

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

July 23-24, 2018, Cologne, Germany



Poster Session: Literacy Research Projects

Chair: Patricia Schillings, University of Liège, Belgium

Tuesday, July 24, at 10.00–11.00

Location: Seminar Building / Room S 25

LITERACY CHANGES LIVES.

The use of children’s literature in developing and promoting critical literacy in Europe: case study ELINET

Presenter:

Eleni Louloudi, University of Cologne

Abstract:

Children’s literature has been long associated with literacy instruction; children’s books and texts are used to introduce young learners to reading their first sentences and writing their first letters (cf. Vasquez 2003). Consequently, addressing reading literacy by using literature is nothing new to educational practices but rather well-researched and proven efficient in helping learners acquire language skills. However, children’s literature goes beyond just being a reading instruction tool; its literary and social nature allows it to construct modern socio-cultural ideas and raise awareness (cf. Botelho & Rudman 2009). Nevertheless, although children’s literature seems to have a direct relation to societal action and change, little research has been done recently to show its importance in building upon critical literacies and social justice pedagogies.

Critical literacy is usually defined as the ability to identify and understand prejudice and discrimination in a written form of communication, aiming to help individuals realize and deconstruct the different norms of culture, language and identity around them, as well as celebrate diversity (cf. Luke 2014; cf. Yoon 2015). Although the growing need for multicultural, social justice-oriented education and democratic communities has turned critical literacy into a favorable educational practice in many English-speaking countries, its application and significance in European countries have not been sufficiently investigated.

From this perspective, the project investigates whether and in which ways children’s literature is being used by numerous European literacy projects to address, develop and promote critical literacy in pre-primary and primary school level. The primary corpus of project descriptions will be examined (<http://www.eli-net.eu/good-practice/examples-of-good-practice/>) and further analyzed through conduction of expert interviews and classroom observations in three European countries (Finland, Germany, the United Kingdom). Because critical literacy is being applied in many English-speaking countries, the project uses a Canadian project (*Turning Pages for Justice: Developing Social Justice Pedagogies through the Study of Literature*) as practice paradigm and point of comparison to the rest of the projects.

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

July 23-24, 2018, Cologne, Germany



Poster Session: Literacy Research Projects

Chair: Patricia Schillings, University of Liège, Belgium

Tuesday, July 24, at 10.00–11.00

Location: Seminar Building / Room S 25

LITERACY CHANGES LIVES.

References:

- Botelho, M.J. and Rudman, M.K. (2009). *Critical Multicultural Analysis of Children's Literature*. London: Routledge.
- Hunt, P. (1994) *An Introduction to Children's Literature*. Oxford: Oxford UP.
- Lee, C.-J. (Spring 2016). Teaching Multiple Literacies and Critical Literacy to Pre-Service Teachers through Children's-Literature-Based Engagements. *Journal of Language and Literacy Education* (p. 40-52), Vol. 12(1).
- Luke, A. (2014). Defining Critical Literacy. In Zacher, J.P. & Avila, J. (eds), *Moving Critical Literacies Forward: A New Look at Praxis Across Contexts* (p. 20-31). New York: Routledge.
- Vasquez, V. (2003). *Getting Beyond "I Like the Book": Creating Space for Critical Literacy in K-6 Classrooms*. Delaware: International Reading Association.
- Yoon, B. (2015). *Critical Literacies: Global and Multicultural Perspectives*. New York: Springer.

Bio Note:

Eleni Louloudi is a PhD candidate at the University of Cologne, Germany and a scholar of the Onassis Foundation. Her research focuses on critical literacy, social justice education and children's literature issues. Eleni has an M.A. in English and American Studies from the University of Bielefeld, Germany and a B.A. in Educational Sciences from the Aristotle University of Thessaloniki. Since the beginning of her doctoral studies, she has been working for diverse European projects, such as the European Literacy Policy Network, which aim to promote and improve literacy at a European and international level.