

# ELINET Contributions at the 21<sup>st</sup> European Conference on Literacy, Copenhagen, August 4<sup>th</sup> to 7<sup>th</sup> 2019

**Venue:** HF-Centret Efterslægten, Efterslægtvej 5, 2400 Copenhagen NV

## 1. Additional Events during the Conference:

- **Sunday, 4<sup>th</sup> of August, 10.30 – 12.00: Annual General Assembly of Members of the ELINET Association** (open for future members, too)
- **Sunday, 4<sup>th</sup> of August, 19.00: Meeting of the ELINET Executive Committee – joint dinner at some location to be determined**
- **Meetings of the ELINET Thematic Working Groups for discussing future work programmes**, open to all conference participants (will be organized in Hotel lobbies or coffeeshops or coffeekbreaks on an informal basis; details will be communicated later)

## 2. Schedule of the ELINET events at the conference - overview:

### ELINET Symposia during the Conference

II) Computer-based Assessment of Reading Literacy in International and National Assessments: Mapping a Way Forward

**Time: Sunday, 4<sup>th</sup> of August, 15.30 – 17.00 pm**

III) Enhancing Literacy Skills: Good Practices for Early Years Education

**Time: Monday, 5<sup>th</sup> of August, 13.30 – 15.30 pm**

I) Lifelong Education of Adults facing new Cultural and Linguistic Challenges

**Monday, 5<sup>th</sup> of August, 15.30 – 17.00 pm**

IV) Digital Literacy at a turning point: new solutions for emerging issues

**Time: Tuesday, 6<sup>th</sup> of July, 10.30 – 12.30 am**

### ELINET Round Table:

Good Practices in Europe in Implementing Literacy Programmes in Pre- and In-Service Teacher Education

**Tuesday, 6<sup>th</sup> of July, 13.30 – 15.30 pm**

### ELINET Posters (as part of the general Poster Session)

**Time: Monday, 5<sup>th</sup> of August, 15.30 – 17.00 pm**

## **ELINET's Thematic Working Groups 2018 – 2020:**

1. **Early and Primary Literacy** (Chairpersons: Eufimia Tafa, Renate Valtin, co-chair: Patricia Schillings)
2. **Adolescent & Disciplinary Literacy** (Chairpersons: Christine Garbe, Sari Sulkunen, co-chair: Maria Lourdes de Dionisio)
3. **Lifelong Learning, Multilingualism and Migration** (Chairpersons: Aydin Durgunoğlu, Tiziana Mascia; co-chair: Viv Bird)
4. **Digital Literacy** (Chairpersons: Jeroen Clemens, Fabio Nascimbeni)
5. **International Literacy Assessments** (Chairpersons: William G. Brozo, Gerry Shiel)

### **A) ELINET Symposia during the Conference**

#### **I) Lifelong Education of Adults facing new Cultural and Linguistic Challenges**

**Monday, 5<sup>th</sup> of August, 15.30 – 17.00 pm**

**Chairpersons:** Aydin Durgunoğlu and Tiziana Mascia

**Introduction and discussion:** Daphne Greenberg

Across the world, many adults face cultural and linguistic challenges as they are trying to adapt to changing contexts in their lives. Some are refugees adapting to their host countries. Some are adults with interrupted education facing the demands of new social and workplace conditions. The four presentations in this symposium will describe innovative approaches addressing the lifelong education needs of adults facing changes in their lives, enabling them to participate more fully in their communities.

##### ***1) Adults going back to the workplace and learning new skills: Findings from research***

**J. Alamprese, Abt Associates, USA**

Increasingly, adults' success in the workplace requires their development of new skills for a new economy. This presentation examines the results from studies of interventions designed to increase low-skilled adults' attainment of secondary education credentials and transition to postsecondary vocational education. The interventions included accelerated courses in adult basic skills education and a texting intervention to encourage adult learners' educational participation. The interventions were tested through experimental studies conducted in community colleges in the state of Oregon in the United States. The findings concerning adults' development of numeracy skills, attainment of a secondary credential, and enrollment in postsecondary education will be discussed.

##### ***2) We and the others: the migrants who leave their country. Literacy projects to address cultural diversity and inclusion***

**F. Cristiano, Centre for Books and Reading Ministry of Cultural Heritage and Activities; T. Mascia, Free University of Bozen – Bolzano, Italy**

In recent years, the phenomenon of migrants leaving their countries in search of a better future has assumed frightening proportions. There are those who would like to welcome them all, those who ask for serious regulation and those who would like to close the borders. In such context also literacy projects can foster better access to information and involvement of people traditionally excluded from the fruition of the cultural production.

The presentation focuses on the process of selection and findings of the literacy projects promoted by the Italian Centre for Books and Reading:

"Libraries and Inclusion" to transform libraries in cultural centres in order to overcome many forms of discrimination, offer services and opportunities for participation, exchange and dialogue between different groups, migrants and other minorities.

"Scriviamoci": young adults of more than 100 Italian schools were asked to write an essay on the subject of migration with the aim of promoting inclusion and raising awareness of other cultures.

### ***3) Empowering young women not in education or employment***

**M. Canturk, D. Asik, A. Sahinkaya, A. Durgunoğlu, E. Oztan, ACEV, Turkey**

Among young women 15-35 in Turkey almost half are not in education or in employment. Their schooling is interrupted and they are facing cultural challenges preventing them from participating more fully in the decision processes in their homes, communities and society. This presentation describes an intervention that is aimed at developing the knowledge and capabilities of these young women. The results are described using the multifaceted framework of empowerment, analyzing the enhanced knowledge, awareness, self efficacy and active participation of the women who have completed the program.

### ***4) Developing language and literacy skills of Syrian refugee women in Turkey***

**Aydin Durgunoğlu, University of Minnesota Duluth, USA**

Turkey now hosts almost 3.5 million Syrian refugees fleeing from war. The first study examined the profiles and needs of Syrian young women. They had limited education in their home countries, had children at a young age and expressed their first need as to learn to speak, read and write Turkish. The formal education system could not accommodate the needs of this group. In addition, they were not allowed to go too far from their homes and neighborhoods. To address these challenges, in a small pilot study, a group of Syrian women met in the house of a neighbor to use an online Turkish literacy program ([www.acevdeokuyaz.org](http://www.acevdeokuyaz.org)). This presentation will describe the intervention and its results and the implications for refugees, in general.

## **II) Computer-based Assessment of Reading Literacy in International and National Assessments: Mapping a Way Forward**

**Time: Sunday, 4<sup>th</sup> of August, 15.30 – 17.00 pm**

**Chairperson:** Gerry Shiel, Educational Research Centre, Ireland

This symposium looks at recent developments in the computer-based assessment of reading literacy in international and national contexts. Following two presentations focused on recent developments in computer-based assessment of reading literacy in international assessments (PIRLS and PISA), we look at the development of a digital literacy assessment in Korea. The symposium concludes with a consideration of the implications of these studies for assessing reading literacy over the next several years.

### ***1) The Transition to Computer-based Assessment in PIRLS***

**Emer Delaney, Educational Research Centre, Ireland**

**Gerry Shiel, Educational Research Centre, Ireland**

In 2016, PIRLS, the international assessment of reading literacy completed by students in Grade 4 in over 50 countries, offered a separate assessment of online informational texts for the first time (ePIRLS), side-by-side with a paper-based assessment of literary and informational texts. This presentation draws on the PIRLS 2016 assessment framework and released items to compare how reading comprehension of informational texts is assessed across modes. The presentation also examines how the traditional assessment of literacy and informational texts will be combined with e-PIRLS in 2021 as countries consider the option of offering the assessment in digital format only. The paper concludes by considering how computer-based assessment in PIRLS reflects current conceptions of digital literacy and reading comprehension, and how the assessment can be expected to impact on national literacy curricula.

### ***2) The PISA 2018 Assessment Framework: Balancing Innovation and Trend***

**William G. Brozo, George Mason University, Virginia, USA**

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

PISA is an international assessment of reading literacy taken by nationally-representative samples of 15-year olds in over 80 countries every three years. Before specific test items could be generated for PISA 2018, the Reading Expert Group made up of practitioners, researchers, psychometricians, and others laboured over the design of the framework that ultimately guided the nature and form of the questions and prompts on the assessment. This presentation offers insights into that process by two members of the assessment framework development teams. As insiders from the opening discussions through the crafting of the final assessment framework report, the presenters share a unique critique of a process characterized by seeking a balance between innovation and trend. The presentation concludes by considering how newer conceptions and global literacy practices such as digital literacy and multi-literacies are represented in PISA 2018 reading literacy framework.

### ***3) Web-Based Digital Literacy Assessment for K-12 Learners: Its Design and Validation***

**Hyounjin OK, Ewha Womans University, Korea**

**Soohyun Seo, Gwangju National University of Education, Korea**  
**Jong-Yun Kim, Korea Institute for Curriculum and Evaluation, Korea**  
**Jiyoun Kim, Myongji University, Korea**  
**In-Suk Kim, Korea Institute for Curriculum and Evaluation**  
**Sanghee Ryu, Korea University**  
**Byeong-Young Cho, University of Pittsburgh, USA**

High-quality assessment of digital literacy is crucial to understanding students' literacy skills and practices. Such assessment also provides critical information that could be used for developing appropriate teaching pedagogies to support students in developing important skills required for the 21<sup>st</sup>-century knowledge society. The focus of this presentation is on a project led by Korean literacy scholars, with the goal of developing and validating a web-based digital literacy assessment system for K-12 learners in Korea. The presenters first describe the design framework for digital literacy assessment (i.e., digital literacy as a configuration of the skills and knowledge involved in information searching, meaning making, critical evaluation, text design, representation, and communication) with the specific assessment materials and items developed within the framework. We also discuss findings from our validation study using learners' verbal protocol data (e.g., think aloud) and human-computer interaction data (i.e., screen recordings, log files) generated during their performance on the digital literacy assessment. Finally, we discuss potential uses of the assessment for both research and pedagogical purposes (e.g., diagnostic, formative) as well as possible larger implications as the endeavor of making research-informed policies in literacy education.

### **III) Enhancing Literacy Skills: Good Practices for Early Years Education**

**Time: Monday, 5<sup>th</sup> of August, 13.30 – 15.30 pm**

**Chairpersons:** Eufimia Tafa, University of Crete, Greece, and Renate Valtin, Humboldt University, Germany

The European Literacy Declaration identifies high quality preschool and initial literacy education as important conditions for its realization. It emphasizes that all people in Europe should have the opportunities to develop literacy skills and knowledge in order to effectively understand and use written communication in print and digital media. In addition, it is referred, among others, that young children should be engaged in a wide range of literacy activities in print-rich and media-rich classroom environments to help them develop reading and writing skills. In this symposium good practice examples will be provided that help young children to develop and improve reading and writing skills. In particular, it will be presented, discussed and analysed practices that: enhance young children's narrative skills and story structure understanding by using technology, enrich young children's vocabulary through arts integration, improve young children's writing by using self-regulated techniques and help them to develop metalinguistic skills.

#### ***1) Supporting kindergarten children's storymaking with technology***

**Eufimia Tafa, University of Crete, Greece**

Producing a fictional story is considered a challenging task for kindergarten children. In narrating a story young children should understand the *Story Grammar*, namely that each story has a setting, a theme, the plot episodes that take place in sequence, and a resolution. Today the advent of digital technologies has created new contexts for multimodal ways for young children to narrate stories. Taking into consideration the above information, the purpose of this study was to examine whether kindergarten children were able to create a well-structured story using digital technologies. Twenty-two children in pairs, aged 5-6 years old, were asked to create a story using the storymaking software tool *Story-bird*. This tool offers a large variety of images which are organized by theme and selected by children in order to create a story. The results showed that the children's texts, to varying degrees, approximate a well-structured story. Children referred the setting, the theme, a few episodes and a resolution. In addition, results showed that the teacher's role was found to be crucial in children's story making; it was the teacher's scaffolding that enabled the fulfilment of the task.

## ***2) Teaching vocabulary in kindergarten through analytic-context based instruction and arts integration: An innovative approach***

**Marina Sotiropoulou - Zormpala & Elissavet Chlapana, University of Crete, Greece**

The presentation aims to describe a study which investigates the effect of a two-phase instructional program for vocabulary teaching to preschool children. The sample of the intervention consisted of all children of four preschool classrooms located in Greece and Cyprus. In the first phase of the intervention, through analytic-context based instructional activities, children approach the literal, denotative and conventional meaning of selected words. In the second and subsequent phase of the intervention, children process words' meanings through arts activities, in a metaphoric, connotative and creative level. At the completion of each phase children were evaluated on: a) target word knowledge by the use of researcher-based criteria, such as multiple choice vocabulary measures and b) on the extent to which they were able to interpret words' meaning in a personal way, and relate it to their experiences, by the use of observation notes. The results are anticipated to present how this two-phase instructional program enriches the learning experience of children and helps them develop and transform the taught vocabulary.

## ***3) Early morphological awareness instruction and impact on reading and spelling skills***

**George Manolitsis & Alkistis Kyriakou, University of Crete, Greece**

This is an intervention study examining the long-term effects of two types of morphological awareness instruction delivered in kindergarten (K) on reading and spelling skills in Grade 1 (G1). One hundred seventeen typically-developing Greek children attending kindergarten (K) were randomly assigned to one of three groups. The two experimental groups were instructed to identify and manipulate morphemes through playful activities for three months (30 teaching sessions); the first group focused on oral language skills and the second combined

morphological activities with an involvement of written representation of morphemes. The third group (control) received mainstream classroom instruction. At the end of G1, all children were assessed on morphological awareness, reading speed, reading comprehension, and spelling. Data analyses showed that both experimental groups outperformed the control group on morphological awareness, reading comprehension, and spelling at the end of G1. The findings suggest that MA instruction can be beneficial even when implemented as early as in kindergarten with no appreciable differences between the two types of morphological instruction conditions.

**4) *Long term effects of an intervention program on Greek students' writing process.***

**Helen Vretudaki & Athina Doulia, Regional Directorate of Primary Education of Crete**

It is generally accepted in the Greek educational system that students, especially in the first primary grades, face particular difficulties in composing written text resulting to “poor” ones with limited vocabulary, many repetitions, often citing unrelated thoughts and ideas. Therefore, the purpose of this study was to capture the long term effects on the students' behavior and writing process using the Self-Regulated Strategy Development (SRSD) techniques. This Strategy was applied six months ago, when students attended second grade primary classes and aimed at the development of student's capacity to manage the writing process. Afterwards forty (40) third grade Greek speaking students (19 girls and 21 boys) aged 7.6 to 8.0 ( $M= 7.8$ ) that composed our previous treatment group were re-assessed after 4 months from the first post assessment. The researchers met the students during the first period of the school year and before they received formal instructions in composing narrative text. The results showed stability and further improvement on student's outcomes since they produced relevant or better narrative texts respecting the length of the text and a series of qualitative data mentioned above. Therefore, the SRSD is validated as an effective strategy with a long-term impact on student writing behavior and writing.

**5) *Enacting the multiliteracies framework for literacy education in the early years. Learning from an action-research project***

**Íris Susana Pires Pereira & Ana Isabel Azevedo Domingues, Institute of Education, University of Minho, Portugal**

We present preliminary results of an action-research project aiming to transform literacy pedagogy in preschool education by enacting the central tenets of the multiliteracies theoretical framework. The data, which was examined by using multimodal and content discourse analysis, shows how a group of children in the last year in Kindergarten/ pre-school in Portugal spontaneously chose to use different modes of representation and media to communicate their meanings, despite experiencing the same learning circumstances (e.g. participating in the construction of a common project work) and having access to the same set of modes and media of representation. It also reveals a different use of the written mode of verbal language according to the semiotic profiles children were constructing for

themselves. The analysis points into the relevance of reconceptualising emergent literacy as embracing the development of semiotic repertoires, rather than written language alone. Besides, the data illustrates the role of professional development in unveiling the possibilities offered by the multiliteracies theoretical framework for literacy education in the early years.

#### **6) *Developing narrative skills through creative writing: The Freytag pyramid***

**Evangelia Aravani, University of Athens, Greece**

Creative writing is used today with a dual meaning, as it implies the ability to control and master creative thoughts, converting them into writing, but incorporates, in its broad meaning, and all the various educational practices and techniques aimed at in the acquisition of literary skills. In the narrative theory Freytag, summing up the Aristotelian theory of typical plot, speaks of a pyramid with the elements: *Exposition, Inciting Incident, Rising Action, Climax, the Crisis, the Falling Action, the Resolution and the End*. According to this theoretical frame we present “*the Narrativists*”. The purpose of this study was to embrace narrative skills applying the Freytag pyramid in the narrative texts. Twenty-four children, aged 8-9 years old, were asked to read 48 texts from their school text book and at first to identify these basic structural elements of the plot and secondly to write their own stories, emphasizing the climax of the action. The results showed that children, to varying degrees, learned to recognize the structure of the text and with critical and creative thinking improved their own writing, giving focus on interesting climaxes of their stories.

### **IV) Digital Literacy at a turning point: new solutions for emerging issues**

**Time: Tuesday, 6<sup>th</sup> of July, 10.30 – 12.30 am**

**Chairpersons:** Jeroen Clemens, Fabio Nascimbeni

At a time when social media are influencing mass opinion and where our data are becoming our most precious assets, being able to act and communicate meaningfully and responsibly in digital settings is more than ever a requirement. Digital literacy, as advocated by the ELINET Network back in 2016, should be connected with issues such as new literacies, media literacy, artificial intelligence and others, with the aim of providing every citizen with the skills needed to thrive in the digital learning environment, in digital workplaces, and in digital entertainment spaces, among others.

The symposium aims to present a number of views and experiences that are contributing to this vision of digital literacy from a policy, research and practice point of view, and to discuss how these approaches could be scaled up and mainstreamed in Europe and globally.

#### **1) *Metacognitively-oriented digital literacy intervention for high school learners.***

**Byeong-Young Cho, Scott Fraundorf, Kole Norberg, Hyeju Han, University of Pittsburgh, USA.**

Students often struggle in online reading due to their lack of metacognitive knowledge about what, how, and why literacy strategies work in a digital context. However, no study exists to

develop a digital literacy intervention for the improvement of metacognitive knowledge and thereby to examine how the intervention can facilitate students' learning of such important online reading strategies in classroom settings. We have designed an instructional approach to help high school students acquire metacognitive knowledge about online reading strategies, in collaboration with teachers of English language arts at a local high school. The purpose of the study was to examine whether students can benefit from the week-long intervention both in terms of strategic knowledge and of performance for digital reading. Data sources includes pre and posttests of 265 high school participants' awareness of online reading strategies, their opinions about digital source evaluation, and their performance in a critical online reading task. In this presentation, we discuss: (a) our design of the instructional materials and activities that support high school learners' understanding of strategic online reading, (b) major findings from the intervention study with regard to students' improved knowledge and performance for strategic online reading, and (c) pedagogical implications of our intervention approach for educational researchers and practitioners who are interested in digital literacy education. We hope that our talk contributes to ongoing conversations about scientifically-based practices in the teaching and learning of digital literacy skills.

## ***2) Personal digital inquiry: Connecting learners in ways that matter.***

**Julie Coiro, University of Rhode Island, USA.**

Designing interest-driven digital learning opportunities in an age of accountability can be challenging. A personal digital inquiry (PDI) framework helps in planning for students to actively inquire, collaborate, participate, and reflect while staying actively engaged and motivated in your learning community. View examples of what PDI teaching and learning can look like in grades 1-12 and learn how to make purposeful choices about levels of support and digital tool use as part of project-based student inquiry. Inquiry is the essence of twenty-first century teaching and learning. Offering learners opportunities to generate their own wonderings about real-world problems helps them connect their own interests to real-life issues in ways that can lead to real change (Alberta Learning, 2004). In turn, opportunities for purposeful, self-directed inquiry become personally fulfilling learning experiences (Pink, 2009). Students engaged in technology embedded inquiry practices have begun to demonstrate many of the twenty-first century skills called for by international thought leaders, business leaders, and educational researchers alike (see Schleicher, 2016; Saavedra & Opfer, 2012). Studies have also documented dramatic increases in elementary student performance in literacy and numeracy as well as in high school graduation rates (Clarke, Gill, Sim, Patry, & Ginsler, 2014) as a result of these inquiry practices. This presentation reviews four core sets of practices and related activities that have been incorporated into a model of Personal Digital Inquiry (Coiro, Dobler, & Pelekis, in press) that engages students in flexible opportunities to wonder and discover, to collaborate and discuss, to create and take action, and to analyse and reflect.

## ***3) Digital Literacy: Curriculum reform in the Netherlands and the role of language teachers.***

**Jeroen Clemens, Independent Researcher and Consultant; University of Applied Sciences Windesheim, Netherlands.**

In the Netherlands, there are rapid changes in the thinking about plans for a new curriculum. In this, digital literacy plays an important role. In 2015, the State Secretary of Education, Culture and Science appointed an advisory commission, Platform Onderwijs2032, to conduct a thorough public consultation examining the form and content of primary and secondary education in the Netherlands. The objective was to identify the knowledge and skills that young people must acquire if they are to function effectively in a rapidly changing society. In January 2016, the commission published its report *Ons onderwijs2032 Advisory Report*. In this report, the Platform calls for a fixed basis of knowledge and skills and (digital) literacy was mentioned two domains: (1) Language skills: Dutch and English, and (2) Digital Literacy. In 2018, teams were created with 125 teachers, 18 principals and 80 schools to work on developing plans for new attainment goals and a new curriculum for primary and secondary education. This project is called curriculum.nu (<https://curriculum.nu/>). In this project, there are three separate development teams related to literacy: (1) Language domains Dutch and English, and (2) the new domain Digital Literacy. How do we integrate digital literacy in the curriculum? What are the pros and cons of this way of curriculum development and why and how we can integrate digital literacy and language teaching?

#### **4) *Focus on reading comprehension***

**Anneke Smits, University of Applied Sciences Windesheim, Netherlands**

In the Netherlands, we typically use course books and online materials from educational publishers to teach children reading comprehension. Research has shown that these books and materials are not effective in combatting reading comprehension problems. Our course books typically target strategy instruction and practice of the strategies in many different texts. For us, the challenge was to develop a new program that focuses on teacher behavior and skills and that takes a very different and evidence-informed approach to problems in reading comprehension. The program was designed on the basis of an extensive literature study. The program is content-oriented (as opposed to strategy-oriented) and aims to extend the language and knowledge base of students by giving them thematically and conceptually related books to read. The themes are related to different school subjects. Currently, we are working with schools to further develop the program. In the presentation, we will explain the contents of the program and the rationale behind it. We will share experiences from the schools and developments in the program. We hope for a discussion about different orientations in reading comprehension programs in Europe.

#### **5) *Digital children's literature: A narrative hybrid between print books for children and computer games.***

**Uta Woiwod, Universität zu Köln, Germany.**

This contribution deals with possibilities of using digital literature for supporting the literacy development of boys and girls aged 7 -14 who have poor reading skills. Young readers' usage of digital devices, rather than their readings of narrative texts, presents itself as a sustained practice. My comparative analysis of works of digital and print literature results in the realisation that properties like nonlinearity, pictures, or a playful handling of the author/reader positions are by no means properties of digital media but of narrative texts. This makes digital literature an ideal starting point for a combination of teaching literacy and

digital literacy in unison. As an example, we will consider a digital version of Lewis Carroll's *Alice's Adventures in Wonderland*.

### **6) *Meaningful literature education with ICT.***

**Anneke Smits, Roland Bruijn and Henk la Roi, University of Applied Sciences Windesheim, Netherlands**

Although not immediately obvious, ICT and literature can be a good combination. Research has shown that literature education can significantly benefit from integration with technology. In this presentation we will show how technology can motivate students to read and how the integration of technology in literature will also enhance students' digital literacy.

## **B) ELINET Round Table**

### **Good Practices in Europe in Implementing Literacy Programmes in Pre- and In-Service Teacher Education**

**Tuesday, 6<sup>th</sup> of July, 13.30 – 15.30 pm**

**Chairpersons:** Christine Garbe (Germany), Sari Sulkunen (Finland)

This Round Table will focus on the need expressed in ELINET's Literacy Declaration: "All teachers receive effective initial teacher education and professional development in literacy teaching and learning in order to be well prepared for their demanding tasks". We want to present programmes and good practices across Europe and from the United States in order to learn from each other, to connect and exchange our knowledge and experiences and to develop common strategies for the future. The Round Table will be organised by ELINET's thematic working group "Adolescent and Disciplinary Literacy".

### **1) *Learning from the past for the future: The role of disciplinary literacy for twenty-first century teaching and learning***

**Vicky Zygouris-Coe, PhD., University of Central Florida, USA**

Twenty-first century literacy and learning place unique demands on teachers and students and call for comprehensive, deep, and specialised literacy knowledge and skills. Although disciplinary literacy started to gain attention in 2008, there is still much need for conceptualising and further developing our knowledge about the role of disciplinary literacy in teaching and learning, especially in grades 6-12.

Disciplinary literacy in the subject areas is a much-needed and vital approach to developing students' discipline-specific advanced literacies (De la Paz et al., 2017; Shanahan & Shanahan, 2008, 2012). Although we know that subject areas (Moje, 2010/2011, p. 276) and related

professions are framed by the disciplines (Moje, 2015, p. 259), instruction in the subject areas often places literacy at the periphery of the subject area (Zygouris-Coe, 2015). Educators still grapple with conceptualising a disciplinary literacy instructional framework in the context of policies and demands that at times prevent them from teaching and apprenticing students in ways of knowing, learning, and doing in the disciplines. Disciplinary literacy focuses on the specialised ways in which reading, writing, speaking, and habits of mind are used in each discipline to develop and communicate knowledge (Moje, 2008; Shanahan & Shanahan, 2014a; Zygouris-Coe, 2015). Disciplinary literacy does not refer simply to a change in terminology, but instead it requires a paradigm shift in how literacy instruction is conceptualised and implemented in the subject area classroom (Fang & Coatoam, 2013; Shanahan & Shanahan, 2012; Pytash & Ciecierski, 2015).

As part of this session, the presenter will: (a) present a summary of policy and research related to disciplinary literacy, (b) make connections between a disciplinary literacy framework for teaching and learning and twenty-first century learning demands, (c) share lessons learned from professional development in disciplinary literacy, and (d) engage the audience in a session-related discussion.

## ***2) MEL: A basic curriculum for the training of teachers in literacy instruction for young children in Italy***

**Tiziana Mascia, University of Bozen, Italy**

MEL Literacy Education is a comprehensive plan for literacy instruction elaborated by the Free University of Bozen – Bolzano and the Italian Centre for Books and Reading (CEPELL) which aims to develop a basic curriculum for teachers of kindergarten and primary school. This curriculum may be used in teacher training and in-service training as element of professional development and is integrated with the National Guidelines for Literacy provided by MIUR (2012). The objectives are: to provide reading professionals with the necessary knowledge and skills; to define standards and research-based principles of teacher training in the area of the literacy learning of young children (K-12), and to identify good practice examples of how to implement innovations into literacy instruction at school. This presentation focuses on the differences that were detected through a multi-method analysis (quantitative and qualitative) in teachers and students at pre and post training stages.

## ***3) Research on teachers' needs to implement disciplinary literacy PD programmes***

**Maria de Lourdes Dionísio, University of Minho, Braga, Portugal**

The Portuguese curriculum does not institute explicit disciplinary literacy as a competence to be developed in all curricular subjects. Nevertheless, national concerns about access to knowledge and information put great emphasis on teacher education and on training in reading and writing all kinds of print and digital texts. Sharing Timothy and Cynthia Shanahan's views about the "confusion over what would constitute a sound content area literacy curriculum for middle and high school students and what preparation their teachers need to

receive” (2012:7), research data from a wider project on disciplinary literacy in Portuguese schools are being analysed, in order to produce guidelines for the design of PD programmes on disciplinary literacy. One of the steps towards achieving this goal is an inquiry of teachers of students in several disciplines including: Portuguese and foreign languages, maths, sciences and history, at second and third school levels. The inquiry sought to identify their needs regarding conceptual content (text, genre, and similar) as well as teaching strategies that they feel are necessary to consider when reading and writing texts for learning their specific conceptual content.

#### ***4) Teaching disciplinary literacy in history: Implications for pre- and in-service training of teachers***

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

In the context of adolescent literacy, disciplinary literacy is introduced in many countries as one of the ways to support development of literacy competence of our youth. In Finland, the national curricula introduce disciplinary literacy within the cross-curricular topic of multiliteracy. Thus, teaching disciplinary literacy is the responsibility of every content-area teacher, and teaching in content areas should focus on procedural knowledge (or skills) in addition to substantial (factual) knowledge. In this presentation, I discuss the implications of the results of a research project called “Engaging in disciplinary thinking: Historical literacy practices in Finnish general upper secondary schools”. The project aims to analyse and describe the texts and literacy practices in history classrooms, to assess students’ proficiency, to conduct interventions, and to develop teaching and assessment methods and materials. In the project, studies focusing on teacher beliefs and classroom practices have shown that the challenges in the disciplinary literacy teaching in the content area of history are mostly pedagogical. Implications of these results for teacher education are discussed.

#### ***5) Blended learning in teachers’ professional development: How to implement a European content area literacy course in different European countries***

**Christine Garbe, University of Cologne, Germany**

The European Erasmus+ project BleTeach (2015 to 2018) developed a blended learning course in content area (or disciplinary) literacy for secondary teachers in six European countries: Belgium, Germany, Hungary, Portugal, Romania, and Russia. (More information on the BleTeach-website: [www.blend-ed.eu](http://www.blend-ed.eu)). The English master version of the course (Title: **IDEAL** – Improving **D**isciplinary **LEA**rning through **L**iteracy) consists of six modules; some partners added other modules in their national versions. We offer information about the content and results of the project in an oral presentation about BleTeach (Garbe & Dionisio). In this Round Table contribution, I want to examine the different national implementation concepts, which each partner developed for his national conditions. My comparative analysis of these implementation concepts will provide an interesting basis for discussing opportunities and

obstacles in establishing national PD programmes that aim to include literacy into teacher education and professional development.

### **C) ELINET Posters (as part of the general Poster Session)**

**Time: Monday, 5<sup>th</sup> of August, 15.30 – 17.00 pm**

#### **1) The Use of Children’s Literature in Developing and Promoting Critical Literacy in Europe: A Mini-Ethnographic Case Study**

**Presenter:** Eleni Louloudi, MA, University of Cologne

Critical literacy is defined as the ability to identify and understand injustice in a written form of communication, aiming to help individuals deconstruct the different norms of society and culture and celebrate diversity. Although the growing need for social justice education has turned critical literacy into a favorable practice in many English-speaking countries, its application and significance in Europe have not been sufficiently investigated. This project looks into how and in which ways European literacy projects address, define and implement critical literacy in their practices. Additionally, it focuses on the different uses of children’s literature in addressing issues of social justice and shaping a democratic identity in the classroom.

To do so, a comparative mini-ethnographic case study research has been designed, which uses a Canadian project as point of comparison to two European projects in the United Kingdom and Finland.

In this poster, findings (interviews and observations) from the three visits will be presented and discussed with regard to the definition and application of critical literacy and the use of children’s literature for social justice purposes.

#### **2) The Portuguese National Reading Plan**

**Presenter:** Ana Cristina Ferreira de Aguiar Sarmento, Ministry of Education Portugal

Today we know that the ability to read and write plays a major role in school and life success. Reading to children, for information or pleasure, has its focus in how well or how poorly young children learn to read. Children’s early literacy and starting to read successfully is a shared responsibility that includes teachers, families and communities.

The development of reading and writing begins in the first three years of life and is very much connected to a child's earliest experiences with books and stories.

The Portugal's National Reading Plan (NRP) wants to share several initiatives to promote emergent literacy in early childhood education such as “Ler+ em família”, which is a family literacy development program, aiming to facilitate the circulation of books between the school and the families and encouraging the daily practice of reading with children of kindergarten

and from 1st Cycle of Basic Education. The program includes projects like: "Leitura em Vai e Vem", providing materials and proposals to support situations of systematic contact with books; "Ler+ dá Saúde", to promote future adults more autonomous and responsible citizens regarding their health and the health of those who depend on them; and "Conto contigo", a partnership with the Aga Khan Foundation, among other partners, which invites pre-school children to participate in ludic sessions, like storytelling, games, writing activities and family conversations.

### **3) Reading promotion in interactive literary exhibitions for children**

Presenters: Martina Frey-Walter, Kristina Schmitt, Katholische Universität Eichstätt-Ingolstadt

Interactive literary exhibitions are focused on an action-oriented design that involves children to experience literature in a multi-sensory way. They are arranged as an extra-curricular offer for children and based on a leisure-oriented concept in order to motivate to read and get familiar with literature. Their goal is to develop reading interests and to achieve a holistic access to literature beyond a pure text or author. A literary exhibition can present literature elements in all varieties that include books as well as all kinds of media such as movies, images, radio plays, stage properties and also interactive learning stations.

All these components are planned to be arranged in a sequential organization in order to focus on different interests of the children and offer variable ways of participation and engagement. Literary Exhibitions are also a public place for social and cultural interaction and to get involved in literary context by exploring the worlds of books jointly.

This concept was realized in 2017 and 2018 at the Catholic University of Eichstätt-Ingolstadt in the context of the literature project 'KJL meets KU' presenting the works of the international prestigious authors of children's books Paul Maar and Margit Auer.