

International ELINET Symposium 2018
“Literacy in the 21st Century: Participation – Inclusion – Equity”.

July 23-24, 2018, Cologne, Germany



Section III Digital literacy policies and frameworks

Chairs: Fabio Nascimbeni, Universidad Internacional de la Rioja (UNIR) and Jeroen Clemens, Windesheim University for Applied Sciences, Netherlands

Monday, July 23, at 16.00–17.30 **Location:** Seminar Building / Room S 26

LITERACY CHANGES LIVES.

Greek and Greek-Cypriot teachers’ perceptions and experiences of digital literacies

Presenters:

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Abstract:

Evidence have shown that teachers are reluctant to integrate technology in their literacy curricula (e.g. Marsh, Kontovourki, Tafa, & Salomaa, 2017) due to a number of barriers that are related to teachers’ beliefs and attitudes, their level of confidence in using technologies as well as their level of technological and pedagogical content knowledge (Edwards, 2013; Plumb & Kautz, 2015; Voogt & McKenney, 2016).

The purpose of this study was to explore the ways in which early years and primary teachers in Greece and Cyprus experienced digital literacy in their personal and professional lives. Data are drawn from a broader research project, initiated as part of COST Action IS1410, that examines teachers’ digital biographies and perceptions and relies on individual, semi-structured interviews as a primary method for data collection. For this presentation, interviews from 20 teachers were thematically analysed through multiple readings of interview transcripts and coding of analytical memos to allow cross-country comparison.

Three interrelated themes emerged that foreground they ways in which teachers’ own digital lives and histories are implicated in professional decisions regarding digital literacy teaching (Graham, 2008): teachers’ digital literacy practices in their everyday, out-of-school lives; their uses of digital technologies in their teaching and for professional purposes, including teachers’ understandings of the term “using technology in their teaching”; and, the connection of those to their general sense of professional purpose and roles.

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Results showed the abundance of technologies in teachers’ personal lives in contrast to their reluctance to engage their students in digital literacy practices in the classroom; the affects and emotions connected to such disconnections; and, the resourcefulness of teachers in digitizing children’s literacy learning in varied contexts. The implications of such findings are discussed in relation to teaching and learning digital literacies in the early years.

References:

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Bio Notes

Eufimia Tafa is a Professor of Preschool Education in the Department of Preschool Education of the University of Crete, Greece and Dean of the Faculty of Education. In 2014 she was inducted in the Reading Hall of Fame (USA). She has been the author of five books, editor and co-editor in three books and she has been the author and co-author in more than fifty articles published in edited volumes and in major scholarly journals. She is the chief editor of the on-line open access scientific journal *Preschool and Primary Education* and she is a member of the editorial advisory board of the *Reading Research Quarterly*. Awards: Reading Hall of Fame (2014), “Pechoridis Award for Excellent University Teaching” from the University of Crete (2014).

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Stavroula Kontovourki is an Assistant Professor in Literacy and Language Arts Education at the Department of Education, University of Cyprus, where she teaches undergraduate and graduate courses on languages arts teaching methods, language and literacy development, and multiliteracies. Her research interests cover literacy and language arts education, the performance of literate identities in and out of school, multimodality (textual and embodied), the enactment of literacy curricula in schools, literacy teachers’ professional identities, and literacy policy and educational change. She is the co-editor of *“Literacies, Learning and the Body”* (Enriquez, Johnson, Kontovourki, & Mallozzi, 2016) and has published in peer-reviewed journals, edited volumes, and conference proceedings.