



PROGRAMME

All times are in Central European Time (CET)

Thursday 21 November

12.00-12.45

Opening and welcome
(Plenary stream)

12.45-13.15

Plenary session 1:
Justyna Deszcz-Tryhubczak
(Plenary stream)

13.30-14.45

Parallel session 1A (Stream A)
Parallel session 1B (Stream B)
Parallel session 1C (Stream C)

15.00-16.15

Parallel session 2A (Stream A)
Parallel session 2B (Stream B)
Parallel session 2C (Stream C)

16.30-17.00

Social activity

17.00-17.30

Today's takeaway

Friday 22 November

12.00-12.30

Plenary session 2:
Yuriko Nakamura (Plenary stream)

12.45-14.00

Parallel session 3A (Stream A)
Parallel session 3B (Stream B)
Parallel session 3C (Stream C)

14.15-14.45

Parallel session 4A (Stream A)
Parallel session 4B (Stream B)
Parallel session 4C (Stream C)

15.45-16.15

A knowledge pill about cultural
Barcelona (Plenary stream)

16.30-17.00

Plenary session 3: Cristina Aliagas
(Plenary stream)

17.00-17.30

Today's takeaway

Saturday 23 November

12.00-12.45

Plenary session 4:
Round table with La Lucila and
Grow (Plenary stream)

13.00-14.15

Parallel session 5A (Stream A)
Parallel session 5B (Stream B)
Parallel session 5C (Stream C)

14.30-15.00

Workshop

15.15-16.30

Parallel session 6A (Stream A)
Parallel session 6B (Stream B)
Parallel session 6C (Stream C)

16.30-17.00

Today's takeaway

17.00-17.30

Concluding session
(Plenary stream)

Organisation:

GUEST SPEAKERS

**Cristina
Aliagas**



Serra Húnter Associate Professor at the Faculty of Education Sciences of the Universitat Autònoma de Barcelona (UAB). She currently coordinates two master's degrees: the international Master's Erasmus Mundus on Children's Literature, Media and Culture (UAB) and also the Official Master's in School Library and Reading Promotion (UAB/ University of Barcelona). The focus of her research articulates various interests such as the study of the vernacular literary practices of children and young people, research in the areas of reading promotion and the improvement of literary training at school. She has just published, in collaboration with David Poveda, the edited book *Artefacts for collaborative research with youth* (2024, Autonomous University of Madrid).

Abstract

GUEST SPEAKERS

**Justyna
Deszcz-Tryhubczak**



Justyna Deszcz-Tryhubczak is an associate professor of Literature at the Institute of English Studies, University of Wrocław, Poland. She is the co-editor (with Zoe Jaques) of *Intergenerational Solidarity in Children's Literature and Film* (2021), (with Irena Barbara Kalla) *Children's Literature and Intergenerational Relationships: Encounters of the Playful Kind* and *Rulers of Literary Playgrounds: Politics of Intergenerational Play in Children's Literature* (2021), and (with Macarena García-González) *Children's Cultures after Childhood* (2023). In 2017-2021, she served on the board of the International Research Society for Children's Literature. In the years 2018-2024 she was the University of Wrocław coordinator of the Erasmus Mundus International Master: Children's Literature, Media, & Culture.

Abstract

Reading for Pleasure in the Anthropocene

The Anthropocene – the state of risk and emergency marked by our growing awareness of the unhelpful future of humanity and the world – has put educational theory and practice on the spot. There is no doubt that they cannot continue with business-as-usual but need to help us all navigate the intellectual, affective, and ethical challenges of living on the damaged planet. Drawing on the work of colleagues, among others, who have critiqued anthropocentric practices of reading (e.g. Errázuriz and García-González 2021, de Rijke, Osgood and Laura-Rosa 2023), as well as on posthuman literacies (e.g. Murriss and Somerville 2022) and the work of the Common Worlds Research Collective (e.g. Taylor and Pacini-Ketchabaw 2019), I invite speculation on re-imagining reading for pleasure away from its focus on the all-too-human goals of individual agency, progress, and socioeconomic success, which seem to be dead ends in this era of uncertainty. I suggest that it become a practice committed to a pleasure derived from our sense of interconnectedness with and participation in more-than-human communities (Alaimo 2016). I conclude with a reflection on what such a reconceptualisation could mean for Reading Teachers (Cremin et al. 2023).

GUEST SPEAKERS

**Yuriko
Nakamura**



Professor Yuriko Nakamura has been the director of the Librarian Course at Rikkyo University since 2011. She is interested in international history and the world's trends in LIS education and school librarianship. She received the Japanese Grants-in-Aid for Scientific Research 2018-2021 and 2023-2026 for her research on education for school librarianship. Based on the funded research, she hosted two international conferences on the topic and discussed the issue with international colleagues. The topic she has been most interested in the last few years is improving education for school librarianship through collaboration between professors and lecturers.

Abstract

Education for librarian-teachers and reading promotion in Japan

Yuriko Nakamura will be speaking first about her own experience teaching reading-related courses in the librarianship programme at Rikkyo University and secondly, how we are promoting reading in schools and universities in Japan. Over a hundred universities in Japan offer librarianship programmes, including Rikkyo University, a private Anglican university in Tokyo. Thousands of students receive Japanese national certificates for public librarians and librarian-teachers from the programmes, but many would not work in libraries and schools. Professors and lecturers of those programmes are educating college students not only to become librarians and teachers but also to be good citizens, familiar with libraries, education, arts, and children's literature. As educators, we struggle to focus on professional education in one sense, but we are placed in a position where we would be able to do a lot for college students and influence the future of reading in Japanese society.

GUEST SPEAKERS

Grow

Grow is an initiative of three European early-career children's literature academics (Rosalyn Borst, Chiara Malpezzi, and Krzysztof Rybak) that aims at stimulating transnational dialogue and collaboration among young scholars of children's literature. Crossing national borders, Grow fosters exchanges on children's literature and academic traditions from different countries and seeks to put the spotlight on non-anglophone works and research as they are underrepresented in the international academic circuit.

Among Grow's activities are a small-scale work-in-progress paper workshop (2022), a discussion on failure in children's literature research (in collaboration with Colectivo La Lucila) (2023), a networking workshop during The Child and the Book Conference 2023, and a monthly reading group (2023).

Abstract

Engaging intercultural exchanges focusing on the visuals of international picturebooks

Grow is an initiative of three scholars with different linguistic and cultural backgrounds (coming from the Netherlands, Italy, and Poland) that aims to stimulate transnational dialogue and collaboration among young scholars, focusing on non-anglophone works and underrepresented research in international academia.

In our endeavours, we have experienced how focusing on the visuals of international picturebooks can lead to fun and engaging intercultural exchanges within university settings and beyond. One example of this was a workshop we guided at the Crossing Paths Conference (University of Padua, 2024). During this workshop, aimed at a group of student-teachers, teachers, librarians, and other educators, we focused on images representing interactions between adults and children taken from Dutch, Italian, and Polish picturebooks. The focus on the visuals of picturebooks from different countries led to lively exchanges between the participants and to the development of their visual analysis skills. It showed us that the comparative reading of pictures is a stimulating activity fostering interest and pleasure in reading picturebooks.

Rosalyn Borst



is studying a PhD at the Department of Culture Studies at Tilburg University in the Netherlands. Her PhD project explores which social-emotional values regarding expressed and diverted anger contemporary picturebooks for young children seem to disseminate.

Chiara Malpezzi



is completing a PhD and is a member of the Research Group in Children's Literature (LETIN) at the University of Padua, Italy. Her doctoral research focuses on female biographies for young readers according to historical and ecofeminist perspectives.

Krzysztof Rybak



is assistant professor at the Faculty of "Artes Liberales," University of Warsaw, Poland. He is the PI of the research project "Informational Children's Book in the 21st Century: Trends – Research methods – Models of reading" (2021–2024).

GUEST SPEAKERS

Colectivo La Lucila

Colectivo La Lucila is an interdisciplinary organisation of researchers dedicated to diversifying the perspectives on children's literature and media studies in Latin America. Its current members are Camila Andonaegui, Angela Melo, and Jéssica Tolentino. They are Erasmus Mundus Scholarship awardees and alumni of the CLMC programme's first cohort. Through Colectivo La Lucila's social media, they have been reviewing literary and theoretical works, proposing discussions on contemporary issues, and hosting online events.



**Angela Patricia
Melo Arévalo**

is a Colombian children's literature researcher and lecturer at Instituto Caro y Cuervo. She teaches a course on the notion of childhood in children's literature. In 2022, she was awarded a fellowship at the Internationale Jugendbibliothek in Munich. She is a member of the Evaluation Committee for children's and YA books at IBBY-Colombia. Her research revolves around picturebooks, movable books, Colombian children's literature, and childhood.



**Camila
Andonaegui**

is a Chilean educator, mediator, and researcher of children's media. She is a member of the Alicia Vega Foundation Network, a collaborative space in pursuit of film education for children. Recently, she has worked on the state-funded project PACE, which develops 21st century skills through active methodologies in marginalised rural or peripheral schools. Her main research interests involve children's films and literature and Latin America.



**Jéssica M.
Andrade Tolentino**

is a Brazilian children's literature researcher and PhD student at the Australian National University. Her research focuses on the entanglements between childhood, Latin American literature, and the publishing industry. She is currently a lecturer at Pontifícia Universidade Católica de Minas Gerais (Brazil), where she teaches a course on picturebooks

Abstract

Within and beyond academia: ecology of knowledges for teaching children's literature

In this presentation, we will explore the diverse landscapes of knowledge surrounding the teaching of children's literature, both within and beyond traditional academic settings. Drawing upon Visvanathan's (2009) reflections on cognitive (in)justice and the ecology of knowledges, we will examine how integrating different epistemologies can contribute to fostering a positive culture of reading among students.

Through our discussion, we seek to explore the interconnectedness of various forms of knowledge, considering the specific nature of children's literature scholarship in Latin America. This includes the role of scholarly research, pedagogical perspectives, and various marginal practices in shaping effective approaches to teaching children's literature. Central to our discussion is the experience of the "Diálogos Improbables" (Improbable Dialogues) reading club

promoted by Colectivo La Lucila, where literary and theoretical texts are discussed. By engaging with diverse voices and viewpoints, "Diálogos Improbables" cultivates a holistic approach, building bridges between theories and artistic expressions. We will delve into the ways in which this initiative has contributed to challenging conventional associations between types of text and types of reading practices (e.g., theoretical texts associated with analytical reading, and literary texts linked to reading for pleasure).

Recognising the intersectionality of academic and non-academic knowledge in promoting reading enjoyment allows us to bridge the gap between theory and practice, fostering environments where students are motivated to explore literature both inside and outside the classroom.