

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

July 23-24, 2018, Cologne, Germany



Good Practice Session I: Creating a more literate environment

Chair: Eufimia Tafa, University of Crete, Greece & Renate Valtin, Humboldt University, Germany

Tuesday, July 24, at 10.00–11.00 **Location:** Seminar Building / Room S 23

LITERACY CHANGES LIVES.

Good Practice Session I: Creating a More Literate Environment

Time: Tuesday, July 24, at 10.00–11.00

Location: Seminar Building / Room S 25

This Poster session will take place in two phases. First, each presenters will be given five minute to briefly describe the context of his/her research and point one salient aspect of the outcomes. Then, audience will be given around half an hour to create dialogue and informal establish discussion with presenters.

Presenter(s)	Title
Franco-Borges, M. L. Vale Dias, Piedate. Vaz-Rebelo*, M. Maia de Carvalho (Portugal)	Fostering the relationship school-family-community to promote family literacy and personal development
Tara Wilson, Dr. Kara Rosenblatt & Ann Marie Smith (USA)	New approaches in teacher education and professional development (Literacy Coaches)
Katrin Kleinschmidt-Schinke (Germany)	Fostering the development of conceptual literacy by adaptations of student directed speech across the grades
Gulsah Ozturk (Turkey)	Mother-child shared reading with digital and print books
Eleni Louloudi (Germany)	The use of children’s literature in developing and promoting critical literacy in Europe: case study ELINET
Deidre Cutter (USA)	Readings and reflections: A review of practices and pedagogies regarding adolescent literacy and motivation
Natalia Solodovnikova (Russia)	School where literacy thrives: Gist summary retelling (GSR) strategy

Chair: Patricia Schillings, University of Liège, Belgium

Dr. Patricia Schillings works as associates Professor in the Education and Training Department of the University of Liège (Belgium) where she teaches literacy and teacher training. Her researches projects covers teachers’ professional development in the area of emergent literacy, reading comprehension

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processes, and disciplinary literacy. She has been involved in national and international reading literacy assessment (PIRLS 2011, 2016) and in the development of digital reading items the OECD’s Programme for International Student Assessment (PISA 2018). She is currently in charge of a longitudinal study which aims at studying the effect of an early literacy French compensatory literacy program.