



book of abstracts

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DRIVING
VALUES
FORWARD.

The 3rd International Online Conference

Fostering Dialogue

Teaching Children's Literature
and Reading for Fun at University

21-23 november 2024

Universitat Internacional de Catalunya
Faculty of Education Sciences

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The 3rd International Online Conference

Fostering Dialogue

Teaching Children's Literature
and Reading for Fun at University

Organisation and scientific committee

Carme Balaguer Fàbregas (UIC Barcelona)

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Elin Stengrundet (Western Norway University of Applied Science)

Gro Ulland (Western Norway University of Applied Science)

Organisation:



UNIVERSITÀ
DEGLI STUDI
DI PADOVA



Western Norway
University of
Applied Sciences

The call for papers opened its doors to a wide range of proposals within the main conference theme:

- 1) Reading habits of pre-service teachers, in-service teachers and other literature mediators.
- 2) Students' experiences of reading books for young people and adults.
- 3) Recreational reading in programmes on children's literature.
- 4) Teaching methods, practices and tools to promote reading for fun in children's literature courses.
- 5) Strategies for students' active engagement in children's literature classes.
- 6) Designing reading lists, syllabi and assignments.
- 7) Assessment in children's literature courses.
- 8) Teaching and including children's literature in other disciplines (e.g. education, library sciences, literature, humanities, history, sociology, design, visual arts, dramatic art, sciences).
- 9) Institutional possibilities and limitations in encouraging the knowledge on children's literature, reading for pleasure and reading communities.
- 10) Recreational reading and children's literature teaching in local, national or global frameworks, guidelines and standards.

References

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Skaar, H., Elvebakk, L. & Nilssen, J. H. (2018). Literature in decline? Differences in pre-service and in-service primary school teachers' reading experiences. *Teaching and Teacher Education* 69, 312–323.

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At a moment when educators, librarians, researchers and policymakers are very interested in the effects of recreational reading on children, it is reasonable to question whether pre-service teachers and other literature mediators are keen readers themselves. Research in Australia, Chile, Norway, Singapore, Spain, Sweden, Turkey, UK and USA has shown that pre-service and in-service teachers are not regular readers, and they are not often focussed on the joy of reading when teaching reading skills. But if they read for pleasure, share their reading tastes and literary experiences and value the aesthetic reader profile, they are more able to inspire children to read and to create reading communities (Chambers 1993, Cremin 2020, Granado 2014, Merga 2016, Muñoz et al. 2022, Skaar, Elvebakk & Nilssen 2018):

“Teachers who model recreational reading can foster a love of reading in their students”

(Tichenor et al. 2021, p. 1).

As a consequence, it is worth reflecting on how programmes on children's literature at university level can develop positive attitudes towards reading so students keep and share this intrinsic motivation throughout their life. We opened the conference to students' voices and experiences regarding pedagogies of children's literature and reading for fun. Therefore, we intended to provide room in the programme for students' panels. This is why we hope that the 3rd Fostering Dialogue Conference will create new spaces for discussion and collaboration on teaching children's literature and the pleasure for reading in university settings. This is an opportunity for sharing approaches, tools and solutions to addressing these challenges.

PROGRAMME

All times are in Central European Time (CET)

Thursday 21 November

12.00-12.45

Opening and welcome (Plenary stream)

_ Greetings by Alfonso Méndiz, rector of Universitat Internacional de Catalunya
_ Welcome by Maria Pujol-Valls on behalf of the organising committee
_ Storygami performance by Laia Carnasa

12.45-13.15

Plenary session:

Justyna Deszcz-Tryhubczak (Plenary stream)
Reading for Pleasure in the Anthropocene

13.30-14.30

Parallel session 1A (Stream A)

Reading habits
Chair: Gro Ulland

Karen Bentall, Patrick Curry

Rejuvenating a Reading Culture in Cambodia through Nationwide Teacher Training about Libraries, Read-alouds, and Engaging Primary School Students in Dialogue about Picturebooks.

Javier Gimeno, Diana Muela, Bénédicte

Senelier Recreational reading in natural environments: mediation training in Primary Education

Parallel session 1B (Stream B)

Course planning and interdisciplinarity
Chair: Maria Pujol-Valls

Brittani Allen

Re-Enchantment: Using Children's Literature to Re-Ignite the Pleasure of Reading for University Readers

Gonçal López-Pampló Rius

Children's Literature in University syllabi: towards an integrated approach to the history of literature

Ana Vogrinčič Čepič

New Approaches of Reading for Pleasure Pedagogy and the Reading Profiles in Primary Schools

15.00-16.15

Parallel session 2A (Stream A)

Ecofiction and global literature
Chair: Christina Howes

Tzina Kalogirou, Areti Douka

Scampering towards the golden sun on a drizzly day: Envisioning a biocentric future in university settings

Kerenza Ghosh

Osprey Encounters: undergraduate student engagement with Sky Hawk

Mary Napoli, Lesley Colabucci

Connecting Preservice Teachers to the World through Global Literature

Parallel session 2B (Stream B)

Reading enjoyment, language learning and multiliteracies
Chair: Sandie Mourao

Annett Kaminski

Encouraging reading for pleasure in pre-service teacher education: Student teachers and their reading journals

Matilde Portalés-Raga, Jodie Di Napoli

Algarra, Agustín Reyes-Torres

Teaching literature like an artist! Weaving artful dispositions, picturebooks and multiliteracies in teacher education

16.30-17.30

Parallel session 3A (Stream A)

Hábito lector (Panel in Spanish)
Chair: Carme Balaguer

Maria Otín Marco, Paula Sánchez Verdugo

El hábito lector en jóvenes universitarios de la Facultad de Ciencias de la Educación de UIC Barcelona

Carla Muñoz, Jorge Valenzuela, Valeria

Arriaza

Factores motivacionales que inciden en el hábito y madurez de lectura académica de futuros profesores.

Rosa Tabernero Sala, Daniel Laliena

Cantero, María Jesús Colón Castillo

Lectura, libros infantiles y materialidad. Análisis de cuadernos de lectura en la formación de los mediadores.

Parallel session 3B (Stream B)

Reading and playing
Chair: Lea Ferrari

Erica Bettiol, Marianna Botton, Caterina Gasperin, Chiara Mecenero, Marta Rey

The Pleasure of Books: Cognitive, Physical and Affective Engagement in the Green Dialogues Exchange Project (Norway)

Marisa Lazar, Suzanne van der Beek

Playful learning in Postgraduate Children's Literature Education

17.30-18.00

Plenary session:

"Today's takeaway" (what do I take away from today's sessions?) (Plenary stream)

View the full programme

PROGRAMME

All times are in Central European Time (CET)

Friday 22 November

12.00-12.30 (Plenary stream)

Plenary session 2: Yuriko Nakamura

Education for librarian-teachers and reading promotion in Japan

12.45-14.00

Parallel session 4A (Stream A)

Book trailers and videogames

Chair: Gonçal López-Pampló Rius

Mareta Sidiropoulou

Book-Trailers: An Experiential Approach to Promoting Reading for Pleasure among Pre-service Teachers and beyond

Alexandra Ritter

We proudly present... Book trailer and lapbooks as a method for engaging with current children's literature at university and school

Are Bøe Pedersen

Using video game narratives to make teachers and teachers-in-training engage with plots

Parallel session 4B (Stream B)

Book talks

Chair: Nicola Daly

Zhang Nini

The World Cafe Approach to Cultivating Engagement and Interest in Children's Literature Courses: A Case Study in Preschool Education Programs

Gro Ulland; Ahmed Khateeb

Establishing a reading community for in-service and pre-service teachers

Jenny Edvardsson Karin Höijer Anna

Bryntorp Anna Scazzocchio

Using fiction in home and consumer studies – a way to teach gender equality

14.00-14.30 (Plenary stream)

Workshop on storygami's making of with Laia Carnasa

14.45-16.00

Parallel session 5A (Stream A)

Poetry

Chair: Elin Stengrundet

Elias Hopkin Promoting the Love Poetry in the Language Classroom

Sophia Tsatsou-Nikolouli

Reading enjoyment of children's poetry through creative writing activities: examples from the works of the students of the Department of Early Childhood Education of the University of Thessaly

Loreto Espallargas, Daniel Mora

I read, therefore I mediate: Éco-Poético as a text-based recommender system to build bridges between teachers as reading subjects and teachers as literary mediators

Parallel session 5B (Stream B)

Metodologías didácticas para leer por placer (Panel in Spanish)

Chair: Joan Portell

Dolores Miralles-Alberola, Concepción

Soler Pous, Júlia Ravetllat Tarí

Una experiencia pedagógica con alumnado del Grado de Primaria a través de The Boy at the Back of the Class

Paula Rivera Jurado, Michel Santiago del

Pino, Susana Sánchez Rodríguez

La selección de álbumes ilustrados para la formación de mediadores: la diversión en la lectura literaria desde la intertextualidad

Mariona Graell Martín

Leer por placer: aprendizaje de la lengua y la lectoescritura

16.15-16.45

Plenary session 3

Cristina Aliagas (Plenary stream)

Training reading promotion professionals: pillars, challenges and strategies that work

17.00-18.00

Parallel session 6A (Stream A)

Analog teaching methods

Chair: Suzanne van der Beek

Elizabeth Thackeray Nelson, Lauren

Aimonette Liang The Fun and Excitement of Making New Spaces for Picturebooks

Yoo Kyung Sung Enhancing

Engagement with Analog Tools:

Rethinking the Impact of Pencils, Markers, and Post-its in Facilitating Discussions on Challenging Topics in Children's Literature Courses

Parallel session 6B (Stream B)

Critical reading and professional growth

Chair: Dolores Miralles-Alberola

Ruth E. Quiroa

"Bookjoy" Lost and Found: Teacher-Reported Professional Growth in a Postsecondary Youth Literature Course for Reading Specialists and Reading Teachers

Alexandra Ritter, Michael Ritter

What should and should not be. Teacher's beliefs about picture book selection

18.00-18.30

"Today's takeaway" (what do I take away from today's sessions?) (Plenary stream)

View the full programme

PROGRAMME

All times are in Central European Time (CET)

Saturday 23 November

11.30-12.45

Parallel session 7A (Stream A)

Picturebooks and language learning

Round table with La Lucila (Camila Andonaegui, Jessica M. Andrade Tolentino, Angela Patricia Melo Arévalo) and Grow (Rosalyn Borst, Chiara Malpezzi, Krzysztof Rybak).

Engaging intercultural exchanges focusing on the visuals of international picturebooks
Chair: Nina Goga

Nicola Daly, Siwan Rosser, Ild Haf
Picturebook Pedagogy: Exploring the appreciation and enjoyment of dual language picturebooks among teachers of Cymraeg (Welsh)

Elisa Bertoldi
Student teachers engaging with picturebooks for children's additional language education
Lichung Yang Sharing Is Fun: Using Picturebook Read-Alouds to Encourage Reading Engagement

Parallel session 7B (Stream B)

Engagement through creativity

Chair: Alyson Simpson

Giulia Nai, Giulia Silvestrini
Green Dialogues: ecocritical groupwork experiences with teachers in training at the University of Padova

Jill Colton, Sarah Forrest, Sue Nichols
Engaging pre-service teachers in children's literature through transmediation

13.00-13.45

Plenary session 4:

Round table with La Lucila and Grow (Plenary stream)

14.00-14.30

"A knowledge pill about cultural Barcelona" (Plenary stream)

14.45-16.00

Parallel session 8A (Stream A)

Motivational methodologies

Chair: Mariona Graell

Carrie Anne Thomas
Choice and creativity in reading picturebooks with undergraduate students

Lisa Bianco, Francesca Bordin, Beatrice Martin, Lisa Florian, Rebecca Agostini
The Pleasure of Reading: the Community that Transforms and Enriches the Reading Experience

Helen Hendry, Teresa Cremin
Peers leading reading for pleasure in pre-service teacher training

Parallel session 8B (Stream B)

Inclusiveness and social issues

Chair: Chiara Malpezzi

Suriati Abas
Igniting Imagination & Dialogue: Exploring Immigration through Graphic Novels in Virtual Book Clubs

Lea Ferrari
A journey with Lucia: Fostering dialogue inspiring plurality, equity, and inclusiveness

Christian Müller
Promoting the joy of shared book reading with (digital) picturebooks in inclusive contexts: teaching practices, challenges and training

16.00-16.30

"Today's takeaway" (what do I take away from today's sessions?) (Plenary stream)

16.30-17.00

Concluding session (Plenary stream)

Greetings by Enric Vidal, dean of the Faculty of Education Sciences of Universitat Internacional de Catalunya

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View the full programme

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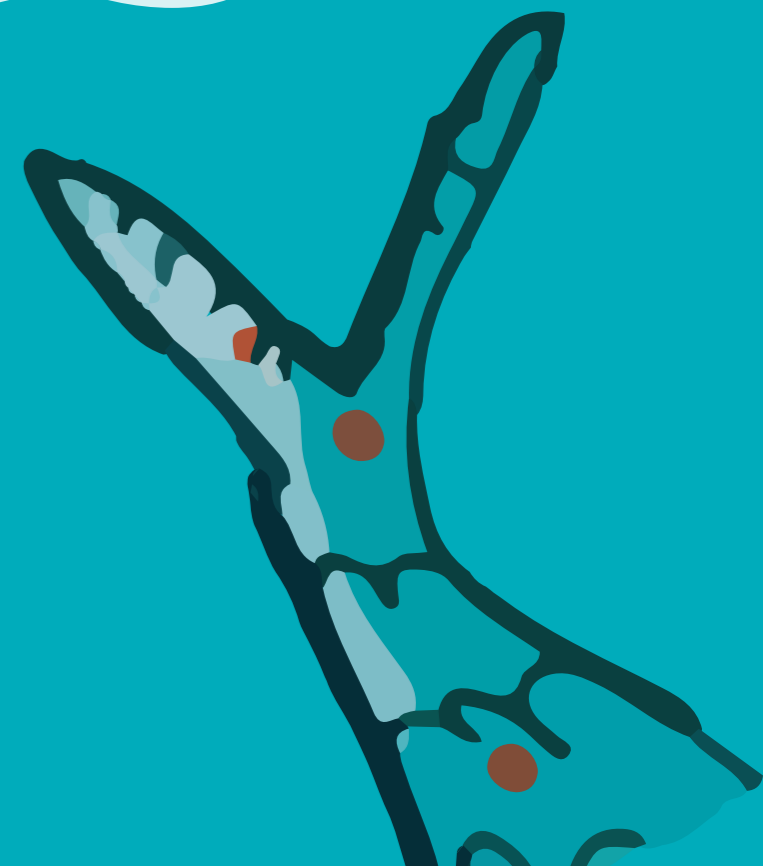
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Abstracts



Suriati Abas

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Igniting Imagination & Dialogue: Exploring Immigration through Graphic Novels in Virtual Book Clubs

Areas of interest

Strategies for students' active engagement in children's literature classes.

Keywords

virtual book club, online children's literature course, multimodal response, graphic novel, active learning

Abstract

This presentation explores the potential of graphic novels as a tool for promoting active learning and fostering dialogue in an online children's literature course. The study focuses on 24 graduate students, many of whom are novice teachers. Participants were divided into six virtual book groups, each comprising four members and focusing on a different graphic novel related to the theme of immigration.

Drawing on Gutiérrez's (2008) concept of "third space," the research examines students' multimodal responses to graphic novels that narrate the experiences of US-Mexico immigrants. The research questions investigate how students collaborate to construct meaning from the graphic novels, relate the content to their personal experiences and professional practices. It also aims to understand the questions generated by students to sustain virtual discussions, and how they demonstrate their understanding of the potential for using these texts in their classrooms to address complex social issues.

Employing a critical qualitative methodology, the study collects data from participants' reflections, multimodal responses, and interactive discussions within the virtual book clubs. Thematic analysis was used to identify key patterns and themes that emerge from the participants' engagement with the graphic novels and their reflections on the potential for incorporating these texts into their teaching practices.

This study contributes to the growing body of literature on the educational value of graphic novels and their potential for addressing social issues in classroom settings (DeHart, 2024; Zapata, 2024). Additionally, it highlights the importance of reading children's literature for fun, as it can foster a love for reading and promote lifelong learning. The findings

are expected to inform best practices for integrating graphic novels into online children's literature courses and offer insights for educators seeking to enhance student engagement, promote critical thinking, and foster meaningful discussions about contemporary issues in virtual learning environments.

Selected bibliography

DeHart, J. (2020). Exploring visual narratives of the refugee experience with students. *The Reading Teacher*, 74(3), 335-338. <https://doi.org/10.1002/trtr.1955>

Gutiérrez, K. D. (2008). Developing a sociocritical literacy in the third space. *Reading Research Quarterly*, 43(2), 148-164.

Zapata, A. (2023). *Deepening Student Engagement with Diverse Picturebooks: Powerful Classroom Practices for Elementary Teachers (Principles in Practice)*. National Council for Teachers of English.

Suriati Abas is an Assistant Professor in the Department of Elementary Education and Reading at State University of New York (SUNY) Oneonta. She teaches literacy, children's literature and diversity courses. Her scholarly work centers around critical, multimodal and spatial literacies; She has a co-authored article, "Navigating the land of opportunities as Muslim immigrants: A geocriticism perspective to transnationalism in multicultural children's literature" published in the *Journal of Children's Literature* examining picture books that echo the experiences of Muslim child immigrants. To learn more about her work, please visit <https://suriatiabas.com/>

virtual book club
online children's
literature course
multimodal
response
graphic novel
active learning

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Re-Enchantment: Using Children's Literature to Re-Ignite the Pleasure of Reading for University Readers

Areas of interest

Teaching methods, practices and tools to promote reading for fun in children's literature courses; strategies for students' active engagement in children's literature classes; designing reading lists, syllabi and assignments; teaching and including children's literature in other disciplines (e.g. education, library sciences, literature, humanities, history, sociology, design, visual arts, dramatic art, sciences).

Keywords

Children's literature, interdisciplinary, reading for pleasure, re-enchantment, re-engagement

Abstract

Children's literature is, by far, one of the most interdisciplinary genres with perhaps the most to offer adult readers in higher education, as it depicts diverse characters in many environments. I argue that there is inherent value that transcends children's literature and offers the readers an opportunity to conduct a level of precise close reading and analysis that was not necessarily possible when reading the same text at different (prior) ages and stages of life.

My paper will delve into my interdisciplinary approach to teaching where I developed children's literature courses to teach STEM students the foundations of literature skills utilising children's literature biology, botany and zoology texts. In addition to the STEM children's literature course, I addressed complex cultural conversations like the ethics of immigration with children's literature and film, like Paddington, in an Animal Tails literature course. A highlight of the paper will be how an interdisciplinary approach in a fairy tales class with majors from across an R1 institution can be accomplished without experiencing burn out for the instructor.

In alignment with the conference's theme of fostering a positive environment for reading for pleasure at the university level, I will discuss how my literature courses directly resulted in students to re-engage with literature and become re-encharmed by literature. Thus, demonstrating the role of children's literature, even paired with discipline-specific journal articles, in reigniting passionate readers and promoting the concept of reading for enjoyment at the university level.

Selected bibliography

Hintz, Carrie and Eric L. Tribunella. Reading Children's Literature: A Critical Introduction. Broadview Press, 2019.

Nodelman, Perry. "Exploring Assumptions: Reading as an Adult." The Hidden Adult: Defining Children's Literature. Johns Hopkins UP, 2008, 82-132.

Rundell, Katherine. Why You Should Read Children's Books, Even Though You Are So Old and Wise. Bloomsbury, 2019.

Brittani Allen is a PhD student at Cardiff University. She specialises in Victorian studies and children's literature. Focused on environmental literature for children, her thesis analyses nineteenth century works depicting fantasy worlds. It explores how these narratives promote sustainability and cohabitation between humans and nonhumans, advocating for a harmonious future. She recently published a chapter in the *Through the Looking-Glass Companion*, which addresses language, nonhumans, and the environment in Lewis Carroll's children's literature works, *Through the Looking-Glass* and "Bruno's Revenge."

Children's literature, interdisciplinary, reading for pleasure, re-enchantment, re-engagement

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Rejuvenating a Reading Culture in Cambodia through Nationwide Teacher Training about Libraries, Read-alouds, and Engaging Primary School Students in Dialogue about Picturebooks

Areas of interest

Recreational reading in programmes on children's literature; teaching methods, practices and tools to promote reading for fun in children's literature courses; strategies for students' active engagement in children's literature classes; designing reading lists, syllabi and assignments; teaching and including children's literature in other disciplines (e.g. education, library sciences, literature, humanities, history, sociology, design, visual arts, dramatic art, sciences); institutional possibilities and limitations in encouraging the knowledge on children's literature, reading for pleasure and reading communities; recreational reading and children's literature teaching in local, national or global frameworks, guidelines and standards.

Keywords

Teacher training, libraries, picturebooks, read-alouds, classroom dialogue

Abstract

How can a reading culture be rebuilt? Following the Khmer Rouge genocide in 1979, there were few surviving teachers, writers, and a small literate population in Cambodia. Today, the Ministry of Education implements a range of strategies to rebuild a reading culture and a literate population. One recent development is the addition of a course about children's libraries and literature offered at all teacher training colleges. The aim is to equip tomorrow's teachers with the knowledge and skills to manage classroom libraries and engage their primary school students in robust and rewarding dialogue about picturebooks.

This presentation references Room to Read's (<https://www.roomtoread.org/>) partnership with the Ministry of Education to design and implement a one-credit course towards the BA (ed) degree program in Cambodia. The curriculum was designed for preservice teachers who likely did not experience libraries nor a variety of books as children. The syllabus includes modules on the role of libraries in literacy development, an introduction to children's literature, strategies for inclusive discourse about books, read-aloud techniques, and collection development for school and classroom libraries.

Delivered in 15 weekly modules, the course content includes lectures, discussion, hands-on activities, independent reading, journal reflections, and a practicum at a local primary school. Successful teacher candidates gain the knowledge, skills and attitude to establish and use the resources of a classroom or school library. They learn how to combine the Turn and Talk instructional strategy with read-alouds, and adopt inclusive, equitable strategies to ensure that all children contribute to productive and rewarding conversations about books.

The course content is grounded in dialogic theories of reading comprehension that centers talk as a tool for learning (Maine, 2015; Littleton & Mercer, 2013; Chambers, 2011). Theories of cognitive criticism and children's literature are the foundation of practical approaches that contribute to children's intellectual growth and wellbeing (Roche, 2015; Nikolajeva, 2014; Sipe, 2008).

It will take some time for libraries filled with relevant and appealing books in home languages to be established in all Cambodian primary schools. In the meantime, this course takes preparatory steps to ensure a groundswell of support, practical skills, and knowledge about children's libraries and literature.

Teacher training,
libraries,
picturebooks,
read-alouds,
classroom
dialogue

Teacher training, libraries, picturebooks, read-alouds, classroom dialogue

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Karen Bentall (Director, Literacy and Libraries at Room to Read) served as a school librarian for more than 20 years. Her practice and research emphasized the joy of reading through read-alouds and engaging all ages in conversations about picturebooks where multiple viewpoints are expressed and curiosity flourishes. Karen's recent awards include the American Library Association's Toor Scholarship for Strong Public-School Libraries and the Jacqueline Wilson Award for outstanding research in children's literature. Karen received a BSc (Econ) Library and Information Services from the University of Wales, and MPhil of Education from the University of Cambridge, UK.

Patrick Curry (Associate Director, Literacy Program) supports Room to Read's literacy portfolio in Southeast Asia. He has also worked on early grade reading projects in India, Grenada, Rwanda, and Uganda. Patrick holds a master's in international Comparative Education from Stanford University and a bachelor's in English literature and philosophy from the University of San Diego. While studying for his Master's, Patrick focused on language and literacy development across international contexts. Patrick also has teaching experience in the Marshall Islands, Thailand, and the Czech Republic.

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Student teachers engaging with picturebooks for children's additional language education

Areas of interest

Reading habits of pre-service teachers, in-service teachers and other literature mediators; students' experiences of reading books for young people and adults; strategies for students' active engagement in children's literature classes; designing reading lists, syllabi and assignments; teaching and including children's literature in other disciplines (e.g., education, library sciences, literature, humanities, history, sociology, design, visual arts, dramatic art, sciences).

Keywords

Children picturebooks, pre-service teacher education, additional language education, read-alouds, multimodal literacy

Abstract

In additional language education contexts, picturebooks are vehicles for communication and they are flexible tools that can be used to cross the boundaries between different content areas. It is fundamental that student teachers are given the opportunity to learn practices and strategies to mediate picturebooks, activate their meaning potential and promote communicative interaction with children during read-aloud performances. The research question addressed in this presentation is what practices can be used to promote student teachers' active engagement with children's picturebooks in the field of additional language education? The case study discussed is the university workshop TALEs (Telling And Listening to Ecosustainable Stories) held in May 2021 at the University of Udine (Italy) as an extracurricular activity for student teachers of the Primary Education degree course. During the workshop student teachers had the opportunity to explore a range of picturebooks and they were encouraged to identify and reflect on the affordances and relevance of verbal and visual texts and on the peritextual elements. At the end of the workshop, student teachers had the opportunity to participate in read-aloud events with children in local libraries and museums. The presentation discusses data collected during and after the workshop: field notes, student teachers' comments and feedback on tasks are qualitatively discussed. Results show that through learning-by-doing activities student teachers had the opportunity to expand their own multimodal awareness encouraging a more effective co-deployment of semiotic resources to mediate communication through picturebooks in language education contexts with children. Effective practices identified during the workshop have been integrated in primary education courses of the University of Udine and student teachers of post-graduate seminars have the opportunity to collaborate with local libraries and museums selecting

picturebooks in English and giving read-alouds for children's language education.

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Elisa Bertoldi (PhD) is a postdoctoral researcher at the University of Padua (Italy). She is also a teacher educator for pre-service and in-service courses at the University of Udine (Italy) and a teacher of English as a foreign language in Italian primary schools. She co-authored the book *Let's Tell a Tale. Storytelling with Children in English L2* (Forum, 2019). Her recent research work and publications deal with multimodal interactions in picturebook mediation for English language education.

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The Pleasure of Books: Cognitive, Physical and Affective Engagement in the Green Dialogues Exchange Project (Norway)

Areas of interest

Teaching methods, practices and tools to promote reading for fun in children's literature courses.

Keywords

Dialogue, children's literature, the pleasure of reading, reader engagement, teaching methodologies

Abstract

During the exchange project of Green Dialogues in Norway (AY 2023-2024) we worked and had dialogues with books in very different ways, and, by this, we discovered that reading and books can bring us pleasure, joy and playfulness.

Reading is a connection between the book and the reader; the reader plays a central role and is actively involved in interpreting and attributing meaning. (Rosenblatt,1982)

In this way reading involves much more than decoding words; it's a dialogue with the book through a cognitive, affective and physical approach (Sæbø,2010).

In our experience at Western Norway University of Applied Sciences, we have been entangled with books and reading in many ways. Firstly we have been reflecting cognitively about books, trying to understand them, searching for their meanings and developing critical thinking. By working with books in class and in our personal research, we deepened their meaning and, in this way, we enjoyed them better.

Secondly, we have been involved in various physical activities with books, such as exploring format and aesthetic aspects and having games with and about them. We had a workshop in which we were in contact with books with ludic and collaborative methodologies. We experienced joyfulness, which led us to have a better conception of reading and books. It encouraged us to see books as a resource of pleasure. We understood the importance of physical engagement, the physical way of dialoguing with a book through the setting, the way we manipulate books depending on their format and how this can give us pleasure.

With all these methodologies and practices we have connected emotionally with the books, by being involved personally with them. We explored how they can impact our lives and promote reading pleasure. This helped us to develop a better relationship with books and to improve our teaching methodologies to engage children in reading for pleasure.

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Erica Bettiol is a student from the Course of Primary Education Sciences at the University of Padova. She participated in the international NOTED project 'Green Dialogues'. She spent a period in Bergen, Norway, at the HVL (Western Norway University of Applied Sciences). In this Erasmus experience she had the opportunity to learn more about the following aspects: the 2030 Agenda, ecocritical dialogues and children's literature.

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Caterina Gasperin. Fourth-year student in the Course of Primary Education Sciences at the University of Padua. She participated in the international NOTED project "Green Dialogues". She spent six months at HVL Western Norway University of Applied Sciences in Bergen, Norway. There she had the opportunity to explore issues related to the 17 United Nations Sustainable Development Goals, through children's literature and ecocritical dialogues.

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Marta Rey De Olano. She is a student of preschool and primary Education at the International University of Barcelona. In the academic year 2023-2024 she joined the Green Dialogues project, an exchange project in which she was able to study abroad in Bergen, Norway at the HVL (Western Norway University of Applied Sciences) with teachers and students of other countries. In this experience she explored the ecocritical potential of children's literature and learned more about dialogic ways of being involved with children's literature and developing sustainable awareness and critical thinking.

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The Pleasure of Reading: the Community that Transforms and Enriches the Reading Experience

Areas of interest

Students' experiences of reading books for young people and adults.

Keywords

Reading, community, children's literature, Green Dialogues project, literary discussions, teaching experiences

Abstract

Who says reading has to be an individual act? From our early school days, we learn to read as a class, influenced by the community around us. In Barcelona, this communal spirit thrives through two key resources that foster the pleasure for reading: the Rosa Sensat Teachers' Association and Sant Jordi day. Rosa Sensat supports us by identifying picture books tailored to our internship needs, while Sant Jordi, a beloved local tradition, reveals the literary interests of people across a broad range of age groups. Both resources offer invaluable insights into children's literature, especially with an ecocritical focus, aligning with our Green Dialogues experience.

Being part of the Green Dialogues project means belonging to a community where dialogue is central. We engage in literary discussions among ourselves, with Green Dialogues students in Bergen, professors from different universities, and a PhD student specializing in children's literature. These exchanges enhance our critical thinking and deepen our appreciation towards reading. The dialogic techniques we practice are then applied to our teaching experiences during our internships in Spain, as a springboard for our teaching future.

Furthermore, the M. Pujol master's course "A Focus on Literature When Teaching English as a Foreign Language" has been instrumental in shaping our lesson plans and teaching approaches, as it provides a strong theoretical foundation and key methodologies for using children's literature in the classroom. The internship experiences, bolstered by picture books from Rosa Sensat, have expanded our perspective on literature as a tool for teaching Spanish, Catalan and English languages. This blend of academic support and practical application has not only refined our teaching skills but also underscored the communal nature of reading and learning. The rich interactions and shared experiences become essential in recognizing literature as a powerful connector, bridging

languages and cultures, and enhancing our educational journey.

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Lisa Bianco. She is a graduating student in Primary Teacher Education at the University of Padova. In 2024 she participated in the international NOTED "Green Dialogues" project and spent five months in Barcelona, Spain, at the Universitat Internacional de Catalunya (UIC). There, she had the opportunity to explore the themes of the 2030 Agenda for Sustainable Development with an approach based on children's literature. She designed an intervention at the European International School of Barcelona regarding

Reading, community, children's literature, Green Dialogues project, literary discussions, teaching experiences

the teaching of English as a foreign language through children's literature.

Francesca Bordin. She is a graduating student in Primary Teacher Education at the University of Padova. In 2024 she participated in the international NOTED "Green Dialogues" project and spent five months in Barcelona, Spain, at the Universitat Internacional de Catalunya (UIC). There, she had the opportunity to explore the themes of the 2030 Agenda for Sustainable Development with an approach based on children's literature. She designed an intervention at the Agorà International School aimed at raising children's awareness about the collaboration, through the book "A Taste of the Moon" written by Michael Grejniec.

Beatrice Martin. She is a graduating student in Primary Teacher Education at the University of Padova. In 2024 she participated in the international NOTED "Green Dialogues" project and spent five months in Barcelona, Spain, at the Universitat Internacional de Catalunya (UIC). There, she had the opportunity to explore the themes of the 2030 Agenda for Sustainable Development with an approach based on children's literature. She designed an intervention at the Agorà International School regarding the relationship between literature and culture.

Lisa Florian. She is a graduating student in Primary Teacher Education at the University of Padova. In 2024 she participated in the international NOTED "Green Dialogues" project and spent five months in Barcelona, Spain, at the Universitat Internacional de Catalunya (UIC). There, she had the opportunity to explore the themes of the 2030 Agenda for Sustainable Development with an approach based on children's literature. She designed an intervention at the European International Primary school aimed at raising children's awareness about biodiversity, through the Grimm's Fairy Tales.

Rebecca Agostini. She is a graduating student in Primary Teacher Education at the University of Padova. In 2023 she participated in the international NOTED "Green Dialogues" project and spent six months in Barcelona, Spain, at the Universitat Internacional de Catalunya (UIC). There, she had the opportunity to explore the themes of the 2030 Agenda for Sustainable Development with an approach based on children's literature. She designed an intervention at the Betània-Patmos primary school aimed at raising children's awareness about the issue of migration. She already published "Picturebook Dialogues About Environmental and Social (In)justice" (Climate Literacy in Education, 1., 2023)

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Challenging the “happily ever after” myth and enhancing the joy of critical reading in pre-service teacher education

Areas of interest

Reading habits of pre-service teachers, in-service teachers and other literature mediators: in this case, the reading habits of future early childhood ed. teachers; students' experiences of reading books for young people and adults: students reflect on their own reading habits (reading biography) and biases; recreational reading in programmes on children's literature: the proposal promotes critical and recreational reading as part of teacher training; teaching methods, practices and tools to promote reading for fun in children's literature courses: it presents a methodology based on the Pedagogy of the Multiliteracies; strategies for students' active engagement in children's literature classes: by designing activities and discussions to foster active student engagement; teaching and including children's literature in other disciplines (e.g. education, library sciences, literature, humanities, history, sociology, design, visual arts, dramatic art, sciences): the proposal uses diverse multimodal texts that integrate children's literature into a broader educational context.

Keywords

Feminist critical literacy, joy of reading, multimodal texts, critical reading, reading habits

Abstract

This proposal explores the integration of multimodal texts in university classrooms to enhance the joy of reading while addressing critical social themes. By designing a learning experience grounded in the Pedagogy of Multiliteracies (New London Group, 1996; Zapata et al., 2023), first-year students from the Early Childhood Education degree at the University of València engage with a diverse selection of picturebooks, contemporary songs, short animated films, advertisements, and other multimodal texts. These materials address themes such as the myth of romantic love, the representation of gender roles within families, and the “red flags” that signal toxic relationships.

The implementation of this learning situation aims to raise awareness among future teachers about the importance of selecting appropriate picturebooks and other multimodal texts for the classroom (Cremin, 2020). By critically examining these texts, pre-service teachers can better understand how gender norms and stereotypes are perpetuated through media and literature, and how these representations influence children's perceptions of relationships and self-identity. This reflective practice not only enhances their ability to teach reading and literature for fun but also equips them with the skills to challenge and deconstruct harmful stereotypes in their future classrooms.

Through groups of discussions (Chambers, 1985; Mercer, 2009) and activities centered around these multimodal texts, students are encouraged to reflect on their own reading habits and biases, fostering a more critical and enjoyable perspective towards literature. This approach enhances their engagement with reading for pleasure and promotes a deeper understanding of the narratives they will use in their teaching.

Furthermore, this project underscores the significance of using diverse and inclusive texts that reflect various experiences and perspectives. By doing so, educators can create a more inclusive learning environment that supports the development of critical thinking, empathy, and a love for reading among students.

In conclusion, this study highlights the role of literary texts in cultivating a love for reading and developing critical literacy skills in pre-service teachers. It emphasizes the need for thoughtfully selected classroom materials that promote both enjoyment and a deeper understanding of social issues, inspiring a lifelong passion for reading.

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Margarida Castellano-Sanz is currently an assistant professor in the Department of Teaching Language and Literature at the Universitat de València. She holds a Ph.D. in Philology, with an international research conducted both at the Universidad Nacional Autónoma de México and the Queen Mary University of London. Her academic achievements are complemented by her administrative roles in education, including tenure as a secondary education teacher with accreditations in Catalan, English and French, directorship at the Teacher Training Center specialized in Plurilingualism, and the General Director of Educational Innovation and Planning for the Valencian Government. In academia, Castellano-Sanz has led and participated in numerous projects and conferences focusing on literacy, gender, diversity, and multimodality in language learning. Her research interests span the use of multimodal approaches in language teaching, exploring multiliteracies, with a keen focus on integrating these aspects into practical teaching strategies.

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Engaging pre-service teachers in children's literature through transmediation

Areas of interest

Teaching methods, practices and tools to promote reading for fun in children's literature courses; strategies for students' active engagement in children's literature classes.

Keywords

Transmediation, dialogue, reader response, semiotic modes

Abstract

In our courses, we engage pre-service teachers in initial teacher education with a wide range of children's literature and ask them to respond to these texts through a range of semiotic modes. Through the process of transmediation, students re-represent ideas from a literary text and create their own multimodal and embodied performances. In the context of three of our courses, our research question was: How did our course design foster dialogue as students selected and orchestrated audio and gestural resources to respond to literature for children and young people? We each scrutinised our own course design to (1) identify our intentions and (2) reflect on how they were enacted in practice. Comparing our course design, intentions and observations of enactment, we found that dialogue was central to the transmediation process as students were invited to engage in the collective meaning-making and text production processes. Our intention was to encourage negotiation of diverse perspectives and interpretations to create new texts in audio and/or gestural modes. These new texts were then read/heard/viewed by other students in the course and examined as products of interpretive semiotic choices. The course designs aimed to develop and demonstrate students' aesthetic, cognitive and affective responses and engagement with a literary text by translating words into different modes. We also aimed to create conditions in which students would be ready to justify their interpretations and seek to understand how others made meaning with literature. We consider the implications of taking this approach with pre-service teachers as they prepare for classroom practice and contemplate the impact of these ways of working on the way our pre-service teachers think about reading and responding to literature as part of their practice as future educators.

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Sarah Forrest is a lecturer and PhD candidate at the University of South Australia, specialising in English teacher education. She enjoys researching her own practice as a teacher educator and is particularly interested in embodiment and multimodality.

Jill Colton lectures in English education at the University of South Australia. In her research she works with teachers to investigate the place of literature and digital media in education, and collaborates across disciplines to explore practices of text production.

Sue Nichols is a Professor of Education, whose teaching is in the field of English and literacy curriculum and pedagogy. Her recent book is titled *Traversing Old and New Literacies: The undead book and other assemblages* (Springer, 2023). She has also published in numerous journals including *Changing English*, *Children's Literature in Education*, *English in Australia*, and *Australian Journal of Language and Literacy*.

Transmediation,
dialogue, reader
response,
semiotic modes

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Picturebook Pedagogy: Exploring the appreciation and enjoyment of dual language picturebooks among teachers of Cymraeg (Welsh)

Areas of interest

Teaching and including children's literature in other disciplines (e.g. education, library sciences, literature, humanities, history, sociology, design, visual arts, dramatic art, sciences).

Keywords

Picturebook pedagogy, Aotearoa New Zealand, teacher education, Wales, Welsh language

Abstract

The power of picturebooks in tertiary pedagogy is an area of recent burgeoning research (Campagnaro, Daly & Short, 2022). Several studies have explored how dual language picturebooks can be used to explore cultural identity and social issues (Kelly-Ware & Daly, 2024), and others have shown the ways in which dual language picturebooks can be used to support language awareness (Daly & Short, 2023), awareness of language contact (Daly & Barbour, 2022), and awareness of bilingual literacy (Hartmann & Hélot, 2021). However, all studies so far have been with undergraduate students or preservice teachers, and to our knowledge, no research has reported on the enjoyment of these forms of picturebooks. This presentation will share findings from a study conducted in Cymru (Wales) with in-service teachers who had returned to university to improve their Welsh language skills in order to teach Welsh in English-medium schools. These students took part in a 5-week programme of workshops in which they were introduced to dual language picturebooks and asked to explore their potential in their teaching practice. In this presentation we focus on how the participants responded to Welsh-English dual language picturebooks, a format with which they were relatively unfamiliar in their pedagogical practice, and emphasise their enjoyment and appreciation of the picturebooks.

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Nicola Daly is a sociolinguist and Associate Professor in the Division of Education, University of Waikato, where she teaches children's literature, and leads the Postgraduate Certificate in Children's and Young Adult Literature. She also co-directs the Waikato Picturebook Research Unit. Her research focus is multilingual picturebooks, and their role in perpetuating and challenging language attitudes. She was a Fulbright New Zealand Scholar at the University of Arizona, USA in 2019/2020

Siwan Rosser is senior lecturer and deputy head at the School of Welsh, Cardiff University and her research expertise focuses on Welsh literature for children and young adults. Since 2017, the findings of her review of Welsh books for children and young adults inform the Books Council of Wales' strategy to support the children's publishing industry, and her academic publications on topics such as translation and nationhood have established Welsh children's literature as a recognised and meaningful area of study.

Ilid Haf is a PhD student in Cardiff University's School of Welsh, where she previously completed her master's degree. During the MA she specialised in children's literature, writing a thesis on parents and publishers' perspectives on Welsh-English bilingual picturebooks. She has previously worked for a children's reading charity and the Books Council of Wales and currently works in a Welsh book shop alongside her studies.

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Using fiction in home and consumer studies – a way to teach gender equality

Areas of interest

Teaching and including children's literature in other disciplines (e.g. education, library sciences, literature, humanities, history, sociology, design, visual arts, dramatic art, sciences).

Keywords

Fiction, home and consumer studies, gender equality, booktalk, pre-service teacher education

Abstract

Gender equality is integrated into teacher education at institutions of higher education in Sweden, for example through degree goals concerning gender equality. However, even though the importance of gender equality has been accepted, there are indications that it is not being transformed into meaningful practice in teacher education (Kreitz-Sandberg & Lahelma, 2021). According to the Swedish Schools Inspectorate (2019), there is a lack of insight in teachers' approach to gender equality in Home and Consumer studies (HCS) in Swedish compulsory schooling. Important aspects of gender equality in the home, as well as in society, are not sufficiently highlighted in teaching. Classroom discussions are often limited to the situation at home without drawing parallels to societal structures and phenomena (Swedish Schools Inspectorate, 2019). Since the Swedish Schools Inspectorate's review (2019) teacher educators in HCS have experienced a need to renew the teaching of gender equality, both in teacher education and in primary school.

This presentation reports on a study conducted among 97 pre-service teachers of HCS where fiction has been used to teach about gender equality. A teaching approach involving reading a short story, individual reflection logs and small group discussions through a book-talk model was tested with the student group and followed up with a questionnaire. 94 out of 97 students completed the questionnaire. The results show that pre-service teachers express a positive attitude towards using fiction when teaching gender equality in HCS (87 of 94). Through the reading log, the pre-service teachers feel that their own thoughts and feelings about the short story was seen as important and relevant, which create added value. The personal reading become a way into the joint reading and the joint interpretation of the text. The fictional text

provides an opportunity for an exploratory dialogue and for testing new thoughts and ideas. The pre-service teachers also think that by including fiction, opportunities can be created to vary teaching in home and consumer studies and the subject can also be made more interesting for the students. The result also shows that fiction can be used as a didactic tool to approach challenging issues in HCS and that the book-talk model can be successfully used to structure discussions about gender equality and make societal structures and phenomena visible.

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I read, therefore I mediate: Éco-Poético as a text- based recommender system to build bridges between teachers as reading subjects and teachers as literary mediators.

Areas of interest

Teaching methods, practices and tools to promote reading for fun in children's literature courses.

Keywords

Literature mediation, poetry education, reading teachers, personalized recommendation, digital enhancement

Abstract

We present Éco-Poético, a digital platform designed to enhance poetry mediation through personalized semantic recommendations. Using a text-based recommender system within a non-traditional pick-up poem selection, this application offers a novel approach to poetry education since earlier studies reveal gaps in this area (eg. Ipsos, 2022; Pérez Pozo et al., 2021). Aiming at understanding how mediators evaluate the web app to discover poetry for them as readers and mediators, we conducted a qualitative study with a product assessment approach with four active language teachers from different regions in Chile. A focus group (Rodríguez & Cerdá, 2002) and a pre-experience likert questionnaire (Hernández et al., 2012) were the main tools to evaluate a teacher's viewpoint. As a background, the questionnaire shows the teacher's preference for reading and mediating other literary genres than poetry.

Findings indicate that teachers appreciate the capacity of the website to create a journey that motivates them to explore and discover their own poetic preferences. They uttered phrases like "oh! it's great how the website creates a poetic journey, this is so so beautiful"; "I don't think of myself as someone who is especially close to poetry, but with this tool everything is related to your preferences. It allows you to inquire. That's super"; "I felt the need to read the texts again, that's why it is so cool that the web page saves the poems you like". Regarding mediation, participants indicate: "for the students is a far richer experience. They are the protagonists"; "Sometimes we struggle because we don't have enough texts to recommend, and this tool enables a rapid selection". Results are discussed in the light of the "teacher as reader" concept (Falardeau et al., 2011), that highlights how crucial it is for educators to enjoy reading in order to mediate reading among pupils.

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A journey with Lucia: Fostering dialogue inspiring plurality, equity, and inclusiveness

Areas of interest

Teaching methods, practices and tools to promote reading for fun in children's literature courses; recreational reading and children's literature teaching in local, national or global frameworks, guidelines and standards.

Keywords

Social and emotional learning, inclusiveness, green dialogue, tree hugging, pre service teachers

Abstract

Including social and emotional learning (SEL) in pre teachers education is considered crucial for implementing transformative SEL and aligning their future teaching with SDGs (Jennings & Greenberg, 2009; Waajid, Garner & Owen, 2013; Jagers, Rivas-Drake, & Williams, 2019). This presentation describes one class activity carried out during the course 'New theories and historical perspective in children's literature: sustainability, social justice and cultural diversity' that has been developed at the University of Padova in the ambit of the Green Dialogues project. This project coordinated by the Western Norway University of Applied Sciences, involves the University of Padua and the Universitat Internacional de Catalunya and aims to improve teachers' education quality and prepare future teachers to handle difficult global and environmental concerns using multidisciplinary and dialogic methodologies. The fun of reading the picturebook 'Lucia' by Roger Olmos was amplified involving the group of international students who attended the course in a three steps activity. First, they were involved in a dialogue on doublespreads that they liked more, analysing both visual and linguistic elements. Secondly, inspired by a specific doublespread, a three hugging activity was proposed to experience a connection with nature and their Self. Participants were then asked to paint the three they imagined and a silent gallery walk was organised. Finally a discussion was opened: plurality, equity, and inclusiveness issues rised. Reflections and feedbacks highlight a sense of connection with nature, positive emotions and thoughts about themselves and toward others, a general sense of pleasure for a meaningful learning, appreciation for the selected booklet.

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Osprey Encounters: undergraduate student engagement with Sky Hawk

Areas of interest

Students' experiences of reading books for children; strategies for students' active engagement in children's literature classes.

Keywords

Osprey, creativity, teacher education, active engagement

Abstract

This presentation shares a range of strategies designed to promote university students' active engagement with the novel *Sky Hawk* by Gill Lewis (2012). These undergraduate students, in their first year of studying to be primary school teachers, were asked to read *Sky Hawk* in preparation for a new seminar about creative planning approaches based on this novel.

The seminar gave students a broad sense of how *Sky Hawk* can be explored with children aged 9 to 11, over a sequence of literacy lessons. Key narrative moments were chosen by the lecturer as appropriate pause points in the story: related activities showed how children can be invited to respond to this novel in ways that are meaningful and creative. One aim was to demonstrate how such approaches not only meet but exceed the expectations of the primary national curriculum in England (2013).

The students' active involvement in this children's literature class was key to them evaluating the effectiveness of each approach. Their reflections also enable them to consider how they might adapt the activities for their school placements.

By encouraging 'student teachers as readers' (MacDonald, 2022), the seminar developed students' knowledge of quality books for the primary classroom. Moreover, this novel and the related activities honed students' awareness of native wildlife, specifically the osprey as an endangered bird of prey identified for rehabilitation in the United Kingdom.

While student engagement was generally positive, delivery of the seminar was not without challenges pertaining to lecturer time-management and student preparedness. Nonetheless, following on from this exploration of *Sky Hawk*, it is hoped that these student teachers will be inspired to seek out further children's novels about humans and the natural world. Incorporating such texts in their own teaching will be key to the development of climate literacy in primary schools.

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Recreational reading in natural environments: mediation training in Primary Education

Areas of interest

Student's experiences of Reading books for young people and adults; recreational reading in programmes on children's literature; teaching methods, practices and tools to promote reading for fun in children's literature courses; strategies for students' active engagement in children's literature classes.

Keywords

Teacher training, literary education, recreational reading, natural environments, illustrated nonfiction books

Abstract

Teacher training in the literary domain is increasingly recognised as pivotal for societal advancement and long-term sustainability (Taberero, 2013; Elche & Yubero, 2019). The advent of digital entertainment and other leisure pursuits that steer students away from reading (Muela, Hernández, & Mendoza, 2024) underscores the urgency to establish a robust reading culture from early childhood, one that associates reading with enjoyment rather than mere academic pursuit.

With this imperative in mind, our study explores the implementation of comprehensive training in reading mediation for Primary Education's degree, spanning the entirety of the four-year programme across various subjects.

In collaboration with a school, we delineate the process of training reading mediators through modules such as Children's Literature, Spanish Didactics and the Final Degree Project. Utilising qualitative methodologies and adopting an ethnographic lens, we elucidate how theoretical grounding in children's literature and reading pedagogy is translated into practical reading mediation practices within natural environments (Wason-Ellam, 2010) under the guidance of a teacher-mediator (Prof-Doc). This approach synergises theoretical insights from university settings with the practical exigencies encountered in Primary school classrooms (1st to 5th grade).

Our investigation unfolds across two distinct contexts: the University of Zaragoza and the Lycée Français Molière (MLF) in Zaragoza. Leveraging participant observation as our primary research method, supplemented by field notes and recordings of reading mediations, we trace the evolution of trainee teachers' skills and competencies from the

2nd to the 4th year of their programme. This trajectory concludes in a final project centred on recreational reading and the co-creation of immersive reading experiences in outdoor natural settings (Otte et al., 2019) with children aged 6 to 11, thereby showcasing the culmination of their academic journey.

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fictional readings for the integration of critical citizens in the new cultural ecosystem (LENFICEC). Ministry of Science, Innovation and Universities (Government of Spain) and the ECOLIJ research group (S61_23R. Communicative and Literary Education in the Information Society. Children's and Young Adult Literature in the construction of identities) of the Government of Aragon.

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Leer por placer: aprendizaje de la lengua y la lectoescritura

Pleasure reading: Language Learning and Literacy

Areas of interest

Students' experiences of reading books for young people and adults; teaching methods, practices and tools to promote reading for fun in children's literature courses.

Keywords

Promotion of reading, professional training, reading competence, children's literature, reading habits

Abstract

How to promote a pleasure of reading in schools when only 40% of education students say they like reading? The design of the training for early childhood education professionals is a chance this fact, as it is when we decide what type of professionals we want in our schools. This exposition presents a training proposal that aims for university students in the field of language learning and literacy to be competent in reading and in didactics, and the pleasure of reading. For this, it is essential to create experiences that promote the pleasure for reading as a habit for students.

In recent years, the university population that does not like to read has been increasing. A 2015 study already mentioned that more than 13% of university students do not engage in voluntary reading in their daily lives, and 25% improve their image to appear as reading subjects (Yubero, Larrañaga, 2015, p. 20). From this perspective, university faculty should incentivize actions that promote the pleasure for reading, especially among teaching students, who are future reading promoters.

The subject "Language Learning and Literacy III" aims to convince early childhood education students about the importance of reading through children's and young adult literature. It focuses on fostering the pleasure and love for reading among early childhood education students, addressing the history and functions of literature childhood, book analysis, and reading animation techniques. The importance of teachers being good storytellers (Bryant, 1996) and managing varied activities to encourage reading habits (Chambers, 2017, and Rodari, 2008) is highlighted. Children's literature is crucial for the aesthetic, cognitive, and emotional development of children. It is emphasized that good reading competence is fundamental for the academic and social success of

children. Initiatives such as reading aloud and classroom literary discussions (Graell and Pujol, 2023) have proven effective in promoting reading habits. Finally, the need to integrate children's literature into classrooms and school libraries is emphasized, considering them essential spaces for the comprehensive development of children in school. The training of future teachers in this field is key to ensuring that they can convey a love for reading and contribute to social transformation through literature.

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Promotion
of reading,
professional
training, reading
competence,
children's literature,
reading habits

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Peers leading reading for pleasure in pre-service teacher training

Areas of interest

Reading habits of pre-service teachers, in-service teachers and other literature mediators; teaching methods, practices and tools to promote reading for fun in children's literature courses; teaching and including children's literature in other disciplines (e.g. education, library sciences, literature, humanities, history, sociology, design, visual arts, dramatic art, sciences); institutional possibilities and limitations in encouraging the knowledge on children's literature, reading for pleasure and reading communities.

Keywords

Pre-service teachers, reading for pleasure, peer support, education

Abstract

Research highlights preservice and experienced teachers' reliance on a limited canon of texts and authors based on their own childhood experiences. Barriers to addressing this within initial teacher education (ITE) include the challenge of combatting negative attitudes to reading from childhood as well as time demands of study preventing engagement in reading. In response, in 2021 the Open University and the United Kingdom Literacy Association, began the Student RfP Ambassador Scheme for pre-service teachers across the UK. Pairs, or small groups, attend six online professional development sessions and spend one academic year developing new initiatives for their peers to encourage them to read children's literature and promote reading for pleasure pedagogy in alignment with OU research (Cremin et al., 2014). This approach combines peer collaboration and staff-student co-creation. A narrative inquiry of the student teacher RfP ambassador experiences using conversational interviews considered: How does the student RfP ambassador role influence students' personal and professional development? In what ways does the ambassador role contribute to their conceptual and practical understandings of RfP, and with what consequence?

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Pre-service
teachers, reading
for pleasure, peer
support, education

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Promoting the Love Poetry in the Language Classroom

Areas of interest

Teaching methods, practices and tools to promote reading for fun in children's literature courses; strategies for students' active engagement in children's literature classes.

Keywords

Poetry, Language acquisition, ELA, literature, curriculum

Abstract

Poetry is often considered one of the least appealing genres among students and one of the genre's most associated with the word 'literature' (Luukka 2019). This is of some concern for advocates of children's reading enjoyment as it suggests dislike of poetry may be alienating learners from literature in general. However, when researching the question of how to promote the enjoyment of poetry in the classroom, a review of the literature and the underlying theories of the value of poetry reveal that poetry can be appreciated by students of diverse backgrounds, including learners of relatively low reading levels and language proficiencies. This paper seeks to describe the most important underpinnings of promoting poetry enjoyment among students based on both selected published research and using the teaching experiences of the author spanning from international school students in Costa Rica to Asylum seekers in the United States. Findings suggest that one of the drivers behind learner antipathy toward poetry is the types of poems read in class, which typically favor older canonical works. In contrast, when poem selection increases to include works like modern song lyrics or poems that focus on topics or themes especially relevant to the students, student enjoyment increases. Similarly, poetry composition tends to increase learner enjoyment of poetry reading, especially when learners are given freedom of both form and topic. Finally, focusing on poetry reading as a form of emotional experience or as a tool for reflection has also been linked to increased enjoyment. Interestingly, there is some evidence to suggest that receiving guidance in poetry reading and interpretation has a positive impact on learner enjoyment of the genre, supporting its explicit inclusion in classrooms. In practice, difficulties in

implementation can arise. Nonetheless, nurturing a love of poetry for poetry's sake has occurred across teaching contexts and may be well recommended given its close tie with the idea of literature.

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Encouraging reading for pleasure in pre-service teacher education: Student teachers and their reading journals

Areas of interest

Reading habits of pre-service teachers, in-service teachers and other literature mediators; institutional possibilities and limitations in encouraging the knowledge on children's literature, reading for pleasure and reading communities.

Keywords

Teacher knowledge base, recreational reading, deep thinking skills, reading journal

Abstract

In this talk, I will share my experience with reading for pleasure as an optional element in an English language class for pre-service primary student teachers.

Literature is part of teacher education programmes and forms an important part of their knowledge base (Pérez, Robles & Soto 2022). However, it has been suggested that apart from formal literature classes at university, student teachers ideally develop a lifelong habit of reading for personal growth themselves and also build a reading culture that extends beyond their classrooms (Spiro and Paran, 2023). This type of recreational reading can be described as an educational journey beyond the boundaries of our own universe that develops our analytical skills and our ability to develop complex ideas (Wolf, 2016).

In this presentation, I will explore one possibility of how we can encourage student teachers to get into the habit of reading so that they can pass on their enthusiasm to their learners and choose engaging stories that can foster deep thinking skills also in their learners (Bland, 2022). First, I will explain the rationale for incorporating voluntary reading as an optional element in an English as a foreign language module and describe how it has been implemented. Second, I will provide an overview of what kind of texts learners have chosen for their reading journal in the past. Based on student teachers' comments in their reading journals, the analysis will focus on parts of narratives they found memorable and noteworthy to comment on. I will also focus on the nature of vocabulary they decided to collect in their reading journal. Finally, I will discuss the potential and organisational constraints of using reading journals as optional elements in language classes and highlight implications for teacher education.

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Teacher knowledge
base, recreational
reading, deep
thinking skills,
reading journal

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Playful learning in Postgraduate Children's Literature Education

Areas of interest

Students' experiences of reading books for young people and adults; teaching methods, practices and tools to promote reading for fun in children's literature courses; strategies for students' active engagement in children's literature classes; designing reading lists, syllabi and assignments; institutional possibilities and limitations in encouraging the knowledge on children's literature, reading for pleasure and reading communities.

Keywords

Playfulness, playful learning, kinship model, classroom activities, higher education

Abstract

Can we still have fun as students in a postgraduate program?

The notion of playfulness is understood as an important aspect of children's cultures. As such, it occupies an important role in postgraduate programs on children's literature and culture. The academic context of these programs, however, is structured in a rigid manner that largely forgoes any extensive engagement with playfulness. Within the postgraduate classroom, playfulness is likely to be included as a topic of education, but not utilized as an educational strategy.

This division seems grounded in the idea that playfulness belongs to the realm of educating children – not adults. Playful learning is primarily implemented in early-childhood education because of its benefits to children's cognitive development. However, the desire to play or its benefits do not disappear as we age, so why should playfulness disappear from our classrooms? Why do we not allow for playful learning in higher education? This uncomfortable division should be understood as a problem because it reinforces the concept of inherent difference between children and adults, contradicting course materials dedicated to understanding childhood as socially constructed. This presentation proposes to use Marah Gubar's kinship model (2013) in exploring the benefits of playful learning in a university context for facilitating intergenerational understanding.

The work presented here stems from a collaborative research project between students, professors, and instructional designers within the Erasmus Mundus International Master's in Children's Literature, Media, and Culture. This project created a critical literature review, a lecturer's toolkit for playful learning, and an introductory

lesson plan that will be implemented in the fall semester (2024). The presentation will introduce the project and its context, followed by theoretical considerations, and concluding with a practical example of a classroom activity and further ideas to play with. The work will be co-presented by a student and a lecturer.

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Marisa Lazar is an upcoming graduate in the Erasmus Mundus programme's international master's in Children's Literature, Media, and Culture in affiliation with the University of Glasgow, University of Aarhus, and Tilburg University. As an educator, she has worked in arts enrichment and directly supporting students of all ages with disabilities in Chicago and the Greater Boston Area.

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Children's Literature in University syllabi: towards an integrated approach to the history of literature

Areas of interest

Designing reading lists, syllabi and assignments; teaching and including children's literature in other disciplines (e.g. education, library sciences, literature, humanities, history, sociology, design, visual arts, dramatic art, sciences); institutional possibilities and limitations in encouraging the knowledge on children's literature, reading for pleasure and reading communities.

Keywords

Children's literature, literary canon, history of literature, history of publishing, higher education

Abstract

Although there are specific subjects devoted to children's literature in many degrees, it seldom appears in those subjects that provide historical approaches to a whole literary tradition or, at least, a certain period. This is not only because children's literature is usually set apart from canonical adult's literature, which is the core of higher education, but it is also due to the oblivion of publishing as an essential part of the history of literature. It is usually forgotten that the economic outcomes of children's literature are comparable to those of adult's literature, as well as the quality and the social, cultural, and literary importance of children's books. Moreover, children's literature gives us many clues about the configuration of readers' habits and preferences, not only children's, but also adults' ones. If we consider all these elements, we will be able to design syllabi that include and analyse children's literature in subjects that offer a broad scope of the history of literature.

We will analyse the syllabi of several subjects on contemporary literature given at the Universitat de València, belonging to philological degrees. We will identify all the references to children's literature and those items in which it could be included, provided it does not appear yet. After telling the difference between those contents related to the canon of children's literature and those that deal with it from a rather materialist perspective, we will point out examples and strategies to develop an integrated approach to the history of literature that includes children's literature.

Our hypothesis is that this course of action would lead to increase the awareness of children's literature from the point of view of those professors who design the syllabi and, at the same time, the students that study those subjects.

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Gonçal López-Pampló holds degrees in Catalan Studies (UV) and English Studies (UNED). Master of Education and e-learning (UOC), he obtained his doctorate in 2016 with a thesis directed by Professor Carme Gregori Soldevila, which dealt with essay as a literary genre. Between 2014 and 2022 he held the position of literary director at Edicions Bromera and Algar Editorial. In September 2022, he has become a full-time professor in the Department of Catalan Philology.

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Una experiencia pedagógica con alumnado del Grado de Primaria a través de *The Boy at the Back of the Class*

A pedagogical experience with pre-service teachers through *The Boy at the Back of the Class*

Areas of interest

Reading habits of pre-service teachers, in-service teachers and other literature mediators; students' experiences of reading books for young people and adults; teaching and including children's literature in other disciplines (e.g. education, library sciences, literature, humanities, history, sociology, design, visual arts, dramatic art, sciences).

Keywords

Deep reading, in-depth learning, critical literacy, intercultural children's literature

Abstract

This presentation aims to share the pedagogical experience carried out with pre-service teachers in the first year of the BA in Elementary Education at the University of Alicante, in which the chapter book *The Boy at the Back of the Class* by Onjali Q. Raúf served as a unifying thread through the semester. The presenters are professors and students of the class *Didáctica de la Lengua Inglesa* during the academic year 2023/2024, where the project has been carried out. The research question is as follows: Can *The Boy at the Back of the Class* (2018) act as a compelling, informative and thought-provoking reading for pre-service teachers that might foster their joy of reading and the will to share their taste for reading with their prospective students?

The concept of "deep reading" involves the in-depth exploration of literary texts approached from different aspects and perspectives in the classroom. Choosing the right text (at the right time) that can appeal to different sensibilities and reading levels is key (Bland, 2019). In this sense, *The Boy at the Back of the Class*, is presented as an ideal intercultural literary work both for its linguistic content about the classroom and school, as well as for its content, with themes such as the refugee crisis, bullying, language barriers

and affectivity as a driver for communication. With this in mind, the novel has acted as a framework for various tasks and assignments, including reading-aloud activities, and the creation of ICT aids to accompany reading and video-reviews, which results, along with those of the pre and post-questionnaires, have served to hint the adequacy of the experience and its implications in critical literacy and in-depth reading.

The results of the qualitative research have proven the experience is adequate to fostering deep reading for in-depth learning, as the results of the questionnaires and the testimony of the students involved in the case study demonstrate. However, it will need some improvement in aspects such as the time devoted to the realisation of some of the activities in class.

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Dolores Miralles-Alberola is an Assistant Professor in English language education. Her research interests focus on teaching with literature and multimodal texts from a critical literacy perspective. Her last publications deal with the pedagogical applications of intercultural children's literature in SLA.

Concepción Soler-Pous is a PhD candidate in Education and a lecturer at the Innovation and Teaching Training Department. She is working on the development of SLA through a communicative approach model using literary and non-literary text to develop critical thinking in L2 students. Dolores and Concepción teach in *Didáctica de la Lengua Inglesa* in the Area of Didactics of Language and Literature.

Júlia Ravetllat Tarí is an undergraduate student in her second year of de BA in Elementary Education and has been part of the class during the academic year 2023-2024, where the pedagogical experience described in this paper has been carried out.

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Scampering towards the golden sun on a drizzly day: Envisioning a biocentric future in university settings

Areas of interest

Students' experiences of reading books for young people and adults; recreational reading and children's literature teaching in local, national or global frameworks, guidelines and standards.

Keywords

Recreational reading, YAL, ecological utopias, hope, desire

Abstract

According to numerous studies worldwide (Cart, 2016; Falcon and Covington, 2023), fantasy books have become a favourite reading trend among young people. Inevitably, we therefore thought that we could introduce our students to a variety of literary fantasy books that would stimulate their interest in recreational reading and hopefully foster a love in reading generally. Thus, we carefully collected a batch of YA literature books, which the students would have the opportunity to browse through, and

then decide which one was their favorite, so that they could then discuss it together as a reading community.

With this thought in mind, we set off with our project to see whether and how our workshop on YA literature at university level would contribute to developing positive attitudes towards reading. Our students, a vibrant class of 18/19 year-old pre-service teachers, chose as their favourite book, Maya Lunde's "Lily and the Sun Keeper" (2021). Then another idea surfaced. Since "books have the power to set a reel in motion in the minds of readers" (Henderson, 2022: 101), could we combine the joy for reading with the idea of making a social change? In order to back up this thought, we resorted once again to the literature on ecofiction. More specifically, Alice Curry (2013) demonstrated in her monograph that "YA novels attempt to develop a sustainable ethic of care that can encompass [...] people and spatialities, including nonhumans and the environment".

Therefore, we decided to divide our interest into two directions, which are however inextricably interwoven since the latter depends largely on the first. In other words, fantasy books are popular to the young audience, and this increases the likelihood of conquering our original goal. At the same time, it can be said that fantasy books (fantasy narratives in general) can play a prominent role in transmitting sociocultural patterns and beliefs. Hence, we were curious to see whether Maya Lunde's text would elicit students "the desire for a more just and sustainable world, but also the hope that they can achieve it" (Weik von Mossner, 2017: 189). Thus, we hoped to achieve an ongoing double effect, combining joy with knowledge, which would then lead young readers to their next book choice.

Hence, we argue that fantasy literature - and especially 'concrete' ecotopian narratives (Weik von Mossner, 2017: 165) - should have a place in educational settings either way, and in the climate crisis, in particular.

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Promoting the joy of shared book reading with (digital) picturebooks in inclusive contexts: teaching practices, challenges and training

Areas of interest

Teaching methods, practices and tools to promote reading for fun in children's literature courses.

Keywords

Digital picturebooks, sign language, deaf, shared reading, training program

Abstract

Shared picturebook reading (SBR) with (non-)digital picturebooks has proven to be effective (Cordes et al., 2022) and thus a great opportunity for the language and literature development of deaf and hard of hearing (DHH) children (DesJardin et al., 2009; Swanwick & Watson, 2007) in inclusive contexts. Due to their variety of didactic possibilities (Ritter & Ritter, 2020), digital picturebooks are particularly suitable for shared reading in spoken and sign language and encouraging the joy of reading. Enhancing SBR, especially in sign language, is challenging for many teachers due to communication barriers (Audeoud et al., 2017).

The purpose of the presented sub-study of the project Reading Digital is to collect data for the first time on teaching practices, challenges and support needs of teachers of DHH children to develop training programs. In a quantitative study, 130 pedagogical professionals working with DHH children completed an online survey. Factor and regression analyses were applied to the data.

While 78% of the teachers enhance shared reading sessions with DHH children, only 20% (n=105) use the potential of digital picturebooks. 61.5% of the participants identified limited sign/spoken language as the main challenge during SBR, but only 25% of all professionals reported proficiency in German Sign Language (DGS) suitable for shared reading, and only 17% primarily relied on DGS-communication. There are various factors influencing the use of language-promoting teaching practices: the more competent teachers feel ($p = .011$) and the more extensively they prepare themselves ($p = .004$), the more they support language development during SBR. Moreover, 97% of all teachers report needs regarding SBR with DHH children. This highlights the need for both accessible multilingual digital

picturebooks with audio files and DGS-videos to promote the joy of reading and training programs to support the teachers with the reported challenges.

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Christian Müller conducts research and teaches at the Ludwig-Maximilians-University of Munich, at the Chair of Didactics of the German Language and Literature as well as German as a Second Language. His work and research focus, among other areas, on picture book research and the didactics of children's and young adult literature and media.

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Factores motivacionales que inciden en el hábito y madurez de lectura académica de futuros profesores.

Motivational factors affecting the academic reading habit and maturity of prospective teachers.

Areas of interest

Reading habits of pre-service teachers, in-service teachers and other literature mediators.

Keywords

Literacidad académica, formación docente, motivación por la lectura, madurez lectora, costo, valor

Abstract

La lectura constituye una herramienta fundamental de cualquier proceso de aprendizaje formal. En Chile, las universidades han centrado sus esfuerzos en la formación de profesores de educación básica con énfasis en la didáctica para la enseñanza de la lectura y la escritura, pero no necesariamente en la formación lectora y/o lingüística personal de los futuros profesores, asumiéndolas como condiciones dadas (Sotomayor et al., 2011). A sabiendas tanto de la evidencia disponible sobre la influencia de las competencias de lenguaje de los educadores en la comprensión lectora y el desarrollo lingüístico de los niños (Dickinson et al., 2014; Ravid & Tolchinsky, 2002), así como de la concepción de que la lectura como una habilidad fundamental para el logro de la equidad educativa, nuestro equipo emprendió un estudio durante tres años para indagar sobre la vida lectora del futuro profesor. Para ello se trabajó en torno al cuestionamiento de su motivación lectora y su hábito lector. En la línea de los estudios sobre el “Efecto Peter” (Applegate et al., 2014) y desde el modelo motivacional Expectancy-Value (Eccles & Wigfield, 2020), en este estudio analizamos las variables motivacionales que inciden en el hábito de la lectura académica y en la madurez lectora (uso creativo y transformacional) a partir de una muestra de 358 futuros profesores chilenos. Por medio de análisis de regresión bayesianos pudimos identificar cómo dos tipos de costo (pérdida de alternativas valiosas y costo de esfuerzo), el valor y la autoeficacia de la lectura académica son elementos clave para explicar las tres variables estudiadas, explicando una parte significativa de su variabilidad. Finalmente, se discuten estrategias que permitan fortalecer estos aspectos motivacionales y, a través de ellos, potenciar el hábito de la lectura académica y la madurez lectora como aspectos clave de una literacidad académica robusta para una formación orientada a la justicia social.

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Carla Muñoz. Doctor in Psychology. She is a Full Professor at the Universidad Católica del Maule (Chile) and Principal Investigator of the Millennium Nucleus in Learning Sciences (www.minsol.cl).

She is interested in literacy learning and how people learn from texts. Her extensive research has delved into the development of phonological awareness in children aged 5 to 7, its pivotal role in later reading development, and the strategies for regulating and monitoring academic reading comprehension used by first-year university students with low-level (decoding) disorders. Her current research project aims to model the process of constructing reading motivation (Fondecyt 1220441).

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Green Dialogues: ecocritical groupwork experiences with teachers in training at the University of Padova

Areas of interest

Students' experiences of reading books for young people and adults; strategies for students' active engagement in children's literature classes.

Keywords

Ecocritical dialogue, picturebooks, environmental ethics, peer-to-peer teaching, workshop

Abstract

This paper presents two workshop experiences conducted by students from the University of Padova, who studied for six months at Høgskulen på Vestlandet (HVL) in Bergen, as part of the international NOTED project Green Dialogues (GD). The activities, based on picturebooks, were carried out during a GD teaching and learning dissemination event at the University of Padova. Participants attended lectures and workshops on eco-sustainability, children's literature, and dialogical approaches, engaging in peer-to-peer teaching and active learning while exploring the theoretical framework of the GD Project research. Two workshops are presented here by their organizers. Both align with the 15th Sustainable Development Goal (SDG), "Life on Land," which aims to protect, restore, and promote the sustainable use of terrestrial ecosystems.

The Giving Human: an upside-down reading of the picturebook *The Giving Tree* by Shel Silverstein, explored environmental ethics, nature-human connections, and action-consequences. The picturebook narrates the relationship between a boy and a tree, where the boy constantly takes and nature gives. Participants retold the story by changing the giver, fostering a group discussion based on the creation of a leporello book, and discussing several ecocritical and didactic ideas for primary school teachers.

In my garden, my school: an adventure in a primary school in Norway, encouraged teachers in training to reflect on the principles of outdoor education. Participants collaborated in small groups to design an eco-impactful experience for their school garden, drawing inspiration from the wordless picturebook *Nel mio giardino il mondo* by Irene Penazzi. This workshop guided participants to think creatively about engaging students with nature and promoting environmental awareness.

These workshops enhanced the pleasure of shared reading, allowing participants to explore new perspectives and deepen their collective understanding.

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Giulia Nai. She is a graduate student in Primary Teacher Education at the University of Padova. She participates in the international project NOTED "Green Dialogues". In 2023 she spent six months in Bergen, Norway, at HVL (Western Norway University of Applied Sciences). There, she had the opportunity to study and delve into the topics related to the 2030 Agenda through ecocritical dialogues and children's literature. She designed and implemented an educational intervention on the topic of environmental exploitation in a Norwegian primary school. She already published "Picturebook Dialogues About Environmental and Social (In)justice" (*Climate Literacy in Education*, 1., 2023).

Giulia Silvestrini. She's a graduating student in Primary Teacher Education at the University of Padova. She participates in

the international NOTED "Green Dialogues" project. In 2023, she spent six months at the HVL (Western Norway University of Applied Sciences), in Bergen, Norway, where she had the opportunity to study thematic issues related to the 17 United Nations Sustainable Development Goals through children's literature and ecocritical dialogues. Additionally, she began her research in a primary school, focusing on the child-nature relationship linked to Goal 15 of the 2030 Agenda. She already published "Picturebook Dialogues About Environmental and Social (In)justice" (*Climate Literacy in Education*, 1., 2023).

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Connecting Preservice Teachers to the World through Global Literature

Areas of interest

Reading habits of pre-service teachers, in-service teachers, and other literature mediators; students' experiences of reading books for young people and adults; teaching methods, practices, and tools to promote reading for fun in children's literature courses; strategies for students' active engagement in children's literature classes; recreational reading and children's literature teaching in local, national or global frameworks, guidelines and standards.

Keywords

Preservice teachers, international literature, reader response, interdisciplinary connections

Abstract

Connecting Preservice Teachers to the World through Global Literature Global literature is recommended for enhancing global awareness and fostering knowledge and understanding of other cultures (Freeman & Lehman, 2001; Short, 2011). Freeman and Lehman state that global literature helps students travel the globe, helps them come together and bridge their differences and helps them rejoice in their common joys and triumphs. Furthermore, global education must begin early because what happens in one corner of our globe could shape the quality of life for all individuals (Boyer, 1997). Given the increasingly diverse student population in today's classrooms, there is a pressing need for teachers to utilize diverse literature to address curricular standards while supporting student learners' content knowledge, social-emotional development, and intercultural understanding.

Preservice teachers need to be familiar with the ways our world is politically, economically, and environmentally. Global and international literature provides opportunities for students to go beyond a tourist perspective and gain information about another country. When students are immersed in the story world, they can gain insights into how people feel, live, and think in other parts of the world and come to recognize their common humanity and to value cultural differences (Short, 2007, p.13).

In order to provide a reading community for preservice teachers, my children's literature class completed a project where they selected 3-5 global or international titles to analyze. The preservice teachers were given opportunities to question and challenge their assumptions about the world while reading global literature and discussing them in literature circles. Each undergraduate student examined a text set of global children's books following cultural authenticity guidelines.

This paper will build upon previous findings (Napoli & Day, 2023) and present current data to explore the following question: How does exploring, reading, and analyzing a text set of global literature impact preservice teachers' awareness of cultural diversity and intercultural understanding? This session will underscore the importance of providing future teachers with intentional opportunities to transact more deeply with global/international literature, evaluate texts, and think about how they might incorporate and use literature in their future classrooms.

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Mary Napoli is an Associate Professor of Reading and Children's Literature at Penn State Harrisburg where she teaches literacy education and children's literature courses at the undergraduate and graduate level.

Lesley Colabucci is an associate professor of early, middle, and exceptional education at Millersville University of Pennsylvania where she teaches courses in children's literature at the graduate and undergraduate level. She has served on several notable committees including the (Theodore Seuss) Geisel Award, Notable Books for a Global Society, and NCTE's Award for Excellence in Poetry for Children. Her research focuses on multicultural literature for children, and she is the co-author of Books as Partners: Diverse literature in the early childhood classroom (2020).

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The World Cafe Approach to Cultivating Engagement and Interest in Children's Literature Courses: A Case Study in Preschool Education Programs

Areas of interest

Teaching methods; practices and tools to promote reading for fun in children's literature courses.

Keywords

Children's Literature Courses, world cafe, pre-service teachers, engagement, preschool education programs

Abstract

Using the preschool education children's literature course in colleges and universities as an example, this paper elucidates how The World Cafe(TWC) method can be utilized as a platform to encourage pre-service teachers to derive enjoyment from reading and cultivate an interest in literature within the children's literature curriculum. TWC embodies a collaborative approach that fosters reflection and dialogue in a relaxed and comfortable environment. It advocates for the utilization of diverse methods to exchange viewpoints, address issues, and share discoveries, characterized by its educational and entertaining elements. It emphasizes the importance of respecting diverse perspectives and promotes collective brainstorming among participants to foster innovative thinking, aligning with the principles of teaching children's literature. In the context of TWC, engaging in group discussions and multiple rounds of dialogue can stimulate students' interest in children's literature, deepen their understanding of the course content, and cultivate critical thinking skills. This article focuses on the practical implementation of this approach and provides a step-by-step guide on organizing and facilitating such events.

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Zhang Nini, female, from Pulandian, Liaoning Province, associate professor of the School of Education, Changchun Normal University, doctor of education, master's supervisor, main research direction: basic theory of preschool education, professional development of preschool teachers.

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El hábito lector en jóvenes universitarios de la Facultad de Ciencias de la Educación de UIC Barcelona.

Reading habits among university students at the Faculty of Educational Sciences of UIC Barcelona.

Areas of interest

Reading habits of pre-service teachers, in-service teachers and other literature mediators.

Keywords

Lectura, hábito lector, universitarios, motivaciones, limitaciones

Abstract

Over the years, the perception of reading as an academic tool for information seeking has evolved to the point of being considered as a tool for reflection, understanding reality, and enjoyment. Currently, reading is not only about decoding a text, but also about interacting with it to understand it and find its relevance in daily life. This holistic view of reading will allow for the consolidation and maturation of a good reading habit.

This presentation aims to deeply analyze the reading habits of former and current students of the Faculty of Education Sciences at the Universitat Internacional de Catalunya. This research addresses two main objectives. The first one seeks to determine the reading habit index through the analysis of interest and enthusiasm levels. The second objective aims to discover the elements and factors that have hindered or contributed to boosting motivation and strengthening the reading habit.

Through a mixed methodology, one hundred seventeen Education degree students at UIC have participated in a survey. From the analysis of the results and their discussion, it has been possible to draw some conclusions. Firstly, slightly more than half of the respondents do not have a reading habit, due to lack of motivation, infrequent engagement in this activity, and the purpose that drives them to do it (out of obligation or to extract information). The main limitations that have hindered the consolidation of the reading habit have been time, technology, the starting point of the activity, and motivation. Among the aspects mentioned as catalysts are shared readings, book exchanges, finding the right book, and having a role model. Finally, the respondents have agreed that the most influential factors have been families, teachers, friends, and the university.

Selected bibliography

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Maria Otín Marco and **Paula Sánchez Verdugo** are two alumni of International University of Catalonia. Having completed the double degree in Bilingual Early Childhood and Primary Education with a mention in English language and special education, we have embarked on a new stage to put into practice everything we have learned. The labor market now offers us the opportunity to meet the educational needs of each of our students and gain valuable experience that will help us continue to grow professionally as educators. We consider the reading habit index among young people to be low and concerning. For this reason, we wanted to share our work with the community to raise awareness and help reverse this situation.

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Using video game narratives to make teachers and teachers-in-training engage with plots

Areas of interest

Reading habits of pre-service teachers, in-service teachers and other literature mediators; teaching methods, practices and tools to promote reading for fun in children's literature courses; strategies for students' active engagement in children's literature classes; designing reading lists, syllabi and assignments; institutional possibilities and limitations in encouraging the knowledge on children's literature, reading for pleasure and reading communities; recreational reading and children's literature teaching in local, national or global frameworks, guidelines and standards.

Keywords

Videogames, plot, multimodality, ergodic literature, engagement

Abstract

From a theoretical point of view, videogames can be understood as “ergodic literature”; a kind of literature which requires a non-trivial degree of participation for the plot to advance at all. (Eskelinen 2012) This is not to suggest that videogames are a “magic bullet” for engagement and participation: Like other teaching resources, they must feature as a component of otherwise coherent teaching plans. (Egenfeldt-Nielsen, Meyer, og Sørensen 2011) However, they represent a useful expansion of the repertoire of L1 teachers as multimodal texts. (Ensslin 2014) A growing corpus of research suggests that teachers are hesitant to employ videogames as teaching tools because it demands a certain level of “operational literacy” (Bourgonjon 2014); however, narrative videogames allow teachers to effectively sidestep this issue.

My hypothesis was that the nature of plot mediation in *Gone Home* (Fullbright 2013) and *Unpacking* (Witch Beam 2021) would lead to discussions regarding the nature of the plot, and—in the case of *Gone Home*—negotiations concerning how to progress the plot. From a ludological point of view, the games differ: *Gone Home* is a first-person exploration game, while *Unpacking* is a meditative puzzle game. However, they converge in the way they mediate a plot indirectly, through virtual artefacts and retrospection.

Different groups of teachers and teachers-in-training were observed as they played the aforementioned videogame titles. Subsequently, their ongoing negotiations and developing expectations concerning the plot were analyzed through a framework based on Peter Brooks' (2020) revised concepts of plot and narrative desire. Key findings include that high operational literacy may preclude narrative engagement, instead engendering ludic competitiveness among players. Low operational literacy may, on the other hand, delay necessary progress towards

experiencing the plot. A mix of different levels of operational literacy within player groups is advisable to ensure both ludological and narrative engagement.

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Are Bøe Pedersen. Since defending my dissertation and receiving my PhD in Nordic Literature in 2022, I've worked in teacher education for both primary and secondary education, while publishing on 18th century literature, children's literature and (soon) literary uses of videogames for teachers. I am currently employed as an Associate Professor of Norwegian at NLA Høgskolen, teaching various L1 subjects for preschool and primary education teachers in training.

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Teaching literature like an artist! Weaving artful dispositions, picturebooks and multiliteracies in teacher education

Areas of interest

Teaching methods, practices and tools; teaching and including children's literature in other disciplines (Visual Arts Education)

Keywords

Multiliteracies, artful thinking, new multimodal narrative paradigm, picturebook studies, learning literature through the arts

Abstract

In her plenary address at the 1993 to the Children's Literature Conference in Oxford, Margaret Meek, used the term 'the maypole of reading' to highlight the multimodal and multilayered role of postmodern picturebooks in the construction of an 'inside reader'. Living nowadays in a period of social dislodging, data fragmentation and virtual communication fluidity, the material, pictorial and emotional narratives of picturebooks can serve to navigate the complexities of a sustainable critical and critical self and social construction. Drawing on the emerging Multiliteracies investigation by Mills, Unsworth and Scholes (2023) and the Art Thinking Dispositions theories developed by the Project Zero at Harvard Graduate School of Education, the aim of our study is to explore the benefits and difficulties of integrating new artistic, open and experiential storytelling processes and tools into the contemporary literature teaching practices. To this end, the qualitative research study conducted was twofold: (1) the design of a conceptual 'Artist-Reader-Teacher Storytelling Framework', coined as ARTS, which merges several elements and principles from Art Education and Multiliteracies fields, and (2) a participatory research study with a sample of 50 students of the University of Valencia (Spain) to assess its potential by using as initial triggers an accurate selection of picturebooks and artworks. The findings reveal that the versatile, sensory and material affordances of introducing an Arts-based approach in Literature education teaching, particularly through the lenses of Multiliteracies, can foster in the classroom a sense of play, discovery, self-regulation and creative inquiry in search of a new epic, ethic and aesthetic multimodal narrative paradigm. Moreover, the whimsicality of this intersection in the current educational arena can boost the construction of a poetical safe space to preserve our tangible human cultural

legacy amidst the volatile overwhelming data transactions of 21st century cyberworld.

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Matilde Portalés-Raga is an Associate Professor in Visual Arts Education Teaching at the Universitat de València, Spain. She holds a Ph.D. in Fine Arts, a M.A. in Cultural Management and a Specialization Diploma in Culture, Reading & Children's Literature. Her main lines of research are focused on the pedagogical potential of Multiliteracies and Multimodality, Picturebook Studies, and the affordances of the Artful Mind in contemporary learning landscapes. She is affiliated to the UICIE/Institute of Creativity and Educational Innovations (Universitat de València) and to the board of literary critics of *Faristol Magazine* (IBBY.cat/CCLIJ). Member of the Research Group Lit(T)erart, Universitat de València/Spain.

Jodie Di Napoli-Algarra holds a Master in Art History, and a Master of Science of Education from the Bank Street College of Education (New York). Her research is focused in situated artistic-educational processes having a wide experience in Art making, Arts education, Cultural Mediation and Curating Exhibitions. She has developed projects as 'Creixem al Carme' at Valencia city, and built the Education Department at 'No Longer Empty' in New York. She is currently a professor of Art Education Teaching at Universitat de València and at Universitat Oberta de Catalunya (UOC). She is a member of the Research Group Lit(T)erart (Universitat de València/Spain).

Agustín Reyes-Torres is an Associate Professor in the Department of Languages and Literature Education at the Universitat de València. He has lectured an extensive range of courses and conducted research fellowships at the University of Virginia, Boston College, Middlebury Language Schools and Columbia University. His research focuses on additional language teaching and teacher education. He's the coauthor of *Multiliteracies, Multimodality and Learning by Design in Second Language Learning and Teacher Education* (in press), *Didáctica del español como 2/L en el siglo XXI* (2021) and *Thinking through Children's Literature in the Classroom* (2014). He's the principal investigator of the Research Group Lit(T)erart.

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“Bookjoy” Lost and Found: Teacher-Reported Professional Growth in a Postsecondary Youth Literature Course for Reading Specialists and Reading Teachers

Areas of interest

Students’ experiences of reading books for young people and adults; teaching methods, practices and tools to promote reading for fun in children’s literature courses; strategies for students’ active engagement in children’s literature classes.

Keywords

Book clubs, classroom library diversity audit, teacher professional development, dialogue, increased consciousness

Abstract

The proposed presentation reports on a qualitative study of students’ perceptions of different assignments and their professional growth upon completion of a university course titled, “Survey of Youth Literature, K-12”. The study was framed by a critical literacy theoretical lens based on the work of Freire & Macedo (1987) and was guided by this research question: “What value did specific course assignments hold (or not) for in-service teachers’ professional growth, learning and perspectives on diversity in a graduate-level youth literature course? Participants included masters’ level, mostly in-service teachers that completed a university Reading Specialist / Reading Teacher Endorsement program. Their work contexts spanned the wide metropolitan region of a large Midwestern city, as well as other states. More specifically, the course context was a small, private university with three different geographical campus locations in and around this city, and online courses. Data were participants’ responses to a final course reflection in which they identified and discussed course assignments they found beneficial and why that were submitted to the course learning management system as discussion board postings or document attachments. This data was blinded and analyzed using concept coding (Saldaña, 2021), with findings often referencing “Bookjoy,” a term created by Pat Mora. This was often accompanied by descriptions of how candidates regained or discovered a love for reading, lost for some since middle or high school, and a surprising course outcome for others. The teachers also made clear statements about their learning from reading multicultural literature and its importance for students in their own classrooms.

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Ruth Quiroa is Associate Professor of Reading at National-Louis University. A former kindergarten and bilingual (Spanish/English) second grade teacher, she has written articles focusing on the trends and issues in Mexican American-themed children’s literature and on the use of Spanish in English-based Latino literature. Her research interests include the pre-1990s history of Latinx-themed literature, as well as the development of critical awareness and racial literacy in K-8 in-service teachers. Dr. Quiroa has also served on multiple youth literature award selection committees--the Pura Belpré Award, the América’s Book Awards, and the Randolph Caldecott Award.

Book clubs,
classroom library
diversity audit,
teacher professional
development

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Rekindling Empathy and Playfulness: The Transformative Power of Youth Literature for Adult Readers

Areas of interest

Recreational reading in programs on children's literature; teaching methods, practices, and tools to promote reading for fun in children's literature; courses; strategies for students' active engagement in children's literature classes.

Keywords

Youth literature, adult readership, empathy, playfulness, global reading communities, educator development

Abstract

This proposal reexamines the transformative effects of adult engagement with children's and youth literature, specifically targeting educators and literature mediaries. The study will focus on a curated selection of influential German youth literature, including classics like Erich Kästner's *Emil and the Detectives* and Michael Ende's *Momo*, to assess their impact on fostering empathy, reigniting playfulness, and reconnecting adults with their childhood experiences.

To achieve this, I will implement a series of interactive workshops designed as a more accessible alternative to the traditional university course structure. These workshops will incorporate in-depth discussions, reflective writing assignments, and creative projects that allow for personal and professional exploration of the texts. The methodology includes a detailed qualitative analysis of participants' responses gathered through surveys, reflective journals, and focus groups, aimed at capturing shifts in attitudes toward reading and teaching.

Set against the backdrop of increasing interest in recreational reading's role within education, this initiative seeks to demonstrate how nurturing an adult's love of children's books can directly influence their effectiveness and enthusiasm as educators. The expected outcome is a dual enhancement of personal growth and educational practice, validated through qualitative evidence of changed reading habits and renewed pedagogical approaches.

Selected bibliography

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Marni Reecer, pursuing a Ph.D. in Comparative Literature at Texas Tech University after earning a Master's in German, is dedicated to exploring how literature fosters empathy across cultures.

Through her work in German youth literature and beyond, she aims to illuminate literature's role in understanding diverse narratives and cultivating empathy. An active member of key literary societies, Marni's research underscores the importance of empathetic engagement with texts in shaping global perspectives and leadership qualities.

Youth literature,
adult readership,
empathy,
playfulness,
global reading

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We proudly present... Book trailer and lapbooks as a method for engaging with current children's literature at university and school

Areas of interest

Reading habits of pre-service teachers, in-service teachers and other literature mediators; students' experiences of reading books for young people and adults; teaching methods, practices and tools to promote reading for fun in children's literature courses; strategies for students' active engagement in children's literature classes.

Keywords

Didactics' degree programme, children's literature, tools, teachers and pre-service teachers for primary school, professional evaluation and examination of children's books

Abstract

Children's literature is firmly anchored as an independent module in the German didactics' degree programme for primary school teachers at the University of Halle-Wittenberg. Students attend a seminar and a lecture that introduce them to the development of children's literature as well as different genres.

As part of the seminar, students deal with current children's literature. Based on the nominations for the German Children's Literature Award, book trailers and lapbooks are developed as part of the seminar. The central question of the teaching research project is to what extent product-orientated methods contribute to an in-depth examination of the literary object. Do they help to recognize special features in the literary work, to work out central statements and to process them in a new literary-aesthetic way?

The presentation will introduce in the concept of the module and the tools in more detail. Based on individual works by students, the aim is to work out how the examination of the book takes place and what effect can be achieved with it. The study takes a qualitative approach and reconstructs individual cases. It builds on the work on literary evaluation using booktubes or blogs (Brendel-Perpina 2019).

Based on the results, considerations are made on the importance of engaging with children's literature for the professionalization of primary school students during their studies, and the transfer to school (cf. Winkler 2019; Maiwald 2016).

Selected bibliography

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Alexandra Ritter, Dr. phil., currently works at the Department of Teacher Education and Didactics for Primary School at the Martin-Luther-University Halle-Wittenberg, Germany. Her research interests include children's literature and their didactics, especially focusing on picturebooks, digital literature and ecocritical literature. She is head of the Arbeitsgemeinschaft Jugendliteratur und Medien, an organisation of reading promotion.

Didactics' degree
programme,
children's literature,
tools, teachers
and pre-service

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What should and should not be. Teachers' beliefs about picture book selection

Areas of interest

Reading habits of pre-service teachers, in-service teachers and other literature mediators; students' experiences of reading books for young people and adults; designing reading lists, syllabi and assignments; assessment in children's literature courses.

Keywords

Beliefs, picturebook, selection of literature, teachers and pre-service teachers for primary school, professional evaluation

Abstract

The medium of the picture book is a literary genre that has undergone a major transformation in terms of narratology, genre typology and media. Innovative and challenging picture books are used less to convey obvious educational lessons and messages (cf. Haaland et al. 2022). Rather, it is about the multi-layered presentation of topics that invites readers to become active. The literary-aesthetic qualities of picture books make them a suitable subject for literary education.

Nevertheless, the choice of picture books for children is essentially determined by adults as gatekeepers. At school, the teachers select literature for their lessons. But what orientations determine the selection of picture books by teachers and pre-service teachers? How are picture books received by teachers and students in teaching programmes (cf. Arizpe/Styles 2016)? How are selection decisions justified? What knowledge and beliefs underlie professional competence?

As part of a qualitative study, primary school teachers and student in teaching programmes were tasked to read and assess picture books accompanied by interviews. These interviews will be analyzed in a reconstructive manner employing the documentary method (cf. Ritter/Ritter 2020a; 2020b; 2021). By analyzing the justifications on several levels, structures of picture book selection and justification are to be worked out.

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La selección de álbumes ilustrados para la formación de mediadores: la diversión en la lectura literaria desde la intertextualidad.

The selection of picture books for the training of mediators: fun in literary reading from an intertextual perspective

Areas of interest

Teaching methods, practices and tools to promote reading for fun in children's literature courses; strategies for students' active engagement in children's literature classes.

Keywords

Selection criteria, selecting books, picture books, classroom practice, pre-service teachers

Abstract

Given the profusion of titles in which the educational function prevails as the key to children's literary discourse, it is essential to make a critical distinction between the texts that should form part of a school literary canon (Núñez, 2012). Those currents associated with pedagogy and psychology have produced a curious shift towards stories for children that point to a politically correct world (Fernández, 2012), so that characters such as those who threaten to eat themselves or, directly, are eaten, for example, have become extinct. This seems to be making it increasingly difficult to find laugh-out-loud literary works, i.e. those that are simply intended to amuse the reader. Within these trends, this paper analyses the intertextual stamp as a key element of enjoyment as the reader recognises the relationship of one work to another in a corpus of children's picture books. Methodologically, the works are discussed in the light of the approaches to children's literature outlined by Cerrillo and Sánchez (2006). The context of application is limited to the initial training of literary mediators for the Degree in Early Childhood Education, as the identification of these intertextual relationships between mediators is key to being able to broaden, by extension, the receptive experience of early readers. The conclusions aim to reaffirm the dialogical condition of children's literature; to support these titles for their inclusion in a school canon of literary readings for the early ages; and to propose that the processes of mediation towards "déjà lu" (Romero and Rivera, 2020), sensations of "already read" that occur in the reader when they perceive the intertextual nature of a given text (Zavala, 1999), are fundamental in the literary training of mediators who know how to mobilise the possibilities offered by the works for fun.

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Book-Trailers: An Experiential Approach to Promoting Reading for Pleasure among Pre-service Teachers and beyond

Areas of interest

Reading habits of pre-service teachers, in-service teachers and other literature mediators.

Keywords

Book trailers, maker literacies, love of reading, kindergarten, pre-service teachers

Abstract

Book-Trailers, akin to Movie-trailers, are brief videos crafted to spark curiosity about a book. Usually they serve as a promotional tool by authors, publishers, and bookstores to garner attention for a book. However, we claim that Book-Trailers also hold strong potential as a means of fostering a love for reading when instead of their commercial intent they stand as an invitation for book exploration (Sidiropoulou, 2024).

This paper investigates how the creation of Book-Trailers by pre-service Kindergarten teachers can foster a love of reading for both themselves and young children. Additionally, it explores how Book-Trailers can serve as a tool for promoting alternative approaches to reading and fostering a reading-friendly environment within early childhood education (Gómez & Toyos, 2022).

In this direction, the paper focuses on the creation of Book-Trailers by a group of female students, future Kindergarten teachers, in the context of a university course on Literacy. The methodology is a qualitative case study approach. It involves data collection methods such as observation, informal interviews, and analysis of the Book-Trailers created by the students.

Examining this case sheds light on the dynamics of Book-Trailers and their multiple advantages. On one hand, it underscores how pre-service teachers serve as facilitators of reading, exploring alternative reading methods and deriving pleasure themselves from the creative process (Tabernero-Sala, et al. 2024) Additionally, it demonstrates how acquiring such skills and methodologies can incorporate the production of Book-Trailers in Kindergarten settings, nurturing an environment conducive to reading and actively involving children in the process. The focus centers on the potential benefits for enhancing reading enjoyment and fostering

creativity, and their practical implementation within early childhood education settings.

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Lectura, libros infantiles y materialidad. Análisis de cuadernos de lectura en la formación de los mediadores.

Reading, children's books and materiality. Analysis of reader's notebooks in the training of mediators.

Areas of interest

Students' experiences of reading books for young people and adults; strategies for students' active engagement in children's literature classes.

Keywords

Reader's notebook, reading experience, materiality, reading mediators, pre-service teachers

Abstract

The contemporary reading ecosystem, defined by the hybridisation of analogue and digital paradigms, calls for reading education processes based on the recognition of reading as an eminently physical act (Desmurget, 2024; Wolf, 2020). In this framework, and in line with the material turn that has guided the progress of research on children's literature in recent years (Nikolajeva, 2016), the training of pre-service teachers requires the acquisition of tools and strategies that allow them to reflect on their own reading experience by paying attention to its material dimension. Didactic tools such as reader's notebooks are a resource that not only allows pre-service teachers to live experiences similar to those of their future students (Chambers, 1995, 2011), but also enables reflective introspection on their own relationship with the act of reading. Our research focused on an analytical examination of reader's notebooks produced by students in the context of the Teaching Degrees in Early Childhood and Primary Education (subjects: 'Children's Literature and Literary Education' and 'Children's and Young Adult Literature') and the Master's Degree in Reading, Books and Children and Young Adult Readers (<https://www.literaturainfantil.es/>) at the University of Zaragoza (Spain). The students' productions were analysed through a qualitative content analysis, the results of which were contrasted and triangulated with complementary data collected through interviews and participant observation. The results show that the material dimension linked to the development of reader's notebooks facilitate reflection, by the mediators and pre-service teachers, on the notion of reading understood as a physical experience.

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Enhancing Engagement with Analog Tools: Rethinking the Impact of Pencils, Markers, and Post-its in Facilitating Discussions on Challenging Topics in Children’s Literature Courses

Areas of interest

Areas of interest referring to the topics listed above; strategies for students’ active engagement in children’s literature classes.

Keywords

Author study, library database, difficult subjects, Jacqueline Woodson, engagement strategies

Abstract

Research questions: How do pre-service teachers engage in literature discussions in children’s literature courses? How do various strategies help pre-service teachers engage with author studies involving socioculturally sensitive and challenging topics in-person classes? Methodology: Qualitative research. Research context: In the post-pandemic era, digital learning spaces have become increasingly popular, leading to a decline in the popularity of in-person children’s literature classes among pre-service teachers at my university. This study investigates how teacher candidates engage with analog methods for discussing literature in a post-pandemic in-person setting. Focusing on an author study module, this research explores how authorship addressing socio-cultural issues—often challenging and controversial—impacts learning.

Initially, pre-service teachers tend to remember book titles and content but struggle to recall the names of authors and illustrators, particularly those from a narrow pool of classic children’s literature. This study introduces a series of activities designed to guide students in learning about authors like Jacqueline Woodson, whose works often represent socially marginalized groups and address difficult issues surrounding racism, ethnicity, LGBTQ, oppression, classism, sexual violence, etc (Flynn, 2021). Books with these topics are not easy to teach for educators (McLean Davies, & Buzacott, 2022). Teachers find sensitive topics too difficult and emotional, or they are short with “know how,” citing gaps in their professional development (Schwartz, 1990) or initial teacher preparation.

Students engage in webpage explorations and utilize library databases such as “Something About the Author” to study authors before reading Woodson’s novels like *I Hadn’t Meant to Tell You This* and *If You Come Softly*, which

deal with sensitive topics such as domestic sexual violence and interracial romance. Difficult topics demand careful planning with attention to appropriateness (Sardone & Devlin-Scherer, 2015). This study explores how analog tools—pencils, color markers, and sticky notes of various sizes—facilitate students’ engagement with challenging realistic fiction through gradual, “old school” methods. These tactile tools offer a contrast to the rapid navigation associated with digital devices, allowing students more time to think, sketch, and articulate their responses. This slower pace enhances their literary experience, deepening their comprehension of Woodson’s works from an author study perspective. The use of undigitized strategies supports a more thoughtful and thorough exploration of the themes and encourages meaningful completion of the author study.

Data analysis involves examining students’ weekly reflections on the author study module, reading records, and artifacts from group engagement strategies to identify themes of socio-cultural issues in Woodson’s novels. Additionally, the study explores how book browsing and interactive book browsing enhance the author’s study experience, facilitating a deeper interaction that leads students to controversial and banned books that are following modules.

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The Fun and Excitement of Making New Spaces for Picturebooks

Areas of interest

Teaching and including children's literature in other disciplines; teaching methods, practices and tools to promote reading for fun in children's literature courses; strategies for students' active engagement in children's literature courses

Keywords

Makerspace, engagement, interdisciplinary, picturebooks, in-service teachers

Abstract

Makerspaces (hands-on, inventive projects that incorporate STEM) have become a popular trend in schools and library programming. These collaborative spaces have the potential to spark creativity, ingenuity, and build STEM concept-knowledge (Hatzigianni et al., 2020). As literacy educators, we were interested in finding a way to use the flexible, creative, and experiential learning environment of makerspaces to help middle grades students develop literacy skills. Observing their possibilities, and considering Blakemore (2018) and Jackson et al.'s (2018) ideas to use literature as a springboard for makerspaces, we created "LitMakerSpaces": makerspace-inspired projects that utilize high-quality picturebooks and engage students in both the engineering design and writing processes. This semi-structured instructional framework rests on three educator-made instructional decisions: selecting (1) a challenging, grade-level writing skill, (2) a core grade-level science concept, and (3) a high-quality picturebook that can inspire the engineering challenge. The combination of these three decisions create the LitMakerSpace, where students are asked to meet a challenge to reimagine or change the picturebook story through the application of the learned science concepts, while practicing the new writing skill (Nelson, Liang, & Poitras, 2022).

After we had observed high engagement among the 10-12 year olds who took part in the first trials of a LitMakerSpace unit, we wondered how engaging in-service teachers and graduate students in a LitMakerSpace might help them consider ways to use picturebooks in their teaching with upper level students. Specifically, we sought to answer the following question: How do in-service teachers' and graduate students' perceptions of and attitudes toward using picturebooks in upper level classrooms develop after participating in a LitMakerSpace unit? We

found that sharing this LitMakerSpace with in-service teachers and graduate students created a high enthusiasm for using picturebooks in upper level classrooms that we had not previously experienced. Teachers learning about the LitMakerSpace unit were intrigued with the actual unit, excited about the positive outcomes, and eager to try it out in their own classrooms. They were also curious about what other LitMakerSpace units were available and with what other picturebooks. In this instance, LitMakerSpaces seemed to create a new-found joy in reading picturebooks and implementing them in new ways with middle grade students. In our presentation we will discuss the opportunities using LitMakerSpaces with pre-service and in-service teachers and graduate students may offer in building their knowledge of how to continue to use high quality picturebooks in upper level classrooms.

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Choice and creativity in reading picturebooks with undergraduate students

Areas of interest

Designing reading lists; syllabi and assignments.

Keywords

Picturebooks, student choice, multimodal, assignment design, undergraduate students

Abstract

This presentation focuses on the incorporation of choice and creativity in the design of picturebook reading lists and assignments for undergraduate students in an introductory course on children's literature. Specifically, this presentation describes how one instructor purposefully designed a thematic syllabus which employs a three-part reading list of 1) picturebooks that every student reads and can discuss as a whole class, 2) lists of picturebooks from which students choose one book to read and discuss in small groups, and 3) guidelines for free-choice picturebooks which students follow in choosing a picturebook to read on their own and then share with the class. Furthermore, to build on this diverse reading list, students are presented with various online resources through which to further explore their chosen picturebook and critically chose a weblink to include in a multimodal digital bookshelf assignment. In addition to explaining the course design and importance of choice in students' text selection (Allred & Cena, 2020; Dougherty et al. 2022; Manarin, 2012), this presentation includes student feedback as evidence in the effectiveness of choice and creativity.

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Picturebooks,
student choice,
multimodal,
assignment design,
undergraduate

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Reading enjoyment of children's poetry through creative writing activities: examples from the works of the students of the Department of Early Childhood Education of the University of Thessaly

Areas of interest

Teaching literature; poetry in primary school.

Keywords

Reading enjoyment, creative writing, poetry

Abstract

This paper focuses on the creative writing activities that took place within the university classroom, presenting samples of the students' work. In the context of the course "Creative writing: writing techniques and applications in education" of the Department of Early Childhood Education of the University of Thessaly during the academic year 2023-2024, the students of the fifth semester implemented creative writing activities, having as a starting point works of traditional or modern Greek poetry. Initially, a brief historical review was carried out with references to folk poetry (lullabies, carols, caroling, tahtarisms, lahnos, satirical songs), as well as to art poetry, with emphasis on traditional Greek poetry, as well as modern Greek poetry. Then followed the creative writing workshops, based on the work with the successive passage of the following stages: a) Discovery and creation of knowledge and techniques through the reading of poetic texts, b) Transformation of the acquired knowledge into new knowledge under the influence of a stimulus, c) Feedback through the publication of the poems in the plenary. The students wrote poems following the lyric or even the echo-rhythmic model, applying both guided and free-guided writing techniques. After completing the creative writing workshops, the 108 students who enrolled in the course chose a poet of their choice and after creatively analyzing one of their poems then used it as a prompt to write their own poems.

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Reading
enjoyment,
creative writing,
poetry

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Establishing a reading community for in-service and pre-service teachers

Areas of interest

Institutional possibilities and limitations in encouraging the knowledge on children's literature, reading for pleasure and reading communities, with an emphasis on reading communities; recreational reading and children's literature teaching in local, national or global frameworks, guidelines and standards.

Keywords

Book club, literary conversations, dialogic teaching, children and young adults' literature

Abstract

In the winter of 2024, we started what we call "an exclusive book club for in-service and pre-service teachers" at our university. Our motivation was primarily to create a literary community for teachers in Norwegian working with pupils from 1st to 10th grade, and also to include (some of) our master students in this community. During the recruitment process, the club acquired significant interest, necessitating us to exceed our initial set number of members. In the meetings, the participants have been showing great engagement in the literary conversations and highlighting both the personal and professional value of participating in the book club. After half a year of participating the members report that they have been motivated both by the selection of books and the literary thinking that have been activated in the meetings. It has led to them trying out new didactic approaches towards their pupils in their classrooms. As for the students in particular, they are given confidence and a community where they are encouraged to see themselves as readers, -an important preparation for literary work in the classroom.

The starting point of the book club aligns with a priority task for the Norwegian government. Norwegian children read less than before (Wagner, Knudsen & Støle, 2024), and the government wants to reverse this trend by directing attention to the desire to read and the joy of reading. Through the work of a new reading strategy, the government aims to create a culture of reading among children, young people and adults (Regjeringen.no <https://www.regjeringen.no/no/tema/kultur-idrett-og-frivillighet/innsiktsartikler/om-arbeidet-med-leselyststrategien/formalet-med-leselyststrategien/id2971622/>)

We see teachers as a key factor in developing joyful reading habits for children (Cremin et al., 2014; Blikstad-Balas & Roe, 2020), and we want to investigate the community's impact

on the participants' reading habits and their development and possible emergence as literary teachers. Hence, at the conference, we want to emphasize the dialogic framework of the club (Alexander, 2020; Aase, 2005), and discuss the different dialogic approaches to the texts we explore. This includes discussing the book selection, the modelling of literature conversations, the participants' contributions, and lastly, the didactic aspects such as the participants' motivation to foster dialogues and creating reading communities in their own classrooms.

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New Approaches of Reading for Pleasure Pedagogy and the Reading Profiles in Primary Schools

Areas of interest

Teaching methods, practices and tools to promote reading for fun in children's literature courses; Recreational reading in programmes on children's literature; strategies for students' active engagement in children's literature classes.

Keywords

Reading for pleasure, reading profiles, reading for pleasure pedagogy, reading motivators, reading pathways

Abstract

In our paper we will present an ongoing international Erasmus project (2023 – 2025) that aims to develop new approaches of reading for pleasure pedagogy in the digital age for primary school students. Our goal is to develop tools and techniques that will help us incite, sustain and deepen the pleasure for reading in children aged 9 to 11. The project revolves around two main ideas: The first is to define students' reading profiles (based on the results of an online questionnaire), which would then help us develop so-called reading pathways, i.e. concrete guidelines on how to get children with different profiles to read (more), all along thinking about reading and literature in a very inclusive way and also taking into account the digital dimension. The second key idea is to set up a course on the pedagogy of reading for pleasure, where we use our research findings to train librarians working in public libraries and specialized in children's and young adult literature to work with students as their reading motivators, taking a personalized approach based on reading profiles. At the conference, we will focus on the data based on the extensive online questionnaire on reading habits, interests and motivation that helped us to create the three reading profiles. We used mixed-method approach (quantitative and qualitative methodology) with closed and open questions combined, and analyzed the responses with various statistical tools. In our contribution, we address two research questions: In what aspects do the reading profiles differ from each other, and how can the reading paths be adjusted accordingly? We will also talk about some of the instruments developed as part of the project, e.g. the reading cards.

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Reading for
pleasure, reading
profiles, reading
for pleasure

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Sharing Is Fun: Using Picturebook Read-Alouds to Encourage Reading Engagement

Areas of interest

Strategies for students' active engagement in children's literature classes.

Keywords

Reading/literacy as an event, picturebooks, teacher preparation, EFL, shared reading

Abstract

Picturebooks have been regarded as a rich body of resources for teaching English as a foreign language (TEFL/EFL) in Taiwan (Yang 2015). However, most EFL student teachers have had limited exposure to picturebooks and need support in learning to engage with them critically and analytically. How may education practitioners encourage student teachers to engage with picturebooks in the teacher preparation program? How do student teachers construct meanings by engaging with multimodal representations in picturebooks? To respond to these questions, an integrated approach was adopted to incorporate shared readings and field experience to facilitate their active engagement with the picturebooks. This presentation describes and analyzes student teachers' use of English picturebooks for shared readings with young EFL learners. The participants were EFL student teachers taking a task-based children's literature course. One of the tasks is to do shared readings with EFL beginners in a local elementary school. Qualitative research methods would be used in the data-collecting process, including classroom observations, student teachers' learning portfolios, individual reflections, and feedback from homeroom teachers who observed the lessons. Preliminary findings reveal that shared readings with young children positively impacted student teachers' recognition of the significance of shared reading as an event. This study suggests that using picture storybooks with EFL beginners enabled student teachers to recognize this event as "socio-material-semiotic assemblings" that can be generative in positive ways (Burnett & Merchant 2018, p.14), which, in turn, encourage them to engage with the picturebooks actively.

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Reading/literacy
as an event,
picturebooks,
teacher
preparation EFL

thank you

