacy strategies to implement culturally responsive pedagogy (CRP) across the curriculum. This discussion highlights three important principles of CRP: a) CRP requires a recognition the reader preferences of diverse learners, b) CRP requires a recognition of the importance of multicultural literature for diverse learners; c) CRP requires a recognition of the power and potential of multicultural picturebook biographies.

Three, this presentation shares high-quality and award-winning multicultural picturebook biographies across four content areas: English/Language Arts, Social Studies, Science, and Mathematics, as well as professional literature and other online resources on multicultural picturebooks for diverse learners that teachers and teacher educators to develop CRC and CRP across the curriculum.

Four, this presentation invites participants to reflect on the session, share new understandings, wonderings, and questions about using multicultural picturebooks with diverse learners.

Riikka Anttonen (Tampere University, Finland), Carita Kiili (Tampere University, Finland), Eija Räikkönen (University of Jyväskylä, Finland) and Kristian Kiili (Tampere University, Finland).

Sixth graders evaluating the credibility of online texts: The role of self-efficacy.

Format: Paper

Theme: Digital Literacies

Reference (125)

Keywords: Online reading, Self-efficacy, Credibility evaluation, Adolescents

Abstract:

Positive self-efficacy beliefs can support students' reading development, but little is known about its role in online reading contexts. This study examined how students´ self-efficacy beliefs of their abilities to evaluate credibility of online texts were associated with their actual evaluation performance.

Sixth graders (N=265) worked in a web-based environment where they read and evaluated four online texts about sugar effects. Two texts were more credible (popular science text, newspaper article) and two were less credible (blog text, commercial text). Students were asked to evaluate the author's expertise, the author's benevolence, and the quality of evidence with a six-point scale for each text. The evaluations were scored from 0–2 points. Students' self-efficacy was measured during the task. After having read each online text, students were asked to evaluate how well the statement "I believe that I can evaluate the next web page well" describes them with a 7-point scale.

The confirmatory factor analysis showed that students needed two different skills when evaluating online texts: confirming the more credible texts and questioning the less credible texts. The structural equation modeling indicated that the higher students' self-efficacy beliefs were, the better they were able to confirm the credibility of the more credible texts (β=.53; p<.001). In contrast, students' self-efficacy beliefs were not associated with evaluation of the less credible texts in which many students also struggled. The results suggest that the association between self-efficacy and evaluation performance is not straightforward. Pedagogical implications of the results will be discussed in the presentation.

Dominic Wyse (UCL Institute of Education, United Kingdom) and Sue Sing (UCL Institute of Education, United Kingdom).

Grammar for Writing: A RCT and Process Evaluation of Englicious.

Format: Paper

Theme: Effective Literacy Instruction

Reference (126)

Keywords: Grammar, Writing, RCT

Abstract:

Previous research has not found grammar teaching to be an effective way to improve writing apart from an approach called sentence-combining. This paper reports the outcomes of a randomised controlled trial and qualitative process evaluation that evaluated a new approach to teaching English grammar, based on modern linguistic understanding, called Englicious. Englicious lessons were designed to present grammar in a fun way for children and to connect learning about grammatical terms with practise at narrative writing. The study was the first worldwide to use a RCT to examine grammar and writing for such young children.

Pupils age six and age seven (Year 2) in 70 schools were randomly allocated to either the Englicious intervention group of schools or to the control group of schools. Ultimately, test data from 1246 pupils were analysed. The primary, or main, test measure used to evaluate the impact of Englicious was a test of pupils' narrative writing. The secondary test measure was a sentence generation test.

A qualitative implementation and process evaluation was carried out using a questionnaire surveys of all teachers, and visits to a selection of 12 case study teachers, six teachers in control schools and six in intervention schools. These visits to schools included interviews and observations of grammar lessons.

The results show that there was only a very small positive impact on pupils' narrative writing. There was a larger effect on pupils' generation of sentences. Neither of the effects were statistically significant. Conclusions about how to help pupils' writing are offered.

Milevica Bojovic (University of Kragujevac, Serbia)

Background knowledge as a foreign language reading strategy in biotechnology engineering education.

Format: Paper

Theme: Other

Reference (127)

Keywords: background knowledge, biotechnology, printed text, online, reading, strategy

Abstract:

In higher education setting reading is, beside writing, mathematics, communication, analytical and critical thinking, and computer skills, a basic academic competency for most foreign language students. Background knowledge is conceptual knowledge, providing a conceptual framework for interacting with the world or the whole of a person's knowledge including explicit and tacit knowledge, metacognitive and conceptual knowledge. In reading contexts, background knowledge is the knowledge readers bring to the reading situation, either reading online or reading a printed text. The aim of the study is to determine how frequently the undergraduate biotechnology students and experts use background knowledge as a foreign language reading strategy when reading online and printed texts, and whether there are differences between these two groups of respondents in their perceived use of background knowledge. The instruments involved the questionnaire measuring the use of background knowledge and authentic foreign language texts. Data gathered so far have shown that background knowledge was used frequently for better understanding of the text; there were no statistically significant differences between the students and the experts regarding its use.

Ariana-Stanca Vacaretu (Asociatia Lectura si Scrierea pentru Dezvoltarea Gandirii Critice Romania) and Maria Kovacs (Asociatia Lectura si Scrierea pentru Dezvoltarea Gandirii Critice Romania).

The GROWE model of developing disciplinary literacy and social-emotional skills.

Abstract:

A lot is expected of today's school in terms of equipping secondary students with competences for lifelong learning. In the lifelong learning paradigm, when youth leave school, they should have the skills to develop further, independently, using a vast diversity of sources, and making good judgments about which source to trust and which to dismiss. This is essentially impossible in the absence of very good literacy skills and a favorable attitude towards learning and a positive self-image as a learner.

Schools in Romania seem overwhelmed in their attempt to keep up with curricular changes, and secondary school teachers still have not fully come to terms with the competence-based curriculum. A reasonable way to introduce new elements and encourage new approaches to teaching has to fit in with the disciplinary approach and the teachers' initial training: they are prepared to teach a discipline rather than develop competences in the broader sense, and every additional expectation is perceived as a burden especially in the challenging context of teaching and learning amidst the COVID-19 pandemic.

Therefore, the GROWE model proposes to integrate disciplinary literacy skills development and social-emotional learning for secondary school students, relying on the use of high-quality authentic texts (i.e. not school textbooks) from contemporary sources.

Our paper will present the GROWE model, its development and testing of the training course for teachers within the GROWE (Getting Readers On the Wavelength of Emotions) Erasmus+ project.

Ariana-Stanca Vacaretu (Asociatia Lectura si Scrierea pentru Dezvoltarea Gandirii Critice Romania) and Maria Kovacs (Asociatia Lectura si Scrierea pentru Dezvoltarea Gandirii Critice Romania)

Resources for and from Making the Most of the Magic of Reading.

Format: Paper

Theme: Literacy in the Early Years

Reference (129)

Keywords: reading aloud, reading for pleasure, young readers, toolkit for ECEC professionals, toolkit for parents

Abstract:

It is never too early to start nurturing readers! The connection between a good start and the chances of acquiring good reading skills as well as the pleasure of encounters with good literature is amply documented.

In the Romanian context, reading aloud with young children is not a widespread practice, especially in disadvantaged environments. Moreover, contemporary children's books are little known to ECEC professionals. Though the book market has developed a lot lately, nurseries and kindergartens have not managed to get acquainted with these books, or the reading aloud practices that young children find attractive.

Our paper presents the outputs of Making the Most of the Magic of Reading (3MR) Erasmus+ project. One set of resources was developed for ECEC professionals: a training programme (including an online version) and a toolkit sharing the major ideas of the 3MR approach and practical tips for ECEC teachers and other professionals who read with children. The other toolkit provides guidance for parents and carers to encourage reading aloud with their young children, to nurture the love of reading, and overall give their children an excellent start in their literacy journey.

Rachel Slaughter, Katy Oh and Erica Snowden (Friends' Central School, United States).

Book Banning Canceled: Using Multicultural Literature and Critical Literacy to Honor Inclusive Practices in Literacy for Diverse Learners.

Format: Workshop

Theme: Inclusive Practices for Diverse Learners

Reference (130)

Keywords: critical literacy, diverse learners, Inclusive practices

Abstract:

Every month, there is a call to ban a book. In 2020, a California parent demanded the ban of five novels including John Steinbeck's "Of Mice and Men." A Virginia school district demanded books be banned and burned! This uproar about books can create bad press for a school which can be easily avoided. With the proper training, school stakeholders can learn the proper way to choose books that fit a school's curriculum, motto, and mission. The first step in this direction is to increase the multicultural literature in schools which teachers can use to reflect and honor the ever-increasing diverse student population in schools while promoting critical literacy. Consider this: There is a dearth of multicultural literature in schools since few schools offer a curriculum that promotes multicultural education. However, by the year 2050, ethnic minority children will make up the majority of the United States public school classrooms. Multicultural literature is the genre which reflects our nation's diversity and helps all students learn by promoting racial awareness. Using relevant research, the presenters will show educators how to find and evaluate multicultural books that are suitable for the classroom and align with the standard American curriculum. The presentation includes a peer-reviewed metric that helps substitute biased books with multicultural literature that endorse the same themes, lesson plans, a curated book list of multicultural books, and a stepwise plan on how to create a task force of school stakeholders who can honor Inclusive Practices in Literacy for Diverse Learners.

Rachael Levy, Sam Duncan, Sinéad Harmey, and Sue Bodman (UCL Institute of Education, United Kingdom)

Reading aloud in diverse contexts: challenging accepted notions of a 'rich literacy environment'.

Format: Symposium

Theme: Literacy Environments

Reference (131)

Keywords: Critical Visual Literacy, English Language learning, Brazilian Elementary School

Abstract:

This symposium presents findings from three studies which together demonstrate how reading aloud occurs within a variety of contexts and is driven by different motivations and purposes. By focusing on this diversity, we challenge dominant constructions of the term 'literacy environment', arguing that there is a need for schools to reconsider how literacy environments are conceptualised and valued. Levy begins by presenting findings from the ESRC funded Shared Reading Project, which sought to understand how diverse families used shared reading to fulfil a variety of family goals. Levy demonstrates how factors such as 'enjoyment' were critical to the process of reading aloud, showing how shared reading was unlikely to take place for some, if it was not enjoyable for parent and child. Duncan retains an emphasis on how reading aloud is embedded in aspects of everyday life, by moving the focus to adult reading aloud practices. In presenting findings from the AHRC-funded research project Reading Aloud in Britain Today, Duncan demonstrates the diversity of oral reading practices that adults take part in (on- and offline), and presents the 'what, where, how and why' of such practices. In the final presentation, Harmey and Bodman bring our attention back to the school context, showing how Reading Recovery teachers worked with specific children and their families, within the home context during the Covid-19 pandemic. Given the blurring of the boundaries between home and school during this time, Harmey and Bodman show how reading aloud facilitated connections between home and school during the pandemic.

Tara Concannon-Gibney (Dublin City University) and Geraldine Magennis (St Mary's, Belfast).

An Exploration of the Use of Children's Literature in the Teaching of Early Reading (EuCLER).

Format: Paper

Theme: Literacy in the Early Years

Reference (132)

Keywords: children's literature, early reading, teacher education

Abstract:

This paper will focus on a recent SCoTENS (Standing Conference of Teacher Education in the North and South of Ireland) collaborative project that related to the presence of children's literature within educational policy in both the Republic of Ireland and Northern Ireland. In particular, it focused on the place, profile and prevalence given to children's literature as a key component in the teaching of reading in the early years (0-8 years). It also explored the potential of rich and varied children's literature to promote deep and meaningful literacy learning.

The project began with some desk research that focused on curricular policy and recent research related to the use of children's literature in the teaching of early reading within a balanced literacy framework in both the north and south of Ireland. The aim of this desk research was to identify gaps in current policy and practice with a view to developing a teacher education conference that might seek to address these concerns. The teacher education conference was held in September 2021 and was followed up with a survey that was completed by attendees that invited them to share their experiences using children's literature in the teaching of early reading and also the new learnings that they may have gleaned from participation at the conference.

This presentation will outline some of the key findings in the desk based research that was conducted. It will also share the data from the survey completed by the conference attendees.

Rachael Levy (UCL, United Kingdom).

"No-one would sleep if we didn't have books"; Understanding shared reading practices in families.

Format: Paper

Theme: Literacy in the Early Years

Reference (133)

Keywords: Shared reading, Family, Homes

Abstract:

We know that shared reading activity in the home supports young children's language development, however it is also recognised that not all families read with their children and that interventions to promote shared reading are often unsuccessful. In this presentation I argue that what is missing from many reading interventions is an understanding of what families already do and how shared reading activity fits within the construct of everyday family life. This has emphasised a need to explore what currently happens in homes and understand what motivates or prevents parents from reading with their children. Drawing on a recent ESRC-funded study into shared reading practices with 29 families in two English cities, this presentation demonstrates how for many families, shared reading is already a part of 'doing family'. However, for some families, and perhaps particularly those from low socio-economic groups, there is a need for certain conditions to be met if shared reading practices are to be maintained or, in some cases, occur at all. In this presentation I argue that to support more families in reading regularly with their children, there is a need to firstly understand how different families use shared reading activity within their own individual and everyday family lives. I demonstrate how this understanding has led to a new definition of the term 'shared reading' that is characterised by the concepts of 'Time', 'Text', 'Talk' and 'Togetherness' (The Four T's).

Shelley Martin-Young (Oklahoma State University, United States).

Beyond Mirrors, Windows, and Sliding Glass Doors.

Format: Round Table

Theme: Inclusive Practices for Diverse Learne3rs

Reference (135)

Keywords: multicultural, literature, diverse books

Abstract:

Rudine Sims Bishop (1990), often known as the founder of multicultural literature, developed the metaphors of mirrors, windows, and sliding glass doors when describing the books that all children need to experience. Books that are mirrors offer students a view of characters that are like them. Windows offer students a view of characters that are different from them whether that be in culture, race, socioeconomic status, gender, dis/ability, or religion. Books that are sliding glass doors allow students to step into the lives of characters and build empathy for someone different or encourage students to take action in different situations. In the thirty years since Bishop coined "mirrors, windows, and sliding glass doors," other researchers have expanded on her metaphors. In this round table, I examine Bishop's metaphors along with Debbie Reese's curtains on the windows, Grace Enriquez's foggy mirrors, tiny windows, and heavy doors, and Botelho's broken windows and locked doors. I also share the implications for multicultural literature in classrooms as well as a list of diverse books perfect for any grade level.

Christian Dumais (Université du Québec à Trois-Rivières, Canada), Raymond Nolin (Université du Québec en Abitibi-Témiscamingue, Canada), Emanuelle Soucy (Université du Québec en Abitibi-Témiscamingue, Canada), Krasimira Marinova (Université du Québec en Abitibi-Témiscamingue, Canada) and Nancy Granger (Université de Sherbrooke, Canada).

Le développement professionnel des enseignants, un levier puissant pour rehausser les compétences en littératie des apprenants.

Abstract:

En 2014, le Conseil supérieur de l'Éducation du Québec, au Canada, mentionnait qu'il est attendu de la part des enseignants en exercice qu'ils s'inscrivent dans une démarche de développement professionnel (CSE, 2014). Ce dernier se définit comme « un processus par lequel, individuellement et collectivement, les enseignants révisent, renouvellent et augmentent leur engagement en tant qu'agents de changement, aux fins morales de l'éducation » (Day, 1999, traduit librement dans Brodeur, Deaudelin, et Bru, 2005, p. 6). Comme le développement professionnel permet aux enseignants d'améliorer et de se sentir plus à l'aise dans leur pratique, il aurait des répercussions positives sur la qualité de l'enseignement et sur le développement du potentiel des élèves (Mukamurera, 2014; Uwamariya et Mukamurera, 2005). Ainsi, le développement professionnel des enseignants contribuerait à l'évolution du système éducatif (Mukamurera, 2014). Toutefois, pour un développement professionnel optimal, notamment en ce qui concerne le développement des compétences en littératie, il est impératif que les enseignants tiennent compte des problématiques et des besoins du milieu dans lequel ils évoluent dans la conception de leur plan de développement professionnel. Ainsi, pour identifier les besoins du milieu, certains enseignants, de façon individuelle ou collective, font appel à des chercheurs (Dumais et Soucy, 2020). Cela permet l'arrimage entre les connaissances issues de la pratique et celles issues de la recherche. Ce symposium propose quatre communications qui mettront de l'avant différents besoins d'enseignants québécois qui s'engagent dans une démarche de développement professionnel en lien avec le développement des compétences en littératie des élèves.

Kamila Urban (Institute for Research in Social Communication, Slovak Academy of Sciences in Bratislava, Slovakia), Oľga Zápotočná (Institute for Research in Social Communication, Slovak Academy of Sciences), Zuzana Petrová (Department of School Education, Faculty of Education, Trnava University, Slovakia) and Marek Urban (Department of Psychology and Life Sciences, Faculty of Humanities, Charles University, Czechia).

How confident are preschoolers about their comprehension monitoring?

Format: Paper

Theme: Literacy in the Early Years

Reference (137)

Keywords: comprehension monitoring, inconsistent texts, confidence judgments, metacognition, preschool children

Abstract:

Comprehension monitoring is an important predictor of effective reading comprehension. Efficient readers are able to detect internal inconsistencies within the text and judge whether the text is meaningful. It was previously found that elementary school children have difficulties reporting an inconsistency correctly. The main aim of the present study was to replicate the findings with preschool children and then to find out if preschoolers exhibit different levels of certainty while listening to consistent and inconsistent texts. A total of 120 preschoolers (aged from 5 to 6-years old) had to detect whether the last sentence of a short paragraph is consistent or inconsistent with the information or narrative situation described in the previous sentences. Furthermore, the children indicated how certain they were about the correctness of their answer on a 5-point scale. The results revealed that preschoolers were better able to detect consistencies than inconsistencies (Cohen's d = .35). However, they were less sure that their answers were correct for inconsistent texts than for consistent ones (d = .71), with a higher level of overestimation of inconsistencies than for consistencies (d = .36). Our findings suggest that even preschoolers exhibit metacognitive awareness, as indicated by their lower certainty in inconsistent texts.

Petra Potočnik (Društvo Bralna značka Slovenije - ZPMS (Slovenian Reading Badge Society, Slovenia)

Online Environment of The Reading Badge – New Trends and Tendencies.

Abstract:

The Reading Badge is both the name and the "trademark" of a cultural and educational movement developing reading habits and reading culture among Slovenian youth.

Last school year, when our movement celebrated its 60th anniversary, we encountered considerable challenges due to Covid-19. But we accepted the pandemic as an opportunity for new development and the design of fresh ways of interaction and activities to promote reading among young readers (and adults). We gathered information on reading, pointed out sources of e-books, prepared various reading lists, reading videos, conversations about books, and kept in touch with mentors via e-mail and website. We upgraded the platform Recommendation Room for recommending great books so that different groups of readers can evaluate and comment on books they read. We organized online visits of authors, online seminars, symposiums, Reading Tea Parties and the Intergenerational Reading project. We carried out the first Reading Badge Festival – online meetings with prominent authors of Slovenian youth literature with 33,000 attendees(!). We joined forces with Slovenian MEGA Quiz (an online tool), run by Pionirska - The Centre for Youth Literature and Librarianship.

We will soon add a tab on our website, where information about Slovenian youth literature, reading culture and their promotion, interesting for international public, will be collected.

Even though we miss live meetings, the new situation has enabled us to widen our network of readers and expand our outreach for sharing our incentives. These should be partially maintained in the future and expediently combined with live events.

Claire Dunne (Marino Institute of Education, Dublin, Ireland) and Sylvaine Ní Aogáin (Mary Immaculate College, Limerick, Ireland).

The inclusive teaching of a second language: The case of Gaeilge in Ireland.

Format: Paper

Theme: Inclusive Practices for Diverse Learners

Reference (139)

Keywords: Second language acquisition / development, Minority language education, Inclusive teaching and learning practices, Universal Design for Learning Framework

Abstract:

International and national policies such as the United Nations Sustainable Development Goals (UN, 2020) and United Nations Convention of the Rights of the Child (UN, 1989), highlight the essential need for countries to provide inclusive education for all students (Flood & Banks, 2021). The Primary School Curriculum in Ireland highlights that every child has the right to access education appropriate to his/her interests, strengths, abilities and needs (Education Act, 1988; EPSEN Act, 2004). Although there has traditionally been an emphasis on differentiation to meet the diverse needs of children (Flood & Banks, 2021), there appears to be a more recent focus on Universal Design for Learning (UDL), which insists lesson planning to include all children, with appropriate learning experiences and outcomes for all, from the outset. While research in the field of inclusive Irish language teaching and learning methodologies remains sparce, it appears appropriate to suggest that teachers require support in implementing inclusive and engaging practices through Irish (Dunne, 2020).The current study focuses on identifying such pedagogical approaches, guided by the UDL framework, to include all children in the teaching and learning of Irish, a minority language and L2 for the majority of children in Irish primary schools. This paper aims to report on the initial qualitative findings of focus group interviews with teachers and principals in primary schools in Ireland, in addition to parents of children in Irish primary schools. Data were also gathered from other minority language teachers internationally through semi-structured interviews which will also be explored.

Sunita Mayor (West Chester University of Pennsylvania, United States)

Critical Writing: Rethinking writing workshop for teacher candidates

Format: Round Table

Theme: Inclusive Practices for Diverse Learners

Reference (140)

Keywords: Funds of Knowledge, Critical Writing, Writing workshop

Abstract:

The roundtable will share the results of a practitioner inquiry (Cochran-Smith & Lytle, 2009) in which the teacher educator set out to revise the curriculum in a course on writing pedagogy to provoke several shifts in perspectives among the preservice and in-service teacher candidates. First, for teacher candidates to shift from viewing literacy (writing) as apolitical to a view of literacy (writing) as sociopolitical action (Christensen, 2000; Freire, 1987; Kamler, 2001; Royster, 2000). Second, for teacher candidates to shift from thinking of instruction in writing as a technical activity to seeing the teaching of writing as intellectual and cultural work (Giroux, 1992; Heffernan and Lewison, 2000; Cochran-Smith & Lytle, 2009). Third, for teacher candidates to make shifts in their conception of teachers as consumers or 'implementers' of curriculum to designers and creators of curriculum that is based on knowledge of students (e.g., Sleeter, 2005; Street, 2005; Ballenger, 1998). Last, teacher candidates to see themselves as advocates and change-agents in their roles as writing teachers, literacy coaches, and literacy leaders and explore the potential for these roles in terms of creating more equitable and culturally responsive learning conditions for students.

The purpose of the discussion is pedagogical and involves the enhancement of preservice and in-service teachers' commitment to the praxis of critical writing in K-12 classrooms. Specifically, it will add to our understanding of how faculty might better prepare and support future teachers in implementing critical writing in K-12 classrooms

Meagan Hoff (Collin College, United States)

Connected Learning: Supporting the Academic Literacy Development of Refugee-Background College Students

Format: Paper

Theme: Inclusive Practices for Diverse Learners

Reference (141)

Keywords: Refugee, Academic literacy, Postsecondary learning, Case Study

Abstract:

Globally, only 3% of refugees are enrolled in some form of higher education which is well below the global average. Barriers to higher education are numerous and include conflicting priorities, language barriers, and restrictive resettlement policies. In response, connected learning programs have grown in popularity internationally as a means of providing low-cost, high-quality higher education in refugee contexts. This presentation will draw on data from a multiple case study to examine how a connected learning format that pairs online competency-based education with academic coaching supported the academic literacy development of refugee-background students at the college level. Findings showed that academic coaching and community building were integral support systems that created opportunities for literacy acquisition through apprenticeship. The competency-based format made the college program more inclusive by providing both temporal and discursive flexibility. Students had the time they needed to grapple with new ways of knowing and new language and literacy expectations. As a result, the connected learning program allowed for students to border-cross, applying their previous knowledge to new tasks in inventive and agentive ways. Participants questioned and sometimes resisted restrictive and often tacit literacy boundaries. This presentation will highlight the perceived benefits of the connected learning model as well as the potential challenges. The connected learning design can provide insights into how universities and colleges can make online literacy learning more personalized and accessible, particularly for students from refugee backgrounds.

Meagan Hoff (Collin College, United States)

Border Crossing: Strategic Literacy Practices of Refugee-Background Students.

Format: Paper

Theme: Inclusive Practices for Diverse Learners

Reference (142)

Keywords: Refugees, Sociocultural literacy, Postsecondary, Global Meaning Making, Cultural and linguistic diversity

Abstract:

At the beginning of 2020, there were over 20 million refugees worldwide. Refugees are defined by forced migration, but this label focuses on their past when many want to look toward the future. Indeed, refugees with postsecondary credentials are better positioned to contribute to building peace and stability, are more self-sufficient, and are better able to contribute to the local economy wherever they settle. Yet, college opportunities remain scarce. This study investigated the ways that refugee-background students navigated postsecondary literacy expectations using Tierney's Model of Global Meaning Making. Finding revealed that participants drew on a number of resources to navigate the academic expectations of the program. Their flexibility and ingenuity revealed metacognitive awareness of the program and project structures which past research has indicated is important in college. Yet, participants struggled to interpret and address literacy expectations. This presentation highlights the ways that feedback and expectations are interpreted and responded to by students who are culturally and linguistically diverse. In doing so, we frame literacy as strategic rather than passive. A greater understanding of these literacy practices will expand the current knowledge base of transitional literacies in academic spaces, especially for linguistically and culturally diverse students. The findings from this study can help us problematize the literacy practices often associated with college readiness. By highlighting how students interpret and respond to literacy expectations, practitioners can learn to interpret the practices of students as strategies rather than deficits.

Jody Polleck (Hunter College--City University of New York (CUNY), United States).

Using Adolescent Literature with Culturally and Linguistically Diverse Youth to Confront Injustice, Inspire Advocacy, and Develop Literacies.

Format: Paper

Theme: Inclusive Practices for Diverse Learners

Reference (145)

Keywords: Adolescent literature, Advocacy, Literacy

Abstract:

James Baldwin once said, "You write to change the world." For centuries, authors have written to move audiences—to help them reflect on injustices and to make them aware of critical issues—with the ultimate goal of inspiring change. In a world where culturally and linguistically diverse students face racialized oppressions, educators have a responsibility to address and confront discrimination in order to empower students to resist oppressive systems and behaviors. Dr. Polleck will explore how teachers can use adolescent literature to help students discuss and confront various injustices while also developing their literacies. Using a model of one young adult text, All American Boys (Reynolds & Kiely, 2015), she will share how she used this book to raise awareness and resistance. Using tenets of Critical Race English Education (Baker-Bell, Butler, & Johnson, 2017), Dr. Polleck will provide an overview of the unit plan used for the novel, offering a range of pedagogical tools and strategies that helped students to critically analyze the themes within the text, including injustice, racial oppression, and advocacy. Student voices will be the forefront of the presentation, with Dr. Polleck sharing specific examples for how students responded to the text and each other. Dr. Polleck will also provide an overview of student data, including observational field notes, students' reading journals and personal narratives, and transcripts of their conversations.

Jody Polleck (Hunter College--City University of New York (CUNY), United States) and Anderson Smith (Teachers College, Columbia University, United States).

Harnessing the Power of Digital Book Clubs to Build Community, Develop Literacies, and Enhance Social Justice Engagements.

Format: Workshop

Theme: Digital Literacies

Reference (146)

Keywords: Technology, Reading, Community-building, Social justice

Abstract:

According to the Bureau of Labor Statistics (2019), adolescents ages 15-24 spend on average seven minutes per day reading for enjoyment. Yet, they engage with media and digital literacies for over three hours for leisure per day. Further, a Pew study (2021) found that 85% of teens use YouTube, 72% Instagram, 69% Snapchat, and 51% Facebook. Pew's research also discovered that 95% of youth have access to smartphones while 88% to a desk or laptop, with 45% saying they were online "almost constantly". Given these statistics, as educators, we must consider robust pedagogical methods that bring together students' interests and their digital knowledge to bridge the divides between home and school. In this workshop, Drs. Polleck and Smith will share research and practical ways educators can use digital book clubs in their classrooms and community spaces to engage culturally, linguistically, and neurologically diverse readers. Drawing on culturally sustaining pedagogical theories and bibliotherapy, the presenters will provide research that supports these kinds of innovative and humanizing spaces to build community, enhance literacies, and deepen readers' involvement in social justice engagements. The presenters will share their scholarship and specific practical activities that educators can use to conduct digital book clubs with diverse communities in both synchronous and asynchronous forums (Polleck & Smith, 2021). This workshop will be interactive, and participants will have multiple opportunities to read diverse texts, engage with technology, and apply their learnings to their own classroom spaces.

Char Moffit (California State University, Chico, United States), Claudia Bertolone-Smith (California State University, Chico, United States) and Erica Colmenares (California State University, San Jose, United States)

Integrating Literacy and Science with Insects through Inquiry, Ecological Justice, and Citizen Science.

Abstract:

In this workshop, participants will learn through hands-on experiences about a grant funded research project in which inservice and pre-service elementary school teachers learned about integrating science and literacy through student-centered instruction about Insects through inquiry, ecological justice, and citizen science. The inquiry part of this project involved students getting to observe insects in their classrooms and go through the Concept Oriented Reading Instruction (CORI) process: 1. Observe and personalize: Students observe the insects and come up with questions that they want the answers to about the insects; 2. Search and retrieve: Find the answers to their questions about insects in books and on the internet; 3. Comprehend and integrate: Students work together to combine their new knowledge about insects and create something to share their knowledge (puppet show, play, short video, a book, etc.); and 4. Communicate to others: students share their new knowledge with others. The ecological justice part of this project started with two picture books, Butterflies Belong Here and What if There Were No Bees. After introducing their students to these books and the idea of ecological justice, the teachers at the rural school worked with their students to create a pollinator garden and Monarch butterfly way station. The citizen science part of this project involved having their students assist real scientists with projects. Participants in this workshop will learn about all the parts of this research project through hands-on experiences. In addition, the participants will learn about the research findings and benefits of this project.

Annette Kiberu (Reading Association of Uganda)

The untold story of a timetabled library lesson.

Abstract:

Does reading for pleasure make meaning as per literacy in action! I believe everybody who reads the above question has a different answer depending on their community. In Uganda, it is believed that a primary 6 pupil cannot read a text for primary 2. (UWEZO report 2014). This is highly attributed to the fact that we lack the idea of reading for pleasure – non existence of the reading culture. Our children read for examination and that is mostly text books. This has affected their performance greatly and the country's development as well.

The few adults that read have no obligation to, therefore only read when they must.

Literacy is a bone marrow in the development of a nation. Teachers, parents and especially the school librarians should spearhead the promotion of reading for pleasure. A reading habit puts literacy in action through various ways; reading a story about mangoes which is one of the favourite fruits in Uganda and boosts the children's understanding of a science lesson about plants.

This paper will tackle the everyday purposeful activities in the school library that will entice the children to develop a reading habit and enjoy the library. It's benefits, challenges and way forward.

A big percentage of parents are illiterate and therefore cannot help the children well as those that would, lack resources hence the inability to support this noble cause.

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Yina Liu and Jing Jin (University of Alberta, Canada)

Teaching in the Post-Pandemic Transition: Stories of Two Researchers/Chinese Language Teachers in a Chinese Complementary School in Canada.

Format: Paper

Theme: Inclusive Practices for Diverse Learners

Reference (150)

Keywords: Chinese complementary schools, pedagogical strategies, multiliteracies

Abstract:

Learning Mandarin Chinese as a heritage or additional language at Chinese complementary schools has been a long tradition for many Asian Canadians across Canada. A few studies have explored Asian immigrants' Chinese learning at complementary schools in Canada (Du, 2014; Mizuta, 2017), however, there is a gap in looking at complementary school teachers' experiences and perceptions in the Canadian setting. More importantly, the pandemic has brought both challenges and opportunities to Chinese complementary schools teachers.

In this paper, two researchers who are also Chinese language teachers engage in autobiographical narrative inquiry (Clandinin & Connelly, 2000), a methodology that asks the researchers to self-face their earlier landscapes, times, places, experiences, and relationships, regarding their teaching practices in early elementary level Chinese language classes. In personal, educational, and academic settings, they tell and retell their storied experiences of teaching Chinese in both the physical and virtual spaces. More specifically, drawing on multiliteracies (Kalantzis & Cope, 2012), they acknowledge literacy as multimodal and contains multiple social discourses (including multiple languages and multiple discourses in one language). With the lens of multiliteracies, they will inquire about their past and current literacy teaching practices and envision teaching complementary Chinese classes in the post-pandemic transition.

This paper will shed light on pedagogical practices in Chinese complementary schools in Canada, especially for the post pandemic era. To better understand culturally and linguistically diverse children's biliteracy learning, this presentation will provide insights to help mainstream classroom teachers and policy makers to better understand minority children's after-class literacy development.

Conor Harrison (NUI Maynooth, Ireland) and Mairin Wilson (Federation of European Literacy Associations, Ireland)

Reading the World: Views of Professional Masters' students on the role of literacy in society today.

Format: Poster

Theme: Effective Literacy Instruction

Reference (151)

Keywords: reading the world, literacy, inclusion, citizenship

Abstract:

Education must ensure that today's learners have the means to both participate in, and shape, a more inclusive, just, society. We assert that the often-used phrase 'Knowledge is power' might also be accurately stated in the form of 'Literacy is power'.

Back in 1992, Barber (p128) noted that citizens needed to acquire '…the literacy required to live in a civil society, the competence to participate in democratic communities, the ability to think critically and act deliberately in a pluralist world…'. Where are we in meeting this challenge in 2021?

Being literate today, is about having the language, reading, writing, social conceptual understanding, and digital literacy skills that open the door to inclusion. Without these skills, citizens (young and old) are disempowered and disenfranchised; they must remain as an outsider.

Our poster presentation considers the challenge areas for educators wishing to deliver effective literacy instruction and it presents the views of Professional Masters in Education students - in initial teacher education - on the topic.

Sonya Armstrong (Texas State University, United States), Norman Stahl (Northern Illinois University, United States) and James King (University of South Florida, United States)

Questioning "College-Ready" for Reading: A Literacy Curriculum Audit.

Abstract:

The proposed session will describe a literacy curriculum audit for colleges. The purpose of the audit is to determine how best to support students' transitions to and progress with college-level literacy practices and expectations, whether they are pursuing traditional general education programming or a career technical education track. This model was inspired by and builds upon the foundational work on "Reality Checks" (Burrell et al., 1997; Simpson, 1993, 1996). The present model has been utilized in research in several U.S. community (two-year) colleges (Author, 2015a, 2015b, 2016, 2017, 2018, 2019, 2020a, 2020b 2021). It is a systematized method to determine what it means to be college-text ready based on the literacy demands, practices, and expectations in introductory-level college courses.

The audit is driven by the following questions:

1a. What are the text-expectations, including text types, tasks, and goals?

o In introductory general education (GE) courses (e.g., history, biology, psychology)?

o In introductory career technical education (CTE) courses (e.g., welding, nursing)?

1b. How do these text-expectations align between target course offerings (introductory GE/CTE courses) and any literacy supports available at the institution?

2. What constitutes college-level text-readiness for entry into introductory GE/CTE courses at this institution?

Establishing a comprehensive culture of reading, across all courses and campus siloes, especially one that shifts the focus from "remediation" to authentic preparation for postsecondary success (and beyond), begins with having a conception of college reading readiness at the local institutional level. This audit model can inform such a conception.

Yina Liu (University of Alberta, Canadaa)

New Immigrant Parents' Perspectives towards Children's Digital Usage at Home in the Canadian Context.

Abstract:

Contemporary childhood exists in a rapidly changing literacy context in the digital age, where digital devices and technology are progressively used at home. Being literate in both physical and virtual contexts is increasingly important. Digital literacy can be conceived as the literacy practices undertaken across multi-media, as children access, use, analyse, produce, and share digital texts and artefacts (Sefton-Green et al., 2016). Parents' attitudes and beliefs can affect children's literacy practices in terms of what devices or practices they may have access to, as well as influencing children's cultural identities (Li, 2006). Unfortunately, many new immigrant parents in Canada indicate that they do not support their children using digital devices at home and some parents believe that technologies take away from their children's academic learning (Downes et al., 2020). Consequently, we need to provide deeper insights about new immigrant parents' perspectives of their children's technology usage at home (Gallagher et al., 2019), especially in our current pandemic situation where we see increasing emphasis and opportunities in remote learning.

Adopting case study (Stake, 2003) as a methodology, I use online qualitative surveys (Terry & Braun, 2017) as a primary research tool to investigate perspectives of parents of new immigrant children who are in K – grade three in western Canada, regarding their children's digital usage at home. The data is systematically analyzed and interpreted through the Green's 3D literacy model.

This study will contribute knowledge to support parent engagement in children's multiple literacies acquisition, regarding collaboration between school and family.

Ioannis Grigorakis (University of Crete, Department of Preschool Education, Greece) and George Manolitsis (University of Crete, Department of Preschool Education, Greece)

How early morphological awareness skills differentiate children with later reading comprehension difficulties in grade 2.

Format: Paper

Theme: Literacy in the Early Years

Reference (154)

Keywords: reading comprehension difficulties, early morphological awareness skills, kindergarten

Abstract:

This retrospective longitudinal study examined the early morphological awareness skills of Greek-speaking children with poor reading comprehension identified at the end of grade 2. The sample consisted of 37 poor and 40 good comprehenders. The poor comprehenders were selected from 215 children (7-8 years old) using a cut-off-based approach. In kindergarten all the participants completed five oral experimental tasks assessing awareness of inflectional and derivational morphology both at the word level (word analogy) and in the context of a sentence (production of inflected forms, manipulation of derived forms, and production of inflected or derived forms in pseudowords). Syntactic awareness, phonological awareness, and expressive vocabulary were also assessed at kindergarten. Furthermore, word reading and reading comprehension were measured at the end of grade 2. Results showed that the two groups differed only in the performance on tasks assessing inflectional and derivational morphological awareness in the context of a sentence when either expressive vocabulary or syntactic awareness were controlled for. Overall, our findings suggest that children with poor reading comprehensionin, in a language with orthographic consistency and rich morphology, face difficulties in vocabulary, syntactic awareness and morphological awareness even when assessed as early as in kindergarten. However, poor comprehenders' difficulties in morphological awareness demonstrated only in the manipulation of the inflectional and derivational morphological structure within a sentence, but not in a word level. Although further research is required, these findings increase our chances to identify children at-risk for reading comprehension difficulties and speak to the importance of instruction in morphological awareness.

Daria Khanolainen, Tuire Koponen, Kenneth Eklund, Georgia Gerike, Marja-Kristiina Lerkkanen and Minna Torppa (University of Jyväskylä, Finland)

How do single and co-occurring difficulties in reading and arithmetic fluency develop across Grades 1–9, and how are these influenced by parents?

Abstract:

This study investigated how single and co-occurring difficulties in reading and arithmetic fluency developed among Finnish children from Grade 1 onward (N = 2614; 391 among these had fluency difficulties in Grade 9). Distinct developmental trajectories were identified using latent profile analysis: reading difficulties profile (N = 176), mathematical difficulties profile (N = 94), and comorbid difficulties profile (N = 121). Children with only reading difficulties significantly underperformed not only in reading fluency tasks but also in arithmetic fluency tasks compared with typical performers over all time points. However, they had an upward trend for arithmetical development. Similarly, children in early grades with only mathematical difficulties performed worse than typical performers in reading fluency tasks but the difference between these groups was insignificant. Overall, children with reading difficulties improved in arithmetic fluency, whereas children with mathematical difficulties improved in reading fluency but children with comorbid difficulties lagged increasingly on both skills and followed a downward pattern over all time points. Analysis of variance and chi-square tests were employed to compare the profiles and typical performers on parental difficulties, parental education, the home learning environment, and assistance with homework. Results showed that although parents whose children had difficulties provided more support across all grades compared to parents of typically performing children, the amount of support gradually declined and the performance gap between the profiles continuously increased.

Sinéad Harmey, Sue Bodman, Helen Morris and Glen Franklin (UCL Institute of Education, United Kingdom)

It's not what you do it's the way that you do it: Routine and adaptive expertise in effective literacy instruction.

Abstract:

The journey to becoming an expert literacy teacher requires the progressive development of skills and knowledge to teach complex processes. Teachers not only need to know what to teach and how to teach it (referred to as routine expertise) but they also need to know why they teach and develop deep conceptual knowledge of literacy teaching and learning (adaptive expertise) (Timperley, Ell, and Fevre, 2017). Adaptive expertise is required to provide optimum literacy instruction for children experiencing or at risk of experiencing difficulties in literacy learning. Teachers also need to develop agency to adapt their teaching to meet the diverse needs of all children within the complex context of changing curricula, policy mandates, while at the same time utilising culturally relevant pedagogy. In this symposium, we examine the challenges of the development of adaptive expertise for a diverse range of teachers and contexts. Paper 1 describes a case of early career teachers negotiating the development of routine expertise in the teaching of literacy during a summer reading programme. Paper 2 discusses a case of experienced reading teachers developing adaptive expertise through reflective dialogic inquiry. Using Koehler and Mishra's (2009) technological content knowledge model, Paper 3 discusses how teachers can move from routine to adaptive expertise within the context of online learning. Finally paper 4, considers a case of early career teachers on a graduate level literacy specialist practicum as they navigated teaching literacy authentically within restrictive policy mandates. The symposium will conclude with time for questions, answers, and discussion.

Magali Jeannin (University of Caen Normandy, France) and Magali Borsum (Datatrotters, Norway).

How to develop powerful learning experiences to support data literacy at school.

Format: Workshop

Theme: Effective Literacy Instruction

Reference (157)

Keywords: Critical Visual Literacy, English Language learning, Brazilian Elementary School

Abstract:

Digitalized societies have become increasingly reliant on data, making it necessary to ensure that all citizens are equipped with the competences needed to be data literate. Responding to the challenge of "datafication" of society (Cukier and Mayer-Shoenberger, 2013), the concept of "data literacy" tries to define what should be taught and how, in order to empower citizens (UNESCO, 2015) and support economic development. By that, it draws an analogy with literacy in the 19th century when the ability to read and write texts was seen as a source of progress and equality.

Our proposal focuses on academic literacy, especially on textbooks. What difficulties does this material present for students? As experts, teachers are not always aware that reading and relating data requires specific skills that must be made explicit.

We propose to animate a workshop with a double purpose: (1) Raising our audience's awareness about different challenges related to data representations in textbooks and (2) empower participants with practical tools to identify these challenges and build powerful learning experiences around these data representations. How to choose meaningful data sets or graphs? How to explicitly teach students how to work with data, read data representations and make sense of them ?

We will work on different types of data representations that the participants and their students face at school. The most common are graphs and tables but talk about ethics and personal data or about the use of artificial intelligence and algorithms also generate data representations that can be worked on.

Luísa Araujo (ISEC Lisboa, Portugal), Joana Magalhães (ISEC Lisboa, Portugal) and Rosaria Rodrigues (School District of Porto de Mós, Portugal).

Explicit Teaching of Vocabulary in Preschool.

Format: Paper

Theme: Literacy in the Early Years

Reference (159)

Keywords: Shared reading, Picturebooks, Vocabulary

Abstract:

Reading aloud to children fosters their oral language development and sets the foundation for literacy learning in primary school (Gollinkoff et al., 2018). Studies suggest that children's language and literacy ability are influenced by the quality of teacher-child interactions during shared reading (Yang, Jiuqian, Jinjin, & Yi, 2021). The text in picturebooks is an important source of vocabulary learning (Montag et al, 2015) and children learn more vocabulary when teachers use an interactional style of reading that includes explanations of word meanings (Beck & McKeown, 2007). These finding have been observed in different contexts but most studies have been conducted in Anglo-Saxon countries (Yang et al., 2021). The purpose of our study is explore how vocabulary instruction, can be implemented in a Portuguese preschool, with a heterogeneous group of 21 children between the ages of 3-5 years of age. We selected low frequency vocabulary words from 10 picturebooks recommended by the Portuguese National Reading Plan and checked for frequency in Escolex (Soares et al, 2014). The protocol for teaching the vocabulary words consisted of vocabulary definitions and providing opportunities for the children to use the new vocabulary (Wasik & Bond, 2001). The teacher offered word definitions, used the vocabulary in sentences and asked the children to say sentences with the new words. The weekly sessions are being tape recorded and transcribed for analysis. Preliminary findings show that older children participate more, make more inferences about meanings and create more sentences. Differences between passive/active vocabulary by age will be investigated.

Maria Kreza (University of Crete, Greece).

The use of books in preschool classes attended by 2-3 year-olds: preschool teachers' practices and learning goals.

Abstract:

Children's contact with books starts early in life and contributes to the emergence of literacy. Concerning children aged 2-3, research focuses primarily on the shared reading of books within the family. Research on the importance of books in preschool classes regards mostly children over the age of 3 or 4 and focuses on teachers' practices regarding storybooks. In this study we explore preschool teachers' practices concerning different kind of books and their learning goals, in classes attended by children aged 2-3. This age group has a different cognitive and linguistic profile compared to the older preschoolers.

The sample consisted from 40 kindergarten teachers from different regions of France. Data were collected through an online questionnaire and qualitative and quantitative analyses were performed.

It was found that teachers exposed children to different kind of books in the library corner and across a variety of activities. Storybook reading was a daily activity for all teachers. Many also read informational picture books. During reading, the majority focused on discussions about the pictures, the heroes and the vocabulary. More cognitively demanding activities often observed with older preschoolers (e.g. retell part of the story, discuss the implicit points) were mentioned rarely. Teachers stated a variety of learning goals. Most teachers said they wanted to increase children's love and appreciation to books. Contrary to the aims set for older preschoolers aiming mainly to written language skills and knowledge, book reading at the age of 2-3 intended to improve mainly their oral language skills.

Elissavet Chlapana (University of Crete, Greece) and Varvara Vasileiou (Ministry of Education and Religious Affairs, Greece).

Vocabulary teaching in kindergarten: Teachers' views and practices.

Abstract:

Vocabulary constitutes a core skill in the spectrum of young children's literacy development with significant impact in their academic achievement. Teachers' practices are strongly related to their views about the significance and the utility of methodological approaches which are proposed for teaching core literacy skills in school contexts. Taken into consideration all the above, the purpose of the present study was to examine (a) kindergarten teachers' views about parameters which illustrate comprehensive vocabulary instruction and (b) the implementation frequency of vocabulary teaching techniques in their classrooms. The sample consisted of 275 Greek in-service kindergarten teachers working in public kindergartens in Crete, Greece. A 30-item questionnaire was developed to record teachers' views. So, teachers reported their views on 5-point Likert scales about vocabulary teaching and the frequency to which they implement practices and techniques for pursuing systematic vocabulary instruction. Data analysis was performed through factor analysis and showed that teachers' views about vocabulary teaching and the implementation frequency of vocabulary teaching techniques are shaped by factors which illustrate comprehensive vocabulary instruction, such as vocabulary selection, contextualized and decontextualized vocabulary teaching, and the use of playful activities for encouraging the productive use of taught vocabulary. Teachers' education, age, teaching experience and in-service training are also analyzed as factors which can differentiate teachers' views. The results of the present study illustrate kindergarten teachers' current vocabulary instruction approaches, making suggestions about practices which could be prioritized for helping young children enrich their vocabulary trajectories.

Zuzana Petrová (Trnava University, Faculty of Education, Slovakia)

Narratives abilities as predictor of school readiness in Slovak preschools.

Abstract:

Narrative abilities of preschool age children are traditionally considered as important predictor and learning tool in language development, early literacy and reading and school readiness with predictive potential towards further academic success. With a new early literacy curriculum reform in Slovakia also the ability to tell a consistent and cohesive story is considered as important outcome of early childhood education and a predictor of school readiness. This current research is aimed to analyse narrative abilities of children at the end of attendance in Slovak preschools in the context of their early literacy practices. A total of 125 pre-schoolers before school entry (aged from 5 to 6-years old) had to tell stories based on two wordless picture sequences (one with event-based and one with problem-based type of picture sequence). Children´s stories were analysed for traditional aspects of narrative ability (productivity, complexity, and lexical diversity). Data will be further analysed to find out how the type of story sequence used in the study influences the story productivity, complexity, and lexical diversity of children´s narratives. The outcomes of the study will be discussed to explain the common developmental path and differences between achievements of children from Slovak preschools compared to age effects for narrative features published in literature.

Ma. Lovena Moneva (Trnavská univerzita v Trnave, Slovakia and Universität Basel, Switzerland).

Reading in Early Childhood Settings: Promoting Socioemotional Development in the Digital Age.

Format: Paper

Theme: Digital Literacies

Reference (164)

Keywords: children's stories, early childhood, socioemotional skills

Abstract:

Changes in society brought about by technological advancements have exposed children to new channels for expressing their ideas and emotions as well new ways of interacting with other people. The increasing digitalization of the environment means that children have to deal with contemporary issues such as early exposure to gadgets, online social networks, and multimedia content. Therefore, children need to develop socioemotional skills fit for the digital age. This is especially important during early childhood when development is rapid.

A possible way to learn socioemotional skills is through the use of children's stories. Stories have long been used to pass on knowledge, values, and socially acceptable behaviors. In early childhood settings, stories can be integrated into classroom activities, which make it accessible for teachers. The potential use of stories for children's development is one of the motivations for this research project under the Empirical Study of Literature Training Network, funded by the EU Horizon 2020 through the Marie Skłodowska-Curie Action.

The presentation will focus on the design of a literature-based program targeting socioemotional skills of 3- to 6-year-old children for the digital age. This program will make use of high-quality children's literature that are selected using evidenced-based criteria and identified literary features. The program's effectiveness will be determined by comparing pre-test and post-test scores of control and intervention groups. The researcher intends to express the results at a later time after data collection and analysis. This project will contribute to the field of empirical literary studies, early childhood, and literacy.

Judit Bóna (ELTE Eötvös Loránd University, Hungary) and János Steklács (University of Pécs, Hungary).

Development of oral reading fluency in Hungarian-speaking students between 4th and 5th grade: Results of acoustic phonetic and eye-tracking analyses.

Format: Paper

Theme: Other

Reference (166)

Keywords: oral reading, fluency, reading miscues and repairs, eye-movements

Abstract:

Fluency of oral reading is a good predictor of reading comprehension, and it plays an important role in the development of reading techniques. Frequency of reading miscues is correlated with reading rate and pausing; and all of them are correlated with eye-movements (frequency and duration of fixations). In this presentation, we analyze the changes in oral reading in schoolchildren between 4th and 5th grades. The main questions were the following: How does reading fluency change between these two grades? What eye-movement characterizes the oral reading and how they occur during repairs?

Students of average ability from an average state-supported primary school in the capital participated in the study. The experiment was performed twice, one year apart: the children were in 4th grade at the time of the first measurement and in 5th grade at the time of the second measurement. The children's task was to read aloud the same text from the monitor, in both measurements. Recordings and analysis were performed in both cases with the same instrument (Tobii X120) and software. Speech analysis and evaluation of eye-movements were performed with Praat and ELAN.

Results show that although the speech rate of oral reading accelerated to 5th grade, and the frequency of disfluencies significantly decreased, the frequency of errors and the time required for self-repairs did not change or even increased. However, there were differences between the two measurements in eye-movements during error-repairs. The results draw attention to the fact that reading development would be needed even in 5th grade.

Božena Kolman Finžgar (Anton Tomaž Linhart Public Library, Slovenia).

Reading Nests

Abstract:

They are special spots where children can take their books (swing chairs, hammocks; little houses; tunnels (big pipes); chairs ("thrones") under mushroom-shaped sunshades) and leaf through or read them.

- Comfortable, possibly furnished with waterproof cushions.

- Offering some kind of shelter from rain or flying objects.

- The books are stationed in a 'little free library' large enough to be able to house a wide array of books (fiction (stories, poems, riddles, etc.) as well as non-fiction (nature, science, etc.)), or in the little house itself. The books are provided from the libraries' weeded books.

Where?

- Next to libraries

- In children's playgrounds

- In public green spaces, when applicable

- Next to sporting facilities

- Outside children's playgrounds, where possible and allowed: in a clearing, next to a walking trail, in the middle of the forest, etc.

The positive effects of reading are immediate (pleasure, enjoyment) and permanent. The latter especially affect the development of a child's personality and their attitude towards themselves and other beings.

Alda Maria Coimbra Maciel and Jackson Santos (Instituto Federal de Educação, Ciência e Tecnologia do Rio de Janeiro (IFRJ), Brazil).

Critical visual literacy practices in Brazilian Secondary School: revealing work relations in memes.

Format: Paper

Theme: Effective Literacy Instruction

Reference (168)

Keywords: Critical Visual Literacy, Grammar of Visual Design, Secondary School, Memes, Work Relations

Abstract:

It is broadly known that memes are frequently used on various social networks. Besides bringing fun to discourse, memes can also express criticisms about various social issues. This work presents research that, in the context of a Brazilian Secondary School, investigates the contribution of the Grammar of Design Visual, GDV, (KRESS; VAN LEEUWEN, 2006) for the critical analysis of memes about work relations that are broadly built in the job market. This thematic choice aims at proposing discussions about work as an educational principle to raise consciousness about the dichotomy between manual and intellectual work and to train subjects to act in a critical manner (SANTANA; OLIVEIRA, 2020). To answer the main research question, we relate the theoretical-methodological contributions of the GDV to the perspective of visual (BAMFORD, 2003) and critical (JANKS, 2012) literacies to carry out the analysis of memes about work relations in the marketplace. The research carried out is of a qualitative and interventionist nature and generates, as an educational product, an online minicourse, which was developed in the environment of the online tool Sway. It follows the script of elaboration of the Contextualized Instructional Design (FILATRO, 2008) to favor the development of critical analysis of memes. The expected results are to contribute to the advancement of studies on critical visual literacy based on memes, especially in the field of Professional and Technological Education, and to arouse greater interest from teachers and students regarding the potentiality of this genre to develop critical consciousness.

Samuel Miller (University of North Carolina at Greensboro, United States)

If you don't know where you're going, you might end up where you're headed! Teachers' visions transforming praxis through agency.

Format: Paper

Theme: Inclusive Practices for Diverse Learners

Reference (169)

Keywords: Student agency, Teacher Visioning, Teaching beyond the test

Abstract:

Frustrated by the ineffectiveness of externally mandated reforms to positively influence the academic performances and attitudes of their students, who came from families with limited economic resources (>98%), two fourth grade teachers used their teaching visions to redesign daily instructional activities. Consistent with their visions and a quest for more effective reform strategies, they promoted agency by soliciting students' input and feedback regarding the nature and format of their studies (Akos, 2005; Jackson, 2003; Reeve & Tseng, 2011; Vaughn, 2020). Guided by situated learning theory, which underscores the potential for students who have been marginalized, for whatever reason, to adopt positive learning trajectories when allowed to demonstrate agency (Lave & Wenger,1991), they collaborated with university researchers, using design-based research methods (Reinking & Bradley, 2007), to provide opportunities for students to become engaged, remake identities, and improve learning. As students adjusted to new expectations, they increased engagement in daily studies, reflected on emerging life goals, portrayed positive learning identities, and demonstrated improved achievement on formal and informal assessments. Discussion focuses on the implications for how teachers might promote robust literacy reforms by teaching-beyond-the-test, using their visions to promote students' agency.

Lisa Hintermeier and Mikko Aro (University of Jyväskylä, Finland).

Sublexical Processing in Finnish Typical and Compromised Reading Development

Format: Paper

Theme: Inclusive Practices for Diverse Learners

Reference (171)

Keywords: reading fluency, dyslexia, sublexical processing

Abstract:

The present study investigates sublexical processing in Finnish, a language with a highly transparent orthography and a rich, agglutinative morphology. More specifically, we aim to explore how the use of sublexical units (i.e. syllables and morphemes) changes throughout the course of typical and atypical reading development.

Finnish second graders and fourth graders (including both typically developing readers and children indicating reading difficulties) will be asked to conduct a lexical decision task in which they need to decide whether a stimulus presented on a screen is a real Finnish word or not. The stimuli are shown under different conditions: either concatenated (talossa) or separated at the syllable (talos#sa) or morpheme (talo#ssa) boundary, and reaction times as well as eye movements will be recorded simultaneously during the task. In addition, reading fluency assessments will be conducted.

Depending on the developmental reading stage of the children, we hypothesize to see significantly different reaction and reading times for the various conditions. More specifically, we predict a progression from mainly syllabic to more morphological processing as reading experience increases, but a slowed-down progression in poor readers compared to typical readers.

The results of this study will help understanding how reading develops through the initial years of reading development and the gained knowledge can be used to design training programs for struggling readers, for example by supporting them to enhance the automatization of their word recognition skills.

Julia Meritt, Jodi Brooks and Lori Assaf (Texas State University, United States).

Practice-based Teacher Education: Coaching Teacher Candidates' Rehearsals of Interactive Literacy Lessons.

Format: Round Table

Theme: Inclusive Practices for Diverse Learners

Reference (172)

Keywords: Practice-based Teacher Education, Advancing Justice, Coaching, Interactive Read Alouds

Abstract:

In this presentation we will share our use of the high leverage practice of eliciting and interpreting students' thinking (Teaching Works, 2013) to prepare teacher candidates [TCs] to advance justice in their future classrooms with interactive read alouds. According to Teaching Works (2013), if TCs are not accustomed to managing the complexity of one-on-one and large group discussions with students, it can be difficult for them to develop responsive and inclusive follow up questions. By using the eliciting and interpreting high leverage teaching practice, we invite our TCs to gain experience seeking students' authentic connections to content and to develop confidence encouraging and celebrating those connections to advance justice. For this presentation we will describe our focus on the high leverage practice of eliciting and interpreting students' thinking during an interactive read aloud lesson. Using multiple coached rehearsals, TCs are offered opportunities to receive in-the-moment coaching feedback. Coaching includes highlighting TCs' moves to explain their importance, offering specific, directive feedback, scaffolding role-play, micro-rehearsals, and inviting whole group discussion related to their ability to elicit and interpret student thinking. TCs recognize the value of this responsive, immediate feedback and are better able to implement the practice in the field. This practice strengthens TCs' commitment to grappling with the complexities of advancing justice by inviting, encouraging and valuing the contributions of all of their students.

Maureen Colleran (Mary Immaculate College Limerick).

Exploring Parents' and Educational Practitioners' Perspectives Of Early Or Emergent Literacy: A Grounded Theory Study.

Format: Poster

Theme: Literacy in the Early Years

Reference (173)

Keywords: Early literacy, Stakeholders perspectives, Play

Abstract:

The poster details information about my PhD study to date. My research explores the perceptions held by parents and teachers towards the acquisition of emergent literacy skills. A gap already exists in children's literacy skills at the beginning of Junior Infants. This Constructivist Grounded Theory research seeks to explore possible reasons for the gap. Teachers, early years practitioners and parents are being interviewed using semi-structured interviews to explore their perceptions towards emergent literacy perceptions. There are six participants per cohort: two teachers, two educators and two parents who are also educators. Data collection and data analysis takes place concurrently. Questions and areas of investigation in each cohort evolves as a result of the data analysis and coding. Data collection will continue until conceptual saturation is reached and no new theory emerges.

Usually, there is an absence of theory in a grounded theory study, but following Charmaz (2006) guidance, a preliminary literature review was conducted. From this review, there is a clear difference between home and school literacy practices and, often a greater social recognition is placed on the literacy practised in schools (Moreno-Morilla et al. 2019). This emphasis on literacy at school transcends geographical regions, socio-economic status and special educational needs. Often an interventionist approach is taken, and the relationship between school and home becomes one-sided, resulting in the curricularisation of home literacy practices (Marsh 2003). This leads to a common finding that sometimes, parents or guardians do not value home's everyday literacy practices (Guzmán-Simón et al. 2018).

Emily Barnes, Ailbhe Ní Chasaide and Neasa Ní Chiaráin (Trinity College Dublin, Ireland).

Predictors of literacy attainment in Irish-English bilinguals: implications for bilingual literacy assessment.

Format: Paper

Theme: Literacy in the Early Years

Reference (167)

Keywords: bilinguals, literacy attainment, phonemic awareness, literacy assessment, early literacy, dual language education, biliteracy

Abstract:

The present study investigated the phonological and cognitive skills which predict literacy attainment in Irish-English bilinguals. A total of 114 Senior Infant (Grade 2) and 123 First Class (Grade 3) students took part in the study. They were assessed in both Irish and English on the following skills: phoneme deletion, phoneme matching, rapid automatised naming (RAN), verbal short-term memory, reading and spelling.

Two phonemic awareness tasks were chosen to examine both the metalinguistic aspect of phonemic awareness (phoneme deletion) and a more fundamentally linguistic aspect which requires participants to identify language-specific phonemic contrasts (phoneme matching). Separate hierarchical regression analyses were conducted for Irish and English reading and spelling in each year group. Participants included both native and new speakers of Irish, and home language was entered into the first step of each regression analysis.

The results indicate that (i) different patterns of variables predict Irish and English literacy attainment, with different levels of efficacy (ii) demographic factors (gender, home language, language of pre-school education) have a stronger influence on literacy attainment at the initial stages of literacy instruction than at later stages (iii) phoneme deletion is the strongest predictor of literacy attainment in both Irish and English, though Irish phoneme matching, Irish RAN and Irish verbal short-term memory were also effective predictors, and that (iv) Irish predictors (RAN and phoneme matching) predict English literacy attainment, while none of the English variables predict Irish literacy attainment. These findings will be explored and their implications for bilingual literacy assessment discussed.

Íris Pereira (Research Centre on Education - University of Minho, Portugal), Maite Gil (Research Center on Child Studies - University of Minho, Portugal) and Cristina Sylla (Research Center on Child Studies - University of Minho; ITI – LARSyS, Portugal).

Mobeybou: digital and tangible storytelling tools to address diversity in the early years.

Format: Workshop

Theme: Literacy in the Early Years

Reference (175)

Keywords: Multiliteracies, Multimodality, Digital and tangible tools

Abstract:

This workshop presents Mobeybou - a kit of digital and tangible tools aiming at fostering early literacy skills and intercultural dialogue -, offering the workshop participants the possibility to experience and discuss its pedagogical affordances to address key issues of literacy teaching and learning in the digital age.

We start by situating the development of the kit on the multiliteracies theory and pedagogy, discussing how it enacts key concepts such as: multimodality, digital communication, and diversity as well as the learning principle of experiencing the new (situated practice). We then look into the Mobeybou kit's design as a storytelling device composed of two authoring tools (a digital manipulative and a fully digital StoryMaker) and four interactive and intercultural story apps, which afford collaborative, playful, multimodal and intercultural storytelling. The participants are then invited to collaboratively explore the device for storytelling, experiencing its affordances and sharing their impressions in a discussion about the activities mediated by the Mobeybou kit. Finally, we use the identified potentialities and limitations of the materials to envision the contribution of this type of tool for the construction of a multiliteracies pedagogy.

Jacqueline de Brún (DCU Institute of Education), Pádraig O Duibhir (DCU Institute of Education) and Eithne Kennedy (DCU Institute of Education).

The teaching and learning of reading in Irish of 9-11-year-olds in immersion settings in Ireland: A mixed methods case study.

Abstract:

Immersion education is a growing sector in both jurisdictions in Ireland. In this model, children's first experience with reading is in Irish, generally not the language of home, and English is introduced at some stage between the second and fourth year in school. However, older primary school children choose to read in English and are better readers in English (Lyddy et al., 2005; Pétarváry et al., 2014). Motivating young readers to read in a minority language is challenging but taking advantage of the explicit teaching of skills and strategies that transfer across languages can assist readers in their metacognition (August & Shanahan, 2006; Ó Duibhir & Cummins, 2012). Languages have different linguistic features and orthographies that influence the amount of transfer that occurs (Koda, 2007). An analysis of specific features of given languages could provide guidance for educators. Knowledge of which skills transfer, and which do not in specific languages has the potential to facilitate teachers in their planning and pedagogy. Although skills and strategies occur simultaneously in reading, a focus on components can assist practice and diagnosis of difficulties (Yamashita & Shiotsu, 2017). A component approach to reading can assist in the isolation of the different elements of reading, to track progression across more than one language and pinpoint specific issues. A description of pupil attainments in specific reading components in Irish, in the context of classroom pedagogy, can reveal how pupils read in Irish and how this relates to their English reading.

Devon Stokes-Bennett (School District 35 – Langley, Canada), Lisa Marshall (School District 62 – Sooke, Canada), Kim Darbyshire (School District 68 - Nanaimo Ladysmith Public Schools, Canada), Corina Fitznar (School District 79 - Cowichan Valley, Canada) and Janet Thompson (SD37 Delta Schools, Canada)

Exploring secondary literacy collective responsibilities: Our journey to empower secondary communities to create pan-curricular literacy cultures.

Format: Paper

Theme: Literacy Environments

Reference (177)

Keywords: Collective Responsibility, Secondary Literacy Communities, Pan-curricular

Abstract:

How can we empower secondary school communities to collectively support adolescent literacy across disciplines, roles and environments? In British Columbia (BC), Canada, the 2016 implementation of competency-based Kindergarten to grade 12 curricula embedding literacy standards challenged our traditional relationship with literacy. B.C.'s new graduation literacy assessment requirement (grades 10 and 12), and upcoming K-12 literacy benchmarks, are both pan-curricular in focus. This has provoked secondary school communities to re-examine their responsibility to collectively develop and promote 21st C adolescent literacy.

Secondary schools are complex cultural communities that dictate how literacy is perceived and where responsibility for it falls. The shift in B.C.'s curriculum towards inclusion of explicit literacy skills across learning areas is challenging this perception. We must understand and honour the existing social and cultural structures that are vital to shifting towards innovative, collective literacy instruction.

Our province is defined by its diversity. Our 60 public school districts encompass 944 735 km2 in vastly different geographical regions. We are home to five million people, 30% of whom have immigrated from other countries. We also have 198 distinct indigenous First Nations.

Join us as we share how districts from across our province are reimagining innovative secondary environments and practical supports to develop literate lifelong learners. Hear how the perception of literacy has changed in BC, and how leadership from within can support teachers to embrace their role in literacy instruction while respecting their unique contexts.

Konstanze Edtstadler (University College of Teacher Education Styria, Austria), Jeton Arifi (Graz University of Technologym, Austria), Elisabeth Herunter (University College of Teacher Education Styria, Austria) and Markus Ebner (Graz University of Technology, Austria).

Individualized Spelling Training Based on Texts by Applying Learning-Analytics-Methods

Abstract:

Students, ideally, when confronted with difficulties in the acquisition of the (German) orthography, should be provided with individualized spelling exercises. However, this can be hard to implement because of the great variation of mistakes both in terms of misspelled words and orthographic categories (e.g. spelling of upper and lower case). Therefore, a web-based platform has been developed; it provides individualized feedback for correcting mistakes while composing texts, irrespective of the topic. Texts can also be published within this tool. The additional specific spelling training is based on Learning-Analytics-Methods, drawing on the mistakes incurred by participants. The tool then builds on this data pool to offer different training formats in different levels of difficulty, focusing on orthographic categories and on individually misspelled words.

This presentation will introduce our training formats and their development. It will address the requirements of a digital environment and modern approaches to spelling training. Furthermore, the evidence-based approach initially used to develop this tool will be described: An online survey with 52 participants was integrated in the development of the training formats; teachers from the entire German speaking world were invited to rate eleven spelling training formats (e.g. in terms of frequency of application, estimated effects on spelling improvement and popularity of training from pupils' perspective). Subsequently, the adjusted prototypes of two training formats went through a usability test by 21 3rd graders. In short: The project provides an example of a non-commercial individual spelling-training in a digital environment, addressing the individual needs of pupils.

Aydin Durgunoglu (University of Minnesota Duluth, United States), and Meltem Canturk, Ugur Kaya, Aysegul Sahinkaya, Duygu Asik and Betul Yazici (ACEV, Turkey).

A program to empower young women in Turkey who are not in education or employment

Format: Paper

Theme: Lifelong Development of Literacy Skills

Reference (181)

Keywords: literacy, numeracy, women's empowerment, lifelong learning

Abstract:

Around the globe there are young people who are neither employed nor in education or training (NEET). The majority of these individuals are women because of the constraints of poverty and strict gender roles. These young women constitute a serious unrealized potential for their countries, with marginalization and poverty reverberating for generations. Among the youth of all OECD countries, Turkey has the highest overall NEET rate (32%), with women at an even more serious disadvantage. Thus, since 2016, as an initiative of a non-profit organization, Mother Child Education Foundation (or AÇEV), we have implemented an empowerment program for young women in Turkey, called "Hayat Dolu Buluşmalar" (HDB) or, to loosely translated Lively Gatherings / Life Gatherings. The program targets young NEET women from low socio-economic backgrounds, with limited access to societal resources (education, employment, capital etc.). The goal of HDB is to facilitate the development of life skills and women's participation in different contexts of societal decision-making (at home, in the neighborhood and the society) and help women move themselves and their communities forward with the support of non-formal education. The empowerment component is couched within literacy, numeracy and critical thinking instruction. We describe the program's characteristics and its effectiveness. Results indicate that there is significant growth in literacy and numeracy skills of women, as well as in their self-efficacy. Women report participating more in the decisions in their homes, communicating more effectively and starting to make concrete plans for their future (i.e., education, employment).

Melinda Miller and Jolene Reed (Sam Houston State University, United States)

Supporting the Early Reader Through Careful Text Selection, Book Introductions, and Prompting

Format: Workshop

Theme: Literacy in the Early Years

Reference (182)

Keywords: text selection, book introductions, prompting, early literacy learners

Abstract:

Careful selection of the text can positively affect the quality of the child's reading experience. Text selection is possibly the single most important decision that the classroom teacher makes regarding reading instruction. For that reason, it should not be taken lightly. The right text can support the student who is learning to read in another language and can make the difference between the type of emotional experience the child encounters during this task of learning to read. Selecting the right text can support students in orchestrating multiple types of information as they cross-check what they are saying with what is printed on the page. When selected carefully, the text offers a feed forward mechanism for the child undertaking new learning.

Having selected the appropriate book, teachers of young children can further support the emerging literacy learner by planning a book introduction that will set the students up for success during the first reading. It must be remembered that the teacher's goal is to make the first reading a pleasurable experience with just enough of a challenge to keep them excited about reading. The teacher supports the young learner as they read through the use of prompting that encourages the development of strategic processing while doing reading work.

This session will combine text selection, book introductions and prompting through demonstrations and hands-on practice.

Jolene Reed and Melinda Miller (Sam Houston State University, United States)

Using Literacy Data to make Informed Teaching Decisions.

Format: Workshop

Theme: Literacy in the Early Years

Reference (183)

Keywords: Running Records, Early Literacy, Teaching Decisions

Abstract:

Running records are not regularly utilized to their full potential by classroom teachers. Often teachers use running records only to determine an instructional text level for an individual student and then to place students into reading groups for instructional purposes based on student reading levels. When more thoroughly analyzed, running records can aid teachers in making informed instructional decisions based on student needs. Instruction becomes more beneficial with a focus on the development of strategic processing of individual students.

This session will help teachers more effectively use running records in deciding what students need to learn next from their reading instruction. Participants will be guided through the analysis of running records to determine the next step of instruction.

Dorothy H Idris, Mary W Strong, Irene Van Riper and Suzanne Trueblood (Widener University Alumnae Researchers, United States)

The Pandemic's Impact on Literacy Instruction in a Diverse Urban School District: A Case Study.

Format: Round Table

Theme: Literacy Environments

Reference (184)

Keywords: Pandemic, Disparities, Instruction

Abstract:

The purpose of this case study is to investigate the complex literacy environment in which we find our diverse students today. Due to the impact of COVID-19, diverse learners are falling further and further behind their general education peers in literacy instruction. Students who have disabilities demand a level playing field in which to learn (National Center for Learning Disabilities, 2020). Remote and hybrid instruction has proven to be unsuccessful for these students as it is difficult to target and address the needs of individuals with a deficit in learning abilities (Amin, 2020; DeWitt, 2020; Riccobono, 2020; Reilly, 2020).

We interviewed teachers in a northeastern urban public school district and studied their responses to questions covering a range of evidence-based resources provided, and the supervisory academic and technical guidance they received to set their students up for success in this pandemic.

We will discuss the impact of the pandemic on this school district's stakeholders and students. Data were retrieved from a survey and interviews with staff and faculty. The results and literacy recommendations will be presented. Furthermore, guidelines for intentional literacy instruction in a remote/hybrid learning environment for diverse learners will be included.

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Patricia Durham, Jacqueline Ingram, Debra Price and Nancy Votteler (Sam Houston State University, United States)

Online Graduate Course Platforms: Designing Literacy Environments for Transformative Change.

Format: Paper

Theme: Literacy Environments

Reference (185)

Keywords: Online graduate level literacy environments, literacy specialists candidates, pedagogical decision-making

Abstract:

When literacy specialist candidates take on the role of "researcher of self" they begin to develop a relationship between theory and practice. They begin to judge and interrogate current practices to better evolve curriculum into one that is grounded in not only content knowledge, but reflective and theoretical foundations - "theory in some instances directly informs practice, but in others, practice restructures theory as a primary force for change. In some cases, theory . . . also provides a refuge to think beyond current forms of practice to envision what is 'not yet'(Giroux,1990, p. 365). Educators who participate in this type of literacy environment, participate in praxis as they examine text (read, written, and spoken) in and out of the classroom for its possibilities in developing and validating pedagogy and professional identities. Such analysis of self does not just provide substance for making pedagogical decisions but also provides the direction for educators to take with their students when dealing with all forms of literacy.

The purpose of this presentation is to share findings from a content analysis of graduate-level literacy specialist candidates' textual descriptions of perceived transformative changes made to their pedagogical beliefs. Data was collected from a course-based change agent activity that asked candidates to reflect on the impact an online literacy environment, focused on literacy theory and practice, had on their current and future pedagogical decision-making of literacy practices.

Weiyi Liu, Sinéad McNally and Gillian Lake (Dublin City University, Ireland)

Exploring the Home Literacy Environment of Irish-Chinese Children in Early Childhood.

Format: Paper

Theme: Literacy in the Early Years

Reference (186)

Keywords: Irish-born Chinese Children, Home Literacy Environment, Parental beliefs

Abstract:

Many studies have shown positive impacts of the home literacy environment on children's language and literacy development, such as vocabulary knowledge (Evans et al., 2000)and reading comprehension(Sylva et al, 2013),especially during the early years (Farver et al, 2006).

In 2016, 17,584 people were recorded speaking Chinese at home daily (CSO, 2017). The annual growth rate of people from Chinese-backgrounds in Ireland was 1.7% between 2011 to 2016(CSO, 2017). Chinese-language learning has not been introduced to primary and Early Childhood Education; family is regarded as the "primary socialisation unit" (De Houwer, 2009, p.7)for young Irish-Chinese children to learn the heritage language.

However, little research has focused on HLE of children from diverse backgrounds (Hammer&Miccio, 2006) and investigated the reasons that bilingual parents provide different literacy experiences for dual-language learning (Dixon et al, 2014). To our best knowledge, no empirical research has been published on the features of HLE of Irish-Chinese children; and how these literacy practices are undertaken by parents to support heritage-language learning.

This study has adopted standardised measurements to survey approximately 100 Chinese-speaking parents about their experiences and views on early language and literacy. SPSS will be used to analyse data.

This presentation will outline findings from descriptive statistics of HLE in these families and how these findings correlate to children's heritage-language learning in early childhood. These findings have the potential to support ECE professionals to meet the needs of families who raise bilingual children, and to help dual-language learning of young children.

Angela Burke (Maynooth University, Ireland).

An Analysis of School Websites and Digital Communications in Primary Schools in Ireland.

Format: Poster

Theme: Inclusive Practices for Diverse Learners

Reference (187)

Keywords: Universal, Inclusive, Communication, Digital, Literacy, Parent, Relationship

Abstract:

The school website serves as a digital conduit for parental involvement, allowing families to work with schools to improve their children's educational experience. The Covid-19 pandemic created many challenges for teachers and families alike in how pupils and parents were supported, and the nature and tenor of these challenges were not universal. Previous forms of in-person communication were no longer available and for some parents, unmet (digital) literacy needs became a barrier to their children's engagement.

This study used a mixed-methods sequential explanatory design to assess whether primary school websites and conventional school communications are inclusive of the whole school community and whether the school website serves as an inclusive conduit for parental involvement.

The research was divided into two stages: stage one included the examination of school websites using W3C recommended website analysis tools, and stage two featured the use of a questionnaire to assess parent perceptions of school website accessibility and digital communications.

The website analysis found that none of the primary school websites under consideration met the criteria for accessibility under international compliance guidelines. It also found that almost all of the documents analysed required a reading age greater than 16, thus potentially excluding 25% of the parent body, who have unmet literacy needs. Through the analysis, an unintentional barrier placed by schools when communicating with parents was uncovered, and the potential of digital technology to bridge the gap between school and home settings to increase parental involvement is highlighted.

Julia O'Sullivan (University of Toronto, Canada), Steve Styers (Kettle and Stony Point First Nation, Canada) and Vaughan Stoyka (Martin Family Initiative, Canada)

Indigenous Children in Canada: Early Literacy Strengths and Challenges.

Format: Symposium

Theme: Inclusive Practices for Diverse Learners

Reference (188)

Keywords: Indigenous, Children, Literacy, Evaluation

Abstract:

That literacy is central to human development is affirmed in the educational targets included in the Sustainable Development Goals adopted by the United Nations: reduced poverty, better health, higher income, economic growth and the exercise of other fundamental rights. First Nations peoples in Canada (Indigenous peoples) want their children to know their own language and culture, be proud of their identity and have the literacy skills necessary to pursue unlimited options and opportunities for their lifetime.

The Model Schools Early Literacy Project involves 18 schools, operated by First Nations on reserve lands, across five different time zones in Canada. English is the language of instruction in the schools. Early literacy, specifically reading and writing proficiency, is essential for academic progress beyond Grade 3 – for understanding instruction in all the disciplines taught in school, for high school graduation. Building on a pilot study, where only 13% of First Nations children were reading at their expected grade level, the current project was designed to strengthen literacy teaching in English, support school leaders and engage communities around children's literacy success.

Funded by the Government of Canada, the project includes a longitudinal evaluation involving over 3,000 First Nations children (ages 5 to 9). It represents the first national database on early literacy development for First Nations children in Canada. Background to the project, the intervention and evaluation outcomes will be detailed and implications discussed. Findings are relevant to all those working to ensure Indigenous children inherit their right to read.

Jennifer Theriault (The University of Findlay, United States).

College Students' Conceptualizations of Academic Reading: How Conceptual Metaphors Might Inform New Directions for Practice.

Abstract:

In the United States, an important tenet of college readiness is the ability to comprehend complex texts. Yet, only 37% of twelve-grade students performed at or above proficient in reading on the National Assessment of Educational Progress (NAEP) reading assessment (National Center for Educational Statistics [NCES], 2017). Additionally, it is well established that student compliance with college reading assignments is minimal.

Given the link between academic reading and academic success, it is important to understand students' conceptualizations of academic reading to better understand how these may influence students' readiness for and compliance with reading in college. Conceptualizations are broad-based understandings or views, specifically about what something is, why it is done and for what purposes, and its importance and value (Werderich & Armstrong, 2013). Students' beliefs about the meaning of reading itself are important because how students conceptualize reading can affect how they approach texts, reading tasks, and the strategies they use while reading (Holschuh & Paulson, 2013; Schraw & Bruning, 1996).

This paper reports on a study examining first-year university students' conceptualizations of academic reading through elicited metaphors. Utilizing metaphor analysis, participants broadly viewed academic reading in college as consumption of information, an obligation to fulfill, and a destination to reach, which all often centered on the notion of compliance. The findings of this study will be helpful for those preparing students for reading readiness in college as well as those who support students in their transition to college reading expectations and demands.

Marie Ernestová (formerly University of South Bohemia, Czechia)

Covid 19 and education: effects on children, teachers and parents.

Format: Paper

Theme: Effective Literacy Instruction

Reference (190)

Keywords: distance education, positive and negative impact, opinions of pupils, attitudes of teachers and parents

Abstract:

Precautionary measures taken to eliminate the impact of the Covid-19 pandemic caused an unprecedented situation for which neither pupils, nor their parents and teachers had ever been prepared systematically before. Czech children were prevented from attending school instruction physically the longest time in Europe, from March 2020 till June 2021. Digital technologies were used in distance teaching with various degrees of effectiveness. The impact was both positive (the increase of digitalization of the education) and negative (irregularity of the impact of distance education on individual pupils).

The paper is based on data gained by the Czech School Inspection by means of questionnaires involving 1,767 pupils and 602 teachers in 66 primary schools in various regions of the Czech Republic. Their findings were completed with information obtained from discussions with 356 headmasters. The aim of this research was to find what the pupils liked and disliked about distance education, how they perceived distance education organisation and communication with their teachers.

The teachers´ reflections on their experience could be used for improving the quality and effectiveness of distance education in general. They were asked about their communication with pupils, methods and forms they used, about prioritization or thematization of the content of education and about their work with digital technologies.

All this information gained in the second half of 2019/2020 school year could be used as the basis for recommendations for the next school year.

Staci Edwards-Vollmer (University of Oklahoma, United States), Sara Beach (University of Oklahoma, United States) and Julie Collins (University of Central Oklahoma, United States).

Beyond Web 2.0: Connecting Teacher Development and Teacher Practices.

Format: Paper

Theme: Digital Literacies

Reference (191)

Keywords: Teacher Development, 21st Century Literacies, Teaching Practices

Abstract:

Understanding 21st Century Literacies is important to teacher development in our post pandemic global society. As teachers navigate multiple modes of delivery and instructional practices, professional development that supports best practices for integrating digital and multimodal literacies into instruction is crucial. Regardless of the setting, literacy is a sociocultural practice influenced by culture, community, and context (Gee, 2003; Leu et al., 2004; Street, 2005; Williams, 2008). The challenges of teaching virtually has brought a heightened awareness of the literacy skills required to effectively navigate and engage with the technology tools necessary for online learning and participation in a global society. However, being a proficient user of technology does not automatically make one a proficient teacher of the literacy skills required for engaging with technology, leaving teachers frustrated as they incorporate the use of digital and multimodal literacies (Schneider, 2015). Digital and multimodal literacies include the ability to think critically when using digital media and interact with multimodal text to communicate and collaborate creatively, cross-culturally, and globally (Edwards-Vollmer, 2021). This paper will discuss factors that shape the understandings and beliefs of preservice and in-service teachers about 21st Century Literacies as well as what impacts the implementation of these literacies into their instruction. It will conclude with implications for teacher educators in developing meaningful experiences to support the development of deeper understandings and connections of those experiences in teachers' classroom practice.

Lory Haas, Abigail Winard and Slimane Aboulkacem (Sam Houston State University, United States)

Developing Visual Literacy Through an Educational Lens for the Eye Generation.

Format: Paper

Theme: Digital Literacies

Reference (192)

Keywords: Visual literacy, Social Justice, Photographic literacy, Photovoice, Preservice teachers

Abstract:

Critical pedagogies and critical literature challenge the perceptions of individuals to discover new pathways for personal and social development as thoughtful global citizens. Viewing the world through images and visual experiences has become an increasingly important facet of society in our digital age. An important form of critical literacy is visual literacy, which allows us to rethink the world through images, developing our perspectives on teaching and learning through historical, philosophical, cultural, and social contexts. Through discussions of visual literacy, we develop understanding of the need to promote justice by questioning power relations, understanding inequities, discourses, systemic issues, and individualities in a global society.

In this qualitative study we examined the perceptions of 48 preservice teachers by having them analyze many images of social issues, then select and discuss their own photographs. A participatory action research method, photovoice, was selected to provide the participants with opportunities to explore and analyze photographs to determine deeper meanings. The goal was to develop visual literacy, critical pedagogy, and an understanding of the educational system's role in maintaining or challenging diverse values, social justice concerns, policies, and perspectives. As a final project, the participants presented their photovoice projects and responded to reflective questions. One of the major findings was an increase in the depth of discussion and interpretation of photos. The analysis of the students' reflections and photos yielded themes of overcoming life's hardships, the importance of supportive people in their lives, a passion for teaching, and the significance of diversity and individual differences.

H Brian Thompson (Oklahoma State University, United States)

Exploring U.S. Teachers' Queering of LGBTQ-Inclusive Children's Literature in Upper Elementary Classrooms

Abstract:

This session explores a study interrogating the pedagogical practice of queering LGBTQ-inclusive children's literature in 3rd-6th grade classrooms. Five teachers, representing both private and public schools in the US, demonstrated their process of using LGBTQ-inclusive literature by participating in interviews, observations, and providing supporting documents. Three main assertions emerged through the case studies. 1) Teachers treated LGBTQ issues and/or issues related to gender and sexual equality as they would any other topics. They anticipated and prepared for parent and/or administrative reactions with resolve to persist in their desire to integrate LGBTQ topics. 2) Intentionally queering the curriculum with LGBTQ-inclusive books and issues extends beyond the individual classroom and ties to school climate and culture. Specifically, successfully queering curriculum and teachers' pedagogy occurs when educators teach within schools aligned with their convictions. 3) The teaching of LGBTQ literature facilitates both a personalization and depersonalization spectrum needed to meet the needs of each student. Teachers craftily queered their pedagogy through literature to respond to needs of their students, classrooms, or society. Each participating teacher uniquely queered their curriculum and pedagogical practices. Their aim of "queering" their curriculum through the use of LGBTQ-inclusive literature allowed their instruction to be anti-normative, countering heteronormative and queerphobic practices prevalent in the US educational system, and encouraging all students to see themselves reflected in the curriculum. As LGBTQ-identified characters continue to appear more often in children's literature this study offers many implications for practice as teachers incorporate these inclusive books into their curriculum.

Tara Haskins and Ann Van Wig (Eastern Washington University, United States).

New Directions in Bridging University Literacy Coursework and Pre-Service Teacher Field Placements

Abstract:

Coursework in university supports training pre-service teachers in using evidenced-based methods in literacy instruction. However, what students experience in their placement is not always what is taught in their methods courses. University faculty also experience this disconnect between what is occurring in the university methods courses and what pre-service teachers encounter through class conversations with their mentors. In an effort to look at new directions in how to bridge university coursework to student placements, pre-service teachers in a literacy methods course, were tasked with intentionally connecting observations and placements to highlight how literacy faculty can better respond to school district needs.

This study focused on pre-service teachers' perceptions and awareness of strategies and methods used in their placement classrooms. This research was conducted as an effort to help candidates become aware of what they are learning and how that is applied in practice. Specifically examined were the differences between the evidence-based strategies taught in the pre-service methods courses and what was practiced by in-service teachers in the field. Candidates were asked to reflect through surveys and interviews on the practices they observed or were asked to teach in their placement classrooms. Students then expounded on their perceptions on how these practices differed from the evidence-based practices they learned in their methods courses. Results indicated students became more proficient in identifying research-based practices as the course progressed which bridged the coursework and fieldwork. In addition, this led to an awareness of how to navigate best practices as future teachers.

Sean Justice and Lori Assaf (Texas State University, United States)

Multimodal Approaches to Literacy: Exploring Precursors to Computational Thinking with Primary Grade Teachers.

Format: Paper

Theme: Digital Literacies

Reference (197)

Keywords: computational thinking, multimodal literacies, materiality-centered literacy

Abstract:

In this presentation we will report emergent findings from a professional learning study exploring primary grade teachers' implementation of computational thinking (CT) in classrooms. The study (titled EPK-2) deploys an embodied multiliteracy approach to strengthen participants' understanding and use of CT fluencies. EPK-2 frames CT as a suite of thinking routines based on cognitive and affective precursors, i.e., emergent capacities and ways of thinking that will later constitute mature CT fluencies. Through a professional learning approach that facilitates preK to 2nd grade teachers' implementation of computational thinking (CT) in early elementary classrooms, the purpose of our study is to understand how strengthening CT fluencies affects emergent literacy practices.

We will focus on two emergent themes: teachers' increased understanding and approximations of teaching CT as a content-infused multiliteracy practice; and a materiality-centered literacy approach to heighten inquiry-based pedagogies. Material centered literacy activities build multimodal fluencies across domains by combining storytelling and picture-making with coding and computational making, catalyzing powerful social and dispositional learning. Hands-on engagement with tools and materials precipitates collaborative problem-finding and innovation (Fenwick, 2016), suggesting that crafting and re-crafting connections between physical and linguistic components builds perseverance and curiosity while teaching learners to build relationships with fellow learners (Cameron & Ritchie, 2018). Manipulating the overlaps between stories and materials invites participants to create their own contextual relevance for their emergent fluencies, recursively strengthening their motivation for acquiring those fluencies and their willingness to share their successes and failures with their community.

Kathrina O'Connell (Bemidji State University, United States) and Anne Marie Leland (Faribault Public Schools, United States)

Supporting Summer Learning During Late-Pandemic Transitioning.

Format: Symposium

Theme: Other

Reference (198)

Keywords: summer learning, STEAM, literacy, resources, equity, enrichment, engagement

Abstract:

This symposium will evaluate modifications made to a summer learning program at a public school district in Minnesota (USA). Focused on the faucet theory, this mixed-methods research examined the provision of resources to support students' summer learning during late-pandemic transitioning. In 2021, the summer STEAM (Science, Technology, Engineering, Art, and Math) program shifted from a six-week to a nine-week program, a literacy emphasis was added to the morning schedule, preschool and kindergarten students were welcomed to attend for the first time, and evening literacy events were created for students and their families. Historically, students received bussing, breakfast, and lunch, but this summer students also received free books.

Convenience sampling was used to recruit participants (67 students, 20 teachers, and 26 parents. Researchers will review the quantitative data (registration numbers, student/teacher/parent Likert scale questionnaire responses) and qualitative data (open-ended questionnaire responses, analysis of student, parent, and teacher focus groups, and parent interviews). Focus group analysis and interviews reflected students' and parents' approval of the programming changes. Questionnaire responses demonstrated that students were motivated to attend with free meals (57%) and free books (60%). Students (63%) also noted that they read more in the summer months because of participation in the STEAM program.

Recommendations for practice include the provision of school year resources in the summer months, enrichment-focused literacy-rich programming, and opportunities that encourage family engagement. All program features promoted reading and learning for students, in grades P-8, during the summer months. Continued research and multi-year studies on summer programs are recommended.

Sari Sulkunen (Dept of Language and Communication Studies, University of Jyvaskyla, Finland), Dorothee Gaile (European Literacy Policy Network ELINET), Christine Garbe (University of Cologne, Germany), Yvonne Hörmann (Ministerialbeauftragten für die mittelfränkischen Realschulen, Nürnberg, Germany), Minna-Riitta Luukka (University of Jyvaskyla, Finland), Hilkka Paldanius (University of Tampere, Finland) and Johanna Saario (University of Jyvaskyla, Finland)

ELINET symposium on teachers' professional development in disciplinary literacy.

Format: Symposium

Theme: Effective Literacy Instruction

Reference (199)

Abstract:

Many adolescents struggle with reading and literacy even at the end of basic education (OECD 2019). In several countries, teaching literacy across curriculum is offered as one way of supporting literacy competence of adolescents. For some decades, this has meant teaching content-area literacy, i.e., reading and writing strategies applied in various content-areas, and more recently disciplinary literacy practices that intertwine with disciplinary thinking and knowledge construction practices in history, math, science etc. (Goldman et al. 2016; Moje 2015). In both approaches, all content-area teachers are to teach literacy in their content-areas as they are the ones with the necessary expertise to teach it. However, this requires attention to teachers' continuous professional development as many content-area teachers lack the training and experience in teaching language and literacy as highlighted already in EU's High Level Group on Literacy (HLG 2012) and in ELINET´s Literacy Declaration (2016): "All teachers receive effective initial teacher education and professional development in literacy teaching and learning in order to be well prepared for their demanding tasks".

This symposium will focus on presenting European programmes, projects and good practices aiming to support teachers' professional development in content area and disciplinary literacy teaching, and ultimately students' improved learning in literacy. Our aim is to learn from each other as well as to connect and share our knowledge and experiences. The symposium will be organised by ELINET's thematic working group "Adolescent and Disciplinary Literacy".

Tatjana Lukovnjak (the Hajdina Primary School, Slovenia)

Reading literary works in the EFL classroom.

Format: Round Table

Theme: Lifelong Development of Literacy Skills

Reference (200)

Keywords: English, Lifelong learning, Literature, Reading badge

Abstract:

Reading literature is a key aspect of our lives, however motivating students to read is a major challenge for teachers and librarians. This is particularly difficult in the EFL classroom. This article introduces the concept of the activity English Reading Badge and an insight into multiple years of running it. The concept is based on the local language Slovene Reading Badge which is conducted as a complementary activity of teaching the Slovene language and literature. It is designed to invite students into the school library and actively engages them in reading comprehension. As a free extracurricular / interest activity, it has gained popularity with young people, and is thus more successful in shaping lifelong readers. The English Reading Badge is intended for students of the third educational period who, by reading literary works, acquire and upgrade the competences of lifelong learning, including knowledge of important cultural achievements in various fields of culture and literature. Students no longer read abbreviated and adapted literary works, but original texts which serve as a basis for discussion, exchanging opinions, listening to presentations, etc. All the activities - analyzing literary characters and elements, as well as summary skills and essay writing allow students to approach English literature with confidence. With various methods of work, such as independent and collaborative learning the implementation of the English reading badge supports the achievement of higher learning goals.

Alyson Simpson and Jon Callow (University of Sydney, Australia).

Exploring Reading for Pleasure pedagogy in Australian initial teacher education.

Abstract:

Initial teacher education programs educate pre-service teachers to become professionals who are able to design effective literacy instruction for their pupils that meets the expectation of national standards (e.g. AITSL, 2016). Although syllabus documents may direct attention to narrowly framed concepts of literacy, some teacher educators broaden the scope of their programs to resist such reductionist models. Instead of emphasising decontextualised constrained skills, the resulting programs approach the teaching of reading more holistically to ensure appreciation of literature through the development of aesthetic response, personal engagement and pedagogic content knowledge.

This paper presents data collected over three years on the impact of reading for pleasure pedagogy (Cremin et al, 2014) in an ITE program in Australia. Because we believe reading is a social practice, we want our pre-service teachers to experience the potential of reading for pleasure themselves as readers as well as future reading teachers (Commeyras et al, 2003). By creating a dialogic learning culture that encourages exploratory talk about children's literature, we give our students the opportunity to critically reflect on their reading practices (Simpson, 2021). Data includes surveys, personal reading autobiographies and discussions of pedagogic rationale. The reading survey data provides insights and context for the personal reading autobiographies and pedagogic rationales, and patterns across the data set have been identified. Our paper gives rich insight to pre-service teachers attitudes to reading and their future focus as teachers. The data shows our pre-service teachers deepened their understanding of what counts as 'effective' literacy instruction during our program.

Heike Mlakar and Joanna Hirst-Plein (University of Hildesheim, Germany)

Learner variables in second language spelling

Format: Paper

Theme: Literacy in the Early Years

Reference (203)

Keywords: L2 spelling development, EFL, young learners, cognitive and linguistic variables

Abstract:

Spelling is a lower level process, which requires precise recall and production of orthographic representations. Spelling proficiency is a livelong skill and continued cognitive overload while spelling can have detrimental effects on the subsequent development of writing skills (Hayes & Berninger, 2014). Predictors for L2 literacy acquisition in general are executive functions, lexical access, or phonological awareness, but their role in spelling has been under-researched. Effects of language-related and cognitive predictors of L2 spelling are scarce and findings for young learners' L2 spelling competences are mixed.

The present study investigates the effects of cognitive and linguistic factors on young learners' L2 spelling acquisition. More specifically, we aimed at examining correlations between L2 spelling acquisition and learners' working memory, phonological short-term memory, phonological awareness, non-verbal intelligence, L2 lexical/grammar knowledge and L2 reading comprehension. Furthermore, we tried to answer the question which cognitive and linguistic variables predict young learners' L2 spelling skills best.

Participants (N=75) were grade 3 and grade 4 students at two regular primary schools in Lower Saxony/Germany. Learners completed six measures of cognitive and linguistic skills, one L2 reading comprehension test, and a real word and pseudoword test to explore L2 spelling proficiency.

Correlations and multiple regression analyses were conducted in order to identify major component skills and knowledge bases needed for L2 spelling acquisition. In our talk, we will discuss why certain variables might affect learners' L2 spelling skills to a different extent, and effective teaching practices that can build spelling abilities will be outlined.

Íris Susana Pires Pereira (Research Center on Education, Institute of Education, University of Minho, Portugal), Maitê Gil (Agrupamento de Escolas de Professor Óscar Lopes, Portugal) and Clecio dos Santos Bunzen Júnior (Centro de Educação (CE-UFPE), Universidade Federal de Pernambuco, Brazil).

Unpacking visual design to construct pedagogy. A multiliteracies approach to "Migrants", I. Watanabe (2019).

Abstract:

When we first came across Migrants, I. Watanabe (2019), we were magnetized by the captivating representation that this picture book offers of the well-known dramas of many migrants' stories. As readers, we constructed meanings such as diversity, travels, death and hope. But as literacy teachers and researchers, we immediately addressed the book the following questions: How are these meanings visually constructed? Which implications for literacy learning and teaching can be drawn from knowing the forms in which these meanings are designed? Our answers to these questions were framed by the Multiliteracies theory (The New London Group (1996); Kalantzis and Cope (2012); Kalantzis, Cope and Pinheiro (2020; Kress and Van Leeuwen (2006) semiotic approach to visual design; and Painter, Martin and Unsworth's (2012) approach to reading visual narratives). In this presentation, we firstly discuss the results of the visual narrative analysis, which have allowed us to identify personification, colors, space and vectors as key semiotic options that intermingle in the representation of the above-mentioned meanings. Upon this, we discuss the processes of Experiencing and Analyzing functionally which, to our mind, are inescapable pedagogical dimensions for teachers to empower young readers to fully understand the meaningfulness of this picture book. With this case study, our main aim is two fold: To support extant discussions about the relevance of the theory of Multiliteracies; To contribute to the clarification of the complexity that inheres the enactment of the pedagogy of multililteracies.

Jefrey Shumba, Catarina Leitao and Tara Scott and (Childhood Development Initiative, Ireland).

Improving the Home Learning Environment: how child and family characteristics contribute to changes in the Home Learning Environment over time. Results from the Dolly Parton Imagination Library.

Abstract:

The family represents the most influential learning context where children typically acquire language, knowledge, skills, and behaviours, (Toth et al, 2015). Many studies have provided evidence that the Home Learning Environment (HLE) is an important predictor of various child outcomes including children's academic and social development, intellectual growth, and school readiness, (Rose et al 2018, Sammons et al, 2015). Realising the importance of the HLE for children's outcomes, this study will explore the family and child characteristics that contribute to changes in the HLE, for children in Tallaght, Ireland.

Data were collected from 213 children registered with the Dolly Parton Imagination Library (DPIL) in 2020 and this study followed up with the same children in 2021. Each participating child receives a free book every month up to their 5th birthday. The aim of this book gifting initiative is to improve the HLE. The HLE was assessed using an adapted HLE Index questionnaire (eight items). Data were also collected on childcare arrangements, ethnic background, number of books in the home, attitudes to reading and parental education. The study uses multivariate statistical models to explore the child and family characteristics contributing to a change in the HLE between 2020 and 2021.

The study will provide unique findings on the factors which can improve HLE. This will improve the effectiveness of DPIL through implementing measures that reinforce and improve the HLE. The study will also provide other organisations and institutions with key aspects of family and child characteristics that facilitate improvements in HLE.

Pirjo Kulju (Tampere University, Finland), Elina Hämäläinen (University of Jyväskylä, Finland), Marita Mäkinen (Tampere University, Finland) and Carita Kiili (Tampere University, Finland)

Pre-service teachers' credibility justifications when evaluating educational online texts.

Abstract:

Teachers play a crucial role in educating critical consumers of online information. Teachers' abilities to evaluate online information form the basis for educational practices targeted to support students' critical reading development. This study examined how pre-service teachers (N=169) evaluated the credibility of online texts about a controversial educational topic.

Pre-service teachers' abilities to evaluate online texts were measured in a web-based environment. They read four online texts about learning styles. Two texts favored (research-based texts) and two opposed (a teacher blog and a commercial text) the idea of learning styles. Pre-service teachers were asked to identify the author, venue, main claim, and evidence of the texts and evaluate four aspects of the credibility (author's expertise and benevolence, venue's publication practices, and the quality of evidence) with a six-point scale. They were also asked to justify their evaluations. In the qualitative analysis, the unit of analysis was a justification including the related response to the identification item (N=2704). The credibility justifications were awarded 0–3 points each.

The results showed considerable variation in pre-service teachers' abilities to justify their evaluations. Few pre-service teachers' justifications were advanced (3 points), accounting for 1.7% to 19.5% of justifications, depending on the credibility aspect. On the other hand, the proportion of inadequate justifications (0 points) were substantially high, varying from 11.2% to 75.7%. The results suggest the need for developing teacher education to ensure that pre-service teachers are well-prepared to teach critical online reading to their students. In the presentation, pedagogical implications will be discussed.

Lise Iversen Kulbrandstad (Inland Norway University of Applied Sciences) and Anne Marit Vesteraas Danbolt (Inland Norway University of Applied Sciences)

Teaching literacy to adult migrants. An interview study exploring professional practices.

Format: Paper

Theme: Inclusive Practices for Diverse Learners

Reference (208)

Keywords: second language, adults with low literacy skills, literacy teachers

Abstract:

Teaching literacy to adult migrants with low literacy skills is a complex teaching practice. One part of this complexity is the parallel learning of a second language and literacy. In this paper, we present results from an in depth interview study of ten Norwegian teachers working with this group of learners. We discuss in which ways this kind of teaching constitute a specialized profession with a dedicated mission from society, a knowledge base acquired through higher education, a professional community and an autonomy to act professionally. In Norway, these teachers have a clear mission; to contribute to adults being able to take actively part in society, further education and work life. Until now, a specialized teacher competence has however not been required. Thus, teachers represent a broad competence background and have, like all Norwegian teachers, autonomy to decide on their teaching methods. In this paper, we discuss how the teachers' different qualifications are mirrored in their reflections about their literacy teaching practices. At the same time, we explore in which ways a professional community appears across the interviews. The results from the interviews are a point of departure in discussing the components of a specialized teacher education for these learners.

János Steklács (University of Pécs, Hungary).

Reading comprehension strategies, executive functions. Outlines of a common paradigm.

Abstract:

As a result of the development and permeation of the conceptualisation of executive functions and since the experiences of the empirical surveys results have become known, we have an increasing amount of knowledge in this field, which might give the opportunity for an extensive interpretation of the experiences related to reading, reading comprehension and reading strategies (Nowens et al., 2020, Nguyen et al., 2020). In research literature, we can find several studies, which aim to unveil the relationship between the executive functions and the reading comprehension (Butterfuss & Kendeou, 2018). However, the relationships between reading strategies and executive functions still have not been revealed.

One of the aims of this presentation is to review the findings of the last decades in this field and paying attention to the common features, on the other hand, by highlighting the common points and the differences between the executive functions and reading strategies to promote the development of this paradigm.

This presentation introduces relevancies of executive functions connected to reading, as well as the relationships influencing their conceptual structure in respect of reading strategies. This presentation attempts to tap into the common points of the two fields, which would bring advancement regarding reading instruction, fostering of reading skills, and support the better understanding of executive functions. By the appearance and permeation of the concept of executive functions a chance and a task are given to review the cognitive paradigms interpretable in school system.

Jeremy Law, Michele Vincent and Karen Boese (University of Glasgow, United Kingdom)

Spelling out effective instruction: An assessment informed intervention study.

Format: Paper

Theme: Effective Literacy Instruction

Reference (211)

Keywords: Spelling, instruction, explicit instruction, Morphology, orthography, assessment informed

Abstract:

Literacy rates, including spelling, have been falling for the past four years across the UK. Lack of spelling proficiency affects the development of reading and writing competence, leading to widespread negative implications on academic achievement and educational trajectories.

However, research examining best practices to support the development of spelling skills is lacking. Disagreement exists as to how spelling is best learned, with some proposing spelling is learned naturally through print exposure, while others argue for direct, explicit instruction. In addition, no consensus exists regarding spelling instruction program content, resulting in variations across the UK, with most advocating phonics or visual strategies over a linguistics one.

To address these gaps, a randomised pre-post intervention was conducted to examine the effectiveness of an assessment-informed, explicit approach to teaching spelling within mainstream primary classroom contexts. Spelling error analysis techniques were used to provide a valid and reliable measure of phonological, orthographic, and morphological subskills in spelling. Results of this assessment equipped teachers with a finer grain measurement of skills, allowing for more effective differentiation of spelling instruction based on error type offering greater targeted support within the three main components of spelling (phonology, orthography, and morphological awareness). Beginning in September 2021, 160 children, across three primary grade levels, participated in the intervention. Post-test follow-up of the intervention will be conducted in May 2022. Preliminary midway assessment results support the effectiveness of explicit spelling skills instruction and offer insight into the contribution of phonological, orthographic, and morphological subskills to spelling growth.

Katarzyna Tunkiel (University of Stavanger, Norway).

Shared reading practices in Polish migrant families in Norway.

While enculturating into reading and literacy takes place primarily in the home, in Norway, we know little about reading in families with young children, particularly those from cultural minorities. At the same time, Norway, as many other countries, sees a decline in leisure reading. In this paper, I will present main findings from a qualitative study guided by the following research questions: What characterises shared reading practices in Polish families with kindergarten children in Norway? How may these practices support—or hinder—the development of reading interest in children?

The data material consists of 14 semi-structured interviews with parents of three- and four-year-olds, audio recordings of shared reading situations and photographs of frequently read books. Inspired by the ethnographic research tradition of New Literacy Studies, the study focuses on three central aspects of shared reading practices: what families read with their children, how and why they do it. Results from earlier research on factors contributing to the development of children's reading interest inform the discussion.

The findings show that even though most parents are not avid readers themselves, they value reading, mainly as an activity that promotes children's learning. However, the affective dimension of shared reading, especially children's own enjoyment, is also important to caregivers. The families' practices are to a large extent characterised by children's own choices and initiative, which may be positive for their reading interest, but could also be problematised, since the book itself seems to affect mutual involvement in shared reading.

Sandra Langer, Lisa Burkard and Ilka Koppel (University of Education Weingarten, Germany).

The digital inclusion pathway and the role of digital taste.

Format: Paper

Theme: Digital Literacies

Reference (213)

Keywords: digital inclusion, adult basic education, digital taste

Abstract:

In Germany, about 6.2 million adults are low-literate (Grotlüschen et al., 2019). Due to profound mediatization, participation in society requires not only basic skills in reading, writing, and arithmetic, but competencies in using digital media are equally fundamental (Couldry & Hepp, 2016; Koppel & Wolf, 2021). But people with low literacy in particular tend to have lower skills in using digital media compared to literate individuals (Buddeberg & Grotlüschen, 2020). At the same time, adults with low basic skills and low-income earners have particularly low participation rates in continuing education (OECD, 2021). The increasing reliance on digital media through the pandemic in teaching and learning environments is therefore particularly stressful for people with low literary skills and highlights the need to advance digital inclusion. The resulting question is: How can digital inclusion succeed (in a sustainable way)? To address this question, we use the Digital Inclusion Pathway by Stephen Reder (2015), published in 2015 based on the PIAAC results. The individual stages of the pathway will be placed in the context of the current state of digitalization and related to current results from the GediG project (BMBF). The focus will be on the Digital Taste and the thesis will be put forward that the Digital Taste represents a condition for success for the promotion of digital literacy. Finally, considerations will be made as to how the Pathway can be used as an orientation framework for basic education. Recommendations for practical action are derived from the findings of the GediG project.

Sandra Langer (University of Education Weingarten, Germany).

Improving Second Language Acquisition: Development of Family Engagement for Newly Immigrated Students.

Abstract:

Since late summer 2015 more than one million refugees have come to Germany, fleeing wars, terrorism, economic hardship or climate change in Africa (Law & Eckes 2010; Schlechter et al. 2019). In the light of this migration movement, the situation in schools in Germany has also changed significantly (Schlechter et al. 2019). School systems are straining to meet the needs of these newcomers, trying to put together quality programmes that will meet their needs (Law & Eckes 2010; Schroeder 2018).

In this presentation, part of a possible quality programme will be shown. It was developed with the purpose to support a German secondary school to meet these challenges within the framework of a five-way model of school improvement. The model's focus is on the development of staff, instruction, organization, cooperation and family engagement with regard to students with German as a second language. The main focus in this presentation is set on family engagement development as one of the five elements (Langer 2020). Having a look beyond the usual bake sale, participants are shown how family integration, for example through home visits, can help newly immigrated students. Students can be supported to settle in school, to adapt to the new school system and ultimately to embrace the new country as home. The school where the model was successfully implemented received an award in November 2021 for its outstanding integration work.

Suki Mozenter (University of Minnesota Duluth, United States)

"Ew! This book stinks!": Schooling-Adjacent Reading Practices as Knowledge Creation.

Format: Paper

Theme: Literacy in the Early Years

Reference (215)

Keywords: Early literacy, sociocultural theory, reading

Abstract:

Sociocultural theories of learning center participation and shared practices (Rogoff et al., 1995). As the learner engages in the activity, they learn and become a member of the community of practice. In this way, the learner, and their position in the community, is changed. The practices and the community are also changed via participation (Lave, 1993; Rogoff, 2016). Knowledges, practices, learners, and communities of practice are continually evolving.

However, in early literacy classrooms, a different theory of learning is more common. Teachers are positioned as experts whose task is to transform students into readers. We value schooling-related reading practices, such as decoding, while dismissing other practices, which are often creative and unconventional from an adult perspective. Children who do not develop the schooling-related practices along a pre-determined timeline are viewed as "struggling" and are often excluded from the community of readers to receive specialized, remedial instruction.

What would happen if we applied a sociocultural theory of learning to young children's unconventional, or schooling-adjacent, reading practices? Such a perspective would allow us to understand students' reading practices as an act of knowledge creation. It could also reposition traditionally marginalized readers as important contributors to the ongoing evolution of practices and community of practice.

This paper presents three cases of schooling-adjacent reading practices enacted by young readers from marginalized communities. I use critical, descriptive phenomenology to provide a strengths-based analysis of these practices and offer steps for applying sociocultural theories of learning in the early literacy classroom.

Pirjo Vaittinen (Tampere University, Finland)

Literacy Discourse in Finland – Towards inclusion with dialogue and interaction.

Format: Paper

Theme: Inclusive Practices for Diverse Learners

Reference (216)

Keywords: aid and devices for learners with special needs, productive digital tools, scaffolding for dialogic learning in collaboration

Abstract:

The glory of young top readers in the international PISA assessments is over, there are reluctant readers in the school-classes. The concept of multiliteracy is used in the national core curricula, and the basic education is developed according to the principle of inclusive education. There have been reading campaigns and projects during the last years in Finland.

There are questions to be asked from the viewpoint of learners with special needs, students with complex learning difficulties, learning disabilities or special educational needs. The literacy discourse in Finland is analyzed, to find out about diverse readers in connection with literacy instruction. For me as an academic mother tongue teacher educator, it is of utmost interest to relate the campaign material to the theory and research of literacy in the broad sense.

As the focus is on the 'new literacies', productive technologies, like digital storytelling are used in general education settings, in the classrooms with inclusion and diversity as prerequisites and goals at the same time. From voluntary organization sources, we know that today there are plenty of aids and devices designed for learners with special needs: readers, audio books, cameras, screen readers, dictation devices, often digital today, and 'trendy' enough for young non-readers!

The author is PhD in Comparative Literature, thesis based on 'reception aesthetics'/'Reader-Response-Criticism'; University Lecturer, Mother tongue teacher educator (emerita), interested in literature discussions, live and online, theatre education, pedagogy of 'active reader' and 'process writing'; pirjo.helena.vaittinen@gmail.com

Suki Mozenter (University of Minnesota Duluth, United States)

Interrupting Bias in Children's Literature Collections: Preparing Teachers Via Antiracist Praxis.

Format: Paper

Theme: Inclusive Practices for Diverse Learners

Reference (217)

Keywords: Teacher education, Antiracist praxis, Children's Literature

Abstract:

A classroom library that includes diverse narratives and voices is a critical component of any inclusive classroom. It is essential that students see themselves, their communities, and their stories represented in the texts they read. It is also essential that students read the richness of the world through these texts. A diverse classroom library offers students mirrors, windows, and sliding glass doors (Bishop, 1990).

As part of their licensure and coursework, teacher candidates (TCs) develop the skills needed to build a diverse classroom library. These skills typically focus on finding and selecting texts to curate a culturally responsive and representative classroom library. What is often overlooked, however, is how to evaluate a collection for problematic representations and how to disrupt oppressive practices, such as racism and homophobia, embedded in an existing collection.

In this paper, I report on a collaboration between a university's education department and library. The Antiracist Literary Advisory Board, A-LAB, engaged 20 TCs in a review of the library's children's literature collection to move it toward social justice. I conducted contrastive analysis of interview data from A-LAB participants and a comparison group of TCs. Through A-LAB, participants developed skills to review and change an existing collection and felt prepared to engage future colleagues and administrators in antiracist praxis through review and repair of problematic collections. I also found that A-LAB participants had a better understanding of structural racism and were better able to identify opportunities to engage in antiracist practice.

Christine Garbe, Jeroen Clemens, Colin Harrison (ELINET), Aydin Durgunoglu (University of Minnesota, Duluth, United States), Eufimia Tafa (ELINET), Elissavet Chlapana (University of Crete, Greece), Renate Valtin (ELINET), Tiziana Mascia (University of Urbino, Italy), Jennifer Rowsell (University of Bristol, United Kingdom) and Angela Colvert (University of Roehampton, United Kingdom).

ELINET Symposium: A European Framework of Good Practice in Enhancing Digital Literacy Skills in Early and Primary Years' Education.

Format: Symposium

Theme: Digital Literacy Skills

Reference (218)

Keywords: Digital literacy skills, language and literacy acquisition, emergent literacy, literacy teaching and learning in childhood, information and critical literacy

Abstract:

The role of digital technologies in education has been expanding, but with the COVID pandemic, such technologies have now become an integral part of education. This development forces us to reevaluate what it means to be literate in the 21st century and the kinds of proficiencies children, as well as their parents/caregivers and teachers need to possess. The ultimate goal of digital literacy can be defined as children being able to locate, comprehend, integrate, create and use information from multiple sources (online texts, videos, audio, images, interactive graphics,...) as well as to communicate and express effectively in various modalities at home and at school (oral, paper, visual, digital). Such digital literacy skills will be an important part of education, employment and citizenship in the childrens' future. However, socioeconomic status affects students' access to devices and the internet and the available support from teachers and parents. This inequity forces disadvantaged groups to (a) fall behind in the development of their digital literacy skills and (b) not benefit from technology's support in language and literacy development. As members of ELINET (European Literacy Policy Network Association), we have been working during the last two years on a framework to define what digital literacy means for children aged 0-12 years, the ways digital tools and activities can contribute to the development of children's literacy skills, knowledge and attitudes, to summarize the current international research and to compile the best practices that can be used at homes and schools.

Chrysoula Tsirmpa (University of Patras, Greece), Theoni Neokleous (University of Cyprus), Stavroula Kontovourki (University of Cyprus) and Nektarios Stellakis (University of Patras, Greece)

Family literacy practices of Greek-Cypriot and Greek families: shared reading and screen literacies.

Abstract:

This presentation discusses the home literacy practices by preschool age children and their parents in Greek and Greek-Cypriot contexts. The dataset consists of semi-structured interviews that were conducted using intentional sampling (Bryman, 2016). Forty mothers of children at preschool age (3 to 6 years) residing in Western Greece and in the Republic of Cyprus took part in our study and all the data were transcribed and analyzed; we adhered to the main principles of thematic analysis (Miles & Huberman, 1994). Data analysis revealed that shared reading is a popular practice in many families and this seems to correlate with parents' beliefs on the value of reading, even if a subset of our participants, who did not recognize the benefits of shared reading with regard to literacy development reported a minimum amount of time devoted to this practice at home. All our participants also reported that their preschool children interact widely with digital media and tools (e.g. Kumpulainen & Gillen, 2020; Marsh, 2006, 2019). Children mostly opt for digital practices that require a less agentive role for the user, e.g. watching videos on Youtube, rather than an active one, e.g. using online tools. Parents' stances again play a crucial role; a subset of the parents appeared to be cautious with respect to screen exposure in general and the amount of time devoted on digital devices, in particular. In light of the above results, we discuss how parents' perspectives and beliefs shape family literacy practices, both digital and non-digital ones.

Kristina Čunović (The Public Library "Ivan Goran Kovačić" , Croatia) and Snježana Berak (Croatian Reading Association).

Reading Challenges in the Year of Reading

Format: Poster

Theme: Digital Literacies

Reference (221)

Keywords: The Year of Reading, digital literacy, reading with pleasure, Croatia

Abstract:

The Croatian Government declared the year 2021 the Year of Reading based on the proposal by the Ministry of Culture and Media and it is dedicated to spreading the message "Let us read not to be left without words". It is part of the Action Plan of the National Strategy to Promote Reading which contributes to the development of reading culture and enables everyone to read with pleasure. The Croatian Reading Association supported the Year of Reading with a series of activities aimed at audiences of all generations.

"Reader Challenges" is a virtual program in which one challenge is published each month involving all interested reading enthusiasts. Furthermore, the conference "Digital Literacy and Digital Inclusion Strategies" was organized to promote and research reading, and on the occasion of International Literacy Day, September 8, it brings together the professional public.

Successful photo contest "Smile… while reading!" it had the purpose through photography to promote book, reading and all kinds of literacy in a positive and fun way. "Minute for reading" is an action in virtual form as a daily reading marathon that took place on October 23 as part of the Croatian Book Month. In action, the Association invites libraries to post one-minute reading videos aloud with their users on websites and social media. The goal of all activities is to encourage reading and literacy through the popularization of reading for pleasure, as a fundamental prerequisite for the development of reading skills especially at the time of the pandemic.

Szilvia Varga (John Von Neumann Universitym Hungary) and János Steklács (University of Pécs, Hungary).

Developing literary reading comprehension skills through morphological intervention in primary school.

Format: Paper

Theme: Effective Literacy Instruction

Reference (224)

Keywords: morphological awareness, morphological instruction, online intervention programme, pilot survey

Abstract:

The development of reading skills is important in all education systems since being able to comprehend information from written texts is a prerequisite for success for both the individual and the society. Therefore, efficient reading instruction and reading intervention programmes are important for both teachers and students. This presentation focuses on the importance of morphological instruction in primary grades since it contributes to the development of basic reading skills. This presentation gives a short review of morphological intervention programmes and we also present the pilot survey results of our morphological intervention programme. Through morphological tasks, the programme aims to extend vocabulary. It intends to develop morphological awareness and improve metalinguistic skills; children's ability to manipulate morphemes and employ word formation rules. This pilot survey tested the first four units of the intervention programme in grade 3 children (N=15). The pilot examination took place in a group setting. Children got an identification number to access the online platform. The pilot survey lasted for about 30 minutes. Both the teachers and the students found the tasks useful, interesting and entertaining. The programme is further developed by increasing the number of morphological tasks. The item level feedback will also make the programme more interactive and efficient. As part of the research, we have developed a five dimensional online instrument for measuring morphological awareness which has already been tested on a large sample (N=4,134) which we plan to use as a pretest and posttest.

Irena Bekić (Zagreb City Libraries, Croatia), Snježana Berak (Croatian Reading Association) and Petra Dolanjski Harni (Zagreb City Libraries, Croatia).

Girlhood: empowering girls' reading culture and literature

Format: Poster

Theme: Literacy environments

Reference (225)

Keywords: girlhood, critical reading, library services for young adult, critical reading groups

Abstract:

Girlhood is an interdisciplinary library art project focusing on studying the culture and everyday life of girls, and their different media and artistic practices perceived in their political potential. It gathers experts from the fields of anthropology, librarianship, literature, and visual arts. It focuses on reading groups comprised of secondary school girls, who are also active in the project's other aspects (anthropological, artistic, etc.). They become not only the project's target group, but also active creators and knowledge generators.

The starting position is the one noted by theoretician Catherine Driscoll, according to which girlhood is not only a set of ideas and experiences reserved exclusively for theoretic intellectual deliberations – although it has existed for a while as an academic discipline – but also considers everyday questions and experiences, approaching the subject from different perspectives. The project thematises the cultural concept and representation of girlhood, with the idea of establishing a methodological framework focusing on specific aspects of the girls' coming-of-age, often marked as frivolous and imposed by the bond between patriarchy and commercial culture that surrounds girls, but is rarely perceived as their choice within the space of enjoyment and compulsion.

Since the project proceeds in collaboration between public libraries and secondary schools, it activates a stimulating school environment, while affirming public libraries as places of common good and learning. It works towards creating a literate environment, critical interpretation of own surroundings, and indirectly a transformation thereof. Furthermore, it strengthens Croatia's cultural reading network through translocal networking.

Paul Flynn, Gerry Mac Ruairc and   Art O Neachtain (NUI Galway, Ireland).

Disciplinary Literacy in Initial Teacher Education: Content Area Frameworks Matter.

Abstract:

Over the last ten years in Ireland there has been significant focus at policy level on the development and improvement of effective literacy practice at both primary and post primary level. This paper reflects on work carried out at post primary level and questions whether the policy and practice interventions over the last decade have made an impact on how teachers are supported in their pursuit of enhancing post primary student literacy levels in Ireland.

The authors contend that the role of disciplinary literacy in Irish secondary schools dominates efforts to develop supports and training at initial teacher education stage and consequently this focus predominates instruction at second level in-service practice. However, while the development of high quality,subject area teachers is vital, explored here is the role that content area literacy, as a pedagogical design informant, needs to play in initial teacher education.

This paper suggests that a dearth of support exists for the development of such pedagogical design at initial teacher education stage that can also support the development of disciplinary literacy and realise national policy aspirations.

Indeed, if we are to consider the development of disciplinary literacy as fundamental to the creation of successful literacy dispositions that are key to success of developing lifelong literate learners, the authors argue that a more explicit engagement with how to design content area literacy frameworks in initial teacher education is needed. Implications for policy and initial teacher education provision are discussed and next steps for this research pathway presented.

Berit Lundgren (Nelson Mandela University/Umea University, Sweden).

Critical Literacy in adult second language learning education. Teacher's discussions about pedagogical practices.

Format: Paper

Theme: Lifelong development of literacy skills

Reference (227)

Keywords: critical literacy, translanguaging, adult education, immigrants, teachers discussions, observations, multilingual classroom

Abstract:

The aim with this presentation is to visualize the pedagogical possibilities when working with Critical Literacy among adult immigrants learning a second language. The study was conducted within a research- and development program (2018-2020) and has its base in seven schools in Sweden, where researcher and teachers in collaboration aimed to develop the teaching practice. Theoretical framework for the study is partly a dynamic approach to multilingualism and translanguaging (Garcia 2017) partly critical literacy (Janks 2010;2014) as a pedagogical approach in teaching of adults.

The empirical data for this presentation, is audio recorded discussions between the teachers and the researcher about observations in colleague's classrooms, observation protocols and teaching material. The study investigated how teachers discussed their experiences working with critical literacy.

The result shows teachers' move from a monolingual discourse in the classroom to a multilingual using the students language repertoires and giving the students' voices from their lived experiences to develop all languages, critical awareness and literacy competence. Furthermore, there was also evidence that engagement in colleagues' pedagogical practice through observations and subsequent discussions with researchers enhanced the teachers' critical literacy and teaching competence. A conclusion is that the result has implications for adult immigrants' literacy and second language education.

Marina Sotiropoulou-Zormpala and Zoe Lekka (Department of Preschool Education, University of Crete, Greece).

The impact of arts activities when integrated in Homer's Iliad text.

Abstract:

The presentation aims to describe a study which investigates the impact of arts activities when integrated in the teaching of Homer's Iliad text. An intervention is implemented where some of the arts activities are designed as «teaching through the arts» and some of them as «aesthetic teaching" of the taught text. These two teaching situations are examined with respect to the holisticity and the multimodality of the teaching process, characteristics that are usually neglected in conventional and most commonly implemented teaching approaches. The sample of the intervention consists of all the students of an eighth grade class, where the teaching of Homer's text is included in the regular curriculum.The data is collected through participant observation. All arts activities are audio recorded, and the researchers complete observation grids and a diary specially formed for the aims of the study. The criteria for the data analysis are a) the involvement of the students on physical, mental, emotional and social levels with the text taught (concerning the theory of holistic education) as well as b) the verbal, visual, kinetic and aural approach of the teaching subject (concerning the theory of multiliteracies).

There are indications that arts activities can raise student's holistic involvement and multimodal engagement with the taught subject. In particular, best results are found during "aesthetic teaching" activities of the relevant sections of Homer's Iliad.

Kadi Lukanenok and Liina Velner (Estonian Reading Association.)

3MR methodology – read-aloud activity for children with different abilities.

Abstract:

Erasmus+ project Making the Most of the Magic of Reading (3MR) was conducted on 2019-2021 by four countries Belgium, Italy, Romania, and Estonia. The project aimed to reduce the literacy gap among children from diverse socio-economic and cultural backgrounds. The project's goal was to increase children's early literacy skills and to raise awareness of the importance of reading aloud for children and infants to give them a good start in literacy skills development.

Current presentation will shed the led on 3MR reading methodology and Estonian experience on the field. An Estonian experience consists of 2 parts: reading to the children with age-appropriate development and children with special needs in preschool and primary school age. The research process of reading was conducted by EstRA members. A group of students from Tallinn University was involved in the research process of reading children with special needs.

Books for children with age development were read using the 3MR methodology. Appropriate accommodations were made to the 3MR methodology for reading by children with special needs.

Fiona Nic Fhionnlaoich (Froebel Department of Primary and Early Childhood Education, Maynooth University, Ireland).

Effective Irish language and literacy instruction: what we can learn by listening to children.

Abstract:

This study examined children's experiences of learning Irish in English-medium primary schools in Ireland. To date, children's voices have largely been absent from these discussions, and this research set out to address this gap by documenting primary school children's experiences. The conceptual framework, informed by Biesta's domains of education (Biesta, 2015, 2020), was used to provide coherence to second language learning theories. This was complemented by the work of Friedrich Fröebel, adding a child-centred, social constructivist perspective.

The participants were first-class (7-year-olds) and fifth-class (11-year-olds) children in three English-medium primary schools in Ireland. Informed by the conceptual framework, a child-centred methodology was employed to support children in sharing their experiences. Data from draw-and-talk, circle time and a post-it survey were analysed qualitatively, using a thematic approach guided by the conceptual framework.

This paper presents qualitative findings from within the qualification domain (Biesta, 2015) and will document children's discussion of the development of their knowledge and skills in Irish lessons. Findings indicate that the children viewed themselves as passive in lessons with limited evidence of authentic communication or developing the four strands: listening, speaking, reading and writing.

This study suggests a need for additional supports to embed the communicative approach in Irish lessons in English-medium primary schools. In addition, explicit development of the four language skills when learning Irish should support the integrated approach underpinning the Primary Language Curriculum (DES, 2019).

This study was conducted as part of the EdD programme at Queen's University Belfast.

Nicholas Husbye (University of Nebraska – Lincoln, United States).

Developing Adaptive Expertise in Pre-Service Teacher Literacy Education.

Format: Paper

Theme: Effective Literacy Instruction

Reference (231)

Keywords: teacher education, reading, guided reading, coaching, adaptive expertise

Abstract:

There is an immense amount of attention paid to how best prepare pre-service teachers (PSTs) to engage in ambitious instruction, with particular attention paid to eliciting and supporting students' thinking as the foundation of ongoing sense-making. This response relies upon the ability of a PST to adapt their teaching to meet individual instructional needs, particularly as students read texts for themselves, by themselves. This research study draws upon data collected over the course of five semesters in an undergraduate, school-based literacy education course. Within this course, PSTs worked in instructional teams of 3-4, collaboratively planning for and enacting one hour of literacy instruction for a group of 3-4 second graders over the course of 10 weeks. Data for this presentation includes instructional plans, video from lesson rehearsals and enactments, PST reflections, and mid- and end-of-semester interviews with PSTs as well as field notes and plans from the teacher educator. PSTs coached readers in the moment in a variety of ways aligning with graphophonic, semantic, and syntactic understandings of the reading process. Coaching reliant upon letter-sound relationships was most prevalent across all semesters, but as course materials evolved and adapted, coaching in letter-sound relationships became more specific ("sound that out" versus "the G makes two sounds - let's try the other"). Additionally, coaching based upon other cueing systems became more prevalent across the semesters, with instances of coaching undergirded by PSTs' knowledge of semantics and syntax increasing.

Cassie Norvell (East Tennessee State University, United States) and Amy Broemmel (The University of Tennessee-Knoxville, United States).

Trauma Informed Literacy Professional Development: Supporting Teachers in a Post-Covid Environment

Format: Paper

Theme: Other

Reference (233)

Keywords: Trauma Informed Care, Literacy Professional Development, Trauma informed PD

Abstract:

Living through a global pandemic has brought collective stress and personal trauma for many, including teachers (Kayson, 2021). The field has acknowledged students' experiences by employing trauma informed practices which encourage a holistic approach to human services, including "understanding the impact trauma can have on the entire human experience" (Evans & Coccoma, 2014, p.1). However, the trauma teachers have encountered in the field has long been largely overlooked, and the pandemic exacerbated this issue, leading many to leave the profession. The purpose of our presentation will be to explore a Trauma Informed Model of Literacy Professional Development (PD) as a mechanism for holistically supporting teachers. Trauma-informed practice is guided by five core values: "safety, trustworthiness, choice, collaboration, and empowerment" (Fallot & Harris, 2009, p. 3). Therefore, trauma-informed literacy PD establishes emotionally and physically safe environments amid trustworthy relationships, builds-in choice, promotes collaboration, and empowers teachers. In our presentation we will explore two cases of trauma-informed literacy PD: one multi-case study of a semester-long PD at a rural, elementary (K-6) school serving a high poverty (63%) and emerging ESL (17%) population; and, a two-year job-embedded professional development at a suburban elementary school serving a high poverty (83%) and ESL (50%) population. We will explicate ways to establish a safe environment and build trustworthy relationships, examine multiple options to build-in choice and promote collaboration within literacy PD, share how teachers from these two professional development experiences felt empowered and show how the impact of these empowering experiences influenced their growth and development.

Maria Ioanna Zavogianni (Brain Imaging Centre, Research Centre for Natural Sciences, Budapest, Hungary), Georgia Gerike (Niilo Mäki Institute, Jyväskylä, Finland), Lisa Hintermeier (Department of Education, University of Jyväskylä, Finland) and Daria Khanolainen (Department of Teacher Education, University of Jyväskylä, Finland).

Music-based interventions designed for school-aged children with reading disorder: a systematic review.

Abstract:

Purpose: In recent years, there have been many efforts to apply music-based activities as intervention tools to improve aspects of reading development (e.g., phonological awareness, working memory, rhythmic perception). Although previous systematic reviews and a meta-analysis were conducted on this topic, they provide a more general focus. The aim of the present systematic review is to categorize previous music interventions for children with reading disorder in order to examine the efficacy of certain types of music activities for remediating reading difficulties.

Method: Scientific databases related to studies on music interventions for reading disorders were investigated (i.e., ERIC PsycInfo, PsycArticles, and Medline through EBSCOhost, ScienceDirect and Scopus through Elsevier, as well as Pubmed and Web of Science). Studies published in English and German until the year 2021 have been examined. 738 publications were initially retrieved via the applied search strategy. After removing duplicates, 474 articles remained for title and abstract screening.

Results: Post-intervention outcomes on various reading-related measures (e.g., reading fluency, auditory perception) will be compared between the different music training programs; the results are expected to provide further insight into the effectiveness of such interventions.

Conclusions: This systematic review provides an overview about the current state of research on music interventions. By comparing and contrasting the mechanisms guiding different types of music-related interventions, we aim to facilitate future research in this area. Finally, the results provide important insights for various stakeholders, such as special education teachers. The present study is currently in progress.

Anneke Smits (Windesheim University of Higher Education, the Netherlands) and Ottavia Trevisan (University of Padua, Italy).

Reading motivation and reading habits in Dutch pre-service teachers. .

In the most recent PISA study Dutch students (15 years-old) occupied the lowest place (77) in reading motivation. This is a worrying finding as positive reading motivation and stable reading habits enable the development of reading, language and knowledge. At the age of 17, students can start their teacher training. Chances are that their reading motivation is still low. This research project started from the following questions: What reading motivation and reading habits do pre-service teachers show? What factors can be identified that predict reading motivation and reading habits? Why are students (un)willing to change their reading habits for the better?

An extensive survey was developed on the basis of existing surveys. 579 pre-service teachers participated. Around 50% of the students indicated a positive motivation for reading. At the same time only 25% of the students indicated a stable habit of reading. Another 23 % of the sample indicated that they had recently started to read more. The rest of the students (50%) hardly read any books at all. Motivation and reading habit showed a significant correlation, but motivation alone was not enough for a stable reading habit. Factors that showed positive significant relations with reading motivation and habits are self-efficacy, concentration and the type of books read. A preference for digital media proved inversely related to reading motivation and habits. Several reasons were identified for students (un)willingness to improve their reading habits. These reasons provide insight in how improvement of reading habits may be supported during teacher training.

Katerina Korakaki and George Manolitsis (University of Crete, Greece).

Examining the short and long-term effects of 'Response to Intervention' in at-risk preschoolers for the enhancement of early literacy skills from Kindergarten to Grade 1.

Format: Paper

Theme: Effective Literacy Instruction

Reference (236)

Keywords: Response to Intervention, Early literacy, Phonological Awareness, Letter knowledge, Vocabulary

Abstract:

The present quasi-experimental study aims to examine the effects of a 'Response to Intervention" (RtI) program implemented in Kindergarten for at-risk children on their literacy development. Particularly, we examined whether two different levels (small-group vs individualized training) of an RtI program have different impact on children's early literacy skills from Kindergarten to Grade 1 (G1).

Thirty-four 5-6 years old children identified as suffering from low achievement in standardized literacy tests at the beginning of Kindergarten joined two experimental groups and 24 typically developing children selected as a matching control group who attended the mainstream literacy program of kindergarten. The first experimental group consisted of 24 at-risk children attended an intervention on emergent literacy skills, which implemented in a scheme of small groups (3 children/1 teacher), while the second experimental group consisted of 10 children attended a similar intervention in an individualized scheme (1-1). All of the participants assessed 4 times at the beginning and the end of Kindergarten and G1 in emergent literacy skills and in reading/spelling skills in G1.

Overall, it was found that the RtI short-term and long-term effects in literacy skills of at-risk children were similar across the experimental groups during the initial phases of learning reading and spelling. Also, both experimental groups showed to achieve similarly with the control group in all literacy tests at the end of Kindergarten and in reading tests at the end of G1, but not in spelling. These findings speak of the importance of RtI across all levels of implementation.

Shabnam Moini Chaghervand (Kent State University) and William Bintz (Kent State University).

Using a Picturebook Study to Support Student Inquiry in an 8th Grade English Language Arts (ELA) Classroom

Format: Paper

Theme: Effective Literacy Instruction

Reference (237)

Keywords: Inquiry, Picturebooks, ELA

Abstract:

The purpose of this presentation is to describe major findings from a qualitative, classroom-based study designed to investigate the social and personal use of picturebooks to support inquiry in an 8th grade Language Arts classroom. A total of 17 middle grade students and 1 classroom teacher participated in this study. The study invited middle grade students to read and respond to a text set of high-quality and award-winning picture books on the topic of Greek Mythology. While reading, students used a Literature Response Cube (LRC) as an inquiry-based, instructional strategy to construct and record responses and questions to texts. Students used these responses, particularly inquiry questions, to design and conduct their own inquiry project on Greek Mythology. As a culminating event, students presented their inquiry projects to the whole class and included written reflections on the whole inquiry experience.

With this background in mind, this presentation begins with a vignette that both inspired and shaped this classroom-based study, followed by a brief overview of recent research on inquiry, inquiry-based instruction, and the power and potential of picturebooks. Next, it describes the qualitative study and discusses the Literature Response Cube as a research-based, inquiry-driven instructional strategy that is designed to spark and support student inquiry process. The presentation ends by describing major findings of the study, as well as discussing implications for students, teachers, teacher educators, curriculum coordinators, and others interested in inquiry-based teaching and learning. It also identifies new inquiry questions for further research.

Portuguese National Reading Plan (Ministry of Education).

Literature and science in primary, secondary and higher education.

Format: Poster

Theme: Literacy Environments

Reference (239)

Keywords: Reading and writing, Science, Literature

Abstract:

The Portuguese National Reading Plan, launched in 2006, reached a new stage for the 2017-2027 decade, with the aim of strengthening the work carried out and improve literacy levels in all segments of the population, investing in a more dynamic intervention, involving the areas of Education, Culture, Science, Technology and Higher Education. Hence the objective of bringing the National Reading Plan closer to Literature, Science, Arts and Technologies, as well as the organizations and agents that promote them, enhancing synergies, partnerships, and projects, to generate enriched contexts where different languages, texts and literacies are used to observe, experience, discover and interact with the world, and speak, read, and write about it.

The Portuguese National Reading Plan aims to increase the Science Program, promoting scientific reading and technological skills, associating literary or scientific writing to the creation of bionic or three-dimensional objects, digital georeferencing scripts and gaming, and other products. In this context, we will share some initiatives, such as the "Metamorphosis" and "4 Elements" projects, both aimed at secondary school students.

We will also talk about the "Reading Summit - ReadS", a reading and writing competition for university students, and the "Reading Cartographies", a platform for the dissemination and mapping of reading and writing initiatives promoted by higher education institutions in Portugal.

Susana Franco (Agrupamento de Escolas Damião de Goes, Portugal) and Carla Sampaio (Educational Services of the Ministry of Education, Portugal).

Inclusive Reading Instruction through Augmentative Communication

Format: Paper

Theme: Inclusive Practices for Diverse Learners

Reference (242)

Keywords: communication difficulties, alternative communication, reading ability

Abstract:

Considering that a large number of children have communication difficulties, different paths in language, vocabulary, reading and writing acquisition should be considered, adapting instruction to individual characteristics (Camargo, 2019). The aim of this study is to understand how reading stories through alternative and augmentative communication systems promotes language development and reading abilities in eight children with special needs, namely autism. The children attend a learning support center for 60% of instructional time and are included in their regular classes for the remaining time. The intervention is based on picture communication symbols (PCS), an alternative method that aims to develop cognitive and linguistic skills, allowing students to acquire knowledge by viewing content and being able to translate them into verbal language, communicating and interacting with their peers. The use of images based on stories that are used in the regular classes was introduced to the children in the special needs classroom to allow them to understand concepts and to be included in the acquisition of knowledge. Preliminary results suggest that choosing an alternative communication system improves the communication skills of children with specific needs and promotes their learning autonomy in the regular classroom.

Christina O'Keeffe, Weiyi Liu, Andrea O'Toole, Gillian Lake and Sinéad McNally (Dublin City University, Ireland).

A Scoping Review of Early Childhood Education Literacy Instruction for Young Autistic Learners.

Abstract:

Young autistic learners experience difficulties regarding early language and literacy skills (Westerveld et al., 2016). Autistic children's experiences in the early years plays a significant role in supporting the development of emergent literacy skills given that such skills form the foundation for later reading and literacy outcomes (Whitehurst & Lonigan, 1998), support access to academic content (Nation & Norbury. 2005) and promote later academic success (Snow, 2016) and employment (Howlin et al., 2004). However, there is a dearth of research regarding how best to support literacy instruction for young autistic learners with a lack of guidance within policy and curricula (McNally & O'Keeffe, In Press; Westerveld & Paynter, 2021).

To investigate this further, we conducted a scoping review of the relevant literature in order to examine the current evidence base regarding literacy practices that support the emergent literacy skills of young autistic learners. This involved the screening of 825 titles and abstracts with 84 studies included for full-text screening. Preliminary data extraction findings highlight the dearth of studies that have exclusively examined literacy instruction for autistic children within the early years. Furthermore, despite calls within the literature, there is limited research on comprehensive literacy programmes for young autistic children. There are also significant gaps regarding how best to support literacy development of autistic learners across the spectrum, with the majority of research focusing on those that are verbally articulate. The full findings from the scoping review will be presented at the conference alongside implications for policy and practice going forward.

Helin Puksand (Tallinn University) and Anne Uusen (Tallinn University).

Does longer computer experience affect text creation?

Format: Paper

Theme: Digital Literacies

Reference (246)

Keywords: writing, text creation, e-assessment

Abstract:

The COVID-19 pandemic and the development of digital technology have raised the need to use e-assessment in all school subjects, including the L1. Different sub-skills are assessed in the language field. It is important to assess text creation skills. In e-assessment, the student uses a computer to write and create text. Writing is a very demanding and complicated language skill for younger students. The quality of the texts written on the computer depends on one's ability to type and use the keyboard (Graham et al., 2012).

In our presentation, we provide an overview of the e-writing survey conducted in 2019. The aim of the study was to find out if 7th-grade students write better on a computer than 4th-grade students. 249 students from the 4th grade and 251 students from the 7th grade participated in the study. The analysis of the results showed that lower grade students performed worse on the task of writing the e-mail, but there were no differences in writing the narrative texts. Differences were also seen in the frequency of computer use at school. Low digital equipment use at school explains the low performance of text creation. Before we will use e-assessment, we must think about whether students are taught to write on a computer and whether their skills are adequate.

Reference

Graham, S., McKeown, D., Kiuhara, S., Harris, K. R. (2012). A meta-analysis of writing instruction for students in the elementary grades. – Journal of Educational Psychology 104 (4), 879–896.

Eileen Scheckle (Nelson Mandela University, South Africa)

Teachers as readers: Exploring reading connections.

Format: Paper

Theme: Literacy Environments

Reference (247)

Keywords: teachers as readers, reading for pleasure, social justice literacy

Abstract:

The paper reports on an initiative in teacher education at a South African university to develop student teachers as readers. The various PIRLS reports (2006; 2011; 2016) have indicated the dearth of reading materials as many homes have fewer than 10 books and the majority of South African schools do not have libraries. This lack of reading resources as the foundation for reading fluency has been likened to playing football without a ball (Pretorius & Mampura, 2007): the essential materials are missing. Due to these circumstances, many of the student teachers who enter the teacher education programme come from contexts where there has been little opportunity or encouragement to engage in reading for pleasure. The initiative involved providing all first-year students with copies of Sherman Alexie's The Absolutely True Diary of a Part-Time Indian, which they discussed in a Communication module. The data, which has been organised thematically, consists of students' reflection on their connections with the text. What emerged from the study was students' sense of identity as a social justice issue in relation to the continued effects of the apartheid system. In addition, an analysis of the student writing suggested the importance of taking agency to fulfil hope and dreams. If teachers are to be literacy role models and resources for their learners (Cremin, 2020), they need to have pleasurable, meaningful experiences with reading books as pleasure is central to "fostering competent and lifelong reading" (Wilhem, 2016 p 30).

Patrick Burke and Eithne Kennedy (Institute of Education, Dublin City University, Dublin).

Disciplinary literacy in primary and post-primary schools: Findings from a multi-phase mixed methods study with Irish teachers.

Abstract:

Disciplinary literacy emphasises the distinctive reading, writing, speaking and listening skills that support thinking and learning in different subjects (Shanahan & Shanahan, 2008). Considered an 'inside out' approach, which foregrounds the unique demands of the discipline, it can be contrasted with the 'outside in' approach associated with content-area literacy teaching (Brozo et al., 2013). Disciplinary literacy has received significant attention in the research literature. However, much of the research in this area has emanated from the US education system, which differs substantially in curricular structure and school configuration from European countries (including Ireland). While disciplinary literacy has received some scholarly attention in Ireland (e.g. Mac Mahon, 2014; Burke & Welsch, 2018; Murphy, 2020), and has recently been signalled as a focus of practice in the national language curriculum for primary schools (NCCA, 2019), there remains a number of lacunae in how well this construct is realised in practice. This paper outlines select findings from two phases of a multi-phase mixed methods research project (Creswell, 2014) examining primary and post-primary teachers' perceptions of literacy integration. The paper draws on data from in-depth qualitative interviews (n=30) and quantitative surveys (n=465) completed with both primary and post-primary teachers. The paper will focus on teachers' conceptualisations of literacy across school sectors and subjects, the effectiveness of governmental action to promote literacy across the Irish school system (Department of Education & Skills, 2011), and the lessons that can be learned for future research on disciplinary literacy.

Martine Peters, Tessa Boies and Sarah Beauchemin-Roy (Université du Québec en Outaouais, Canada).

Do paraphrasing and quoting lead to referencing, an essential literacy skill?

Format: Paper

Theme: Other

Reference (252)

Keywords: referencing, quoting, paraphrasing, writing, literacy skill, plagiarism

Abstract:

While students understand the importance of citing and paraphrasing information found online in their written work, this leaves room for many oversights or difficulties in referencing their sources. In this research project, high school students wrote a text of approximately 500 words on the computer. Using screen recording software, we followed their progress in real time. The analysis of these videos allowed us to observe the various processes involved in writing a text from beginning to end, as well as to identify the strategies used in the writing process. The results show that students use paraphrasing more often, but without citing the reference, while they reference sources more often when using direct quotes. In this sense, it seems that students have understood that it is important to quote the words of authors (direct quotation), but not necessarily the ideas borrowed from these authors (paraphrase). It is therefore necessary to teach students how to properly cite, paraphrase and reference in order to prevent plagiarism in their written work. Recommendations will be presented in order to enable students to learn how to reference but also learn why it is crucial to reference the authors paraphrased and quoted in their work.

Jacqueline Lynch and Jennifer Mirabal (Florida International University, United States).

Designing a Family Literacy Program with Diverse Families During Covid: Implementation and Parental Feedback.

Format: Paper

Theme: Literacy in the Early Years

Reference (256)

Keywords: family literacy, second language, book interactions

Abstract:

There are particular aspects of family literacy programs that can make them effective. González et al. (2005), for example, recognized that in order for family literacy programs to be successful, they need to build upon the 'funds of knowledge' or the rich knowledge and skills that have social and cultural relevance for families. In addition to past research shaping program design and success, implementing a program during a pandemic also shapes program design. In this presentation we discuss necessary modifications to a family literacy program centered on parent-child interactions. We share efforts to build literacy learning and parent-child engagement, including the use of books in the home language. Overall, there were approximately 30 parents (mostly new immigrants and native Spanish-speakers) who agreed to participate in our year-long program with their 4-5 year-old children. Children were attending a preschool for low-income families. Online focus groups with parents provided feedback on the program and themes from these groups will be discussed.

Edith Jolicoeur (Université du Québec à Rimouski (UQAR), Canada), André C. Moreau (Université du Québec en Outaouais (UQO), Canada), Karine N. Tremblay (Université du Québec à Chicoutimi (UQAC), Canada), Judith Beaulieu (Université du Québec en Outaouais (UQO), Canada) and Isabelle Brassard (Université du Québec à Chicoutimi (UQAC), Canada).

Teaching practices for learners with complex communication needs, what about scientific writing.

Format: Poster

Theme: Inclusive Practices for Diverse Learners

Reference (258)

Keywords: teachers as readers, reading for pleasure, social justice literacy

Abstract:

Researchers are increasingly interested in access to literacy for people with moderate to severe intellectual disabilities. What about students with complex communication needs. This subgroup is frequently absent in literacy research (Ahlgrim-Delzell et al., 2016, Mandak et al., 2018). However, this condition is common in people with intellectual disabilities. Therefore, it would be relevant for school stakeholders to have access to this research knowledge. That would give them access to proven practices (Ruppar et al., 2011). The objective of this research was to synthesize the critical analysis of research on literacy teaching practices for students with intellectual disabilities and complex communication needs. In total, we consulted 32 databases with keywords related to intellectual disability, complex communication needs, teaching practices, and literacy. We selected a dozen articles. The majority had participants with intellectual disabilities and complex communication needs. We have added a few scientific articles presenting practices adapted for students with complex communication needs. This poster discussed the results of these studies.

Evie Poyiadji (Larnaca College (Department of Education), Cyprus) and Stavroula Kontovourki (University of Cyprus (Department of Education)).

Hybridized digital literacy practices: An examination of literacy learning in everyday primary classrooms.

Format: Paper

Theme: Digital Literacies

Reference (259)

Keywords: digital literacy, literacy pedagogy, primary education

Abstract:

This presentation examines digital literacies in schools to raise questions about what happens when digital tools and technologies are integrated in public primary classrooms. Doing so, we focusing on instances when school literacy was deliberately expanded through digital media and tools, and provide examples of how conventional meanings of literacy and pedagogy were potentially challenged and yet possibly confirmed. This examination is theoretically grounded in understandings of digital literacy as a social practice that cuts across non/digital tools, off/on-line spaces, and im/material forces. We combine this with post-structural notions of power and embodied performance that allow understanding school classrooms as complex social spaces where both restriction and possibility exist. From a methodological perspective, the presentation combines data from two research studies that relied on case-study methodology to examine the enactment of literacy curricula in primary classrooms where technology was differentially integrated. Thematic analysis of teachers' embodied performances made evident the complexity of digital literacy in school classrooms. Across and within cases, the integration of digital tools and applications, such as the interactive board, the laptop, and internet spaces for gamified learning, opened up spaces for teachers' and children's reconstitution as literate subjects, at the same time that digital literacy was hybridized and morphed in the workings of schooling. We thus argue that different possibilities for reconfiguring digital and school literacy may emerge simultaneously at the entanglement of teachers' embodiments of literacy, of stabilized notions of literacy and schooling, and of materials with distinct features and affordances.

Bjoern Schulz and Johanna Lambertz (Arbeit und Leben Berlin-Brandenburg DGB/VHS e. V., Germany)

Digital Literacy and the development of digital learning products – an approach for user-generated content.

Format: Poster

Theme: Digital Literacies

Reference (260)

Keywords: digital literacy, user-generated content, content by learners, media skills, low literacy learners, basic education, digitale learning in basic education

Abstract:

The 2018 Leo study examined the digital practices of low-literacy people for the first time in Germany. A striking finding is the heavy use of social media and messenger services among this group and the uncertain handling of digital environments regarding their critical reflection. Logically, the authors of the study advocate basic education formats that enable less literate people to discuss and express their interests and make their voices heard.

The poster shows one possible approach to achieve this goal. In the ABConnect project, which is funded by the German Federal Ministry of Education and Research, we are developing a web-based tool that teachers and learners in basic education can use to create their own media products using given templates and a variety of assets such as graphics, text modules, audios, and videos. The learners write storyboards, collect information, write dialogues, select suitable pictures or videos, graphics, etc., and implement the storyboard by putting the assets in the correct order, type texts or make voice recordings; the learners finally test and present the product. In addition to functional skills, learners strengthen their critical and reflection skills, as well as social skills through interaction in the group.

With the corona pandemic, digital learning gained momentum in basic education. However, many digital learning opportunities are not always precisely tailored to the target group. A low-threshold tool with which you can create your own small digital learning products like learning nuggets could be a solution.

Carol Doyle-Jones (Niagara University, Canada).

Critical reading projects: Exploring social justice through literature circles with pre-service teachers.

Format: Paper

Theme: Effective Literacy Instruction

Reference (261)

Keywords: literature circles, pre-service teachers, critical reading project, social justice focus

Abstract:

This research examines how pre-service teachers design literature-based curricula with a focus on social justice, equity, and diversity. Exploring how pre-service teachers understand integrating diverse voices through their curricular choices creates space to re-imagine how education is conducted in our contemporary classrooms and schools. During a Language and Social Studies methods course, a critical reading project was completed through a literature circle format. Focusing on teacher modelling and guided reading, several concepts were examined, such as curating multimodal and digital responses, with junior grade-appropriate (Grades 4–6) language arts and social studies cross-curricular diverse books. Some of the books chosen include French Toast (2016) by Kari-Lynn Winters, Fatty Legs (2010) by Christy Jordan-Fenton and Margaret Pokiak-Fenton, Room for One More (2019) by Monique Polak, and How to Bee (2017) by Bren MacDibble. Pre-service teachers shared a read aloud of their text via the virtual multimedia curating tool Flipgrid, created an activity pack, and situated their literature circles. Created activities include exemplars for online plot mapping, multimodal character postcards, thematic collages using both print and digital tools, virtual storyboards, and book trailers. Themes of identity, voice, discrimination, and displacement emerged from the activities and final reflections. In this session, how pre-service teachers re-considered pedagogies, re-styled curricula designs, and found new ways into teaching and learning by focusing on issues of social justice, equity, and diversity through texts will be showcased.

Shelley Young (Oklahoma State University, United States).

Place, Photography, and Poetry: Using Counter Narratives to Teach Hidden History.

Format: Workshop

Theme: Other

Reference (263)

Keywords: teachers as readers, reading for pleasure, social justice literacy

Abstract:

It was not until I was fifty years old that I learned the history of my hometown. In 1921, one of the worst acts of racial violence happened in my hometown. This event was the Tulsa Race Massacre. This hidden history was not taught in the schools I attended or in the curriculum that I taught as a veteran educator of thirty years. Learning about this atrocity as an adult caused me much cognitive dissonance. Five years later and I still struggle with this new knowledge. I was missing a piece of my identity when I didn't know the history of my place.Social and Cultural Psychologists Plaut et al. (2012) confirmed that knowing your local history is essential for constructing self.Healing the wounds of painful racialized historical events is tough (Brasher et al., 2020). Healing begins with knowing the history in our own backyard. "Excavating the past could prevent future mistakes and repeating acts of complacency where there should be outrage" (Taylor, 2018, p. 189).

In this workshop participants will learn strategies for excavating the past and possibly uncover hidden or silenced histories. Participants will learn the OPTIC method of visual analysis to examine historical photographs, learn some photography techniques to merge the past with the present, write poetry, and be introduced to children's and young adult literature that can help teach hidden history.

Niamh Fortune, Joni Clarke, Suzanne McCarthy and Aoife Merrins-Gallagher (Froebel Department of Primary and Early Childhood Education, Maynooth University, Ireland).

'All Work and No Play': Reconceptualising Senior Primary School Literacy Practices.

Format: Workshop

Theme: Literacy Environments

Reference (264)

Keywords: Playful pedagogies, Active methodologies, Language and literacy in senior classes, Pupils age 8 to 12, Primary Language Curriculum in Ireland, Cross-curricular links, Playful literacy environment

Abstract:

This workshop will examine the potential of play based pedagogies to develop language and literacy skills in the senior primary class.

According to Friedrich Froebel 'Play is the highest expression of human development in childhood for it alone is the free expression of what is in a child's soul'. In Irish classrooms, play based learning has been implemented very successfully in the junior classes through Aistear (2009). However this framework has not been implemented to the same extent for senior classes. Research has shown that learning through play is generally under developed in Irish classrooms. Teachers show a preference for traditional learning and teaching styles instead of their integrated play-based curriculum. (Gray & Ryan, 2016).

This workshop is timely with the introduction of the Primary Language Curriculum for senior classes in 2019 and the revision of the Primary Curriculum currently being undertaken by the NCCA in Ireland. Current national and international research will be examined to support the active and playful methodologies for this literacy workshop. This will be followed by modelling the active pedagogies. All participants will engage in a range of activities to support reading, writing, language and digital literacy development for pupils age 8 to 12 years. A playful literacy environment will be created.

This workshop will challenge participants to rethink approaches to literacy and language instruction in senior primary classes.

Jeanine Williams (Williams Higher Ed, United States).

A Framework for Raciolinguistically Just Literacy Instruction.

Format: Paper

Theme: Inclusive Practices for Diverse Learners

Reference (267)

Keywords: Postsecondary Literacy Instruction, Raciolinguistic Justice, Curricular Redesign, Social Justice, Academic Literacy, Critical Language Awareness, Linguistic

Abstract:

While many postsecondary literacy professionals are committed to the idea of raciolinguistic justice, they often struggle with the practical application of this idea--especially as it relates to preparing students for the current state of postsecondary literacy, while also working toward more equitable and just literacy ideologies and practices. This paper features a newly developed framework for enacting raciolinguistic justice in postsecondary literacy instruction in ways that account for the current state of postsecondary literacy and at the same time move toward equity and justice. As will be discussed, raciolinguistically just literacy instruction is a joint venture between professionals and students where they are both teachers and learners of language and literacy. In this joint venture, faculty and students work together towards three goals: (1) to build their critical language awareness, (2) to hone their capacity for exercising linguistic dexterity, and (3) to justly assess students' work. Overall, this framework addresses the needs of both faculty and students and reimagines postsecondary literacy instruction to be equitable and just. Thus, freeing students and faculty to navigate diverse linguistic spaces with confidence and authenticity.

Aoife Ahern and Isabel García Parejo (Universidad Complutense de Madrid, Spain).

Service-Learning and developing literacy teaching competence in the context of linguistic and cultural diversity.

Format: Paper

Theme: Effective Literacy Instruction

Reference (268)

Keywords: Teacher education, Subject literacies, Genre pedagogy, Service learning

Abstract:

This talk will describe the development of a Service-Learning (S-L) project, by which students of education in Spain were introduced to "Reading to Learn" (R2L) genre-based literacy pedagogy in first and second languages (Spanish and English) to support culturally diverse pupils at two local primary schools. The S-L project aimed both to enhance the student-teachers' competencies in literacy teaching, and to confront challenges arising from school segregation and inequity in the local community. The university students (n=55) took part in specialised training on how to use R2L for teaching literacy across the curriculum. Students involved included those studying the degree in Spanish as well as a bilingual group, who followed many subjects through English; the training offered information on how to teach literacy in Spanish, but also in EFL, taking advantage of the bilingual group's intention to teach through English and thirst good command (CEFR B2 / C1) of the language. The students then applied the competences acquired to developing an intervention. It consisted of groups of 3-5 student-teachers providing literacy lessons to groups of 14-22 pupils of 5-12 years of age. Thus, a total of 85 lessons were taught over a period of 5 months at two schools. We report data on the development and impact of the project, focusing on the student-teachers' satisfaction, engagement of the school communities and the perceptions of the collectives involved on university-school relations and connections.

Vendi Franc, Alenka Mikulec and Božica Vuić (University of Zagreb Faculty of Teacher Education, Croatia).

Relationship between phonological awareness, reading acquisition and school success.

Format: Paper

Theme: Literacy in the Early Years

Reference (269)

Keywords: language competence, numerical competence, Montessori, regular preschool program

Abstract:

Studies (Armbruster et al., 2010; Trehearne, 2011; Kolić-Vehovec, 2008; Subotić, 2011) have shown that phonological awareness is one of the key predictors of successful reading acquisition. Therefore, it must be encouraged since early childhood and preschool age and continued in the first grade of primary school when the systematic teaching of reading and writing begins. This paper explores the relationship between phonological awareness and reading in the first grade of primary school and school performance in the fifth, sixth and seventh grades of primary school. In the first phase of this longitudinal study (January 2014 - March 2014), the level of phonological awareness and knowledge of letters was examined in 220 children aged 5 to 6.5 years, who attended Montessori and regular preschool program. In the second phase of the study, which lasted from January to March 2015, reading performance of some of the previously examined children (N= 79) was checked. A statistically significant difference was determined between the levels of phonological awareness of the children enrolled in the Montessori and the regular program, and a positive correlation was found between phonological awareness and reading acquisition. Hence, the third phase of the study was conducted in June 2021 with the aim was to ascertain whether the children (N=79) who had proven to be more successful in previous studies would achieve better success in school based on their grades in Croatian language, Mathematics and their overall success.

Lynn DeBolt Schroeder (Oklahoma State University, United States).

Classroom Teachers' Use and Understanding of the Accelerated Reader Program.

Abstract:

Teachers in a small, rural school had been using the Accelerated Reader program for over fifteen years. The district reviewed the use of the program to determine whether it had been effective for the students. During this review process, the following questions were explored: How did the teachers implement the program and make adjustments in order to meet students' individual needs? What was the teachers' understanding of the zone of proximal development, independent reading level, and instructional reading levels as used by the Accelerated Reader program? When teachers were shown the reading assessment data from the three previous years, what did they discover? How did they react?

Eliza Sorte-Thomas (Flathead Valley Community College and Judson University)

Infodoodling to Increase Comprehension.

Format: Workshop

Theme: Lifelong Development of Literacy Skills

Reference (277)

Keywords: note taking, comprehension, diverse learners, instructional strategy, visual note taking, infodoodling, teaching and learning, engagement

Abstract:

Learners will need to take notes for today and for the rest of their lives. Instructors will need to deliver complex content for today and the rest of their career. How do we assist learners in developing skills that not only engage them, but also increase the comprehension of the material being delivered. Using visuals paired with note taking structures (known as infodoodling) combined, increases engagement and comprehension. Better yet, it is a free and easy to implement. Infodoodling is also not just for the drawers amongst our learners and instructors. Infodoodling supports learning and instructing. This strategy is also a great support, in particular, for multi-lingual learners, learners with attention challenges, and instructors delivering complex content meant to be comprehended.

Meeli Pandis (Estonian Reading Association), Kadi Lukanenok (Tallinn University, Estonia), Anneli Laamann (Tabasalu Teelahkme Kindergarten, Estonia), Eeva Kütt (Tallinn Asunduse Kindergarten, Estonia), Juli-Anna Aerila (University of Turku, Finland), Merja Kauppinen (University of Jyväskylä, Finland), Pehr-Olof Rönnholm (FinRA), Ann Sofie Selin (FinRA), Sandra Kalnina (Latvian Reading Association) and Signe Alling (Tallinn University, Finland).

Literacy in contemporary education environments. Sharing good practice of Reading Nests.

Format: Symposium

Theme: Literacy Environments

Reference (282)

Keywords: pleasure for reading, reading environment, literature education, multimodal learning, cross border cooperation

Abstract:

Literacy in contemporary education environments. Sharing good practice of Reading Nests.

Abstract. Supportive and inspiring environments help to shape children who enjoy literacy and reading. The environments should contain interesting reading materials, comfortable places to read, and material for reading-based activities individually or with peers (Aerila & Kauppinen 2019). Reading Nest is a Nordplus funded project implemented in cooperation with the Estonian, Finnish and Latvian Reading Associations, FELA member organisations, and their partners from different sectors. Reading Nests are action centers that support self-regulation, entrepreneurship, readiness for lifelong learning and other essential skills.

In the symposium we:

share the good practices of reading nests (environments, methods and activities) in the form of stories, photo and video examples, practical tips, and the theoretical background;

outline a research-based evaluation of the environment and methods of reading nests, in order to link theory and practice and promote an evidence-based approach to literacy development;

discuss the ways to strengthen cross-sectoral cooperation for creating and utilizing supportive learning environments in kindergartens, libraries and schools; and raising awareness of literacy in its broad sense as a basic skill and the most important learning skill.

The project has been supported by several supporters over the time including NordPlus Horizontal, British Council, Tallinn City etc.

The reading Nest project is an activity under the FELA Research Steering Group and opened to all interested FELA member associations to join.

Rachelle Savitz (Clemson University, United States) and Britnie Delinger Kane (The Citadel, United States).

Culturally Sustaining Pedagogy and Disciplinary Literacy: Tensions and Supports

Format: Paper

Theme: Inclusive Practices for Diverse Learners

Reference (285)

Keywords: Critical literacy, disciplinary literacy, culturally sustaining pedagogy, marginalized populations, inclusive curriculum

Abstract:

Disciplinary literacy approaches to instruction have shown promise as a theoretical and practical way to support the deep, conceptual learning that the 21st century will require and as a response to frequently aired concerns about the adolescent literacy "crisis". Concurrently, research on culturally sustaining pedagogies (CSP) has come to prominence. At the heart of CSP is the idea that students of Color and other historically marginalized students need educational opportunities that will not simply support access to social, economic, and academic power structures, but also to develop language and literacy practices capable of challenging the white-dominated status quo in the United States and other countries. Therefore, our session will first provide a brief background of culturally responsive and sustaining pedagogy and disciplinary literacy. We will then share resources that can be used to assess and evaluate ourselves, curriculum, teaching materials, and getting to know our students as cultural beings. We will center our session on the following practices: Making students' individual and cultural ways of being substantive, necessary aspects of the curriculum from which disciplinary ideas are constructed. Designing instructional activities that honor the language and literacy practices that have typified the cultural groups represented in classrooms. Investigating and studying the disciplinary excellence of scholars of color and other marginalized groups.

Sandra Kalnina (University of Latvia) and Ieva Margevica-Grinberga (University of Latvia).

Guided Reading for Teacher Education Students' Academic Text Reading Comprehension

Abstract:

The aim of the study is to explore possibilities of using guided reading strategies in teacher education to increase students' scientific text reading. The study population consists of second and third-year teacher education students (75) who study to become preschool, primary education and different subject teachers. Problems of academic reading comprehension were documented through assessment of study works based on reading scientific texts. The analyzed literature shows multiple factors: previous learning experience of individual students, applied reading strategies, difficulty level of texts, knowledge of reading strategies and their meaningful and appropriate use that contribute to the challenge of students' scientific text reading comprehension. The literature review suggested several strategies as the most appropriate for improving students' scientific text reading: teaching academic text reading skills, creating discussion or peer learning groups, using guided reading strategies. The authors focused on using leveled scientific texts, graphic organizers, and flexible groups during guided reading. Students' academic reading development was analyzed during study courses using their submitted study works. The authors created lessons in which students worked with academic texts using guided reading strategies (synchronous and asynchronous) and professor-guided reading activities. In addition to students' work assessments, a rubric was used for students' academic text reading self-evaluation.

The study results revealed that the most effective strategy in the second-year courses was professor-guided reading with leveled texts and digital tools, while in the third year, peer learning and acquisition and use of new reading strategies. Thus, the authors conclude that guided reading strategies showed positive results.

Kathrina O'Connell (Bemidji State University, United States).

Diverse and Inclusive Picture Book Read-Aloud Requirement: Impact on Pre-Service and Classroom Teachers.

Format: Paper

Theme: Literacy Environments

Reference (290)

Keywords: picture book, diverse, inclusive, pre-service teachers, classroom teachers*Abstract:*

Picture books, for students of all ages, can reduce misunderstandings and stereotypes, and encourage enquiry, critical thinking, and empathy. Most importantly, they ensure that students feel seen and included as members of communities of learners. While accessibility to diverse and inclusive picture books is increasing, teachers do not always utilize these resources, and many pre-service teachers are not prepared to use them. This mixed-methods study evaluated the impact of a diverse and inclusive picture book read-aloud assignment on pre-service and K-6 classroom teachers. Pre-service teachers taking Language Arts I, II, and III were required to read aloud a diverse picture book in their field experience. Many teacher candidates (36%) were not allowed to read the texts, but those who did noted the rich student discussions of respect and acceptance. They also noted that the classroom libraries (71%) were not very diverse. Only six pre-service teachers (14%) accessed the K-6 school or classroom libraries for diverse texts. Classroom teachers (70%) stated that they had not seen the texts used nor did the books have an impact on their cultural knowledge or teaching practice. These findings communicate the need for further study with pre-service teachers, so that they are exposed to more diverse/inclusive texts and are better prepared to use diverse and inclusive texts teaching in their own classrooms. Teacher preparation programs must guide their pre-service teachers to utilize diverse texts as a regular practice because the impact of this reaches far beyond the confines of campus.

Sarah Donovan (Oklahoma State University, United States)

Nurturing antibias antiracist literacy with a harm and healing reading protocol.

Format: Workshop

Theme: Inclusive Practices for Diverse Learners

Reference (291)

Keywords: critical literacy, ABAR, reading

Abstract:

A guided reading approach, the Harm and Healing Reading Protocol, nurtures a capacity in students (and teachers) to analyze incidents of harm in youth literature as a way of interrupting representations of bias and racism. By naming the injustice then noticing and/or imagining healing within the text and beyond, readers engage in restorative reading practices, beyond sympathy or pity and toward disrupting systems that perpetuate injustice. This session will begin with a literature review of anti-bias anti-racist (ABAR) education and establish a need for inclusive-affirming reading practices (Love, 2020) before offering preliminary data of a study of preservice teachers practicing this protocol with contemporary young adult literature. The workshop will begin with a write-in to explore spaces of comfort in our own lives before moving into a guided reading experience. Attendees will practice the protocol in partners using excerpts from several middle and young adult novels that include injustice or harm. A closing discussion will unpack the process and explore adaptations of the protocol in various classroom settings and age groups. We invite attendees to bring a text they use in their own classrooms.

Sarah Donovan (Oklahoma State University, United States).

An oral history: Teacher-poets writing to bridge the distance.

Abstract:

Based on the oral history testimonies of teacher-poets, this study provides insight into the impact of the COVID-19 onset in the lives of teachers. The participatory action research design of this study positions teachers as researchers who interviewed one another about the early days of the pandemic using autobiographical poetry to elicit stories. This particular study focuses, firstly, on the development of an online poetry community started and facilitated by practicing teachers. It also aims to document the autobiographical poetry published in this online third space (Bhabha, 1994; Moje et al.,2004) in the first month of the pandemic. The oral histories suggest teachers used poetry to interrogate education inequities exacerbated without school building resources and that the third space made visible diverse geographical experiences because of the public community witnessing. The exchange of poems and oral histories among teachers positioned them as bearing witness to one another's shifting biographical concept (Hanaer, 2003). The findings suggest that the process of writing poetry to synthesize important topics in teacher practice encourages the development of a risk-taking pedagogy while generating inclusive teaching and learning practices (McLaren and Arnold 2016). This presentation will be an occasion to 1) listen to excerpts of the oral histories; 2) discuss the ways teachers are navigating educational inequities in digital third spaces; and 3) to amplify autobiographical poetic inquiry as a critical literacy skill of writing but also in the practice of intentional witnessing (Weingarten, 2003).

Monica Marquez (Instituto Technológico Y De Estudios Superiores De Occidente, Mexico).

Reading Communities at the University: The Social Dimension of Reading

Format: Poster

Theme: Literacy Environments

Reference (293)

Keywords: critical literacy, reading, reading at university, social dimension, reading communities

Abstract:

The experience of the COVID19 pandemic, marked by isolation, uncertainty and emotional fragility, leads us to reflect on the future of reading practices, within the new university context.

From the perspective of Critical Literacy, reading is a practice inserted in broad interconnected social processes. It is an always-open experience that "does not refer to the mastery of a code, but to the real exercise of a situated and dialogic social practice, an interactive and dynamic process that occurs together with others" (Márquez, 2021).

If basic and basic secondary education has focused more on individual, literal and inferential reading, it corresponds to the university to promote critical and divergent reading from community experiences whose appropriation and enjoyment are directly related to dialogic action and collective scaffolding.

Hence, a powerful cultural artefact is the integration of reading groups or affinity communities (Gee, 2004; Garzón, 2007). For this reason, during 2021 our university promoted 16 reading communities, characterized by their diversity. Some read about science, others narrative, poetry, graphic novels, short stories, essays. Some meet every week, others every month, summoning students, alumni, teachers, employees or parents. Each one has its profile and we, as a university, are the facilitators of materials, times, spaces, consultancies and other support.

We want to create new forms of relationship through the community dimension of reading, thus strengthening the sense of belonging and collaborating in the reconstruction of the social fabric.

Gerry Shiel (Educational Research Centre, Dublin, Ireland), Eithne Kennedy (Institute of Education, Dublin City University, Ireland), Róisín O'Shea (Our Lady of the Wayside School, Dublin, Ireland), Stephen Brett (Our Lady of the Wayside School, Dublin, Ireland) and Caoimhe Shiel (Our Lady of Victories Infants' School, Dublin, Ireland).

The Teaching and Assessment of Writing in the Write to Read Initiative in Disadvantaged Schools: Current Directions (Pre-K to Grade 6).

Format: Symposium

Theme: Effective Literacy Instruction

Reference (297)

Keywords: assessment of writing, teaching writing, professional development in writing, writing genres

Abstract:

This symposium provides an overview of current initiatives designed to support the teaching and assessment of writing in clusters of disadvantaged (high-poverty) primary schools (Pre-K-6) in Ireland (known as DEIS schools). Write to Read is a Project deigned to raise literacy levels in 21 disadvantaged schools Ireland. First, the research base underpinning the framework for writing in Write to Read is reviewed (e.g., Berninger and Swanson, 1994; Graham, 2018), as is the development and validation of a rubric for assessing writing in Project schools (e.g., Graham et al., 2015; Kennedy & Shiel, in press; Myhill, 2011, 2012; Olinghouse & Winson, 2013; O'Halloran & Schleppegrell, 2016). Second, the provision of professional development on writing in participating schools is described, drawing on the work of Calkins et al. (2019) and Philappakos & MacArthur, 2016 among others. Third, the application of a writing rubric to support writing development in infant classes will be demonstrated, with examples drawn from participating schools (e.g., Ouellette & Sénéchal, 2017; Scull et al., 2020). Fourth, a presentation on teaching and assessing non-fiction writing in grades 2 and 6 in Project schools will be given, that includes a focus on the use of oral language to support writing quality (e.g., Dockrell et al., 2015). Examples of students' writing, and dialogue demonstrating the development of student voice will be shared. The symposium will conclude with a discussion on successes and on-going challenges in facilitating the development of writing in Project schools.

Karin Forsling and Catharina Tjernberg (Karlstad University, Sweden).

Success Factors for Early Literacy: Teacher Perspective

Format: Poster

Theme: Inclusive Practices for Diverse Learners

Reference (299)

Keywords: critical literacy, inclusion, supportive practices, design

Abstract:

The aim of the project is to study how early years teachers understand and talk about the knowledge they have gained of success factors in developing literacy to pre-empt, identify and remove obstacles for learning.

The research project involves teachers in four Swedish schools with different

literacy profiles. The project is divided into four parts. First, focus group discussions were carried out with the teachers at each school. In the next part focus group exchanges between the participating teachers have been carried out at a mini conference. Revisits to the schools with feedback will be performed.

Critical Literacy provided the theoretical framework, and the related concepts of diversity and design were used to analyze the data. The critical literacy perspective can stimulate and inspire new pedagogical-didactic forms of work. Critical Literacy also touches on a fundamental issue such as the right to develop literacy and to have access to new tools and new arenas to become equal citizens.

The results show how teachers design literacy activities on the basis of both supportive and inclusive aspects and with a focus on diversity. The teachers highlighted the importance of considering the students' interest and motivation in order to build trusting relationships – a prerequisite for inclusive teaching.

The project is expected to provide specialised knowledge regarding success factors in developing literacy in diverse literacy practices, as well as generating theoretical and methodological knowledge in the field.

Simone C. Ehmig, Johanna Leck and Betty Becker-Kurz (Stiftung Lesen, Germany).

Early Childhood Educators' Role in Reading Aloud

Format: Paper

Theme: Literacy in the Early Years

Reference (301)

Keywords: reading aloud, day-care centre, early years, family literacy

Abstract:

Although a wide body of research highlights the importance of families providing a home literacy environment by reading aloud to their children, a representative study on reading aloud (Vorlesestudie, 2019) has revealed that one-third of German parents either do not or hardly ever read aloud to their children. Thus, the necessity arises to find alternative places, which provide children shared reading experience. Such places are day care centres, which 92.5 % of 3 – 6-year-olds and 35 % of 0 – 3-year-olds visit in Germany (Destatis, 2020).

Thus, in 2021 a representative survey among 507 early childhood educators focused on reading aloud practises in day care centers (Vorlesestudie 2021) and on their perception of reading aloud practises in the families. This study reveals that 91% of all day care centres offer daily stories and read aloud experiences in a structured manner. Furthermore, all educators reported that they receive reading impulses proceeding from the children themselves. Finally, they identified potential risk factors of families with low frequency reading aloud practises, such as parents' insecurities, restricted reading ability, and lack of experience in reading aloud.

Given the ample evidence linked to the benefits of reading aloud, this empirical study gives educators, researchers, and policy makers alike, insights into where and how reading aloud happens; which factors hinder reading aloud experiences in the homes, and how early childhood facilities can help in filling the gap of reading aloud practises in families and how educators can support parents in reading aloud more frequently.

Tiziana Mascia (Università degli Studi di Urbino, Italy), Juli-Anna Aerila (University of Turku, Finland), Ana Vogrinčič Čepič (University of Ljubljana, Slovenia) and Máirín Wilson (Dublin City University, Ireland).

FELA Research: Standards for Literacy Professionals in Europe

Format: Paper

Theme: Effective Literacy Instruction

Reference (302)

Keywords: Tiziana Mascia (Università degli Studi di Urbino), Juli-Anna Aerila (University of Turku), Ana Vogrinčič Čepič (University of Ljubljana) and Máirín Wilson (Dublin City University).

Abstract:

In the last half century literacy has been confronted, contaminated and modified by the advent of digital technology and the Internet (OECD, 2021). Traditional literacy skills have been both enriched and challenged to include activities of interpretation, creation, re-elaboration of information, needed to develop one's knowledge and potential to participate in society and achieve one's objectives (Mo, 2019). This vision emphasises the evolutionary nature of literacy, and the way which reading and writing activities change over time, suggesting that the role of the literacy professional must also evolve. The quality of teaching is key to developing literacy in different age groups and, according to the European Declaration of the Right to Literacy, all teachers should receive initial training and continuous professional development in the teaching of reading and writing (Valtin et al., 2016). The project "Standards for Literacy Professionals in Europe" aims to define a common framework for standards for literacy professionals and identify the main areas of knowledge and competence critical to qualified professional development. The project is based on the following questions: what is the basic knowledge literacy professionals need for a broader view on effective literacy instruction? What are the knowledge and skills that literacy specialists need to acquire during their professional development? The project is conducted within the framework of the European Federation of Literacy Associations (FELA) and uses a mixed methods methodology to analyse a selection of National Curricula across a selection of countries within the network, and primary data from interviews with literacy professionals.

Emer Delaney (Educational Research Centre, Dublin, Ireland).

'Ready for a girl doctor': Representations of gender in constructed responses of children in Ireland to a digital reading task.

Format: Paper

Theme: Inclusive Practices for Diverse Learners

Reference (303)

Keywords: gender, digital reading, thematic analysis, ePIRLS

Abstract:

Internationally, and in Ireland, girls consistently report higher levels of reading enjoyment and motivation than boys. It has been argued that boys can be demotivated by texts focused on female subjects, while girls' motivation is less affected by subjects' gender. However, further understanding is needed about: 1) how child readers engage with gender when constructing meaning from texts, and 2) to what extent this varies by readers' gender.

The present research draws on data from the ePIRLS assessment of digital reading at Fourth grade, conducted as part of PIRLS 2016. Specifically, it focuses on an ePIRLS task (now released) concerning the life of Dr Elizabeth Blackwell, one of the first women to achieve recognition as a medical doctor. The stimulus text explicitly foregrounds the gendered restrictions that Blackwell faced. This was the only ePIRLS task enjoyed by markedly fewer boys than girls, in Ireland and internationally. The gender gap in enjoyment, combined with the textual focus on gender, prompts a qualitative exploration of children's typed responses to items.

Several constructed-response items invite some engagement with the topic of gender. This paper applies thematic analysis to the responses of children in Ireland (N=1033) to one such item, which asks what Blackwell did to help women. First, prevailing themes in responses are identified: for example, the extent to which children chose to focus on Blackwell as advancing systemic equality, inspiring women, training women, and helping sick/poor women is explored. Subsequently, the distribution of themes across boys' versus girls' responses is compared.

Samantha Frantz, Christopher Sanderson, Veronica Oguilve and Jill Castek (The University of Arizonam, United States).

We're Better Together: Creating Inclusive Professional Learning Communities for Lifelong Literacy Skills.

Format: Symposium

Theme: Other

Reference (305)

Keywords: literacy leadership, digital literacies, communication practices

Abstract:

This symposium reports on the planning, learning, and conversational practices that occurred among a group of diverse educators who came together to create a professional learning community (PLC) that fosters lifelong learning practices and collegial connections. Creating a community of learners is a non-linear process that evolves based on relationships. Participants consisted of university instructors, K-12 teachers, international students, graduate students, researchers, and university advisors. The symposium will showcase how adopting a collective inquiry approach led to addressing the changing nature of PLCs in the digital age. This symposium will explore ways that educators can work together to highlight diverse opinions to spark new understandings that respond to the needs of educators facing the changing nature of the education field. The sessions will introduce strategies that encourage collaborative finding of solutions for teachers according to specific working conditions in schools, changing mandates with teaching and learning, and the continuous evolution of feelings about our roles as educators in times of uncertainty. Findings from this work signal ways that literacy educators need to become more adaptable and flexible in a digital world that is marked by continuous change. Presenters will highlight that mindset and personal beliefs about teaching influence the willingness to create new learning experiences and reconsider what is already known about literacies. Conference attendees will walk away with newfound mindsets and understanding about what is needed to continue moving forward with professional learning and community building in ways that meet the individual needs of all PLC members.

Simone C. Ehmig, Betty Becker-Kurz and Johanna Leck (Stiftung Lesen, Germany).

The Motivation Factor: What Moves Adults with Low Levels of Literacy.

Format: Paper

Theme: Lifelong Development of Literacy Skills

Reference (306)

Keywords: adult literacy, motivation, commitment, mixed method data

Abstract:

Recent studies suggest that 12.1% of German-speaking adults in Germany are not able to sufficiently read and write. However, only a minority of these adults will engage in literacy programs. Any willingness to engage in improving skills has been shown to be linked to a knowledge of, as well as the motivation to follow through and commit to participating in these programs.

Based on these findings, the question arises as to which factors encourage commitment among adults with low literacy levels, including the motivation to reliably commit to appointments and obligations. Our project addresses this question by applying a mixed method approach. Firstly, the level of commitments among adults with low literacy levels was identified by qualitatively interviewing 20 of these adults. Secondly, 11 educators in the field of basic education as well as 10 operators in other areas of life shared their insights and experience in working with adults with low education levels. Lastly, quantitative self-reported data were obtained from a population-representative sample.

The results revealed that any commitment to appointments and obligations by adults with low literacy levels also depends upon context, indicating that any reliability in their commitment is higher towards the participant's immediate social network than towards their wider social and cultural environment. In discussing the stabilizing and hindering spill-over effects of these contexts, as well as other motivational factors derived from the qualitative data, we have revealed other underlying factors which are linked to motivational and behavioural patterns among adults with low literacy level.

Anne Teravainen-Goff and Alasdair Flint (National Literacy Trust, United Kingdom)

Seeing yourself in what you read: Children and young people's reading and their views on diversity.

Abstract:

Commentators on the topic of diversity in publishing have noted that for some, books act as mirrors to affirm a reader's own identity (Bishop, 1997), while for others, books can act as maps that help readers to seek their place in the world (Myers, 2013). A study from CLPE (2021) indicated that only 15% of children's books contained characters from an ethnic minority. What has so far been missing from this conversation is insight into children and young people's own views and experiences.

We therefore conducted a survey in which 58,346 children and young people aged 9 to 18 from 315 schools in the UK participated, which included questions to explore the extent to which children and young people see themselves represented in what they read or hear and what is important to them in terms of diversity. These questions were designed to see to what extent they feel it is important that story and information books include characters of people from lots of different backgrounds and whether they find it difficult to find books with characters or people who look like them.

This presentation outlines the findings from this research and highlights the different experiences children and young people have in accessing diverse texts depending on their background (age, gender, ethnic and socioeconomic background) and interests. It will also explore how under-representation in published material has sparked the creation of diverse texts by children and young people themselves.

Anne Teravainen-Goff and Alasdair Flint (National Literacy Trust, United Kingdom)

Celebrating multilingual young people's literacy.

Format: Paper

Theme: Inclusive Practices for Diverse Learners

Reference (308)

Keywords: Diversity, Multilingualism, Reading, Writing, Engagement

Abstract:

There is a common misconception that children who know multiple languages struggle to balance these languages. At the same time, studies have highlighted the many advantages of knowing another language, including benefits on working memory and delayed cognitive decline (Bialystok et al., 2015). However, research on multilingual young people's literacy has largely focused on advantages in developing reading and writing skills, and less is known about their literacy-related behaviours, attitudes and experiences.

To address this, our research used data from 10,000 multilingual young people who took part in our Annual Literacy Survey in 2021 and looked into the benefits of multilingualism on their literacy engagement as well as their experiences of multilingual literacy. We focused on how much these young people enjoy reading and writing, how often they engage in these in their free time and how they feel about these activities, in comparison to their monolingual peers. In addition, we explored their feelings of reading and writing multilingually and their experiences of multilingual identity.

This presentation discusses the findings from this study and shows that there are numerous reasons to celebrate the literacy behaviours and attitudes of our diverse multilingual learners. For example, we will discuss how multilingual young people are more engaged in reading than their monolingual peers and how reading in other languages than English can unlock reading enjoyment. We will also discuss their experience of multilingualism within the school system and how their language background relates to the importance of diversity in books.

Anne Teravainen-Goff and Alasdair Flint (National Literacy Trust, United Kingdom)

Emerging insight into the impact of the COVID-19 pandemic and children and young people's reading and writing engagement.

Abstract:

The COVID-19 pandemic, and its associated disruption to schooling, is likely to affect children and young people's learning for years to come. Remote teaching and learning highlighted inequalities in access to resources (digital and otherwise), and studies have indicated that literacy attainment in England (see e.g. DfE, 2021) and Scotland (Scottish Government, 2021) has indeed been negatively impacted by the pandemic. Furthermore, national and international research (see e.g. Hammerstein et al., 2021) shows that early concerns about a widening gap in attainment between children from lower and higher-income backgrounds have been borne out.

Using large-scale survey data from children and young people aged 8 to 18 collected in early 2020, 2021 and 2022, this presentation will explore the impact of the pandemic on pupils' reading, writing and listening engagement (enjoyment, behaviours and attitudes). It will also highlight which groups were particularly affected by school disruptions. For example, while overall reading enjoyment levels increased during the first lockdown in 2020, this was driven by the most engaged readers. A survey in 2021 found a slight decrease in overall reading enjoyment, while the gap between pupils receiving free school meals (FSM) and their peers doubled over the course of the year, with more non-FSM pupils saying they enjoy reading. Notably, in 2021, writing enjoyment was at its lowest level since we first asked about it in 2010, but many children and young people said writing makes them feel better. These insights will be used to contextualise findings from early 2022.

Dermot Burns (NUI Galway, Ireland)

'Literacy Lift-off!' How two undergraduate service-learning English modules are enhancing literacy skills and stimulating the joy of reading among primary school children in Galway.

Format: Paper

Theme: Other

Reference (310)

Keywords: Service-learning, Reading, Literacy support

Abstract:

The benefits of service learning to local communities and third-level students are plentiful and oft recorded by researchers (Eyler et al., 2001; Procario-Foley & Van Cleave, 2016; Strait et al., 2015). This pedagogy of facilitating students to apply their skills and knowledge to address expressed community needs has been employed at NUI Galway for over a decade through two undergraduate English modules which offer students the opportunity to engage with the local community via a placement in a primary school in order to develop practical skills and experience in the field of literacy and reading support. Students learn to apply theoretical information on reading and literacy to the 'real life' situation of supporting children in a DEIS school which caters for socio-economically deprived pupils and a high proportion of immigrant families, some of whom do not have English as their primary language. In addition to attending one, two-hour reflective seminar per week, students spend one hour supporting children with their reading in a teacher-supervised classroom. In addition, the students are required to write newspaper articles (some of which are published in, for example, The Irish Times), and write reflective journals for their assessment tasks on the importance of reading and literacy support for children who are socio-economically disadvantaged. This paper explores the potentially symbiotic benefits of using the pedagogy of service-learning to foster literacy skills and a love of reading in local communities. It will also consider how such courses may continue to operate during and after the Covid-19 pandemic.

Patrick Ryan (Independent Scholar, United Kingdom) and Donna Schatt (Independent Scholar, United States).

'A wish for story time: how higher order language abilities are favored by experiencing regular story listening'.

Format: Paper

Theme: Literacy in the Early Years

Reference (312)

Keywords: storytelling, story listening, early childhood, flow, visualisation, metacognition

Abstract:

This paper points out the importance in early childhood of listening to stories recited from memory without props or illustrations. As with shared reading, listening to stories frequently and regularly supports acquisition of vocabulary and an understanding of story grammar. In addition, we will focus on beneficial experiences unique to oral storytelling listening, specifically visualization and flow. We suggest that frequent story listening promotes metacognition, discourse level processing, and affective learning, referencing both qualitative and quantitative studies.

Patrick Ryan (Independent Scholar, United Kingdom) and Donna Schatt (Independent Scholar, United States).

'A wish for story time: making it real by adding storytelling to educators' skillsets'.

Format: Workshop

Theme: Literacy in the Early Years

Reference (313)

Keywords: storytelling, story listening, early childhood, continuing professional development, visualisation, resources

Abstract:

This workshop demonstrates methods that embed sustainable storytelling practices delivered through Continuing Professional Development. Simple, enjoyable participatory activities and alternative models of CPD will be offered, along with links to an abundance of helpful resources for anyone working in the field of early childhood. The facilitators have years of combined experience teaching successful storytelling courses for educators and librarians within school systems and in pre-service training, and for those working outside formal education, such as childcare workers and community sports and recreation leaders. Their CPD models for teaching storytelling include both group work and one-on-one training through live, digital and/or hybrid programmes. Participants will leave with the confidence and ability to tell at least 2 stories.

Christina Sturm and Martin Gries (Bücherpiraten e.V., Germany).

"The Flaming Fox": Reading Promotion with Not-for-Profit Bilingual Picture Books.

Format: Paper

Theme: Literacy Environments

Reference (314)

Keywords: picture books, multilingualism, writing platform

Abstract:

A constantly growing database of free bilingual picture books written by children and young people for children opens up a multitude of possibilities for bringing together stories, children and their social environments. On www.bilingual-picturebooks.org initiated by the German NPO Bücherpiraten e.V. (book pirates) everyone can download picture books in any language combination for free. The picture books are created in projects such as the fairy tale workshop "the Flaming Fox". Young people immersed themselves into the world of story-telling from around the world, wrote their own fairy tale, illustrated it in a paper theatre, composed music, recorded audio books, and even created a stop-motion film. The story can now be downloaded in 27 languages and has already been used for multilingual reading projects and international translation workshops.

As the example of "the Flaming Fox" from its creation in word and illustration to its international use in multilingual reading promotion projects shows, the project "1001 Languages on bilingual-picturebooks.org" not only aims to produce and multiply high-quality books in minority languages free from economic constraints. The stories on the website also form part of a social process of engagement with reading, which is cross-generational, and analogue as well as digital. The website creates a space and an audience for a multitude of children's stories in the global discourse of literature for young people. Outlined as a global platform for reading promotion, the project has gained international contributions and has become a network of individuals and organisations involved in multilingual and transcultural literature.

Lea Ann Christenson (Towson University, United States)

Building on Strengths: Supporting Literacy Acquisition for Young Dual Language Learners (DLLs).

Format: Paper

Theme: Inclusive Practices for Diverse Learners

Reference (315)

Keywords: early childhood, dual language learners (DLLs), families

Abstract:

This paper begins with a building a foundational and conceptual understanding of the basic principles of second language acquisition theory and practice (Cummins, 1986, 2001, 2008). Next, the current status and demographics of young Dual Language Learners (DLLs) in the United States will be outlined. Often the abilities of young DLLs are viewed through a deficit perspective. These misconceptions will be addressed and the strengths young DLLs bring to the classroom will be outlined. Instructional strategies for pre-K and Kindergarten (ages 4 and 5) DLLs which leverage second language acquisition theory and practice, and the strengths of young DLLs will be explained. Specific examples will be used to illustrate these strategies in developmentally appropriate literacy units on topics typically taught in early childhood settings in the United States. This type of integration often does not require a new curriculum or materials, rather it is simply a shift of how the teacher conceptualizes the planning and delivery and assessment of instruction. As for all young children, families of DLLs are a key to successful acquisition of literacy skills. Particular attention will be given to illuminating strategies to support families of young DLLs. The paper will conclude with tools for generalizing the information learned in international contexts including the planning, delivery and assessing of integrated literacy units/lessons for young DLLs as well as tips for how educators can support families to support literacy learning at home.

Shlomo Alon (National Academy for Arabic, Israel).

The Role of The Modern Dictionary in promoting Literacy for Diverse Learners.

Format: Paper

Theme: Inclusive Practices for Diverse Learners

Reference (316)

Keywords: dictionaries, mother tongue, inclusive practices, Arabic and Hebrew, immigrants, good practices, glossaries

Abstract:

The Modern Dictionary is the major instrument to promote the level of the mother tongue language and 2nd official language in Israel. The digital and the written dictionaries became the current best inclusive practice in promoting literacy for diverse learners - Arabs and Jews, Young and adults - in the Israeli society. In Israel we have about 9.5 million people with a variety of mother tongues - Hebrew, Arabic, Russian, French, Ethiopian, Iddish, English and else. Through the variety of digital and printed dictionaries we are developing new approaches and practices for better literacy dor our diverse learners. The paper will show the applications concerning the European current situation with the massive immigration of people with different mother tongues. The paper will describe the role of glossaries and historical treasures of words in finding new horizons in the field of Diverse Learning and Learners.

Christopher Sanderson, Wen Wen, Veronica Oguilve and Jill Castek (University of Arizona, United States).

Designing International Immersive Virtual Field Experiences (IIVFEs) to Teach Global Digital Literacies.

Format: Workshop

Theme: Digital Literacies

Reference (318)

Keywords: Worlds of Experience, Create-to-learn, Design Choices

Abstract:

This 90-minute workshop involves participants working across five phases of active learning to examine, discuss, and design an International Immersive Virtual Field Experience (IIVFE). IIVFEs encourage global digital literacies – a constellation of knowledge, skills, and competencies necessary for thriving in an international, globally-connected, digital world. The workshop draws from experience implementing Worlds of Experience, a Longview Foundation Innovations in Internationalization grant, implemented over a year with 30 teachers who work with elementary, middle, and secondary students. IIVFEs embed artifacts, audio, video, and other information resources and multi-media anchored to images to design an interactive learning experience for teaching literacies, languages, and global connectedness. IIVFEs embed artifacts, audio, video, and other information resources within immersive 360 media, audio narration, and music to connect learners to the world. Through the implementation of global digital literacy pedagogies, this project illustrates how designing immersive content encourages discovery experiences that create a sense of place and identities as global citizens. The workshop will feature illustrative examples of IIVFEs made by both teachers and their students. Discussions will center on teaching resources, implementation, fair use of online content, and outcomes for students. Across five segments, presenters will break down the process of how to plan, design, and implement IIVFEs using a free online platform (Thinglink). The digital composition process will culminate in ideas for implementation. The introductory segment will include an introduction of the presenters and their implementation contexts. The final segment will involve Q & A and participants' personal action planning.

Ieva Margevica-Grinberga (University of Latvia) and Ilze Sumane (University of Latvia).

Prediction relay to promote reading skills in the 5th grade.

Format: Paper

Theme: Effective Literacy Instruction

Reference (319)

Keywords: diversity, reading, representation, publishing

Abstract:

Literacy is one of the basic skills needed for successful integration into society and optimal quality of life. Based on the OECD PISA 2018 survey, the reading achievement of Latvian students is slightly lower than the OECD average, so Latvia is looking for solutions to improve the situation at the national level.

Studies in various countries, such as the United States and Germany, show that peer-assisted learning promotes the productive involvement of students in education.

This study aims to analyze the experience gained by the authors in the use of prediction relay for the development of students' reading skills in the 5th grade.

Research questions: 1) How do students evaluate peer-assisted learning? 2) How does the prediction activity contribute to the development of students' reading skills?

A mixed-method study was used to answer the research questions. Between 2015 and 2021, 5th-grade students were surveyed, and pedagogical observation of the lessons was performed. The study involved 284 students and observed 19 peer-assisted learning prediction relay activity lessons. The research results revealed that most students see the peer-assisted learning approach as an opportunity to collaborate meaningfully, to learn in an emotionally safe environment without fear of making mistakes. In turn, the use of predictive relay for the development of reading skills promoted students' interest in the text they are reading and the ability to form arguments about what they read, and deeper learning and understanding of the text improved.

Candace Barriteau Phaire (Central Connecticut State University. United States).

"Use Your Words": Learning from Early Childhood Educators' Perspectives on Language Development in Young Children.

Format: Paper

Theme: Literacy in the Early Years

Reference (320)

Keywords: diversity, reading, representation, publishing

Abstract:

In some cultures, young children may frequently hear the phrase, "use your words" during their early years, as various adults attempt to teach them how to describe their wants or needs to others in a more precise format. The phrase is common in many early childhood classrooms and usually occurs after a child has a tantrum or is whining without an immediate, visible reason for the response. The command directed assumes two key elements:

1) Young children are intentionally choosing not to communicate with adults when something is wrong.

2) Young children know how to utilize language to communicate their feelings.

Unfortunately, many young children have not reached a level in their language development to utilize words for communicating their needs to others successfully. As a result of the global Covid-19 pandemic, these moments are more frequent and lead to frustration for adults and young children. To learn about this dilemma in the classroom, teachers participated in a study on challenges with language development in young children, which provided insight into this concept. The data analyzed found that increased reflective opportunities helped several educators recognize and review their own practices to identify when these challenges occur. Implications from the study supported the development of future professional development opportunities for early childhood teachers to improve the engagement and encounters with young children in their classes. This proposed session offers these results and the new suggestive practices for teachers to consider including in their language development methods with young children.

Niamh Dennehy (University College Cork, Ireland).

The role of assessment literacy in supporting lifelong learning.

Format: Paper

Theme: Lifelong Development of Literacy Skills

Reference (324)

Keywords: Formative assessment, Identity, Agency, Attainment, Assessment literacy

Abstract:

Lifelong learning across the curriculum is contingent on understanding the language and concepts of the subject disciplines and the ways in which achievement in each subject is captured and evaluated. Academic standards can be elusive to students so the nurturing of literacy in the language and concepts of assessment and feedback are key to lifelong engagement and attainment in learning.

This paper is based on a PhD. study which explored how formative assessment is used in Irish post-primary school classrooms to support student learning and develop student understanding of the concepts of disciplinary language, achievement and agency in education.

This was a qualitative multiple case-study comprising classroom observation of practice and interviews with students and teachers to examine the interplay between assessment language and the sociocultural concepts of identity, agency and community of practice.

One of the main findings of the study is that assessment literacy has the potential to enhance students' confidence and agency in education as well as their capacity for autonomous and self-directed learning. Assessment literacy shapes the positioning and identities available to teachers and students in the assessment process and defines learning opportunities and the recognition of achievement in education. The findings of this study reveal the impact of formative assessment practices on students' identity-building, agency and their capacity to evaluate their own potential and achievements in learning. The findings of this study are timely in that formative assessment is an increasingly important element of curriculum reform and a policy priority in secondary education.

Laurie Thrailkill (East Carolina University, United States) and Sam Von Gillern (University of Missouri, United States).

Exploring Unconventional Texts: Using the Four Resources Model .

Format: Workshop

Theme: Digital Literacies

Reference (325)

Keywords: Videogames, Multimodality, Digital Literacies, Four Resources

Abstract:

Texts have never been limited to written or printed language, but instead range from the auditory to the visual in a multitude of modes. Traditional views of reading and writing have given primacy to the written word, but this focus on print text is now contrasted with the growing need for an understanding of alternative and multi-modal texts that mix words, sounds, images, and other types of sensory input. Understanding the ways in which new literacies affect and are affected by more traditional literacies will require theoretical perspectives that can produce viable models which include and help to explain new literacies. In this workshop, attendees will examine how Freebody and Luke's (1999) four resource model can be employed as a useful framework for helping students develop their literacy skills using the unconventional text type of a videogame. Videogames invite players to create narrative understandings through interaction with a multi-modal text. The interactive experience of gaming is mediated through the game mechanics, visuals, text, and auditory experience as conceived of by the game designers and explored by the player. By controlling the game's features, designers shape the experiences of players. These features, combined with the player's actions, are used to shape the cultural and learning experiences made possible by the game's narrative. This presentation will use the four roles/resources model as a starting point for tools students need to engage critically in complex virtual interactive narratives.

Laurie Thrailkill (East Carolina University, United States).

Playing with Narrative: Videogames as complex narrative texts.

Format: Paper

Theme: Digital Literacies

Reference (326)

Keywords: Videogames, Narrative Inquiry, Multimodality, Primary Students

Abstract:

Playing with Narrative: Videogames as complex narrative texts.

Abstract. Historically, games are one of the forms most consistently used for learning. Children and adults use play to develop and practice abstract imaginative thinking skills. Videogames are the latest in a long list of examples of technology being integrated into play. As educators grapple with the shifting needs of students in a now maturing 21st century, we need to make connections to, and build pedagogical models for, the rich tapestries of literacies that enrich students' lives. In this presentation, narrative inquiry is used to consider the literacy practices of six male U.S. elementary students, grades three to six, as they pair-played a video game. This stances taken by participants as they play are described using the Four Roles/Resource model to analyze the talk and decision making of the students during play. The presenter found that players' stances could be described by the goals they worked towards during play. This led to the creation of three composite narratives of gameplay: Rusher, Overthinker, and Balancer. The respectively associated goals of finishing the game, finding the most items, and understanding the story provide insight into how engagement in video games as multimodal texts might help create connections between playing stories in video games and reading traditional print text.

Colleen Dube, Ailis Mardon Egan and Paula O'Connor(National Adult Literacy Agency, Ireland)

Learn with NALA: Evolution and Impact of an eLearning platform for adult literacy learners in Ireland.

Format: Workshop

Theme: Digital Literacies

Reference (327)

Keywords: eLearning, Blended learning, Digital literacy

Abstract:

The National Adult Literacy Agency (NALA) is an Irish charity supporting adults with unmet literacy, numeracy and digital skills needs. This workshop will showcase Learn with NALA, an eLearning platform for adult literacy learners and practitioners.

In the early 2000s, NALA recognised the need to offer adult literacy learners a choice to enhance their skills. Launched in 2008, WriteOn, NALA's first eLearning platform, responded to the needs of adult literacy learners who were not engaged in local centre face-to-face provision. Since that time, NALA has led the way in distance and online literacy learning.

Learn with NALA is Ireland's only eLearning website that provides national Quality and Qualifications Ireland (QQI) accreditation at Levels 2 and 3 through a recognition of prior learning (RPL) model. The website currently provides 50+ free courses in subjects such as English, Maths, Computers and Digital Media. Since its launch in March 2020, 1,022 learners have earned 2,115 QQI awards.

NALA's research has shown that eLearning reduces barriers to access and supports greater participation. In addition, it provides learners with opportunities to recognise their prior learning, get new skills and gain a certificate.

The workshop will discuss the evolution and impact of NALA's online provision. We will demonstrate the platform and hear from the perspectives of a literacy tutor and learner. The workshop seeks to gather insights and encourage interaction with conference participants who might see the relevance of Learn with NALA in their settings and the challenging COVID context.

Clara Fiorentini (Marino Institute of Education, Ireland).

What first? Priorities in preschool literacy practice.

Format: Paper

Theme: Literacy in the Early Years

Reference (328)

Keywords: Preschool, Early Literacy Learning, Constrained and Unconstrained literacy skills, Transitions, Oral language development

Abstract:

Existing early literacy practices in many Irish preschool settings indicate trends in adopting 'schoolified' approaches to practice (Bennett & Kaga, 2010). A particular preoccupation with prematurely formal literacy practices is becoming increasingly apparent. Premature introduction of constrained, conventional literacy practices like phonics, handwriting and high frequency word instruction, reduces time and opportunities made available for fundamental, developmentally-appropriate emergent literacy practices such as play, narrative discourse (Shiel et al, 2012) and shared reading practices.

This paper explores emerging findings from the author's ongoing doctoral research study on Irish preschool literacy practices. Research consistently supports the benefits of attending early childhood settings and how children's early learning within such settings positively support early literacy development (French, 2013; Barnett & Esposito Lamy, 2006).

Current trends indicate a precipitous urgency to prepare children for school leading to a premature shift towards developing constrained literacy skills. Echoing Stahl (2011), these easily quantifiable skills can dominate instruction if careful attention is not paid by the relevant personnel. McNaughton (2014) when discussing effective instruction, refers to teachers as having to be "highly knowledgeable, highly adaptable, and highly strategic experts" (p89). The early literacy learning associated with the preschool years is greatly dependent on practitioner knowledge of emerging literacy development and the facilitation of high quality, nurturing, language rich, playful learning experiences.

This paper explores examples of existing preschool literacy practice and illustrates models of developmentally appropriate early literacy preschool practices which best support children in navigating their transition from emergent to conventional literacy learning at primary level.

Tara La Rose (McMaster University, Canada), Hannah Barrie (McMaster University, Canada), Brian Detlor (McMaster University, Canada), Heidi Julien (University at Buffalo, SUNY, United States) and Alexander Serenko (University of Ontario Institute of Technology, Canada)

"Because I'm Old": The Role of Ageism in Older Adults' Experiences of Digital Literacy Training in Public Libraries in Ontario Canada.

Abstract:

Public libraries are significant contributors to digital literacy training in a Canadian context. Over the past 20 years, public library systems in Canada have undertaken a wide array of projects and programs to support marginalized and disadvantages groups to access digital literacy training activities across the country. While these programs have proven successful in attracting and retaining participants, several groups continue experience access challenges and therefore continue to require support to ensure successful digital engagement and skill enhancement. In Canada, older adults (age 60+) continue to have lower levels digital literacy and therefore require continued support and training. This article considers a subset of materials from a wider research study exploring digital literacy training provided through public libraries and other community organizations in Canada and considers the unique access issues faced by older adults seeking out these resources.

This presentation explores and recently published inquiry into the experiences of older adults attending digital literacy training sessions offered by the public library system in one city in Ontario, Canada. Semi-structured interviews with 12 older adults (age 60+) demonstrated the significance of societal and internalized ageism in shaping the experiences of participants. This presentation will highlight the construction of the training as a "safe space" for experimentation. Consideration of the implications of these findings on the development of future public library based digital literacy training with particular attention to asset-based approaches, the need for skill development, and addressing the effects of ageism on participants.

Tara La Rose, Carmela Laganse, Colina Maxwell and Suad Bahdri (McMaster University, Canada).

Access to the Arts Through Digital Literacy: Direct[Message], New Horizons Video Tutorials and Digital[FUSE] Older Adults' Digital Training Resources.

Abstract:

The Direct[Message] project is a community based research project with the goal of making the arts more interactive and accessible for older adults through digital technology. Direct[Message] is led by community-based arts organization Centre[3] for Artistic & Social Practice (Centre[3]), in partnership with a number of other institutional, community, and business organizations including its academic partners, the Re•Vision Centre for Art and Social Justice at the University of Guelph and the School of the Arts and School of Social Work at McMaster University. The mixed methods project was undertaken in 3 mid-sized cities in Ontario (Hamilton, London and Guelph) Canada, and generously funded by the Canada Council for the Arts (Digital Strategy Fund). Findings from the study emphasized the needs for peer to peer resources focusing on basic digital literacy skills for older adults. In response to these findings open-access digital literacy tools were developed providing a foundation for older adults' engagement in the arts by providing resources emphasizing skills and learning by doing (New Horizons for Seniors – Video Tutorials, and Digital FUSE: Digital Literacy Skills for Arabic Speaking Older Adults). Challenges in the research process including the challenges presented by the COVID-19 pandemic will be explored and examples of the materials produced will be shared.

Jane O'Hanlon (Poetry Ireland), Kathleen Moran (Junior Certificate Schools Demonstration Library Programme, Ireland), Rebecca Forde (Collinstown Park Community College, Dublin, Ireland) and Mary Shine Thompson (Dublin City University, Ireland).

How do Readers Read Sexuality in YA Fiction? And why is it important?

Format: Symposium

Theme: Literacy Environments

Reference (332)

Keywords: YA Readers, Sexuality, Representation

Abstract:

This presentation forms part of an ongoing action research project into the reading habits of teens attending DEIS Schools in Ireland, focusing on the presentation/representation of sexuality in YA texts, and how when and where these are accessed and read. During the course of the pandemic and sadly very recently, gender-based violence has, once again, come sharply into focus making this research project even more relevant than when initially undertaken at the end of 2019.

The paper will present the findings of an ongoing action research project being conducted with school librarians, teachers, Irish YA authors and students. (Due to Covid 19 the planned research involving teenagers in schools all over Ireland had to be delayed). The research will attempt to uncover/discover how and what teen readers are currently reading, why and how they choose the texts they do and, in particular, explore perceptions of the reader's response to these presentations /representations of sexuality in the texts, at this particular time.

Findings will be gathered from interviews/focus groups with school librarians, teachers and (hopefully) students and YA writers.

This is a work in progress (delayed due to COVID 19) and we are hopeful that it will form part of a much longer discussion.

The Panel is being presented by the JCSP Demonstration Library Project and Poetry Ireland.

Colleen Mulholland (University of Northern Iowa, United States) and Elizabeth Turner (University of Indianapolis, United States).

Future teachers and media literacy: an exploration of assumption, awareness, and skill building.

Format: Paper

Theme: Lifelong Development of Literacy Skills

Reference (333)

Keywords: Media literacy, Preservice teacher education, Critical thinking

Abstract:

Today's media saturates our world providing digital natives with seemingly endless access to information. Teachers' capacity to develop their students' media literacy skills impacts society's potential to create positive, resourceful, and participatory citizens who question information to determine truths and investigate multiple perspectives. To fully develop a teacher's understanding of media literacy, instruction must be embedded at the preservice level where preservice teachers (PSTs) begin by examining their own assumptions.

In this engaging, media-enhanced presentation, researchers will share the results of a study that sought to examine three questions. (1) What assumptions do preservice teachers hold surrounding media literacy? (2) How do teacher educators develop PST's media literacy awareness? (3) How do teacher educators prepare PSTs to teach media literacy? To answer these questions, the researchers used the Core principles of Media Literacy (NAMLE 2018) to systematically design and teach media literacy lessons to first year PSTs enrolled in an Introduction to Multiple Literacies course.

Attendees will actively engage in the tools employed by teacher educators to help PSTs investigate their own assumptions and awareness of media literacy and build their capacity to effectively teach media literacy. PST results on the Personal Competencies/Behaviors in the Field of Media Literacy Survey (Cherner & Curry, 2019) will also be shared. Participants will leave with a firmer understanding of how deliberate media literacy instruction offers teachers and students a set of skills to analyze, critique, and respond to information, as well as implications for creating media.

Anna Kucharska and Klara Spackova (Charles University, Faculty of Education, Czechia).

Support measures for Czech university students with dyslexia .

Format: Poster

Theme: Lifelong Development of Literacy Skills

Reference (334)

Keywords: Czech Republic, dyslexia, support measures, university students

Abstract:

The support of pupils and students with dyslexia has a long tradition in the Czech Republic, but exclusively the attention was paid to the period of younger school age. In recent years, following the Higher Education Act 1998, we began to establish the support system also at universities. Opposite to kindergartens, primary and secondary schools support measures at tertiary education are not explicitly stated in the law, but public higher education institutions are motivated to provide specific educational needs through increased financial aid to students with special needs.

Our paper describes the system of services for students with special needs at Charles university and its use in students with dyslexia. Based on document analysis of the Academic Psychological Counseling Center of Faculty of Education clients from 2015 to 2021, we present an overview of typical study difficulties and recommended support measures for study and examination. The analysis also focuses on data regarding the length of study and early termination of studies of students with dyslexia.

Data analysis shows that exam time extensions and study modifications for foreign language courses are the most often requested recommendations. Support is also often aimed at digitizing study literature - in the form of copying study materials or working with electronically edited documents. Overall, data show that, despite the growing number of students with dyslexia entering Charles university, the numbers do not correspond to those expected according to the incidence of individuals with dyslexia in the Czech Republic.

Suzanne Egan, Jennifer Pope, Mary Moloney, Deirdre Breatnach and Clara Hoyne (Mary Immaculate College, University of Limerick, Ireland)

Sowing the Seeds of Reading: Connecting with Literacy from the Earliest Months.

Format: Paper

Theme: Literacy in the Early Years

Reference (337)

Keywords: Baby book gifting, Infancy, Early literacy, Shared reading, Bookseed

Abstract:

International research indicates that shared reading in infancy is important for many aspects of development and highlights structural factors that influence shared reading practices (e.g., parental beliefs about reading, availability of books). This presentation will discuss the rationale, purpose and benefits of these early shared literacy practices by presenting findings of the recently evaluated Bookseed project - a baby book gifting initiative provided by Children's Books Ireland and delivered across areas of socio-economic disadvantage in Limerick. Three books were included in initiative with the first book given when the infant was 3 months old by a Public Health Nurse, and the second book following at 7–9 months. The third book was distributed when they were one year old through the library. The Evaluation Process utilised an Ecological Framework to garner the views of key stakeholders, adopting a mixed methods approach with qualitative & quantitative data collection at key points throughout the initiative between April 2019 and September 2020. The findings from the evaluation were very positive, both in terms of impact for families, and in terms of implementation by stakeholders. Parents indicated that participating in the scheme had encouraged them to read earlier with their infant than they might have otherwise and it increased awareness of reading with their infant. It is apparent from this research that parents are not always aware of the important role they can play in their child's development and may think reading is an activity for older children rather than starting in infancy.

Tatjana Vucajnk (Univeristy of Klagenfurt, Austria)

Encouraging reading while learning a language in a bilingual environment.

Abstract:

Motivation to read in a foreign language poses many challenges for teachers in bilingual German-Slovenian areas, as they too often believe that reading an authentic literary text requires a high level of language. The Common European Framework of Reference for Languages (2018) also places literary texts at lower language levels and can be implemented in practice in various ways. Due to low language skills, shorter lyrical texts are often used at beginner language levels, while prose authentic texts are neglected. The ones that have narrative illustrations next to the text are especially neglected, as their connecting cultural elements from the bilingual space influence the increase of motivation for reading in the target language (Slovene). Reading original literary texts in the acquisition of the target language should not only promote interculturalism, multilingualism and plurilingualism, give inputs for producing spoken and written messages, is a tool for consolidating language structures and vocabulary, but should also encourage reading enjoyment. Literary texts in this context are understood as the highest level of culture of the target language, which remain in the long-term memory of learners. It is sensible to integrate reading for enjoyment and relaxation while being aware of certain language structures or vocabulary that are specific to the target language and may also be the subject of daily communication in the target language, even at lower language levels.

Gerry Shiel (Educational Research Centre, Dublin, Ireland), Bill Brozo Brozo (George Mason University, United States), and Gráinne McHugh, Sylvia Denner, Emer Delaney, Sarah McAteer and Mary Delaney (Educational Research Centre, Dublin, Ireland).

Engagement in Reading in European and the US – What We Can Learn from Recent Cycles of PIRLS and PISA?

Abstract:

Reading engagement refers to an individual's active involvement in reading, as reflected in behaviour, affect, or cognition (Guthrie et al., 2012). Engagement is especially important because of its strong association with reading achievement (Taboada Barber & Lutz Klauda, 2020). This symposium brings together research on students' engagement in reading and factors associated with engagement across countries and age levels, drawing on two international studies – PIRLS (Progress in International Reading Literacy) and PISA (Programme for International Student Assessment). The first presentation defines engagement with reference to related concepts (motivation, self-efficacy, frequency of reading) and summarises recent trends in engagement among students in both PIRLS (Grade 4) and PISA (15-year olds) in the United States and in selected European countries, including Ireland, Finland, Poland, Sweden, Estonia (PISA only), and parts of the UK. The second presentation draws on PISA data to examine factors associated with engagement in reading within and across countries, including socio-economic status, gender, language status, frequency of reading for enjoyment, diversity of reading materials, and frequency of online reading. The third presentation examines factors associated with reading engagement in PIRLS, including students' attitudes to reading, confidence in reading, typical reading activities outside school, and engagement in reading lessons, with reference to gender and school disadvantaged status. The final presentation examines differences in engagement between primary and post-primary levels, and provides recommendations for promoting engagement at both levels, taking into account key factors associated with engagement, as well as the ways in which reading itself is evolving.

Angelica Benson (Lindamood-Bell Learning Processes, United States).

The Imagery-Language Foundation: Teaching All Children to Read and Comprehend During a World Pandemic.

Abstract:

Since the Covid-19 pandemic, educators have been faced with a changing landscape in the classroom which has put classroom learning and best practices at risk. Students at all levels are faced with learning loss, which has disproportionately affected those with learning difficulties. During a world pandemic, Lindamood-Bell Learning Processes has applied its' learning processes knowledge to a virtual context to improve reading achievement and instil continuous learning experiences for students struggling to learn to their potential. This presentation explores an evidence-based instructional blueprint that was utilised in a live, one-to-one, virtual environment during the pandemic that emphasized the development of imagery (mental representations) as the basis for independent word reading and comprehension. The presentation will highlight crucial knowledge for teachers as they reimagine how to best design learning experiences to meet the literacy needs of all learners, particularly those with special educational needs.

Brendan Culligan (Consultant, Ireland).

The Importance of Teaching Spelling

Format: Paper

Theme: Effective Literacy Instruction

Reference (344)

Keywords: Spelling, Etymology, Memory

Abstract:

Spelling has a high, if rather emotive, profile in education and in society in general. It is a subject that raises strong feelings and (painful) memories in many people. Research evidence demonstrates that the acquisition of spelling ability poses enormous problems for many children and indeed adults. Teaching practices have varied from the traditional rigorous rote memorisation and testing of weekly spelling lists to study through word sorts. This paper will show that becoming a speller involves more than memorising isolated sound related word lists. The purpose of teaching spelling is for the children to be free to use, in all writing situations, the knowledge and skill gained during spelling periods. To enable children to move along the continuum of spelling development, teachers need to focus on each of the four forms of spelling knowledge: phonology, visualisation, morphology and etymology. Traditional practice in Irish schools has seen an overreliance on phonology to the detriment of the other components of spelling. This session will outline how children who struggle with spelling need to be taught spelling in an explicit, systematic, functional and contextual way.

Jennifer Lindenauer United States).

An Exploration of How First Grade Children from Diverse Linguistic and Cultural Backgrounds Use Play to Construct Literacy in One Elementary School

Abstract:

This dissertation research explored play as a context for children who are multilingual to build literacy understandings, explore identities and enact agency, and participate in multimodal literacy practices in a U.S. public-school environment. Additionally, the study explored first grade teachers' perspectives on play related to literacy development. Theoretical frameworks used in the ethnographic study relied on theories of third space (Gutiérrez, 2008) and sociocultural learning theories (Lave & Wenger, 1991; Vygotsky, 1966). Carspecken's (1996) critical qualitative research stages and thematic network analysis (Attride-Stirling, 2001; Braun & Clarke, 2006) were used to analyze data. Data analysis exposed five organizing themes that captured ways children were involved in play to construct literacy. These themes were: relationship building; persistence, mastery, and risk-taking; imagining and exploring; socio-dramatic play; games and language play. Teachers participating in the study indicated that they had tentative notions of how play could be used in the elementary school. Interviews revealed the group of teachers held strong but not yet fully articulated consensus about the importance of socio-cultural learning contexts. This study implies that classroom practices could be enhanced by incorporating play as both a context and tool to bring the funds of knowledge, identities, and agency of children who are multilingual learners to the classroom. Additionally, results indicated a possible need for a stronger focus in teacher education programs related to understanding learning communities and literacy as a social practice.

John Casey and Diane Gardner (Citizen Literacy CIC, United Kingdom).

Citizen Literacy: More than just phonics – an integrated to approach to adult literacy and tutor training using technology.

Format: Workshop

Theme: Lifelong Development of Literacy Skills

Reference (346)

Keywords: Citizen literacy, ESOL, Adult learners

Abstract:

We are developing adult literacy education resources and services to support tutors to help adults improve their reading and writing skills (in English). Our initial motivation has been to address the lack of learning resources suitable for adults, the poor support available for tutors, and to introduce effective digital tools to support tutors and their adult learners.

These resources are fairly unique in combining a highly structured and integrated blend of phonics, grammar, alphabet awareness and punctuation for adults just starting out in literacy learning. Our focus is improving the literacy existing speakers of English. Feedback from ESOL colleagues has indicated that many of our tools and resources will be of use to ESOL literacy learners.

This year we are releasing a free Learner app, Tutor Handbook, Learner Workbooks, and a Tutor Web app to use in class. The Learner app is free with no adverts, and no capture of personal data, and provides, perhaps for the first time, an opportunity for adult learners to engage in a considerable amount of independent literacy learning using a digital device (their smartphone). The app features the effective use of multimedia interactivity, artificial intelligence, voice and handwriting recognition, personalised feedback and a voice driven interface designed to be used by low literacy learners that is (most importantly) not childish looking.

Delegates can find out more about our work on our website at https://citizenliteracy.com/

Sam Von Gillern (University of Missouri, United States), Brady Nash (Miami University of Ohio, United States) and Hillary Gould (University of Missouri, United States).

A Systematic Review of Research on Video Games in Literacy Journals

Format: Paper

Theme: Digital Literacies

Reference (347)

Keywords: Video games, Literacy journals, Systematic review

Abstract:

Reviews of game-based learning research demonstrate that digital games can lead to substantial learning outcomes in a variety of disciplines (Wouters et al., 2013). A contributing factor to positive learning outcomes in game-based learning is that digital games can promote student motivation (Clark et al., 2016), a factor that influences learning (Hattie, 2009). However, existing research reviews largely focus on content areas such as mathematics (Tokac et al., 2019) or second language acquisition (Chen et al., 2018). Thus, this research contributes to the literature by utilizing a systematic review methodology (Khan et al., 2003), which was guided by the following research question: What literature on video games exists in literacy journals?

13 literacy journals were included in the search, which included publications between 2000 and 2020. 32 studies that focused primarily on video games were included in the study, 15 of the articles focused on entertainment games and 17 on serious/educational games. The 15 articles that focused on entertainment games explored how children can engage with various literacy practices through both playing games, exploring game narratives, and engaging in game-related activities, such as discussing, writing, and creating videos about games, such as Pokémon GO, Minecraft, and The Last of Us. The 17 articles that focused on serious/educational games focused largely on helping students develop basic literacy skills such as spelling, phonics, and word knowledge. Games explored in these articles included Living Letters, GraphoGame Phoneme, and Reading Race. Further analyses and greater detail will be provided at the presentation.

Sam Von Gillern, Brandon Haskey-Valerius and Hillary Gould (University of Missouri, United States)

Digital Citizenship and Literacy Education: Perspectives of Preservice Teachers.

Abstract:

Digital citizenship (DC) is crucial in our digitally-mediated society. Different perspectives on digital citizenship exist and have been explored various ways in the educational technology literature. The International Society for Technology in Education advocates that students should "engage in positive, safe, legal, and ethical behavior when using technology" and "demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property" (ISTE, 2016, n.p.). Mossberger's (2009, 2012) perspective is that develop strong digital skills is crucial for full participation in modern society.

However, limited research has examined DC and its relevance for literacy education. Thus, this examines the perspectives of 53 preservice teachers via their written reflections on digital citizenship and its connection to literacy education. Results indicate they believe critically analyzing and evaluating media messages to become well-informed citizens is a key component of DC. Additionally, participants recognize providing students meaningful opportunities to participate in civic engagement is an important part of DC. Lastly, promoting safety and respectful behavior was another top DC priority for the participants. Overall, the participants perspectives complemented existing perspectives on DC including critical evaluation, active civic participation, and promoting safety and respectful online behaviors (Kim & Choi, 2018; Ribble, 2017). Furthermore, this study's explicit focus on the connections between DC and literacy education highlights how key themes from participants' reflections align with current goals for literacy education (NCTE, 2019) and highlight specific areas to build students' digital literacy skills. Implications and directions for future research will be discussed.

Sam Von Gillern (University of Missouri, United States) and Carolyn Stufft (Berry College, United States).

Examining Multimodality in Video Gameplay: Metacognitive Reflections from Middle-School Children.

Abstract:

Video gameplay is a digital literacy practice (Abrams, 2015; Steinkuehler, 2007) largely present in the lives of today's youth (Anderson & Jiang, 2018; NPD Group, 2020). Given the popularity of videogames and the importance of textual analysis in literacy classrooms, this study investigates how 31 middle-school children engaged in metacognitive comprehension processes when analyzing videogames as multimodal texts, particularly as relates to the games' semantic and syntactic features (Block, 2004). Participants played videogames for 30 minutes per day for four days; following video gameplay, students engaged in 30 minutes of reflective writing daily using the Gamer Response and Decision (GRAD) Framework (Author, 2016), which utilizes a reader-response approach (Rosenblatt, 1978) to video games and posits that individual gamers have various experiences, knowledge, skills, and goals that influence the gamer's interpretations of the game and decisions during gameplay.

The data indicated students engaged in complex analytical thinking while using video games as a medium for analysis. More specifically, students identified both semantic and syntactic features that influenced their understanding of various types of multimodal symbols in the game including dynamic visuals, written language, oral language, abstract symbols, and tactile feedback. Second, the data illustrate that students can articulate their metacognition related to decision-making and comprehension of videogames as a form of text. This study builds upon the limited research that examines the use of video games as texts for analysis in literacy classrooms (Beavis, 2012; Harvey, 2018) and demonstrates how students can focus on and analyze multimodal symbols within videogames.

Melanie Dutemple (Université du Québec en Outaouais and Université de Montréal, Canada), Brigitte Stanké (Université de Montréal, Canada), André C. Moreau (Université du Québec en Outaouais, Canada), Guillaume Loignon (Université du Québec à Montréal, Canada), Stefano Rezzonico (Université de Montréal, Canada) and Emilie Munoz (Université de Montréal, Canada).

Facteurs favorisant l'acquisition des inconsistances phonographémiques.

Format: Paper

Theme: Inclusive Practices for Diverse Learners

Reference (351)

Keywords: phonograph inconsistencies, spelling, lingusitics

Abstract:

L'opacité de la langue française a un impact négatif sur l'acquisition de l'orthographe lexicale (Seymour et al., 2003). En effet, la consistance entre les correspondances phonèmes-graphèmes est peu élevée, ce qui constitue l'une des principales sources de difficultés. Pourtant, les recherches portant sur l'orthographe lexicale ont longtemps été laissées de côté au profit de recherches sur la lecture (Bégin et al., 2010; Fayol et Jaffré, 2016). Depuis quelques années, la situation change et de plus en plus de recherches s'intéressent à cet aspect de la langue écrite. Toutefois, seules quelques recherches ont été faites sur l'acquisition des inconsistances phonographémiques. Cette conférence présente les résultats préliminaires d'une thèse de doctorat ayant comme objectif d'établir les facteurs qui favorisent l'acquisition des inconsistances phonographémiques, c'est-à-dire des sons pouvant s'écrire de différentes façons. Nous avons analysé les facteurs qui favorisent l'acquisition des inconsistances phonographémiques du phonème /ɛ̃/ chez les élèves québécois de 3e année du primaire, faibles et bons orthographieurs. Les graphèmes analysés ont été les suivants : IN, IM, AIN, EIN, EN. Les facteurs qui ont été pris en compte sont individuels, environnementaux, linguistiques et intralinguistiques. Les résultats préliminaires montrent que les deux facteurs les plus importants dans l'acquisition des inconsistances phonographémiques sont le type de graphème et le nombre de lettres dans le mot, tant pour les bons que pour les mauvais orthographieurs. Cependant, la fréquence des mots ne joue pas un rôle significatif. Ces résultats ont des implications pour l'enseignement de l'orthographe lexicale.

Mary Spor (Reading and Literacy International, INC, United States) and Barbara Kane Schneider (Grand Valley State University, United States).

Using Canonical Children's Text to Establish and Reflect Values and Standards best Practices in Literacy.

Format: Workshop

Theme: Effective Literacy Instruction

Reference (352)

Keywords: diverse genres, canonical texts, digital textbooks

Abstract:

The definition of literacy has changed over the years based on human, cultural, and technological evolution. In the 1880s being literate meant being able to read and write. In the twentieth century, learning was focused on reinforcing desired behaviors. In the traditional classroom, the teacher's role was to dispense knowledge. In the 1980s the typical school lesson became teacher centered. Students memorized notes to recall facts for exams.

In today's world, informational text and story books are not mutually exclusive. According to research, children need to increase exposure to informational text. Pellagrini, et,all reported significantly more utterances of high cognitive demand during expository reading vs. story books. Children need to be exposed to diverse genres. Diverse readers may require diverse text in order to maximize comprehension.

This interactive workshop will focus on best practices in reading and literacy development which includes various aspects of diversity, ways to motivate children using different modalities such as re-reading, digital textbooks, close reading with multiple purposes, the importance and purpose of word knowledge in learning to read, and comprehend, and other current effective research methods. Additionally, the rolls of imagery, chronology, motion, and sound will be demonstrated and discussed.

Manca Perko (Slovenian Reading Badge Association)

Slovenian Reading Badge Society: With a Book into the World .

Abstract:

The Slovenian Reading Badge Society is a non-governmental organisation that was established in 2002 to head the Reading Badge movement in terms of professional guidance and organization. The mission of the Reading Badge is to promote the lifelong development of reading culture and reading literacy.

In the school year 2020/2021, many of the events and initiatives of the Slovenian Reading Badge Society were successfully transferred to or designed for the online environment due to the pandemic.

The adaptation and intense use of online forms that already existed

The Recommendation Room (https://www.bralnaznacka.si/sl/priporocene-knjige/) got an online book evaluation tool for children, parents and mentors; the MEGA quiz 2020/2021, 2021/2022 "With a Book into the World" turned out to be an excellent online tool for combining fun, learning and competition.

Transformation of classical "live" forms for the online environment

The field of education: the annual Symposium was successfully transferred online, on the Zoom platform; we started with Online Reading Tea Parties, two-hour online events, organised once a month.

The field of events: The main celebration of the 60th anniversary and The Reading Badge Festival were transferred online, on the Zoom platform and the Facebook profile.

Video contents: short videos were made and published on the Society's YouTube channel.

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