ELINET Sessions at the 20th European Conference on Literacy in Madrid, 4–5 July 2017

Programme for Wednesday, 5th July 2017:

Time	Format	Topic	Speaker(s)	Future Working Group
9.00 – 10.00	Workshop	**Inspiring young "digital natives" to become readers**	Chair: Daan Beeke Speakers: - Zoltan Pompor - Daan Beeke	*Digital Literacy / Digital Citizenship*
10.00 – 11.30	Symposium	**"Make every teacher a teacher of literacy" -** Teaching Disciplinary & Content Area Literacy in European Countries	Chair: Christine Garbe Speakers: - Christine Garbe - Ariana Vacaretu/Maria Kovacs - Yvonne Hörmann	*Literacy Development and Lifelong Learning (Adolescents; Disciplinary Literacy)*
11.30 – 12.00	Coffee Break			
12.00 – 13.45	Symposium IDEC – FELA	**Initial teaching of literacy in European countries with differing orthographies**	Chair: Renate Valtin Speakers: - Eithne Kennedy - Gerry Shiel - Patricia Schillings - Dennis Kurzon	*Literacy Development and Lifelong Learning (Primary School Children)*
13.45 – 15.15	Lunch Break			
15.15 – 16.15	Round Table	**Implementing the European Framework of Good Practice**	Chair: Viv Bird Speakers: - Christine Garbe - Hanna Sauerborn	*Policy Advocacy*
16.15 – 17.45	Moderated Poster Session	**Best Practices in Literacy Projects & Programmes**	Chair: Eleni Louloudi Projects/Posters - Strathclyde Literacy Clinic - boys & books; - BaCuLit - Booktrailer&Youngdigitalnews - RWCT; Critical Thinking. - National Assessment of Basic Competences - hora de leer	*All areas of ELINET*
17.45 – 18.15	Coffee Break			
18.15 – 19.15	Workshop	**Constitutional meeting of Future ELINET Thematic Working Groups**	Chairs: Chairs of Future ELINET Working Groups	*Policy Advocacy*

9.00 – 10.00

Workshop: Inspiring young "digital natives" to become readers

Perspective: Share ideas of multimedia literacy projects and formulate ideas for the future ELINET working group of Digital Literacy

Chair: Daan Beeke, Stichting Lezen, Netherland

Children and adolescents experience stories in a multimedia environment. As a movie, radio play, an interactive website or computer game and bundled on multifunctional devices e.g. smartphone. Reading still plays a central part in this media environment; however, the role of reading has changed in the digital context. Short texts on websites, and apps, or multimedia content on various platforms require a different reading competency as longer texts in printed books. Other skills such as listening secure handling of ICT tools, researching for information on the internet and evaluate the information critically have become increasingly important.

Reading promotion only with printed books does not reflect the contemporary life of children and adolescents and does not meet the demands of a society characterized by digital media.

In this workshop we want to share our ideas of multimedia literacy projects and reflect what it means to be(come) a reader.

Contributions:

Zoltan Zompor, Hungarian Institute for Educational Research and Development: *Interaction in and through books and media for young readers* > pompor.zoltan@reformatus.hu <

Daan Beeke, Stichting Lezen, Netherland: Reading Socialisation and Apps. >dbeeke@lezen.nl<

10.00 – 11.30

Symposion: "Make every Teacher a Teacher of Literacy" - Teaching Disciplinary & Content Area Literacy in European Countries

Perspective: Founding an Adolescent Literacy Thematic Working Group within the future ELINET which will replace the International BaCuLit Association

Chairperson: Christine Garbe, Univ. of Cologne, Germany

"One in five 15-year-old Europeans (…) lack basic reading and writing skills. Not only does this make it hard for them to find a job, but it also increases their risk of poverty and social exclusion, by limiting their opportunities for cultural participation, lifelong learning and personal growth." (ELINET Country Reports, Frame of Reference, May 2015, p. 5)

Improving literacy skills of adolescents has been a major issue on the European educational agenda ever since international literacy assessments (PISA, PIRLS and PIAAC) made the broader public aware of these deficits.

Already the ADORE project ("Teaching *Ado*lescent Struggling *Re*aders. A Comparative Study of Good Practices in European Countries") which was carried out in 11 European Countries from 2007 to 2009 concluded that the expertise of teachers to integrate literacy instruction into their subject lessons is key to help struggling adolescent readers (cf. Garbe et al. 2010). Researchers and educators recommend that understanding and writing disciplinary texts have to be taught in all subjects and all grades

systematically. But in European countries, content area teachers are not trained to fulfill this task. Since 2010 a series of European projects (funded by Comenius and Erasmus+) worked on developing programmes for qualifying teachers to integrate "literacy teaching" into their specific disciplines; e.g. BaCuLit (Basic Curriculum for Teachers' In-Service Training in Content Area Literacy in Secondary Schools); ISIT (Implementation Strategies for Innovations in Teachers´ Professional Development), BleTeach (Blended Learning in Teachers´ Professional Development); "Reading and Writing for Critical Thinking" (RWCT) and "Reading to Learn".

In this symposium we want to present good practice projects and programmes from all over Europe and discuss strategies how to strengthen the literacy expertise of secondary subject teachers through initial teacher education and professional development.

This shall become the core issue of the future ELINET Thematic Working Group on this topic, where the members will collect and analyse good practices, develop joint project proposals, organize regular workshops and publish policy recommendations and practical guidelines.

Contributions:

Christine Garbe, Germany: *"Looking back to where we started: Key elements of good practice for teaching struggling adolescent readers. Main findings of the ADORE project."* >c_garbe@web.de<

Ariana Vacaretu / Maria Kovacs, Romania: *Disciplinary literacy in secondary education in Romania – where we are and where we are heading.* >ariana.vacaretu@gmail.com<; >maria.kovacs@rwctic.org<

Yvonne Hörmann, Germany: *The BaCuLit programme and its adaptation for Second Language Students in Bavaria / Germany* >Yvonne.Hoermann@gmx.de<

12.00 – 13.45

FELA–IDEC Symposium: Initial teaching of literacy in European countries with differing orthographies

Perspective: Initial literacy teaching: How children are taught the alphabetic code in different orthographies. Presentation of early literacy methods and materials in German-, French-, English- and Hebrew and Arabic- speaking contexts

Chairperson: **Renate Valtin, Emerita, Humboldt University Berlin, Germany**

No comparative studies exist about the initial phases of reading and writing instruction in the first weeks and months of school when children are taught the alphabetic code. Especially little is known about the initial phases of reading instruction in the first weeks and months of school. Do children start with letters, words, or texts? How are grapheme-phoneme correspondences taught (if at all)? Is the first vocabulary controlled for orthographic regularities (in languages with deep orthographies) so that they are decodable? Are there differences between countries whose languages have deep and shallow orthographies? How are the first pages of reading primers (reading scheme books/basal readers) organized? What is the relationship between the teaching of reading and writing?

This symposium is being organized by the International Development in Europe Committee (IDEC) of the International Literacy Association (ILA) and the Federation of European Literacy Associations (FELA) and is one in a series of various symposia with this topic intended eventually to cover most (if not all) of the orthographies of the official languages of the EU. Researchers and practitioners will present early literacy methods/materials in the teaching of various languages and countries. This symposium includes: German in Germany, English in Ireland, French in Belgium, and Hebrew and Arabic in Israel. After these

presentations the conceptual and pedagogical models underlying various instructional methods and the questions which arise from them will be discussed.

Presenters:

Eithne Kennedy, School of Language, Literacy Education, Dublin City University, St Patrick's Campus, Dublin 9 >eithne.kennedy@dcu.ie<

Gerry Shiel, Educational Research Centre, St Patrick's Campus, Dublin 9 >gerry.shiel@erc.ie<

Patricia Schillings, University of Liège, Belgium >patricia.schillings@ulg.ac.be<

Dennis Kurzon, University of Haifa, Israel >kurzon@research.haifa.ac.il<

Renate Valtin (chairperson), emerita, Humboldt University Berlin, Germany >renate.valtin@gmail.com<

15.15 – 16.15

Round Table: Implementing the European Framework of Good Practice

Perspective: Discuss and work out strategies to implement the European Framework of Good Practice

Chair: **Viv Bird**, **ELINET Transitional Committee, England**. >viv.bird1@icloud.com<

One major achievement of ELINET was the development of a common **European Framework of Good Practice in Raising Literacy Levels of Children, Adolescents and Adults (EFGP)**. Based on an iterative (top-down/bottom-up) approach, the Framework intends to provide guidance for all those who are involved in designing projects or programmes that support children, young people and adults in improving their literacy. Together with the **European Declaration of the Right to Literacy** it forms a unique tool for the development and improvement of literacy projects and policy in all European countries.

This Round Table is open to all literacy practitioners, researches and policy makers. Together we will discuss possibilities of establishing this framework as an official policy recommendation document.

Speakers:

Christine Garbe , Germany >c_garbe@web.de<

Hanna Sauerborn (tbc) PH Freiburg, Germany: >hanna.sauerborn@ph-freiburg.de<

16.15 – 18.00

Poster session "Best Practices in Literacy Projects & Programmes"

Chairperson: Eleni Louloudi, Univ. of Cologne, Germany >eleni.louloudi@uni-koeln.de<

Raising literacy levels in Europe by fostering the improvement of literacy policies was, and still is, one of the basic objectives of our network. There is no better way of enhancing policies than by using and building upon the expertise and work that is already acknowledged and established and has proven itself successful. During the two-year period that ELINET was running, our team gathered, looked into and evaluated a great number of Good Practice Examples in Literacy from all over Europe, coming from all kinds of educational environments, such as schools, libraries, volunteer organisations and many more. In our final selection, we have selected 109 Good Practice Examples, which aim at sharing their expertise with the European and International audience in order to build more effective practices, which will help us reach our final goal, give every European the right to acquire literacy.

In this poster session, we will have the opportunity to discuss ten (or possibly fifteen) of our best Good Practice Examples; more specifically, presenters will be given three to five minutes time each to introduce their project to the audience. Their presentation will include information such as the objectives, materials, results and acknowledgements of their work (poster template). After the presentations, the audience will have one hour time to walk and meet the presenters and exchange ideas, opinions and recommendations about their work and maybe future collaborations.

Projects

- Strathclyde Literacy Clinic
- boys & books;
- BaCuLit
- Booktrailer&Youngdigitalnews
- RWCT; Critical Thinking.
- National Assessment of Basic Competences
- hora de leer
- Tel4ELE - Teacher Learning for European Literacy Education in Portugal

18.15 – 19.15

Workshop: Constitutional Meeting of future ELINET Thematic Working Groups

Chairs: Chairs of the Future ELINET Working Groups