

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

July 23-24, 2018, Cologne, Germany



**Section VII Teaching disciplinary literacy in all subjects – new research and practices.**

**Part II**

**Chair:** Sari Sulkunen, University of Jyväskylä, Finland

Tuesday, July 24, at 11.30–13.00

**Location:** Seminar Building / Room S 22

LITERACY CHANGES LIVES.

**From (reading) literacy to multiliteracies**

**Presenter:**

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**Abstract:**

In Finland, the recent results of PISA have raised concern for equality in education. One of the conclusions the Finnish politicians made was that the comprehensive school is in urgent need of reforms, and we need to consider which of the changes occurring in our society and schools have led to the situation where so many students, especially boys, are not interested in reading and learning.

In addition, from the point of view new technologically enhanced media environments and the literacy practices needed there, the definition of traditional reading skills is quite limited. It defines reading as an individual, receptive skill rather than seeing it as a way of working with texts, being also in a role of the producer, and coping with multimodal texts.

In order to meet these challenges Finland started the renewal process of the national core curricula for preprimary and basic (primary and lower secondary) education. In autumn 2016, the schools started their work according to the new curricula.

One of the new ideas in the curriculum was to launch the concept of multiliteracy as one of the seven transversal competences described in the national core curricula. In the curricula, multiliteracy is defined as an ability to use, evaluate and produce knowledge and texts in different forms, environments and situations. The concept combines both the notions of multimodal and disciplinary literacy, which emphasizes the meaning of the linguistic and textual tools that the experts in a discipline use to participate in the work of that discipline. All teachers are expected to understand the key importance of language in learning, interaction and cooperation. Therefore, teachers of all subjects are responsible for teaching and expanding multiliteracy practices in their classrooms.

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In my talk, I will discuss the opportunities and challenges of including these kinds of ideas in the curriculum and implementing them in teaching and teacher education.