

Proposal for the ELINET strand at the 20th European Conference on Literacy in Madrid, 3–6 July 2017

Programme draft for Tuesday, 4th July 2017

Time	Format	Topic	Speaker(s)	Future Working Group
9.00 – 10.45	Opening Symposium	Shaping the future of ELINET Building a new network of Literacy Experts in Europe	Chair: Christine Garbe Speakers: - S. Salamonsberger - V. Bird - R. Valtin - S. Sulkunen - C. Garbe	<i>Policy Advocacy (Executive Board)</i>
10.45 – 11.15	Coffee Break			
11.15 – 13.00	Workshop	Re-Thinking Literacy Literacy and Education in the Digital Age	Chair: Stefan Salamonsberger Speakers: - S. Salamonsberger - Alberto Parola - Yves Punie - Félix Serrano	<i>Digital Literacy / Digital Citizenship</i>
13.00 – 14.00	Workshop	Literacy and Integration Challenges – and some solutions	Chair: Viv Bird Speakers: - Hanna Sauerborn - Miquel Angel Essomba	<i>Literacy & Migration</i>
14.00 – 15.30	Lunch Break			

cont. Tuesday, 4th July 2017

Time	Format	Topic	Speaker(s)	Future Working Group
15.30 – 16.30	Lecture	The European Declaration of the Right to Literacy – How can we ensure that it is implemented?	Renate Valtin	<i>Policy Advocacy</i>
16.30 – 17.30	Workshop	Reconsidering Literacy in Early Childhood Education	Chairs: Eufimia Tafa and George Manolitsis Speakers: - George Manolitsis, - Eufimia Tafa, - Elissavet Chlapana	<i>Literacy Development and Lifelong Learning (Early Childhood)</i>
17.30 - 18.00	Coffee Break			
18.00 – 19.45	Symposium	PISA 2015 reading literacy trends and literacy policy: Reconsidering ELINET Country Reports	Chair: Sari Sulkunen Speakers: - Maria Lourdes Dionisio - Dominique Lafontaine - Gerry Shiel - Sari Sulkunen	<i>PISA / PIRLS / PIAAC Taskforce (or: Literacy Research Working Group)</i>

Programme draft for Wednesday, 5th July 2017:

Time	Format	Topic	Speaker(s)	Future Working Group
9.00 – 10.45	Symposium/Workshop	“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 - Liliana Romaniuc - Yvonne Hörmann	<i>Literacy Development and Lifelong Learning (Adolescents; Disciplinary Literacy)</i>
10.45 – 11.15	Coffee Break			

cont. Wednesday, 5th July 2017

Time	Format	Topic	Speaker(s)	Future Working Group
11.15 – 13.00	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	<i>Literacy Development and Lifelong Learning (Primary School Children)</i>
13.00 – 14.00	Oral Presentations / Workshop	Inspiring young “digital natives” to become readers	Chair: Stefan Salamonsberger Speakers: - Stefan Salamonsberger - Zoltan Pompör - Daan Beeke	<i>Digital Literacy / Digital Citizenship</i>
14.00 – 15.30	Lunch Break			
15.30 – 16.30	Round Table	Implementing the European Framework of Good Practice	Chair: Viv Bird Speakers: Christine Garbe Hanna Sauerborn	<i>Policy Advocacy</i>
16.30 – 17.30	Workshop	Constitutional meeting of Future ELINET Thematic Working Groups	Chairs: Chairs of Future ELINET Working Groups	<i>Policy Advocacy</i>
17.30 – 18.00	Coffee Break			
18.00 – 19.45	Moderated Poster Session (presenting about 15 ELINET approved Good Practice Examples)	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



4th July 2017

9.00 – 10.45

Symposium: Shaping the future of ELINET. Building a new network of Literacy Experts in Europe

Perspective: Inform the audience about the work of the ELINET project (2014-2016) and outline the future perspectives of the intended literacy expert network in order to invite new members to join the future ELINET network and its thematic working groups.

Chairperson: Christine Garbe, Univ. of Cologne, Germany

Speakers: Viv Bird, Sari Sulkunen, Renate Valtin, Stefan Salamonsberger, Eufimia Tafa

The opening symposium of the ELINET strand will inform members and non-members of the former ELINET project about our strategic plan for the future: to build a network of individual literacy experts (researchers, practitioners and policy-makers) across Europe. This network will formally constitute itself as a non-profit association with a slim organization: it will be based on thematic working groups which can develop bottom-up, define their own goals, work programmes and strategies and inform the network and the wider public about important issues in literacy policies. The chairpersons of these working groups will constitute the Executive Board (board of directors) which will take care of organizing annual conferences (probably in cooperation with FELA/IDEC or other networks like EURead and EBSN) and preparing strategic decisions on policy advocacy (public statements), good practices and research policies of the network. The initiators of these working groups which will be established during the Madrid conference will be speakers in this symposium and briefly present what their working group intends to develop.

Speakers:

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

Christine Garbe, Univ. of Cologne, Germany. >c_garbe@web.de<

Sari Sulkunen, University of Jyväskylä, Finland. >sari.sulkunen@jyu.fi<

Eufimia Tafa, Univ. of Crete, Greece. >etafa@edc.uoc.gr<

Renate Valtin, Humboldt University Berlin, Germany. >renate.valtin@gmail.com<

Stefan Salamonsberger, Univ. of Cologne, Germany. >stefan.salamonsberger@uni-koeln.de<



11.15 – 13.00

Workshop: Re-Thinking Literacy. Literacy and Education in the Digital Age

Perspective: Formulate guiding principles for digital education and develop a work programme for a future ELINET working group on Digital Literacy

Chairperson: Stefan Salamonsberger, Univ. of Cologne, Germany

The 21st century is characterized by digital media, and the related development of new and significant economic, social and cultural areas. This has led to profound changes within our society, affecting literacy practices at home, school and work. Individuals do not just need to develop the technical skills to make use of digital devices, they also need to learn how to integrate knowledge from multiple sources, including music, video, online databases, and other media. Further, they need to learn to critically manage the information that can be found nearly instantaneously through the web. And finally, they need to be able to actively participate in the learning, working, and citizenship communities that ICT enable and increasingly demand.

Access to this participatory culture functions as a new form of a hidden curriculum, which challenges traditional educational systems as well as traditional literacy practices. In this workshop we will share ideas and formulate some guiding principles for Digital Education within formal and informal learning settings.

Contributions:

Stefan Salamonsberger, Univ. of Cologne, Germany: *Schools and Media Education – challenges and opportunities.* >stefan.salamonsberger@uni-koeln.de<

Yves Punie, Project Leader "Education and Skills" – European Commission Joint Research Centre, Human Capital and Employment Unit, Seville: *The European Digital Competence Framework for Citizens: Addressing Digital Literacy.* >yves.punie@ec.europa.eu<

Alberto Parola, Università di Torino, Italy: *Title to be defined* >alberto.parola@unito.it<

Felix Serrano Delgado, Ministry of Education and Culture, Spain: *Title to be defined*
> felix.serrano@meecd.es<



13.00 – 14.00

Workshop: Literacy and Integration: Challenges - and some solutions

Perspective: Offer literacy solutions to the migrant challenge and formulate a work programme for a future ELINET working group on Literacy and integration

Chairperson: Viv Bird, ELINET Transitional Committee, England

Many countries across the world today face the challenge of how to help refugees and migrants improve their literacy while supporting their integration into wider society. This panel will provide the ELINET cross-age perspective on research, policy and good practices around working with migrants across the age groups. Chaired by ELINET Transitional Committee member Viv Bird, formerly chief executive of Book Trust, UK, this session will provide a timely debate on a hot political topic, and offer some literacy solutions to the migrant challenge.

Contributions:

Hanna Sauerborn, PH Freiburg, Germany: *Challenges for teachers in working with language-diverse children. A research project in five countries.* >hanna.sauerborn@ph-freiburg.de<

Miquel Angel Essomba, Universitat Autònoma de Barcelona: Titel to be defined
>MiquelAngel.Essomba@uab.cat<

15.30 – 16.30

Lecture: The European Declaration of the Right to Literacy – How can we ensure it is implemented? (Key-Note Lecture)

Speaker: Renate Valtin, Humboldt University Berlin, Germany.

>renate.valtin@gmail.com<

The European Declaration of the Right to Literacy identifies 11 conditions required to put this basic literacy right into practice. In the lecture some good practice examples are provided how to realize these conditions.

16.30 – 17.30

Workshop: Reconsidering Literacy in Early Childhood Education

Chairpersons: Eufimia Tafa and George Manolitsis, University of Crete, Greece

Current technological, economical and sociocultural conditions around the world have influenced the definition of literacy in early childhood education, the content of literacy knowledge, and abilities and skills that young children should develop during the early years, as well as the educational practices necessary effectively to meet young children's different and increased needs. Different facets of literacy environments in communities, families and early childhood educational settings provide multiple ways of learning literacy. At the same time, examining early literacy in the light of current research data is important for explaining and preventing later literacy learning difficulties which impede children from acquiring new knowledge.

In this workshop we will share ideas on new trends and perspectives with regard to the knowledge, skills and attitudes embedded in the revised spectrum of emergent literacy and propose educational practices originating from current technological, economic and sociocultural world changes.

Contributions:

George Manolitsis, Univ. of Crete, Greece: *Re-conceptualizing emergent literacy: Implications for theory and practice.* >gmanolitsis@edc.uoc.gr<

Eufimia Tafa, Univ. of Crete, Greece: *Digital literacy in kindergarten classrooms: a research overview on educational practices.* >etafa@edc.uoc.gr<

Elissavet Chlapana, Univ. of Crete, Greece: *Enhancing emergent literacy skills of kindergarteners having an immigration background: Theory and educational practices*
>exlapana@edc.uoc.gr<



18.00 – 19.45

Symposium: PISA 2015 reading literacy trends and literacy policy: Reconsidering ELINET Country Reports

Chairperson: Sari Sulkunen, University of Jyväskylä

This symposium focuses on connections between the new PISA reading literacy results and literacy policy in selected countries. PISA reading literacy assessment provides interesting data on the literacy performance in dozens of countries. Results of the 2015 cycle of PISA were released in December 2016, and although reading literacy is this time only a minor assessment area it gives useful information about the reading literacy trends: On the European level, for instance, the results show if the negative trend continues in Finland and Sweden, and if Estonia and Germany continue to improve their average performance. In the case of Portugal, they will show if the country keeps the substantial increase observed between 2000 and 2012.

The top PISA countries may relate their success to literacy policy measures which may differ significantly among countries. European Literacy Policy Network, ELINET, has gathered extensive literacy policy related information of 28 European countries, and compiled this into country reports (<http://www.eli-net.eu/research/country-reports/>). The reports include overview of the educational system and the international assessment results of the country. More importantly, the reports describe literacy policy in three policy areas introduced in the EU's High Level Group report (HLG, 2012), namely creating literate environment, improving the quality of teaching, and increasing participation, inclusion and equity. For this symposium, the reports about children and adolescents will be used as the target group of PISA included the 15-year-olds.

In this symposium, experienced researchers will examine the connections between literacy policy described in ELINET country reports and the PISA reading literacy results in a group of countries. The countries were selected based on the PISA 2015 results and interesting developments in literacy policy. Countries showing both increasing and decreasing trend will be included. The presentations will focus on identifying connections between literacy policy and PISA results. Moreover, it will be discussed which policy measures seem effective and relevant, and in the case of absence of such connections what might be the essential policy measures in raising the average performance level of the countries. On the basis of these critical reflections, conclusions will be drawn and recommendations made for updating the ELINET country reports.



Contributions:

Maria de Lourdes Dionísio, University of Minho: *What explains the increase in the Portugal PISA Results? An Analysis of gaps according to gender, socioeconomic status, migration or language spoken at home.* >mldionisio@ie.uminho.pt<

Dominique Lafontaine, University of Liège, Belgium: *An unexpected decline among high achieving girls. Analyzing and explaining the changes in French-speaking Belgium.* >dlafontaine@ulg.ac.be<

Gerry Shiel, Educational Research Centre, St. Patrick's College, Ireland. *Envisioning the Elinet Country Reports in 18 months on. What would they look like in Ireland, Denmark, Lithuania, Romania and Slovenia?* >gerry.shiel@erc.ie<

Sari Sulkunen, University of Jyväskylä, Finland: *The opposite side. Comparing PISA trends in Finland and Estonia.* >sari.sulkunen@jyu.fi<

5th July 2017

9.00 – 10.45

Symposium: “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 *Adolescent Struggling Readers*. 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<

Liliana Romaniuc, Romania: *The "Reading to Learn" project in Romania and its effects on changes in teachers' classroom practice* >liliana_rom@yahoo.com<

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



11.15 – 13.00

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<



13.00 – 14.00

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: Stefan Salamonsberger, Univ. of Cologne, Germany

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:

Stefan Salamonsberger, Univ. of Cologne, Germany: *Booktrailer - Multimedia Storytelling with adolscents.* >stefan.salamonsberger@uni-koeln.de<

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

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



15.30 – 16.30

Round Table: Implementing the European Framework of Good Practice

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

Chair: 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<

16.30 – 17.30

Workshop: Constitutional Meeting of future ELINET Thematic Working Groups

Chairs: Chairs of the Future ELINET Working Groups

18.00 – 19.45

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