6th Baltic Sea
Conference on Literacy

Literacy Environments - Environmental Literacy

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Book of Abstracts

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Invited speakers

Indrek Park is an Estonian linguist who studies Native American languages. He works in the Department of Linguistics at Indiana University's College of Arts and Sciences. He has developed minority Native American languages, authored language textbooks, lectured on small languages, and created a written language for at least one of them.

Maria Deskur is the CEO of Fundacja Powszechnego Czytania (Universal Reading Foundation). Maria is a social entrepreneur dedicated to promoting literacy. With extensive experience in publishing, she drives initiatives to foster reading habits and improve access to books.

Paavo H.T. Leppänen, is professor of psychology at the Department of Psychology, University of Jyväskylä (JYU), Finland, and the director of the Centre of Excellence for Learning Dynamics and Intervention Research (InterLearn CoE) at the Faculty of Education and Psychology, JYU. Prof. Leppänen has extensive expertise in developmental cognitive psychology and experimental neuroscience using both behavioral and brain research methods (EEG, MEG, and combined MEG/EEG-eye-tracking methods). His research themes include reading, attention and language difficulties, and problems in foreign/ second language learning, their neurocognitive, socio-emotional and environmental risk and protective factors as well as training and intervention methods, and neurocognitive processes of text and online/ digital literacy.

Piret Päär, Storyteller NGO Jutumaja
A legendary Estonian storyteller and educator with over 35 years of experience. Piret has dedicated her life to preserving the storytelling tradition, teaching, and engaging adults with old folktales. Her passion lies in Estonian folklore and forgotten fairy tales from around the world. Storytelling as the best way to understand the world

Ally Sangster and **Irene Bews**, Outdoor Experiential Education Consultants from Scotland Ally Sangster and Irene Bews are Outdoor Experiential Education Consultants from Scotland who run their own company Adventurascotland. Both were headteacher/teacher in Scottish schools for many years before setting up Adventurascotland, specialising in the 'soft skills' of outdoor education. They developed and delivered many EU funded inservice courses for European teachers in Italy, Spain and Scotland. Their main focus is delivering outdoor education experiences for children, teenagers and teachers both at home and worldwide, focussing on experiential learning. They are currently working with Maasai Elders in Kenya on a girls education project, to promote and enable young women to further their education in a fast changing culture due to climate change.

Aleksandr Žedeljov (aka FAERSHTEIN), Composer, Musician & Producer Aleksandr Žedeljov (aka FAERSHTEIN), Composer, Musician & Producer Aleksandr Žedeljov, known as FAERSHTEIN, is an Estonian composer, musician, and producer whose creative work spans chamber and choral music, jazz, sound installations, and music for theatre and film. He is the music director of the Südalinna Teater and a two-time laureate of the Estonian Theatre Award for original music and sound design. A graduate of the Georg Ots Music School Jazz Guitar and the Estonian Academy of Music and Theatre Composition, Žedeljov has collaborated with ensembles, bands, and visual artists, creating works that bridge classical tradition with experimental soundscapes. His artistic projects, including the acclaimed Modulshtein collective, explore music as a language of rhythm, storytelling, and imagination. In his plenary session, he will offer a deeply personal perspective on how musical structures and narratives connect to literacy learning, inviting participants to rethink reading, listening, and creativity through unexpected lenses.

Abstracts of invited speakers and parallel session speakers

Literacy and Endangered Languages

Indrek Park, **Indiana University's College of Arts and Sciences**

The benefits of literacy in indigenous and endangered languages are not always immediate or straightforward, and in some cases, the effects can be controversial. While literacy can support the documentation and long-term preservation of linguistic heritage, it may also serve as a powerful symbol of cultural pride and identity. In contexts where oral transmission has weakened or been interrupted, literacy can support revitalization and language teaching. However, literacy is not a neutral tool. The imposition of orthographic norms, standardization of one variety over others, and external control over written forms can generate tension within language communities. Literacy is not neutral — it can revitalize or marginalize, depending on who leads, how it's implemented, and what the community wants. In some cases, literacy efforts may accelerate language shift rather than prevent it. In communities where the indigenous language remains strong, the premature introduction of literacy in a dominant language may, in fact, be detrimental. This paper examines the varying effects of literacy — both in indigenous and dominant languages — on a selection of endangered Balto-Finnic and Native American languages. It analyzes how different literacy strategies have led to divergent outcomes, offering a comparative perspective on what has helped, what has hindered, and why.

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Literacy for Democracy and Security

Maria Deskur, Universal Reading Foundation Poland

We need to make a strong case for a commitment to building the resilience and quality of critical thinking brains of EU citizens. Such an investment is a prerequisite for raising the next generation of democratic leaders, businessmen, scientists and citizens; for peaceful dialogue, security against manipulation and demagogues. The future of Europe will depend on the level of formation of the next generation to be subjects, not objects of communication. Literacy is key to this. It is crucial that we all, including our decision owners, start perceving and treating literacy for what it truly is: the proven key to shaping the future of resilient citizens and more equal, vibrant, and peaceful democracies. In order to obtain this change of perception we need to analyze and challenge the mental models of thinking which are roots of the narratives we all use. Because from these narratives originate perceptions, strategies and goals decision owners around Europe take and implement. An analysis of the current mental models in the light of research which is available shows how differently formulated our arguments should be in order to be in line with research and (also very importantly) have impact.

Storytelling as the best way to understand the world

<u>Piret Päär</u>, Storyteller and NGO Jutumaja

Storytelling - it's the best way communicate effectively and make sense of the world. Good story, the right time, the right place, can change the world. Throughout history, people have sought the truth of life, the secret of life, how to be human. Stories are like invisible threads that connect us across time, place, cultural, ethnic origins, age and everything else that sometimes separates us. I have many stories that fascinate me, and when something happens to me in life, that encounter makes that old story come alive again. Folktales are also very contemporary: people haven't changed over the centuries. People love in exactly the same way, people betray in exactly the same way. There is no doubt that our common understanding is that fairy tales and folktales are all very suitable for children's bedtime stories. But if adults themselves aren't fascinated by these stories, then children won't have that experience either. Listening to a good story creates a connection between different people and we recognize how we are with the same fears, graces and scars. Stories are very powerful tools in creating and maintaining community and raising children.

Bridging music and literacy

<u>Aleksandr Žedeljov</u>, Südalinna Teater

Aleksandr Žedeljov (aka FAERSHTEIN), Composer, Musician & Producer Aleksandr Žedeljov, known as FAERSHTEIN, is an Estonian composer, musician, and producer whose creative work spans chamber and choral music, jazz, sound installations, and music for theatre and film. He is the music director of the Südalinna Teater (Russian Theatre of Estonia) and a two-time laureate of the Estonian Theatre Award for original music and sound design. A graduate of the Georg Ots Music School Jazz Guitar and the Estonian Academy of Music and Theatre Composition, Žedeljov has collaborated with ensembles, bands, and visual artists, creating works that bridge classical tradition with experimental soundscapes. His artistic projects, including the acclaimed Modulshtein collective, explore music as a language of rhythm, storytelling, and imagination. In his plenary session, he will offer a deeply personal perspective on how musical structures and narratives connect to literacy learning, inviting participants to rethink reading, listening, and creativity through unexpected lenses.

Digital and online literacy – challenges for learners with neurodevelopmental disorders

Paavo Leppänen, University of Jyväskylä

The rise of digital media and the Internet has transformed literacy practices, demanding new reading skills and strategies. However, little is known about how school-age children—particularly those with learning difficulties and neurodevelopmental disorders—navigate these challenges. Research indicates that reading difficulties stem from multiple atypical processes or deficits that can hinder literacy development. In this presentation, I will discuss learning difficulties and neurodevelopmental disorders in relation to Internet reading and digital collaboration problem-solving skills. Our findings reveal that children with learning difficulties perform worse than their peers in several aspects of Internet reading, particularly in evaluating websites. Eye-tracking studies conducted in laboratory settings further suggest that children with reading and attentional difficulties struggle to apply effective strategies when selecting search results. Reading fluency and comprehension, along with specific cognitive skill profiles, appear to be crucial foundational level skills in successful Internet reading and collaborative problem-solving. Additionally, our training study demonstrates that teacher-led instruction in classroom settings can enhance Internet reading skills. These findings underscore the need for a multidisciplinary research approach to understand challenges met by learners with neurodevelopmental disorders and to develop effective assessment tools and instructional strategies for digital and Internet literacy.

Possibilities of using outdoor education to support speech development and language learning

Irene Bews, Ally Sangster, Adventurascotland

Over the past quarter of a century there has been a seismic shift in the social behaviours of young people. This has come about due to a combination of factors of which the rise in the use of social media/IT, the effects of COVID and the cumulative rise in the incidence of mental health issues are the most evident. Scott, Gray, et all (2022) suggest many of these can benefit from engagement with the outdoors. Crucially, this also applies to young people's language and communication skills which underpin development education, social development and life opportunities generally. However, a study by Nature England (2009) found less than one young person in ten regularly played in wild spaces which is in stark contrast to fifteen years earlier where this was one of the most common activities for this age group. Language development in an outdoors setting offers individual's the opportunity to practice a wide range of linguistic skills in real-time life situations. However, this has been at odds with more traditional education systems that are class-bound, based on expository learning and largely exam driven. Furthermore, as it is more open-ended in terms of timescale, traditional evaluations and assessment formats are not always appropriate which throws up significant challenges for the teacher/leader. Outdoor education opportunities provide a foundation where play is the perfect vehicle for the encouragement of literacy skills development in general.

Developing a reading culture in limited resource contexts in South Africa

Eileen Scheckle, Nelson Mandela University

Lilymore Mudziwapasi, Nelson Mandela University

Many children in South Africa, who come from homes with limited literacy resources, also attend schools that do not have a functioning library. In addition, many study through the medium of English though their families do not speak English at home. High schools that received book donations for classroom use, are the subject of this small-scale study. . As the first user of these books, it was important to work with teachers to understand their responses and to ascertain whether there were challenges in using these books. Having books does not mean they will be used and there is a tendency for schools to protect 'placed resources' (Prinsloo & Rowsell, 2012). Instead, we wanted to understand how these resources are taken up and how they added to teachers' pedagogical practices around literacy development. The study involved working together with teachers both outside and inside the classroom using interviews and observations to learn how their own literacy experiences informed how new books were mobilized for literacy work with grades 8 and 9 learners. The study recognised how individual and collaborative understandings of literacy contributed to developing a culture of reading.

Defining critical reading

Aada Saatsi, **University of Jyväskylä**

Jenni Ruotsalainen, **University of Jyväskylä**
Leena Paakkari, **University of Jyväskylä**
Anni Saatsi, **University of Jyväskylä**
Minna Torppa, **University of Jyväskylä**

The evolution and spread of information in the digital era requires critical reading and research on how to support these skills. However, currently the definitions of the critical reading concept are varying and unclear, complicating the research field. This paper is a systematic conceptual review on how critical reading has been defined in research literature, aiming at creating a refined conceptualisation of critical reading. Peer-reviewed articles (n=3257) were collected from scientific databases. In total, 554 met the inclusion criteria: written in English and examining critical reading as a skill, ability or action that can be taught or acquired. Clear conceptualisations of critical reading were provided by 206 of the included articles. A content analysis is currently performed to categorise the definitions. Also quantifications of the data will be made. Preliminary results indicate that the definitions focused largely on the subskills of critical reading, they present critical reading as active, sceptical and rational, and they often mix critical reading and critical literacy. This review will produce a conclusive definition of critical reading to foster a common understanding and thus, support future research.

Diverse leisure reading habits of children and adolescents – development, gender differences, and connection to reading skills

Emmi Ulvinen, University of Jyväskylä

Minna Torppa, University of Jyväskylä
Maria Psyridou, University of Oslo
Marja-Kristiina Lerkkanen, University of Jyväskylä
Anna-Maija Poikkeus, University of Jyväskylä
Martti Siekkinen, University of Eastern Finland

This study aimed to identify profiles of leisure reading development and their association with reading fluency and comprehension. Participants were 2525 Finnish students who were followed from Grade 1 to 9. Four profiles were identified based on the reading frequency of different genres: Comics readers, Online readers, Book readers and Nonreaders. Profile differences in leisure reading emerged early. Boys were over-represented in the Comics readers and Non-readers, while girls were over-represented in the Online readers and Book readers. Book readers showed the highest level of reading skills, though Comics readers were also above-average readers. Among Online readers, girls had above average skills in reading while boys had below-average skills. Non-readers, especially boys, had the poorest reading skills. The study highlights the emergence of early onset individual differences in leisure reading habits and the role of different kinds of active leisure reading and reading development across grades.

Kodulektüüri raskusastme sobivus I klassi õpilastele

Kadri Alver, Tallinn University

Maret Nurklik, Tallinn University
Helin Puksand, Tallinn University

Eestis antakse riikliku õppekava kohaselt lisaks aabitsale ja õpikutekstidele juba 1. kooliastmes lugeda kodulektüüri. Esimese klassi õpilaste lugemisoskus on aga varieeruv ning erinevused nõrkade ja tugevate lugejate vahel on suured. Samuti võivad 1. klassi õppetekstid olla varieeruva keerukusega ning seetõttu osadele õpilastele liiga rasked. Uurimisprobleem seisneb vastuolus, et õpetajad annavad juba 1. klassis õpilastele kodulektüüri lugeda, kuid ei ole teada kodulektüüri tehniline raskusaste ja sobivus algajatele lugejatele. Sellest tulenevalt oli meie uurimuse eesmärk teada saada kodulektüüri raskusaste ja sobivus 1. klassi õpilastele. Valim koosnes 39-st Tallinna ja Harjumaa koolide 1. klassi õpetajast. Esmalt koostasime klassiõpetajatele küsimustiku, et teada saada 1. klassis lugeda antav kodulektüür. Lisaks analüüsisime koolide kodulehekülgedel olevaid 1. klassi kodulektüüri nimekirju. Seejärel analüüsisime kõige rohkem nimetatud raamatutest 20 teost: hindasime nende raamatute raskusastet loetavusindeksiga Lix. Töö tulemustest selgus, et kõige rohkem antakse lugeda raamatuid "Jussikese seitse sõpra", "Sipsik", "Peep ja sõnad", raamatut omal valikul ja "Sööbik ja Pisik". Uurimusest järeldub, et õpetajad eelistavad anda lugeda traditsioonilist kirjandust, arvates, et see on eakohane ja lihtne. Samas kinnitab enamik õpetajaid, et nende klassis ei loe veel kõik õpilased ladusalt ja on neid, kes vajavad lugemisel tuge. Tulemustest selgus, et 1. klassi kodulektüür on algajale lugejale liiga keeruline.

Mathematics lessons in public library for upper middle school students

<u>Mairi Tempel</u>, Tartu Linnaraamatukogu

The aim of this study is to create integrated lesson plans and materials for students in grades 7-9. Public libraries have a crucial part in lifelong learning strategies, offering knowledge, literacy help, and solace from the everyday rush. Libraries help to become a reader, but also hold enjoyment and habit through growing. For this to work properly, it is important that every child could visit the library more than once through their school years. School field trips can give lasting memories and are one way to get ideas and opportunities toward students. But field trips take extra time from an already tight curriculum and so, the upper grade students are rare visitors in public library library lessons. The aim is to create lessons that follow learning outcomes of mathematics, show library options and a wide variety of reading materials at the same time. ADDIE model is used as developing framework and LEPO framework in lesson creation as it emphasizes learning environment. Public library in this study. For evaluation both library and mathematical didactics', and active mathematics teachers feedback were used. While implementing lessons, students' attitudes toward library and reading were monitored.

Reporting on the Feasibility and Effects of Polysyllabic Lessons on Upper Elementary Learners' Reading Performance, Self-Efficacy, and Anxiety: A Pilot

Zoi Traga Philippakos, **University of Tennessee**

Margaret Quinn, **Texas A&M**
Louis Rocconi, **University of Tennessee**
Adalea Davis, **University of Tennessee**

This study aimed to investigate instructors' implementation fidelity of a program targeting multisyllabic decoding and encoding and its effects on upper elementary students' reading and spelling performance. Additionally, the research explored the influence of professional development and contextual factors on teachers' instructional practices. The study involved nine female instructors from three adjacent elementary schools, including two classroom teachers who provided whole-group instruction and eight interventionists who worked with small groups. Student participants were 64 third to fifth grade learners. Professional development occurred prior to the study, accompanied by weekly coaching during the seven- week instructional period. Results indicated that higher fidelity of implementation for a greater number of lessons led to statistically significant improvements in student outcomes compared to lower fidelity for fewer lessons, which still yielded advancements in spelling and vocabulary. Furthermore, teachers exhibited significant knowledge gains from pretest to posttest, with feedback addressing factors impacting implementation fidelity. The study discusses implications for professional development and effective program implementation.

Coh-Metrix Text Analysis

Davorka Rujevčan, Karlovac University of Applied Sciences

Renata Šamo, Juraj Dobrila University of Pula

In reading, two groups of factors are in constant interaction. The first group implies the reader, who brings her/his knowledge, experiences and patterns of (strategic) behaviour into the reading process and influences its results, while the second one refers to the text and its features, among which cohesion and coherence are the most prominent. The focus here is on the latter. There are different approaches to the analysis of text features; one of the adequate available tools is Coh-Metrix with numerous indicators of cohesion, language and readability. Its developmental basis indicates a multilayered discourse view, as well as various psychologically rooted theories of text comprehension and learning. Coh-Metrix enables us to process a large number of text features which significantly reveal cohesive relationships and linguistic knowledge, also the features of language and discourse. The material for the current analysis covers texts used for the evaluation of Reading as part of the English language exam at the State Matura (school leaving exam) in Croatia. Texts from a seven-year period were processed with Coh-Metrix, thus, certain features, important for the readability of a text, will particularly be discussed. Finally, the practical application of such analysis will additionally be emphasised.

Reading difficulties among young people in secondary education - how accurately can DigiLukiseula identify them?

Maria Niskakoski, University of Jyväskylä

Eija Räikkönen, University of Jyväskylä
Minna Torppa, University of Jyväskylä
Jarkko Hautala, Niilo Mäki Institute

Reliable identification of reading difficulties (RD) is important at the transition to secondary school because of the developmental nature of reading difficulties. In Finland, RD screening is used to identify the support needs of students entering upper secondary education. To aid this, DigiLukiseula – A digital dyslexia screening tool for young people and adults was developed in 2019. DigiLukiseula has been found to be valid and reliable, but the accuracy of identification has not been sufficiently assessed. This study aims to determine how accurately DigiLukiseula identifies students who are identified as having RD in more detailed individual assessments. The register data had been gathered from one general upper secondary school in central Finland. Participants (46 females, 30 males) were aged 15-17 years. We used DigiLukiseula at the screening level and a Finnish test battery of reading and spelling skills at the individual level. Individual interviews were used to obtain more detailed information about the participants. Preliminary results showed that up to 80% of students identified as having RD on the screener were confirmed as having RD on the individual assessment.

Klassiõpetajate õpetamismeetodid soovitusliku kirjanduse käsitlemiseks 2. klassi eesti keele tundides lugemishuvi toetamiseks

Kirke Timmusk, Tallinna Ülikool (MA) / Kadrioru Saksa Gümnaasium (workplace)

Esimeses kooliastmes on oluline kujundada õpilases lugemisharjumus, mida saab teha läbi soovitusliku kirjanduse. Õpetaja peaks terviteoseid käsitledes toetama õpilase lugemishuvi läbi erinevate õpetamismeetodite (Kikas et al., 2016; Lerkkanen et al., 2012; Tang et al., 2017). Õpetajal võivad olla aga puudulikud teadmised tõhusatest õpetamismeetoditest, mis toetavad lugemishuvi, mistõttu võib ta eelistada madala kasuteguriga, kuid ajasäästlikumaid meetodeid (Surma et al., 2022). Uuringu eesmärk oli välja selgitada, milliseid õpetamismeetodeid klassiõpetajad (N=92) soovitusliku kirjanduse käsitlemiseks 2. klassi eesti keele tundides kasutavad, et toetada õpilaste lugemishuvi. Kirjeldavast faktoranalüüsist selgus, et kasutatavad meetodid jagunevad kolmeks: diskussioonipõhised, uurimispõhised ja õpetajakesksed. Kirjeldava statistika abil selgitati välja, et kõige sagedamini kasutati diskussioonipõhiseid ning kõige harvem õpetajakeskseid meetodeid. Pearsoni korrelatsioonikordaja kaudu ilmnes, et õpetajate tööstaaž ei ole seotud sellega, milliseid õpetamismeetodeid nad eelistavad, nii kogenud kui algajad õpetajad kasutavad vahelduvaid meetodeid. Faktorstruktuuri jagunemise kaudu saab õpetaja valida õpetamismeetodeid soovitusliku kirjanduse käsitlemiseks enda klassi eripärade ja oskuste järgi, kuid lugemishuvi säilimiseks on oluline põimida ja tasakaalustada mitmesuguseid meetodeid. Kasutatud allikad: Kikas, E., Silinskas, G., Jõgi, A.-L., & Soodla, P. (2016). Effects of teacher's individualized support on children's reading skills and interest in classrooms with different teaching styles. Learning and Individual Differences, 49, 270-277. https://doi.org/10.1016/j.lindif.2016.05.015 Lerkkanen, M. K., Kiuru, N., Pakarinen, E., Viljaranta, J., Poikkeus, A. M., Rasku-Puttonen, H., Siekkinen, M. & Nurmi, J. E. (2012). The role of teaching practices in the development of children's interest in reading and mathematics in kindergarten. Contemporary Educational Psychology, 37(4), 266–279. https://doi.org/10.1016/j.cedpsych.2011.03.004 Surma, T., Camp, G., de Groot, R., & Kirschner, P. A. (2022). Novice teachers' knowledge of effective study strategies. Frontiers in Education, 7. http://doi.org/10.3389/feduc.2022.996039 Tang, X., Kikas, E., Pakarinen, E., Lerkkanen, M.-K., Muotka, J., & Nurmi, J.-E. (2017). Profiles of teaching practices and first and third graders' reading skills in Finland and Estonia. Teaching and Teacher Education, 64, 150–161. https://doi.org/10.1016/j.tate.2017.01.020

Leveraging the Integration of Hands-on STEAM (Science, Technology, Engineering, Arts, Math) and CT (Computational Thinking) with Emergent Literacy Lessons to Build on Strengths of Young Dual Language Learners

Lea Ann Christenson, Towson University

This collective case study illuminates pre-service teachers practice of integrating of STEAM (Science, Technology, Engineering, Arts, Math) and Computational Thinking (CT) with typical pre-K emergent literacy lessons. Analysis of the pre-service teachers' lesson plans and reflections of the lessons showed that lessons integrated with STEAM and CT may be one way pre-K (4-year old's) teachers have the possibility of differentiating literacy instruction to meet the needs of all young learners, especially DLLs (Dual Language Learners), those whose first language is not the language that instruction (in this case English). This type of integration did not require a new curriculum or materials, rather it was simply a shift of how the pre-service teacher conceptualized the planning and delivery and assessment of instruction. Particular attention on the part of the pre-service teachers was what is meant by the 'T' for Technology in STEAM (a tool to solve a problem and this study was an 'unplugged' tool like magnifying glass or tweezers) and the elements of CT. Implications of this study are for further study with in-service teachers to investigate the possibility of the same results in addition to studies in different contexts. In addition, of interest would be a quantitative study of the participating children's literacy development.

Bookgifting Boosts Family Reading: Short- and Long-Term Impact of Finland's Pioneering Program

Vilma Tammelin, Lukukeskus / The Finnish Reading Center

At Finnish maternity and child health clinics every baby gets a book bag as a gift. The aim of the book gift is to give equal opportunities for early reading in every family. This program is called Book Bag to Every Baby Born in Finland. It has been active since 2019, having reached 250000 families (93 % of the babies). The book bag is available in Finnish and Swedish (in 2019–2021 also in three Sámi languages and four minority languages). The outcomes of the book gifting were analysed with impact surveys in 2021 including 770 parents and 220 public health nurse respondents. According to the impact study, reading increased in families: of the families that received a book bag, 27 % said they first began reading with their children when they received the book bag. 36 % of the families said they now read more than before, thanks to the book bag. The nurses were also convinced that the book bag encourages families to read together. Finland's government has funded the program since 2023. Results of the new impact study will be published in spring 2025. They will shed light on the program's long-term effects on early reading habits.

Principles for the selection of fictional books and the correlation between selection and students' reading motivation

Eva Orav, Juuru Eduard Vilde School

The reading proficiency of Estonian students is regarded as commendable, as evidenced by their 6th place ranking in the PISA 2022 study. However, in comparison to 2018, there has been a decline in the results of students instructed in Estonian, particularly among girls. The percentage of top-level readers has diminished, while the proportion of struggling readers has increased. During the initial stage of education (ages 7-10), the school's objective is to cultivate reading habits, foster a positive reading experience, and instill a love for reading; according to the curriculum, a student is required to read at least ten complete works over three years. Within the Estonian education system, teachers enjoy considerable autonomy; even within a single school, the number of books read annually and the criteria for selection may vary. Although the curriculum allows students to select their reading materials, this is not always implemented. The presentation outlines the principles guiding first-stage teachers in allowing students to choose works of fiction, the reasons some teachers may refrain from doing so, and the extent to which the opportunity for choice correlates with students' motivation to read and their reading skills. In the future, the author intends to develop a program that assists teachers in nurturing students' enjoyment of reading.

Adult and youngsters dyslexia

Sirje Klaos, Tallinn's Old Town School for Adults

Inga Miljand, Tallinn's Old Town School for Adults
Kadi Lukanenok, Tallinn University, Estonian Reading Association

It is estimated that dyslexia affects about 5-10% of school-aged children. From these children, adolescents with dyslexia grow up and later become adults with dyslexia. Although many people experience a reduction in the characteristics of dyslexia with age, research has shown that dyslexia is lifelong, and these individuals require support even after completing their schooling. Problems related to dyslexia in adolescents and adults have received significantly less attention compared to school-aged children, both in Estonia and across Europe. The presenters of this lecture aim to contribute to filling this gap. The presentation is based on two Nordplus Adult Dyslexia projects that took place from 2023-2025 and 2024- 2026. The project partners included organizations from Lithuania (project leader), Latvia, Estonia, and Denmark. During the projects, a guide for adapting teaching for teachers of students with dyslexia was created, along with a training program. Feedback from teachers was collected and analyzed regarding the materials developed during both projects. The presentation will introduce the guide and training program created through the project and present the results of a survey conducted among teachers. The presenters have extensive practical work experience, teaching experience, and are creators of educational resources and other learning materials.

Fonoloogilise teadlikkuse ja kiire automaatse nimetamise seosed lugemisoskusega 1. klassis

Kristel Mikkor, Tallinna Ülikool

Liina Toompuu, Tallinna Ülikool

Lugemisoskus on üks olulisematest oskustest tänapäeva ühiskonnas ning avaldab märkimisväärset, isegi kriitilist mõju kooliedukusele. Hea õppeedukuse tagamiseks on äärmiselt oluline lugemisoskuse arengu toetamine just esimeses kooliastmes ja just nimelt 1. klassis, sest siis on see palju tulemuslikum kui vanemates klassides. Uurimuse eesmärk oli analüüsida fonoloogilise teadlikkuse ja kiire automaatse nimetamise seoseid lugemisoskusega eesti emakeelega 1. klassi õpilastel. Samuti uuriti, kuidas laste rühmitamine eeloskuste profiilide põhjal (puudujäägid fonoloogilises teadlikkuses, kiires automaatses nimetamises või mõlemas) võimaldab ennustada lugemise õigsust ja lugemise kiirust. Kuna lugemisoskus kujuneb tihedas seoses keele ortograafiaga, on vajalik selliseid seoseid uurida ka eesti keele kontekstis. Uurimus tugineb topelt-defitsiidi hüpoteesile, mille kohaselt fonoloogiline teadlikkus ja kiire automaatne nimetamine on seotud lugemisoskusega iseseisvalt ning nende mõlema nõrkus kujutab endast suurenenud riski lugemisraskuste tekkeks. Tulemused näitasid, et fonoloogiline teadlikkus seostus olulisemalt lugemise õigsuse ning kiire automaatne nimetamine lugemise kiiruse näitajatega. Kõige nõrgemaid tulemusi lugemisülesannetes saavutasid topelt-puudujäägiga õpilased, kelle areng jäi kogu õppeaasta jooksul teistest oluliselt maha. Uuring kinnitas, et fonoloogilise teadlikkuse ja kiire automaatse nimetamise samaaegne hindamine aitab tuvastada lugemisraskusi ning kavandada sihipärast eripedagoogilist sekkumist.

The Impact of Literacy-Enriched Environments on Emerging Writing Skills in 4- to 6- Year-Old Children: A Systematic Review of the Literature

Egija Laganovska, University of Latvia

Ieva Margevica-Grinberga, University of Latvia

Emergent writing skills in children aged 4 to 6 are strong predictors of future literacy and academic success. This systematic review examines the influence of literacy-enriched environments on the development of emergent writing skills, highlighting the importance of early exposure to print-rich settings. Research underscores that both home and classroom environments play a crucial role in fostering foundational writing competencies. The review emphasizes the significance of literacy-enriched environments—spaces abundant with print materials and writing opportunities—in nurturing emergent writing skills. Meaningful writing experiences should be integrated across early childhood education settings, including play-based learning, science, and mathematics, to promote writing development. The literature suggests that increased exposure to literacy-rich stimuli, combined with teacher-led scaffolding and parental involvement, substantially enhances emergent writing skills. However, findings indicate that many preschool classrooms fail to maximize writing opportunities within the learning environment. High- quality early childhood settings embed literacy-rich experiences across multiple contexts, ensuring that children engage with writing materials in diverse learning situations. Strengthening literacy-enriched environments in preschools is imperative for fostering emergent writing competencies and promoting long- term academic success. This review underscores the necessity of structured, print-rich environments in shaping children's early writing development and laying a foundation for lifelong literacy acquisition. References Byington, T. A., & Kim, Y. (2017). Promoting preschoolers' emergent writing. Young Children, 72(5), 74–81. DeBaryshe, B. D. (2023). Supporting emergent writing in preschool classrooms: Results of a professional development program. Education Sciences, 13(9), 961. Hall, A. H., Simpson, A., Guo, Y., & Wang, S. (2015). Examining the effects of preschool writing instruction on emergent literacy skills: A systematic review of the literature. Literacy Research and Instruction, 54(2), 115–134. Neumann, M. M., Hood, M., & Ford, R. M. (2013). Using environmental print to enhance emergent literacy and print motivation. Reading and Writing, 26(5), 771–793. Pelatti, C. Y., Piasta, S. B., Justice, L. M., & O'Connell, A. (2014). Language- and literacy-learning opportunities in early childhood classrooms: Children's typical experiences and within-classroom variability. Early Childhood Research Quarterly, 29(4), 445–456 Puranik, C. S., & Lonigan, C. J. (2014). Emergent writing in preschoolers: Preliminary evidence for a theoretical framework. Reading Research Quarterly, 49(4), 453–46

Visual literacy as a facilitator of literacy. Some ideas about children's books

Austra Avotiņa, University of Latvia

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In the European educational space, increasing attention is paid to visual literacy as a 21st-century competence, defining it as the knowledge, skills and attitudes for perceiving, interpreting and creating visual images. Research demonstrates the importance of visual literacy in promoting literacy and developing critical and creative thinking. Although we traditionally perceive a book as a facilitator of literacy, it is an object where both competencies meet and, interacting with each other, stimulate the imagination. The study focuses on two questions: 1) stereotypes of animal characters (a bear and a wolf in tales), 2) the correspondence or inconsistency of illustration details with the text. It can be concluded that stereotypical ideas dominate the interpretation of characters, however, the diversity and purposeful selection of children's books can reduce stereotypes. We can conclude that the diverse interpretations encourage us to understand and evaluate the characters, feelings and behaviors, to delve into the illustrations, study the details, reflect on what we have seen, fantasize, draw, paint, create applications, animation, etc. Books have huge potential for the responsible user to develop all literacy skills, to improve knowledge and attitudes according to each goal, age and taste.

All well and good in theory, but... Results on the Usability of differentiated digital Reading Materials in Primary School

Fabian Feyertag, Private University College Augustinum

Lisa Paleczek, University of Graz
Elisabeth Stabler, Private University College

Reading skills, essential for social participation, significantly differ in students at school entry and onwards (Gasteiger-Klicpera, 2020). Differentiated instructional practices (Achmad et al., 2024) and digital tools ease addressing individual needs (Mahoney & Hall, 2017). We created digital differentiated reading materials for Grad 3 classrooms and investigated impact on their practical applicability. This mixed- methods study is currently being conducted in 39 Austrian classrooms from 11/24 to 04/25 and includes an intervention group (IG, N=708, 39 classrooms, implementing fourfold differentiated digital materials) and a control group (CG, N=198, 12 classrooms). The IG was divided into 3 groups, each employing a specific reading fostering approach (reading strategy, audio support, vocabulary work). Pre- and post- intervention reading assessment (GraLeV, Paleczek et al., 2023), questionnaires, interviews and classroom observations are to provide insights into student and teacher experiences. We will present insights into the implementation of the differentiated digital reading materials by analysing the materials based on 41 teacher interviews, to in depth exploration of challenges and potential of the materials. Achmad, W. K. S., Rachman, S. A., Aras, L., & Amran, M. (2024). Differentiated instruction in reading in elementary schools: a systematic review. International Journal of Evaluation and Research in Education (IJERE), 13(3), 1997. https://doi.org/10.11591/ijere.v13i3.27134 Gasteiger-Klicpera, B. (2020). Diversität in der Entwicklung des Lesens (S. 3–21). In L. Paleczek, S. Seifert (Hrsg.), Inklusiver Leseunterricht Leseentwicklung, Diagnostik und Konzepte. Springer VS. https://doi.org/10.1007/978-3-658-24221-3_1 Mahoney, J., & Hall, C. (2017). Using technology to differentiate and accommodate students with disabilities. E-Learning and Digital Media, 14(5), 291–303. https://doi.org/10.1177/2042753017751517 Paleczek, L., Seifert, S., Franz, A., Riedl, S., & Wohlhart, D.(2023). GraLeV. Grazer Leseverständnistest. https://doi.org/10.23668/PSYCHARCHIVES.13525

English-Readers Experience Exceptionally Impeded Learning: A Call to Research on Orthographic Impacts on Literacy and Learning Development

<u>Susan Galletly</u>**, Central Queensland University**

Many nations, e.g., Estonia, Finland, use highly-regular spelling, making it easy to learn to read and write. Most children are highly-accurate readers and writers, and can be independent learners from early in Grade 1; and most less-fluent, delayed readers catch up in Grades 2-4. In strong contrast, learning to read and write English is extremely difficult, especially when children are only 4-5 years-old. Using 26 letters for 40 sounds in 500+ spelling patterns slows and impedes learning: on average, ≥6 years to be reasonably accurate, for reading words, still well below adult accuracy, and ≥9 years for spelling. In most Anglophone nations, over 30% of children, teenagers and adults are struggling readers and learners, many with major difficulties Taiwan, Japan, Korea and China used to struggle, but have strong literacy: since 1940s-50s they begin children on highly-regular beginners' orthographies, e.g., Zhuyin, Hiragana, Pinyin. PISA profiles also show Anglophone nations severely struggling. Regular-orthography nations are role-models for co- operative research helping resolve Anglophone-nation difficulties, e.g., - Should children be older (6-8yrs, not 4-5yrs)? - Should a beginners' writing system be used first, as Asian role-model-nations do? The International-Academy-of-Research-in-Learning-Disabilities (IARLD) is promoting a Call to Research across nations (Download@iarld.org). Research is needed.

Eesti-, vene- ja kakskeelsete 1. klassi õpilaste lugejaprofiilid ning nende seosed lugemisoskusega 2. klassis

Marija Jurtin, Tallinn University

Lugemise lihtsa mudeli järgi on loetu mõistmiseks vaja lugemistehnilisi oskusi ja keelelist mõistmist. On teada, et lugemistehniliste oskuste omandamist mõjutab keele ortograafia ja silbistruktuur; keeleline mõistmine on aga mõjutatud kakskeelsusest. Seega võib arvata, et eesti-, vene- ja kakskeelsetel õpilastel on erisugused raskused lugema õppimisel. Uurimistöö eesmärk oli selgitada välja eesti-, vene- ja kakskeelsete 1. klassi õpilaste lugejaprofiilid lugemise lihtsa mudeli alusel ning analüüsida eri lugejaprofiilidega õpilaste lugemisoskust 2. klassis. Otsiti vastuseid kolmele uurimisküsimusele. Esimene uurimisküsimus puudutas eesti-, vene ja kakskeelsete 1. klassi õpilaste jaotuvust lugejaprofiilidesse keelelise mõistmise ja lugemisoskuse testitulemuste alusel 1. klassis. Teise ja kolmanda uurimisküsimusega sooviti teada saada, missugusel tasemel on eri lugejaprofiiliga eesti ja vene laste lugemistehnilised ja loetu mõistmise oskused 2. klassis. Uuringus osales 1150 1. klassi õpilast 51 koolist üle Eesti. Andmed olid kogutud Tallinna Ülikooli ja Haridus- ja Noorteameti ühise projekti „1. ja 2. klasside pädevustestid" raames. Tulemused näitasid, et lugejaprofiilide proportsioonid erinesid eesti-, vene- ja kakskeelsete 1. klassi õpilaste seas. Samuti selgus, et lugejaprofiil 1. klassis mõjutas lugemisoskust ka 2. klassis. Tulemustest järeldus, et eesti-, vene- ja kakskeelsete õpilaste lugemisraskused erinevad märkimisväärselt. Teiseks järeldus, et lugemistehniliste ja keeleliste oskuste tase 1. klassis mõjutab lugemisoskuse taset 2. klassis ning edaspidi.

L2 English phonological and orthographic spelling errors in L1 German English learners: Analyses and predictors

Heike Mlakar, **University of Hildesheim**

Joanna Hirst-Plein, **University of Hildesheim**
Georgia Niolaki, **University of Birmingham**
Aris Terzopoulos, **Birmingham City University**

This study investigated the effects of linguistic and cognitive skills on the English spelling acquisition of young L1 German speakers. We aimed to determine whether the learners (N = 101, mean age = 10.28 years, SD = 0.83; range = 8.74 to 11.76 years) relied on the same foundational cognitive (L1 phonological awareness, L1 phonological short-term memory, working memory, nonverbal intelligence) and linguistic skills (L2 English receptive vocabulary and grammar) when spelling English real words and pseudowords. Furthermore, our analysis provided insights into the types of spelling errors made by children, focusing on distinguishing between phonological and orthographic misspellings. While phonological errors were categorised to impact the phonetic representation of words, orthographic errors preserved pronunciation but deviated from conventional spelling norms. Our findings revealed that the learners in our study exhibited higher accuracy in spelling English real words compared to pseudowords. L2 English receptive vocabulary size predicted real-word spelling, while nonverbal intelligence was a predictor for pseudoword spelling accuracy. L2 English grammar knowledge significantly predicted real-word and pseudoword spelling accuracy, as well as the number of phonological errors, which were the most common error type. L1 phonological short-term memory positively predicted the number of orthographic errors.

Caregiver-child book familiarity affects book selection and shared book reading

Jamie Lingwood, Liverpool Hope University

Samantha Durrant, University of Manchester
Kirsten Read, Santa Clara University

Previous research indicates that shared book reading has been shown to foster a range of children's early language skills. It is thought that the spontaneous conversation that happens while reading a book aloud, known as extra-textual talk, plays a crucial role in fostering children's language skills. However, it is not known how factors such as book familiarity might affect extra-textual talk and children's engagement during shared book reading. The current study explored the impact of caregiver-child book familiarity and book selection on extra-textual talk and child engagement during shared book reading. Thirty dyads participated, selecting and reading books during video-recorded sessions. The findings showed that children, when given a choice, preferred unfamiliar books. Unfamiliar books elicited more extra-textual talk, including attentional directives, questions, and descriptions, likely due to caregivers' efforts to maintain engagement. Engagement levels were higher with familiar books, suggesting familiarity fosters deeper involvement. This study highlights the need to consider both child and caregiver book familiarity and the child's role in book selection to optimise language development and engagement during shared reading. Future research should further investigate these dynamics to support effective shared reading practices.

Using Mobile Devices for Improving Reading in Primary Education

Konstantina Derveni, **Charles University**

Radka Wildová, **Charles University**

The objective of this study is to examine whether mobile technologies can enhance students' reading fluency, comprehension and motivation to read in primary education. More specifically, the sample consisted of 16 students in Grade 1, who experienced tablets during their English lessons over a long-term period in a bilingual school in the Czech Republic. The study followed a qualitative approach with design- based research applied to enhance educational practices through a real-world classroom intervention with technology. It offers a comprehensive view of the potential of integrating mobile learning into formal educational settings, particularly for a subject as vital as reading. Pre- and post-tests were distributed before and after the intervention to assess students' performance, along with interviews to gather feedback on their overall experiences. From the analysis of the data in the post tests, they showed significant improvement; they read at a faster pace, made fewer mistakes, and demonstrated a stronger understanding of the text. Furthermore, the extensive use of educational apps increased their enthusiasm and participation in reading. These findings provide valuable insights into making literacy instruction more engaging, while also fostering a lifelong love of reading among young learners.

Hybrid Children's Books: New Forms of Transmedia Narrative and Their Potential Impact on Reading

Monika Janusz-Lorkowska, **Uniwersytet Łódzki**

The presentation will showcase the results of research conducted for a doctoral dissertation currently being prepared for publication. The study defines and analyzes hybrid forms of children's storytelling books, where the content extends beyond the physical book through digital enhancements such as VR, AR, or companion websites. A survey revealed that the best examples of such publications are present in international competitions for book creators. Organizers of these contests, such as the American Association for Library Service to Children Awards or the Italian Bologna Children's Book Fair, recognize the potential of new forms and have introduced special award categories for multimedia and hybrid book objects. Statistical analysis confirms dynamic growth in this field, with more spectacular hybrid publications winning accolades. Empirical observations reveal these books offer multisensory, interactive experiences that demand active, creative engagement from children and proficiency in using various devices. Currently, a scientific grant supports further research investigating whether interactive hybrid books encourage children to read more than traditional paper books. Pilot studies are planned for this summer, with results expected in September, which will interesting complement the current findings.

Project experience_- Critical theory in adult education practice: empowerment for critical actions (MIND)

Sandra Kalnina, University of Latvia

Iveta Verse, Education Development Center

Development of CT across different age groups and contexts is crucial, as it has to do with development of new life-skills, ability to adapt to new circumstances, to question reality, to develop autonomy, decision making. Adult educators, as well as adult learners do not have sufficient knowledge, practice and experience in CT. The current project aimed at filling in this gap and foster CT approach in non-formal adult education by strengthening the professional capacities of adult educators and empowering diverse groups of adult learners to apply and cultivate CT in various spheres of personal, community, professional and social life, making a meaningful contribution to their own well-being, that of others. Project activities tried to provide evidence-based answers to questions: What is critical thinking in non-formal adult education? What is its value for individual, organization, community and society? How it can be specifically developed and applied in different situations and contexts? Answers are embedded in the following outputs: Compendium of scientific literature, Report of analysis of adult education documents/programs; CT Program and Toolkit, Recommendations for adult education policy. The project has also developed a universal Methodical Model to be used in various adult education settings and contexts. The project partnership consists of 8 organizations from 4 European countries: Lithuania, Latvia, Croatia, Romania. Project partners work with diverse groups of adults-teachers, parents, librarians, seniors, migrants.

The arts as a window to building literacy about diversity and inclusion through picture book imagery in the preschool classroom

Wilma Robles-Melendez, Nova Southeastern University

The arts are a voice to the cultures of humanity. From childhood, literacy begins as children experience realities through the voices and images of the arts, a language giving voice to ideas and diversity. With efforts continuing to recognize and sustain our diversity, the arts remain as a vibrant component conveying the essence of cultures and fostering literacy building about today's social and individual diversity. Sustaining cultural diversity is echoed through Goal 10.2 from the Sustainable Development Goals (United Nations, 2015). Central to societal sustainability, welcoming diversity begin in early years, where art experiences inspire awareness about life's realities (Goldberg, 2021). Opening windows, picture books' images build awareness about social issues and challenges (Bishop, 1990) in local, global environments. Picture books introduce children to the language of the arts, learning about diversity in ways that become transformative. Stories play a meaningful role in building knowledge about social challenges (Bae- Dimitriadis, 2024). Powerful images visually telling stories, connect children to own diversity and of peers, promoting inclusive mindsets toward cultures. Immigration stories are literacy-building invitation into landscape of diversity. Using selected stories about immigration, presenter shares model for exploring cultural diversity through arts illustrations in picture books appropriate for children ages 3-8.

Screen or Paper? A study on cognitive load, attention and reading comprehension using eye-tracking, EEG, and GSR

<u>Amanda Saksida</u>**, Educational Research Institute**

<u>Laura Blaznik</u>**, Educational Research Institute**
<u>Igor Žnidaršič Žagar</u>**, Educational Research Institute**

Reading from screens and paper involves distinct cognitive and physiological processes, with implications for attention, cognitive load, comprehension, and litteracy development. Research suggests that reading from screen induces higher cognitive load, reflected in increased theta-beta ratio in EEG and greater GSR activation. Screens may also lead to shorter fixations, reduced parafoveal previewing, and greater visual fatigue. Paper reading, in contrast, may enhance sustained attention and support deeper comprehension via stronger theta-gamma coupling. Nonetheless, education and evaluation schemes are recently experiencing increased pressure towards digitalization. This pilot study examines differences in reading comprehension, attention, and cognitive load across two cohorts of children (9-year-olds, N = 19; 14-year- olds, N = 13) while reading material from international student-assessment programs (PISA, PIRLS) on screen and paper. Measures include EEG (theta-gamma coupling, high-frequency gamma activity), GSR (skin conductance responses), eye-tracking (fixation durations, saccadic activity), and a reading comprehension test. The testing will conclude within weeks. We hypothesize that reading from screen will be associated with higher cognitive load and reduced comprehension, particularly in younger children, while paper reading will support more efficient attentional control and semantic integration. Findings will contribute to understanding medium-dependent reading processes and their developmental implications.

Reading Fluently with Creative Drama

Derya Arslan Özer, **Burdur Mehmet Akif Ersoy University Education Faculty**

Zeynep Can, **Burdur Mehmet Akif Ersoy University Education Faculty**
Ayşecan Sarıaslan, **Anadolu Üniversitesi**

In Turkey, reading and writing instruction starts in the first grade of primary school. Students are taught reading and writing with the sound-based teaching method. Program changes were made in the 2024- 2025 academic year. Sound groups have changed. The alphabet is divided into 5 sound groups. Sound, syllable, word, sentence and text stages are followed. The aim of this study is to determine the effect of fluent reading techniques based on creative drama activities on reading comprehension and reading speed of first grade primary school students. Experimental method will be used in the study. A one-group pretest-posttest experimental design was used. The research was applied to first grade students attending primary school in the fall semester of the 2024-2025 academic year. As a data collection tool, the error analysis inventory and reading comprehension test were applied as pre-test and post-test. In the creative drama workshops, fluent reading techniques such as repeated reading, paired reading, choral reading were used in line with the 1st grade achievements and fluent reading techniques. Expert opinion was taken after the workshops were prepared. The application continued for 7 weeks. It was observed that the reading speed and reading comprehension levels of first grade students increased.

Children's Literature and Climate Fiction: Narrative Strategies for Environmental Awareness

Máirín Wilson, Trinity College

Tiziana Mascia, University of Urbino
Juli-Anna Aerila, University of Turku, Rauma Campus

In recent years, children's literature has increasingly engaged with climate change and sustainability, reflecting a growing awareness of environmental issues in educational and literary discourse. This paper explores how contemporary children's literature—through both climate fiction (cli-fi) and nonfiction narratives—functions as a tool for fostering ecological awareness and critical engagement with sustainability. Adopting an ecocritical and ecopedagogical framework (Gaard, 2009), this study investigates how climate fiction constructs speculative futures to prompt ethical and political reflection, while nonfiction narratives blend scientific knowledge with storytelling to develop ecological literacy (Mascia, 2024). Through analysis of selected works from Italy, Ireland and Finland, the presentation highlights narrative strategies that promote environmental responsibility, collective action and the critique of systemic injustices in climate discourse. This presentation explores the shift in children's literature from an emphasis on individual ecological responsibility to a broader critique of political and corporate accountability, as examined in critical climate literacy studies (Murphy, 2024). By highlighting the intersection between climate narratives and social justice, it demonstrates how children's literature functions not only as a means of sensitisation but as an active force in climate education and advocacy. Gaard, G. (2009). Children's environmental literature: From ecocriticism to ecopedagogy. Neohelicon, 36(2), 321-334. Mascia, T. 2024. Letteratura per l'infanzia, Culture e Nuovi Media. Roma: Edizioni Conoscenza. Murphy, E. (2024). Healing landscapes and grieving eco-warriors: Climate activism in children's literature. Children's Literature in Education. https://doi.org/10.1007/s105 83-023-09567-3

The Effect of Word Frequency and Parts of Speech on the Spelling Performance of Students with and without Learning Disabilities During a Free Writing Task

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Lexical acquisition is influenced by various factors, including part of speech and word frequency, with nouns and high-frequency words typically being perceived as easier to acquire. Students with learning disabilities (LDs) often struggle with both the acquisition of vocabulary and the retrieval of appropriate words during written expression. The purpose of this study was to examine types of spelling errors made by 110 students (n =50 females) without and 55 (n = 34 females) with LDs at the age of 10 and 11 years old who completed a descriptive writing untimed task. A multinomial logistic regression model was implemented with predictors part of speech, word frequency and learning-disability status. The dependent variable was types of spelling errors (phonological, stem, and suffix errors). The findings revealed no statistically significant differences in the log-odds ratios concerning phonological errors in comparison with stem and suffix categories (Nagelkerke R2 = .12). Thus, predictor variables under examination did not influence the type of spelling errors indicating that more experienced elementary students, regardless of their learning disability status, pay limited attention to the spelling process during free writing tasks and perform similar error patterns. Implications for writing instruction and specific spelling instruction will be discussed.

Unlocking Reading Success: Using Text Annotation to Boost English Skills in Grade 9 Students

Evita Rīdere, Rīgas Āgenskalna Valsts ģimnāzija

Evija Latkovska, The University of Latvia, Faculty of Education Sciences and Psychology

In an increasingly interconnected world, proficiency in English reading skills is crucial for effective communication. This study explores the role of text annotation as a strategy to enhance Grade 9 students' English reading skills. The research investigates how annotation facilitates students' reading comprehension, critical thinking, and engagement with texts, addressing challenges such as difficulties in summarisation, vocabulary gaps, and lack of inferencing skills. The study employs a case study methodology, conducted in a State Gymnasium in Riga with 30 students and two teachers. Data collection methods include student questionnaire, teacher interview, and pre- and post-intervention achievement tests. Over ten weeks, students engaged in structured annotation activities to highlight key concepts, infer meanings, and connect ideas within texts. The findings indicate that annotation improves students' ability to identify main ideas, understand text structures, and engage in deeper reading analysis. Additionally, students reported increased motivation and confidence in their reading skills. Teachers highlighted annotation's effectiveness in fostering students' active reading and critical thinking. The study concludes that the systematic use of annotation strategies in English lessons can significantly enhance students' reading comprehension and analytical skills, offering practical recommendations for educators to integrate annotation techniques into their teaching practices.

Eesti Lugemisühingu lugemisprojektid

Kadi Lukanenok, Eesti Lugemisühing

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Heli Mägi-Jaanus, Eesti Lugemisühing
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Meeli Pandis, Eesti Lugemisühing
Heli Prii, Eesti Lugemisühing
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Eesti Lugemisühingu missioon on toetada igas vanuses, erineva tausta, võimaluste ja erivajadustega lugejate ja kirjutajate kirjaoskuse kujunemist ja arengut, lugemis- ja kirjutamisrõõmu. Missioonist lähtudes on Eesti Lugemisühingus käimas mitmeid laste kirjaoskust edendavaid projekte. Sümpoosiumi käigus pakume võimalust harjutada erinevate projekti näitel viit praktilist metoodikat: paaris ettelugemine ja loetu sidumine loova tegevusega, pildiraamatu vaatlus ja "ettelugemine" paaristööna, osalemine düsleksia simulatsioonis, kodu-uurimuslikel teemadel arutlemine ja Lugemispesa "kohvri" sisuga tutvumine. Sümpoosiumiga soovime anda inspiratsiooni lugemistegevuste korraldamiseks kaasates loovust ning lähtudes laste vajadustest. Sessiooni lõpus kutsume osalejaid üles mõtlema võimaluste üle viia oma asutuses (lasteaias või koolis) läbi analoogseid tegevusi ja algatada projekte.

Implementation of Creative Literacy in Education: the Story of Good Practices

Sandra Kalnina, University of Latvia

Ieva Margeviča-Grinberga, University of Latvia
Kadi Lukanenok, University of Tallinn
Maria Jürimäe, University of Tartu
Juli-Anna Aerila, University of Turku, Rauma Campus
Merja Kauppinen, University of Jyväskylä

Recent research has raised deep concerns over students' decreasing motivation toward reading, highlighting an alarming trend in education today. According to researchers like Lähdesmäki et al. (2022), most students are uninterested in reading, and this lack of engagement significantly reduces their comprehension ability. This is critical because reading is a foundational skill for overall academic success. Creative literacy offers a promising solution by engaging students in active, meaningful interactions with texts, encouraging them to explore and interpret literature in innovative ways. This study explores how creative literacy practices are implemented in classrooms. Using a qualitative research approach, in-depth interviews were conducted with teachers across Finland, Latvia, and Estonia to gain deeper insights into their experiences and strategies for integrating creative literacy into their teaching. The study analyzes good practices of creative literacy methods, including multimodal storytelling, role-playing, creative writing, and visualization techniques. A cross-country comparison examines how different educational systems and cultural contexts influence the adoption and effectiveness of these strategies. The data sets provide insights into variations across school levels, teacher expertise, and institutional support. Findings reveal that teachers' prior knowledge and curriculum constraints remain significant challenges. Despite these barriers, teachers report that integrating creative literacy practices fosters deeper textual engagement and supports students in developing interpretative and analytical skills. Keywords: creative literacy, good practice, creative literacy methods, cross-country comparison, teacher experience

Discourses of Hope: The More-Than-Human World in Children's Eco-Literature?

<u>Sage Borgmästars</u>, Åbo Akademi

This presentation will report on an investigation of a selection of approximately 20 contemporary 'environmental' picture books through a posthumanist lens, exploring discourses of 'hope,' 'sustainability,' and 'relationships'. Critical discourse analysis is used to expose ecological relationships and challenges or reinforcement of anthropocentric assumptions. Focusing on trends and messaging around ecological entanglements and interdependence, this exploration aims to uncover how the books position humanity in relation to the environment, specifically analyzing the presence of 'hope' or optimism, the meaning of 'sustainability' and whom it is for, along with depictions of power and agency within 'relationships'. Regardless of a texts' ideological alignment, when educators grapple with posthumanist perspectives in their own reading, they can harness the potential of picture books to inspire critical engagement with ecological issues and ultimately deepen their students' environmental literacy. This presentation will integrate current academic theories with practical strategies for educators, offering concrete examples of how these (and other) picture books can be utilized across different age groups and educational contexts. By leveraging these rich texts, educators can cultivate critical dialogues around ecological relationships and empower students to envision a sustainable future rooted in empathy and intentional consideration for the more-than-human world.

Perceived learning difficulties, digital addiction and school burnout in primary and secondary school students

Ene Varik-Maasik, Tallinn University

Riin Seema, Tallinn University

This study explores how students in grades 6–12 perceive learning difficulties and examines the relationship between these perceptions, school burnout and digital addiction. The study was conducted as part of an electronic survey, with data collected in spring 2022 from 8,170 students enrolled in Estonia's inclusive school system. Participants, aged 11 to 20, completed the Perceived Learning Difficulties Scale (PLDS), which demonstrated high internal consistency. Factor analysis for the (PLDS) with principal components examined the structure of the scale's statements. The analysis revealed that all the scale statements have good communality, and one principal component describes 54% of the total variability of all the baseline items. The results of a survey on perceived learning difficulties show that a significant proportion of students perceive that it takes longer for them understand what they are learning than their peers and they find it difficult to cope with learning at the same pace as their classmates. The study found that a fifth of students have difficulty understanding the meaning of texts when reading. Findings revealed that students across all grades reported learning difficulties. Patterns of perceived difficulties were similar for students in different grades. Statistically significant gender differences were found in the perception of learning difficulties. Additionally, a higher perceived learning difficulty score was linked to increased digital addiction and school-related burnout.

Reading Comprehension: What do Portuguese textbooks offer?

Luisa Araujo, ISEC Lisboa

Alessandra França, ISEC Lisboa
Rosária Correia, Agrupamento de Escolas Gil Paes

Reading comprehension is a crucial skill for academic success and later social and professional outcomes (Bogaerds-Hazenberg et al., 2022). It depends on the development of key aspects; prior knowledge, lexical repertoire, metacognitive skills and knowledge of textual typologies (Smith et al., 2021). Recent studies highlight shortcomings in mother tongue textbooks; such as limited attention to expository texts and few opportunities to make inferences (Beerwinkle et al., 2021). Moreover, they do not incorporate sufficient evidence-based practices (Wijekumar et al., 2012), suggesting they may undermine effective instruction (Dockx et al., 2020). Cordeiro et al. (2021) found similar shortcomings in Portuguese textbooks and no alignment with the curriculum. We extend this knowledge base by examining how mother tongue textbooks adopted nationally are aligned with the new curriculum. We analyze 3 textbooks according to the reading comprehension strategies they propose, the types of texts (n = 82) they include and related questions. Preliminary results indicate that narrative texts predominate in detriment of descriptive ones, reflecting a partial alignment with the curriculum guidelines, and that they contemplate few inferential questions. In addition, all textbooks stress the activation of prior knowledge, lexical development and knowledge of textual typologies but include no suggestions for comprehension monitoring.

Workshop: Multisensory Games Supporting Early Literacy Development

Katrin Saluvee, Narva College of University of Tartu

Katrin Helendi, Narva College of University of Tartu

The workshop introduces practical games and activities that support children's early literacy development through multisensory learning. Engaging multiple senses in learning to read and write creates a rich environment that accommodates children's individual learning styles and fosters meaningful experiences. Multisensory methods help children acquire new words more effectively, develop phonemic awareness, strengthen hand-eye coordination, and improve reading skills (Solichah & Fardana, 2024).A key method in the workshop is story massage, which combines storytelling with sensory experiences, helping children acquire language through movement, touch, and narrative comprehension. Additionally, activities using a light table and sand will be introduced to support letter learning and fine motor skills in a playful manner. The use of the traditional Estonian zither adds a musical element to learning, stimulating rhythm awareness, auditory memory, and linguistic confidence.The workshop offers participants hands-on experiences and inspiring ideas on how to apply multisensory methods to support children's language development, creativity, and self-expression. Participants will have the opportunity to experiment with various tools and methods to understand how different sensory stimuli help children acquire and reinforce early literacy skills in a supportive way.

The Relation Between Literacy and STEM: Supporting Student Success in Accessing Challenging Text-based STEM Content

Stephanie Snidarich, **University of Florida**

STEM text-based content can challenge students' literacy skills. The International Literacy Association (ILA) defines literacy as, "The ability to identify, understand, interpret, create, compute, and communicate using visual, audible, and digital materials across disciplines and in any context (International Literacy Association, 2024). Applied to STEM, literacy more specifically refers to a student's ability to read about, understand, and write about complex, text-based scientific and mathematical concepts, know and use sophisticated STEM-related vocabulary, as well as analyze and communicate about what they learned. Students who possess these skills are poised to acquire important knowledge and skills they can use to solve problems and resolve issues, which can thereby help to sustain ecological, economic and social stability. This presentation will review research on the relation between literacy and STEM and evidence- based strategies that educators can leverage to better support students, with and without literacy difficulties, to successfully access, learn from, and use STEM text-based content.

Which is more challenging, reading or listening

Helin Puksand, Tallinn University

Kerli Haav, Merivälja School
Elika Klettenberg, Abja-Paluoja Primary healt care center

According to the learning outcomes of the national curriculum for general education, students are expected to comprehend both spoken and written texts. However, comparative research on text comprehension through listening and reading remains limited both in Estonia and globally. Consequently, there is insufficient knowledge about how students understand texts they listen or read, making it challenging to implement effective measures to support their learning. This study examined how the mode of information presentation, whether spoken or written, influences the comprehension in 4th and 7th grade. Sample consisted of 295 students from four general education schools in Estonia. An experiment was conducted using two texts and tasks of similar difficulty. The results revealed that 4th-grade students comprehended texts better when listening, whereas in 7th grade, text comprehension was relatively similar for both listening and reading. The results of students with and without special educational needs (SEN) revealed that the average performance of 4th-grade SEN students in the listening task was twice as low as that of students without SEN, while their average score in the reading task was nearly three times lower.

Workshop: How to teach the novella structure in a creative fashion?

Riina Belov, Tartu Tamme Kool

Christofer Kivipalu, Narva Gymnasium

In Estonia the novella structure is usually taught in the 8th or 9th grade . Some teachers explain the structure, give some examples, but the structure never clicks with the students. In this symposium/workshop we are going to give you few ways how to explain the novella structure in a more creative way. Be ready for a hands on-experience!

The Sea in Ecocritical Dialogue: Tove Jansson's Depictions of Nature

Petra Bäni Rigler, PH FHNW

Lisa Källström, Södertörn University

'There was the sea – his sea – going past, wave after wave, foaming recklessly, raging furiously, but, somehow, tranquil at the same time. He felt completely alive from the tip of his ears to the tip of his tail.' wrote the Finnish-Swedish author Tove Jansson in Pappan och havet (1965; Moominpappa at Sea). The sea and its raging storms were a central source of inspiration for the author. In this presentation, this quote and others from Jansson's ouevre will be in focus for a discussion on how books with their materiality can be used to engage children in an ecocritical dialogue (Goga et al 2023; 10). Dialogue teaching is fundamentally exploratory. Goga et al. show how today's Nordic curricula place great emphasis on exploring texts and different types of materials, recognising that exploration has great potential for knowledge acquisition (Ibid). Axelsson et al. explorer the importance attributed to the autonomous child in these dialogues (2023, 190; Kvamme & Sæther, 2019, s. 32). Important, such dialogues can serve as a tool to explore and further develop the interdisciplinary theme of sustainable development in school discourse with children. Thinking about possible synergies and entanglements between the pedagogical and the aesthetic approaches also raises questions about children´s reception and affective engagement. The objective with this paper is to conduct a diffractive reading of how various forms of nature/culture binaries are depicted and blurred. Using a participative research approach informed by an action research methodology, the study also seeks to explore how agency can be understood and operationalised in one case studies: a conversation with children about the importance of the sea in Jansson's writing. Keywords: Tove Jansson, island, The Sommer Book, Ecocritical References in selection: - Axelsson, M., Källström, L. & Rättyä, K. "Vem tar ansvaret? Ekologisk hållbarhet i nordiska läroplaner". I Goga, Nina; Guanio-Uluru, Lykke Harmony Alara; Kleveland, Kristine & Rimmereide, Hege Emma (Red.), Økokritiske dialoger Innganger til arbeid med bærekraft i lærerutdanningen. Universitetsforlaget, 2023 - Goga, Nina; Guanio- Uluru, Lykke Harmony Alara; Kleveland, Kristine & Rimmereide, Hege Emma (Red.), Økokritiske dialoger Innganger til arbeid med bærekraft i lærerutdanningen. Universitetsforlaget, 2023. - Hubli, Kathrin: Kunstprojekt (Mumin-)Buch. Tove Janssons prozessuale Ästhetik und materielle Transmission. Tübingen 2019. - Kvamme, Ole Andreas & Sæther, Elin (Red.) (2019). Bærekraftdidaktikk (1. utg.). Fagbokforlaget. Dr. Lisa Källström is an expert on visual rhetoric at Södertörn University. Her research focusses on the political significance of images at the intersection of aesthetic and rhetorical events. In the project 'Pippi beyond the Wall', she discusses the reception of Pippi Longstocking in the GDR with historian Ines Soldwisch (Heinrich Heine University) (funded by the Baltic Sea Foundation). In 'Putte and Pippi in the World', she and Petra Bäni Rigler discuss the visual transformations of two Swedish children's book characters (funded by Ridderstad). Publications: Visite to the Candy-Store: Pippi, Walter Benjamin and the Reading Child. Cultural Perspectives on Sweets in Children's Literature and Media. Corina Löwe & Sabine Planka. Routledge: New York. Dr. Petra Bäni Rigler is a lecturer at the University of Applied Sciences (PH FHNW) where she teaches (Scandinavian) children's literature and its didactics. As a researcher in the Project 'Material Poetics in Scandinavian children's literature' (University of Zurich), founded by the national research foundation, she finished with a PhD about Elsa Beskow's work under the title Bilderbuch- Lesebuch-Künstlerbuch. Elsa Beskows Ästhetik des Materiellen (2019). In the project 'Putte and Pippi in the World', she and Lisa Källström (Södertörn, Schweden) discuss the visual transformations of two Swedish children's book characters (funded by Ridderstad). Publications (selection): Inszeniertes Lesen und Schreiben – Lese- und Schreibszenen bei Elsa Beskow und Astrid Lindgren. In: Pippi feiert Geburtstag. Kids+Media 1/22. https://doi.org/10.54717/kidsmedia.12.1.2022.5; Published together: - Källström, Lisa & Petra Bäni Rigler. Med blick, hand och penna: Elsa Beskow, Ingrid Vang Nyman och två läseboksprojekt. European Journal of Scandinavian Studies 2024. - Källström, Lisa & Petra Bäni Rigler: Ästhetik und Didaktik im Widerstreit: Zwei schwedische Schulbuchprojekte im Rahmen der Reformpädagogik. In:

Schmidt, Nadine J./Mikota, Jana (Hg.): Literarisches Lernen mit Erstleseliteratur im Unterricht. Didaktisch- methodische Implikationen und empirische Forschungsperspektiven. Kopaed: München 2024.

Without a script: using improvised presentations to build confidence and creativity in the classroom

Liidia Varrik, Lähte Gümnaasium

This presentation exemplifies the use of improvised slideshows (also called PowerPoint karaoke) as a strategy to develop spontaneous speaking skills in upper secondary classrooms. In addition to activating skills required in the speaking portion of language exams, delivering short presentations on slides not seen in advance encourages quick thinking, adaptability, and collaborative humour. The task also allows for additional support for diverse learners by providing speaking points, visual cues, and relevant vocabulary. The less proficient students can focus on communicative competences while more advanced learners have an opportunity to experiment with register, rhetoric, and audience engagement. The unpredictability of the slides levels the playing field, as all participants must adapt in real time, regardless of prior knowledge or linguistic background. The activity also fosters peer support since mistakes become part of the shared experience. This presentation discusses the practical classroom application of the presentation task and reflects on the experienced successes and shortcomings of implementing the task.

"The Construction of Spatial Identity in the School Library or creating effective spaces for reading".

Aija Jankava, **Olaine Secondary School no1, Olaine, Latvia**

The advanced reading, thinking and hang - outing environment might be one of the mind-blowing challenges to ever hit the school library world. Open, bookish, safe, hospitable places that students frequently, willingly and knowingly share, are truly what all school libraries aspire to be. How do you get that feeling: you enter the room and feel like you're in a special place? That's where everything comes together in such a perfect story — place and identity are inextricably bound to one another. The presentation "The Construction of Spatial Identity in the School Library or creating effective spaces for reading" is devoted to the understanding of the library space of today's school. A library is not a sum of objects, but an ongoing process of constructing a library's identity. (H. M. Proshansky, A. K. Fabian, R. Kaminoff, H. Lefebvre). The common starting point is: a sense of place and identity, constructed by a librarians and users, generates the development of valued meaning and authentic identity. Paper serves as entry points into the ongoing and interdisciplinary conversation about how the identity of school library can and does change reader's literacy and personality. Keywords: library space, school libraries, spatial cognition, spatial identity

Using language models and language technology tools in the evaluation of Estonian L1 argumentative texts

Merilin Aruvee, Tallinn University

Katarin Leppik, Tallinn University
Kais Allikivi, Tallinn University
Silvia Maine, Tallinn University
Harli Kodasma, Tallinn University
Andres Karjus, Tallinn University

The transition to Estonian e-exams in 2027 has highlighted the necessity to create efficient and versatile hybrid writing evaluation tools that would support teachers in giving feedback and assessing writing tasks. A number of such tools have been developed for English teachers and learners (i.e., Criterion, MyAccess, Write & Improve) but Estonian language teachers and learners lack similar opportunities. Currently, expert graders and students' own teachers evaluate the trial e-exam texts based on three aspects: content and structure; sentence and wording; and correctness. We studied the uses of language technology tools and generative language models (LLMs, GPT and Gemini family models) in the context of argumentative essay evaluation and asked: How capable are the statistical language processing tools and LLMs in the evaluation of Estonian L1 essays? In addition, we wanted to know the extent to which the scores of human evaluators and e-tools differ. We have been working closely with the Estonian Education and Youth Board which has provided access to trial e-exam texts from 2024 (currently, the data consists of 795 argumentative texts from 9th graders and 764 texts from 12th graders). We have analyzed the texts using the same rubric as expert evaluators, applying LLM-based zero-shot classification and predicting subscores based on related linguistic features extracted by various language tools. Results show that machine-based evaluation was more consistent than expert scores. Language models provided stable and comparable assessment without prior special training. 100% of LLM-based scores were within the range given by experts. Whereas LLMs proved to be more effective in assessing content and structure, the statistical approach was more accurate in assessing correctness. References Allkivi, K., Eslon, P., Kamarik, T., Kert, K., Kippar, J., Kodasma, H., Maine, S., Norak, K. (2024). ELLE – Estonian Language Learning and Analysis Environment. Baltic Journal of Modern Computing, 12(4), 560–569. http://doi.org/10.22364/bjmc.2024.12.4.17 Luhtaru, A., Purason, T., Vainikko, M., Del, M. & Fishel, M. (2024b). To Err Is Human, but Llamas Can Learn It Too. Findings of the Association for Computational Linguistics: EMNLP 2024 (lk 12466–12481). https://doi.org/10.18653/v1/2024.findings-emnlp.727 Oliveira, H., Mello, R. F., Miranda, P., Batista, H., da Silva Filho, M. W., Cordeiro, T., ... & Isotani, S. (2025). A benchmark dataset of narrative student essays with multi-competency grades for automatic essay scoring in Brazilian Portuguese. Data in Brief, 60, 111526.

Using short stories to talk about gender equality in home and consumer studies

Jenny Edvardsson, Kristianstad University

Anna Bryntorp, Kristianstad University
Anna Scazzocchio, Kristianstad University
Karin Höijer, Kristianstad University

With environmental literacy individuals can make responsible decisions that maintain ecological, economic and social stability. It is important that schools provide opportunities to discuss sustainability from different perspectives. One aspect of sustainability is gender equality. It is integrated into teacher education in Sweden. However, there are indications that it is not being transformed into meaningful practice. In Home and Consumer studies (HCS) classroom discussions about gender equality are limited to the situation at home without drawing parallels to societal structures. In this presentation, we report on a study conducted at the HCS teacher training programme, where a short story and a book talk model were used to see if the content of the discussions changed. The results show that the discussions moved from the private sphere to societal structures related to family, work and community life. References Edvardsson, J. (2019). Läsa och samtala om skönlitteratur Kreitz-Sandberg, S. & Lahelma, E. (2021). Global demands – local practices. Nordic Journal of Comparative and International Education Swedish Schools Inspectorate. (2019). Home and Consumer Studies in years 7-9

Väikeste kodu-uurijate 15 tegevusaastat sotsiaalse suhtluse ja väärtuste kandjana

Heli Prii, **Paide Hillar Hanssoo Põhikool**

Eve Krais, **Paide Hillar Hanssoo Põhikool**
Tiina Kivimäe, **Paide Hammerbecki Põhikool**

Paide õpetajate algatatud ja juhitud ainulaadne üleriigiline väikeste kodu-uurijate konkurss suunab noorema kooliea lapsed aktiivselt suhtlema oma vanemate, vanavanemate ja vana-vanavanematega. Õppurite uuritud teemad on olnud alati seotud nende jaoks kõige kallima ning lähedasemaga: oma pere, kodu ja kodukohaga. 3.–6. klasside õpilased on koostanud uurimistöid ning vormistanud neid käsitsi juba 15 aastat. Aastate jooksul on konkursil osalevatest koolidest kujunenud sõpruskond. Üheks liitvaks teguriks on iga konkursi lõpus korraldatav tänupäev, kuhu on palutud kõik osalejad ning nende juhendajad õpetajad ja lapsevanemad. Väikeste kodu-uurijate projekti tegevuse algatas Heli Prii Paide Hillar Hanssoo Põhikoolist, kaasates kolleegi Eve Kraisi ning Tiina Kivimäed Paide Hammerbecki Põhikoolist. Meie uurimisteemad läbi aastate on olnud „Kodu. Perekond", „Mäng on väikese inimese töö", „Nii kena on olla, kui pere on koos", „Kuidas me lugema õppisime", „Käbi ei kuku kännust kaugele", „Kodumaja jutustab", „Ise tehtud, hästi tehtud", „Meie pere sada aastat tagasi", „Meie kandi keel ja kombed", „Meie pere vanad asjad", „Terves kehas terve vaim", „Meie pere kuulab ja vaatab", „Meie pere lemmikraamatud". 2021. aastal oli projekt Järvamaa haridusevaldkonna aasta tegija ning konkursi „Eestimaa õpib ja tänab" aasta teo nominent. Oma ettekandes tutvustame projekti 15-aastast tegevust.

Perspectives on Handwriting in Literacy Environments

<u>Ann-Sofie Selin</u>, FinRA, SelinsPedagogik.fi

Handwriting is practical, user-friendly, and good for the brain. Keyboards can make writing faster, but the fine motor skills involved in writing, interpreting, and processing impressions empower the writer. Children and young adults are increasingly showing problems in producing legible handwriting and deciphering and reading handwritten text. Teachers, and indeed the writers themselves, ask for guidance on what to do. Besides direct teaching, what else impacts handwriting? Extensive research on pencil grips in 971 pupils aged approximately 7 to 12.5 years shows that there are no right or wrong pencil grips, but there are grips that affect writing fluency and, thus, the pleasure of writing by hand. The presentation will discuss the value of handwriting for learning, a model for categorizing grips as a basis for alleviating the mechanics, and the effects of pencil grip on legibility and fluency. Ann-Sofie Selin <Pencil grip A descriptive model and four empirical studies> Åbo Akademi University 2003 Steve Graham <Want to improve children's writing? Don't neglect their handwriting> Arizona State University 2010 Both available on ResearchGate and Selin also on https://selinspedagogik.fi/

Towards the understanding multimodal reading pedagogy. Insights about situated practice

Íris Susana Pires Pereira, University of Minho

I present the main results of the qualitative study of the practices enacted by Portuguese teachers involved in a professional training initiative developed to firstly introduce them to the pedagogy of multiliteracies. The teachers were stimulated to experiment with multimodal reading in their classrooms by using a kit of multicultural story apps with their children, aged 4 to 8 years old. The data, collected through non-participant observation, was subject to thematic analysis sustained upon categories deduced from the pedagogy of multiliteracies (Kress, G. & van Leeuwen; Serafini, 2014; The New London Group, 1996; Unsworth, 2006) and 'classic' reading pedagogy (Duke et al., 2011). The results show the dominant enactment of situated reading practice, but they also reveal the richness of such practices. Indeed, dimensions of reading pedagogy, such as 'build disciplinary and world knowledge'; 'engage students in discussion'; 'build vocabulary and language knowledge'; 'integrate reading and writing', were surprisingly adapted to the challenges posed by making meaning with multimodal texts. While the limits of the observed practices reflect the limits imposed upon the formative context, their richness suggests the urgency of a deeper look into the situated practice in order to build an understanding multimodal reading pedagogy.

Sustainability literacy skill training in language education – Higher Education language teachers' views and experiences

Eva Malessa, University of Turku

Minna Maijala, University of Turku
Loretta Saikkonen, University of Turku

Universities play a crucial role in the implementation of Education for Sustainable Development (ESD). Core areas of sustainable development (SD) include environmental, societal, economical and increasingly cultural aspects. While these principles, particularly those of environmental sustainability, are frequently cited within higher education (HE) institutions' guiding objectives, there is limited understanding of their practical implementation (Lozano et al., 2017). Language education offers tremendous potential for implementing ESD, as the pedagogical processes of language teaching and ESD are complementary (de la Fuente, 2021). Researchers have recognised this potential (Maijala et al., 2024), but it has yet to be fully utilised in diverse educational contexts. Set in the Finnish HE context, our study analyses language teachers' (N=43) questionnaire data by using correlation and content analysis. Cultural sustainability was the most frequently integrated dimension, followed by social sustainability, while environmental sustainability was integrated by only a third of the teachers at least monthly. Institutional support correlated with motivation and the frequency of teaching ecological and social sustainability. Challenges were related to time constraints and availability of teaching materials. Overall, this study demonstrated that teachers need practical support such as ready-made teaching materials and in-service-training to integrate sustainability literacy training into their teaching.

Praktiline keskkonnaalane kirjaoskus - kogemusi Tallinna Ülikooli uuest HÜPE formaadist

<u>**Piret Vacht**</u>, **Tallinn University**

Üha enam on selge, et keskkonnateemade mõistmine ei tähenda vaid loodusteaduslike faktiteadmisi, vaid ka võimet keskkonnaalast teavet tõlgendada, kriitiliselt hinnata ning siduda see teave igapäevaelu otsustega. Tallinna Ülikoolis uue HÜPE formaadi (6 EAP) kursus „Praktiline keskkonnaalane kirjaoskus" loodi eluliste keskkonnaalaste teadmiste ja oskuste arendamiseks. Kursus kavandati õppijatele, kel puudub loodusteaduslik süvendatud haridus, kuid kes soovivad mõista keskkonna- ja kestlikkusteemade praktilist poolt. Õppeprotsessis ühendati loengud, ekskursioon, probleemipõhised ülesanded ja andmepõhised analüüsid. Teemad ulatusid igapäevafüüsikast ja ruumilise planeerimise kaasamisest kuni ilmakaartide lugemise oskuseni, mullakasutuse otsuste ja tarbimisvalikute keskkonnamõjudeni. Erilist rõhku pandi infootsingu oskustele ja andmete tõlgendamisele, osalusprotsessides osalemise ning keskkonnateabe kriitilise mõtestamise oskustele. See kursus on hea näide, kuidas keskkonnaalane kirjaoskus võiks olla loomulik osa iga üliõpilase haridusest – sõltumata erialast.

Writing Instruction in the Digital Age – Concepts, Evidence, and Implementation

Konstanze Edtstadler, University College of Teacher Education Styria

Michael Gros, Ministerium für Bildung und Kultur des Saarlandes
Nina Leidinger, Ministerium für Bildung und Kultur des Saarlandes
Josef Wachtler, Technical University of Graz
Daniel Brochwitz, kids interactive

Reading and writing, especially in the context of digital media, are becoming increasingly important. As a result, there is a need to create innovative digital offerings for students that also provide pedagogical value. One such digital offering is being implemented as part of a large-scale German-speaking project, funded by the Digital Pact 2019-2024 of the Federal Republic of Germany. On a free, web-based platform, students aged eight and above can write, revise, and publish texts, as well as comment on published contributions. Additionally, learning analytics methods are used to identify individual error patterns in German orthography, which are addressed by offering supplementary educational materials. In a separate project, connected to the writing platform, German spelling is also being tackled using a gamification approach. An interdisciplinary team is designing twelve subject-specific mini-games, contextualized through a coherent story in line with the gamification strategy. In this way, the potential of digital learning environments is utilized in an engaging context for the target group, particularly in spelling education. The aim of the presentation is to introduce the evidence-based developments and the underlying concepts, as well as to provide ideas for future developments in other languages.

Differences between writing on a computer and on paper

Helin Puksand, Tallinn University

Regina Martin, Merivälja School

In today's digital age, the way students write and learn to express themselves is evolving rapidly. The use of technology in writing offers both advantages and challenges for students. With the shift toward electronic assessments, understanding how writing differs between paper and digital formats is essential for educators and policymakers. This study examined the differences in texts written on paper and the computer by 5th-grade students. While the computer allowed for longer and more complex texts, students made more errors, particularly in punctuation and spelling. However, the vocabulary richness and density of the writing remained consistent on both platforms. This suggests that students approach writing differently depending on the medium, with paper reflecting traditional academic work and computer- based writing reflecting informal digital communication habits. As electronic assessments become more prevalent, it is important to bridge the gap between paper-based writing instruction and computer-based assessment. Targeted instruction in typing skills, digital formatting, spelling, and punctuation is necessary to ensure students' writing skills are accurately reflected in electronic assessments.

Workshop: Co-Creating Ecoliteracies: Nature Journals Past, Present & Future

Sage Borgmästars, Åbo Akademi

Maria Ehrnström-Fuentes, Hanken School of Economics

Twenty-five years ago, I crafted my first little nature journal with pockets and beads out of reclaimed materials. Since then, I have used this template to foster both environmental literacy and environments supporting literacy across age groups and continents. My current research explores some of the lasting impacts of these creations. Informed by notions of 'composting' events and complicating conference practices (Fairchild et al. 2022), this workshop will simultaneously engage participants in hands-on journal creation while exploring my findings about the significance and complexity of memories in environmental literacy and expeditionary, place-based learning. By facilitating a space for shared storytelling and collective memory-making, participants will reflect on their own (material, somatic) experiences. Rooted in decades of outdoor education, this session embodies posthumanist theories that emphasize the co- creation of situational knowledge and ecosomatic practices. The workshop strongly aligns with the conference's theme, highlighting how intentionally created out-of-doors experiences enhance understanding and engagement with the more-than-human world. Attendees will leave with a crafted journal, fostering ongoing reflection on their practices and strategies for meaningfully incorporating environmental literacy into their curricula.

Workshop: Kuidas toetab projekt "Pildiraamatu võlujõud" varajase kirjaoskuse arengut ja huvi pildiraamatute ettelugemise vastu.

Jaanika Monroc, **Eesti Lugemisühing**

Lugemine on oluliseks toeks väikeste laste kognitiivsele , psühholoogilisele, sotsiaalsele ja kultuurilisele arengule. See rikastab keelt, eriti jutustavat keelt, toetab varases eas kujutlusvõime arengut, mõtlemist ning olemisest arusaamist. Samuti areneb lapse arusaamine kunstist, sest pildiraamatud on tehtud illustraatorite poolt, kes pakuvad välja oma tõlgenduse maailmast. Töötuba annabki ülevaate selle kohta, kuidas on edenenud rahvusvaheline projekt 3MR (eesti keeles "Pildiraamatu võlujõud"), Millised on olnud väljakutsed ja millised edusammud. Käesolev projekt on endiselt oluline nii koolieelsetes lasteasutustes kui ka lapsevanemate seas, sest laste üha kahaneva sõnavara juures on pildiraamat üks vahenditest, mis aitab kaasa lugemishuvi suurendamisele.

Examination of Self-Efficacy and Affect for Writing in Different Genres for Upper Elementary Grades

Zoi Traga Philippakos, **University of Tennessee**

Writing is generally a difficult task that challenges the motivational resources of students and expert writers. Motivation for writing has been studied using multiple theoretical constructs, including affect, self- efficacy, goals, beliefs, interests, and contextual factors (Hidi & Boscolo, 2006). Increasing motivation has been linked with enhanced strategic behavior (Kurtz & Borkowski, 1984), persistence (Zimmerman & Ringle, 1981), and academic achievement (Kurtz & Borkowski, 1984; Paris & Winograd, 1990). Zimmerman and Risemberg (1997) identified variables that may challenge the motivation to write including limited knowledge base on the topic, general complexity and solitary nature of the task, and effort required to persist. Writers are also challenged by confines of rigidity within genres (Boscolo & Carotti, 2003). In this session, we will share findings on motivation questionnaires that examine self-efficacy and affect across two genres and comment on differences on students' performance. Exploratory factor analysis findings with upper elementary learners will be shared. To examine sensitivity of those scales, changes as a result of instruction will be presented and reported performance on those constructs across time. For validation purposes, relationships between constructs and writing quality at pretest will be reported. Finally, we will share whether students' writing quality across genres and motivation changed across time.

Coding Animated Narratives as Multimodal Authoring in Schools

Len Unsworth, Australian Catholic University

From the early 2000s researchers have been teaching coding to middle school students using block coding platforms such as Scratch, and the context for this has been creating animated stories – almost always outside of regular classrooms. For about a decade now many countries, including Australia, have mandated the teaching of coding in primary and secondary school curricula. Coding is prominent in Science and Technology subjects in schools but almost entirely absent in the English Classroom. This presentation derives from a project that investigated the viability of introducing coding into Years 6 and 7 English classrooms as a creative tool for multimodal authoring that would address the requirements of the Australian Curriculum English. The rationale for animation as the focus for multimodal authoring development, and for the use of Scratch as the block coding platform will be outlined, along with an illustrated explanation of what block coding involves and how it is used to create animated stories. Samples of students' animations will be shown and some of the results of the research into students' use of multimodal resources in their animations will be outlined.

Using Visual Arts as a Tool in Literary Lessons for Interpreting Literature

Dana Sece, **Riga Style and fashion technical school**

Daiga Celmiņa, **Riga Teika Secondary School**
Ilze Šūmane, **Univerisity of Latvia**

Literary education, as a form of art education within general education programs, is primarily implemented through literature. This study explores how to enhance students' opportunities for self-expression in literature lessons by incorporating various artistic means to foster imagination, creativity, collaboration, interdisciplinary connections, and deeper text comprehension. Research on self-expression in the arts highlights the inherently expressive nature of this process, which enriches students' creative experiences, enhances critical thinking, reveals new perspectives, and fosters reflection. Joy, spontaneity, and a sense of ease are essential components of creativity that can be cultivated in literature lessons through the integration of artistic techniques from other art forms. The aim of this study is to analyze and synthesize pedagogical experiences regarding the use of visual arts in literature lessons to promote artistic engagement in the learning process. The research methods include theoretical literature analysis—examining studies on the role of creativity and the arts in education—and an analysis of students' creative outputs, exploring their connection to literary works. The findings confirm that integrating artistic techniques into literature lessons significantly enriches the learning experience, encouraging students' creative expression and fostering a joyful approach to learning. This interdisciplinary approach contributes to the holistic development of students' personalities and deepens their understanding of the interplay between literature and the visual arts in the educational process.

From Shared Stories to Lifelong Literacy: How Reading-Friendly Spaces and Intergenerational Bonds Shape the Future

Metka Kostanjevec, **Prva gimnazija Maribor**

Our school thoughtfully promotes intergenerational reading as a key pillar of lifelong learning and linguistic competence. Through diverse activities, we engage all age groups, emphasizing both literary and academic reading. We nurture reading motivation from an early age in collaboration with kindergartens. By organizing reading sessions in retirement homes, we foster meaningful connections between students and seniors, strengthening intergenerational ties. Our reading club for teachers and students enhances literacy and critical thinking. The reading badge program, open to students, staff, and families, fostering a lasting reading culture. Literary meetings with authors provide insight into the creative process, connecting students with renowned writers. Participation in national and international reading projects enables knowledge exchange and promotes reading worldwide. Our intergenerational reading initiative extends beyond the classroom, enriching lives and strengthening literacy. Through systematic reading promotion, we significantly contribute to individuals' lifelong literacy, fostering a more knowledgeable, connected, and inclusive society—both within and beyond school walls.

Designing digital learning environments for a special literacy learner population: Adult migrant second language and literacy learners

Eva Malessa, University of Turku

For adult migrant literacy learners, known as LESLLA (https://www.leslla.org/), learning to read and write for the first time in a second language (L2) is a colossal challenge. Compared to children learning literacy skills in their first language, LESLLA learners have only emerging L2 phonological and vocabulary skills. Adult learners are expected to have digital (literacy) skills, but LESLLA learners and teachers struggle with the implementation of digital learning and the use of educational technology (Malessa, 2023). This presentation reports on a participatory design study with LESLLA teachers in Finland. A literacy support game app, originally developed for Finnish-speaking children, was tested and redesigned for LESLLA learners. This study found that digital learning platforms need to consider learner-specific characteristics, e.g., learners' motor skills and trauma sensitivity. Suitable online learning environments have a profound potential to provide LESLLA learners with enjoyable and efficient digital and literacy practice. Malessa, E. (2023). Technology-enhanced or technology-exhausted learning in adult migrant literacy education in Finland: Exploring teachers' experiences and views in pre-pandemic and pandemic times. International Journal of Technology in Education and Science (IJTES), 7(2), 104 – 128. https://doi.org/10.46328/ijtes.437

PechaKucha: Esimese klassi lugemistekstide keerukus ja kohandamine

Janne Aas, Tallinn University

Veronika Kalle, Tallinn University

Esimese klassi lugemistekstide keerukus ja kohandamine Kooliminevate laste lugemisoskus on väga erineval tasemel: mõned loevad ladusalt, samas kui teised alles veerivad sõnu. Õpetaja ülesanne on pakkuda juhendamist vastavalt iga lapse oskustele ja vajadustele. Varasemad uuringud on näidanud, et õppetöös kasutatavad tekstid võivad olla õpilastele keerulised, mistõttu peavad õpetajad neid kohandama. Siiski napib õpetajatel sageli selleks vajalikke oskusi ja aega. Uuringu eesmärk oli analüüsida 1. klassi eesti keele lugemistekstide keerukust ning kohandada need tuge vajavatele õpilastele sobivamaks. Eesmärgi saavutamiseks viisime läbi arendusuuringu. Esmalt analüüsisime lugemistekste keeleliselt, sisuliselt ja vormiliselt ning hindasime tekstide keerukust loetavusindeksi Lix abil. Tulemused näitasid, et 1. klassi lugemistekstid on algajale lugejale liiga rasked. Analüüsi tulemuste põhjal kohandasime tekste ning koostasime praktilise väärtusega õppematerjali. Eksperdid kinnitasid, et kohandatud tekstid toetavad õppe diferentseerimist, aidates kaasa laste lugemisoskuse ja motivatsiooni arengule. Kohandatud tekstidega aabits avaldati 2024. aasta sügisel ning on koolides paralleelselt kasutusel koos varasema aabitsa ja töövihikuga.

Teaching Readers: Powerful Practices and Curriculum that Allow Teachers to Learn About and Leverage Student Reading Identity

Daniela Sochorová, Krajina čitateľov (Land of Readers)

Dr. Zuzana Kováčová Švecová, Matej Bel University
Hannah Schneewind, Trusting Readers LLC

The context in which children become readers may differ across countries, yet one construct remains the same: all children develop unique reading identities. Students with positive reading identities are more likely to succeed academically and to think critically, which is a key part of becoming environmentally literate. While teachers recognize that reading is a complex act, instruction tends to focus on the cognitive, rather than the affective, aspects. We explain the crucial role of the affective side of reading and how it plays a part in student success. We define reading identity, show classroom examples, and discuss the findings about students in the United States and Slovakia. We share practical tools that teachers can use to learn about student reading identity and discuss a variety of ways to support readers and teachers of readers. We discuss reading identity in the context of curriculum changes and teacher preparation in Slovakia. Participants will have the opportunity to reflect on their reading identities and on their students' identities. Participants will leave the session with a broader vision of literacy and with practices they can put into place in their own classrooms, curriculum, and contexts.

Minor extras in integration and multiliteracy: theatre and art at school

<u>Pirjo Vaittinen</u>, Tampere university

One of the aims of the Finnish school curricula is to develop an integrative approach, to combine knowledge and skills provided by different subjects. Multiliteracy means dealing with different texts, reading fiction or official communications, listening to podcasts or writing instant messages using new technology, and uses of films, music, theatre, visual arts, culture and media. The school culture is aware of different languages and cultures, promotes active involvement of pupils, and their joy of learning. All school community members take each other into account through a dialogic interaction. Learning takes place also outside the school, in interaction with students, teachers, experts, such as libraries, museums, theatres, other organizations, media sector and municipalities. Multimedia-rich and live learning environments foster children's reading and writing abilities providing opportunities to explore, experiment, and interact with multiple materials. Children start to understand that fact that written language texts open up reading and be used in real world. They are also encouraged to produce their own stories and combine reading with other activities. Art or artistic activity has a lot to offer in the study and expression of reality. The art is jointly created and shared experience in a comprehensive multi-sensory event.

Professional Development of Academic Librarians through Reading Motivation: Insights from Participation in an International Project

Mojca Žaberl, UL, Faculty of Arts

Traditionally, academic librarians have focused on information literacy - teaching students to locate, evaluate, and use information effectively. However, the role is expanding to include promoting reading motivation. This paper discusses how participation in project Setting the Reading Motivator in the Digital Age supported my professional development. While the project targets primary education, its findings are transferable: motivation and engaging environments are vital to developing reading habits. These include both physical and digital spaces with interactive, gamified elements. Collaboration with academics and literacy experts through Erasmus+ project deepened my understanding of literacy and inspired new strategies - such as book clubs, reading circles and online escape rooms - to promote student engagement with texts. These experiences inform evolving library practices and contribute to building a stronger reading culture in higher education.

Early childhood teachers' beliefs about informational books in kindergarten

Katerina Papadimitriou, **University of Patras**

Nektarios Stellakis, **University of Patras**

Informational books for children seem to have been an overlooked area both of research and of practice in early childhood education for many years. Whilst the benefits of informational book reading for preschool children are various, including enrichment of vocabulary, emerging literacy, creatively and critically engagement with knowledge, early childhood teachers seem not to prefer them. In this paper it is presented a study which is part of a wider research, about the implementation of informational book reading in kindergarten, conducted with 12 early childhood teachers in Patras, Greece, during the school year 2022-2023. Data has been collected through semi-structured interviews, and they were analyzed by content analysis. The results indicated that early childhood teachers have tenuous knowledge about informational books benefits, considering that only a few of them mentioned one or more benefits, while they pointed out some challenges which derive from informational book reading. The findings highlight the importance of early childhood teachers' training regarding informational books, their benefits for preschool children and the suitable way of reading them. In this way early childhood teachers will not recognize only challenges to them, but will handle them as chances of knowledge gaining, questioning and critical thinking.

Uued võimalused ja töövahendid düsleksiaga laste abistamiseks

Kadi Lukanenok, Eesti Lugemisühing, Tallinna Ülikool

Mida tunneb düsleksiaga laps, kes koolis päev-päevalt kogeb ärevust, pettumust ja ebaõnnestumist? Kuidas kohandada õppetööd nii, et see võtab arvesse düsleksiaga lapse vajadusi? Sümpoosiumi sissejuhatuseks teeme läbi paar düsleksia simulatsiooni, mis on oma olemuselt sarnased klassiruumis läbi viidavate õppeülesannetega. Simulatsioonid suurendavad osalejates empaatiat ja mõistmist erivajadustega õpilaste väljakutsetesse. Seejärel anname ülevaate tänapäevasest düsleksia käsitlustest ja terminoloogiast ning arutleme selle valguses düsleksiaga seotud müütide üle. Teoreetiline käsitlus baseerub 2024. a. valminud veebilehel düsleksia.ee olevatel materjalidel. Tutvustame valminud mahukat
135 tunnikavast koosnevat harjutusvara ning katsetame praktikas düsleksia riski väljaselgitamise ühte tööriista - fonoloogiliste oskuste testi. Sümpoosiumi lõpus anname ülevaate düsleksia riski märkidest vanuseastmete kaupa, pakume juhiseid õppetöö kohandamiseks ja käsitleme suhtlust ja koostööd lapsevanematega. Osalema on oodatud kõik huvilised, eriti aga soovime kõnetada õpetajaid ja tugispetsialiste (eripedagoogid, logopeedid, abiõpetajad) lasteaia vanemas rühmas ja esimeses kooliastmes.

Workshop: Engaging Classroom Environments to Support Reading Literary Texts: Literary Ambiguity, Collaborative Discussion, and Asset-Based Approaches

Jodi Holschuh, Texas State University

Leslie Rush, University of Wyoming
Jodi Lampi, Northern Illinois University
Todd Reynolds, University of Wyoming

The purpose of our workshop is to share instructional practices to foster student-generated interpretation of literary texts. Participants will learn how to use a disciplinary literacy heuristic for reading literary texts in their own classrooms: The Generating, Weaving, Curating (GWC) heuristic. In generating, readers begin to make sense of specific details in the text. In weaving, readers apply their background knowledge to the text. In curating, readers use the ideas they developed to move toward interpretation. This heuristic provides a memorable structure for reading literary texts that can guide instruction by incorporating important instructional principles for language arts: acceptance of literary ambiguity, use of collaborative discussion, and adoption of asset-based approaches. In this session, participants will learn and engage in several strategies that move readers from generating through weaving and into curating. These include providing low-stakes opportunities for learning (e. g., quick writes, think-pair-share), teaching sentence stems that move students toward interpretation (e. g., "[This moment in the text] reminds me of [another moment in the text/another personal experience] because…"), and prompting students for their final interpretations. We also discuss the use of asset-based approaches to create classroom environments where students feel supported in sharing their thoughts without judgement.

Workshop: Local Basic Education: A Collaborative Approach for adult literacy in Bavaria

Korbinian Gramenz, Bayerischer Volkshochschulverband e.V.

Hella Krusche, Bayerischer Volkshochschulverband e.V.
Kerstin Daniel, Bayerischer Volkshochschulverband e.V.

The Bavarian Adult Education Association (bvv) collaborates with local educational providers across Bavaria to establish tailored learning opportunities aimed at enhancing adult literacy skills. From 2019 to 2024, the federaly funded project "Alpha-Kooperativ" developed a systematic approach to engage local partners with access to low-literacy target groups. This initiative involved assembling existing learning materials into customized learning concepts and establishing long-term literacy courses within familiar environments for participants. To implement local basic education, several tools were designed to guide educational planners step-by-step: • A checklist outlining the systematic approach for identifying learning occasions, building collaborations in the local community, and implementing learning offerings. • 23 flexible learning concepts for literacy programs covering everyday topics, serving as foundational materials. • A template for structuring existing learning materials into a course plan to meet local learning needs. • A "Digital Toolbox for Basic Education Offers," a curated platform for integrating digital tools into literacy courses. In our workshop, we will first introduce participants to all components of the local basic education concept. Then, through a simulation game, we will practically explore each step: 1. Planning and conducting an analysis oft the local community (target groups, partners for collaborations). 2. Assembling a tailored learning concept for the target group (learning occasions). 3. Planning the necessary framework conditions for the learning offer and success factors (anchoring). By the end of the session, participants will be familiar with the individual steps and be able to apply them to their local situations.

Workshop: It's Incredibly Different! Literacy development and instruction across nations

Susan Galletly, **Central Queensland University**

Stephanie Sniderich, **University of Florida**
Inmaculada Mendez Freije, **University of Oviedo**
Deepti Bora, **University of Jyväskylä**

Literacy development differs greatly across nations due to variances in e.g., starting age, instructional methods, orthographic complexity, resourcing, and teaching-learning hours. These create marked flow-on differences in self-teaching, ease of learning to read, write and learn, plus child and teacher workload. As an example, for teaching/learning of an identical unit on volcanos to children in late-Grade-2, considerable differences are likely present in child and teacher workload, and extent of cognitive load, stress and self-confidence, between - Nations using regular-orthographies, e.g., Finland, Estonia, Taiwan, Japan, where children can be accurate independent readers, writers and learners from mid-Grade-1. - Anglophone nations, e.g., USA, UK, Australia, where Grade-2-children have extremely weak reading and writing skills. In focusing on our own nations' literacy environment , we can lack awareness of the MASSIVE differences between nations, as regards - Instruction methods, - Ease of early-literacy development, plus the - Cognitive-load impacts, - Extent of literacy difficulties, and - Orthographic Advantage versus Disadvantage for children, schools, education and nations. Following brief explanation of these areas, participants will explore - Healthy versus dyslexic reading-development and achievement-levels in one's own nation. - A Survey-plus -Action-Research project building awareness of cross-national differences. - A proposed cross-national visiting program.

Reading motivation and reading habits in Dutch pre-service teachers.

Danielle van den Brink, Windesheim, University of Applied Science

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

Dutch teens continue to underperform in PISA's assessment of reading skills and motivation. Teachers should play an important role in making a change, but could also be affected by the same problems themselves. This practitioner research aims to provide insight into the reading habits of preservice teachers. A survey was constructed on the basis of existing validated instruments of studying reading motivation and habits. The survey was conducted amongst pre-service teachers in the English, Dutch and Primary Education track at Windesheim, University of Applied Sciences (N=1094).The results of this survey were processed through quantitative and qualitative analysis. Results show significant positive correlations between reading motivation and the subcategories of intrinsic motivation and self-efficacy, whereas significant negative correlations were found with the subcategory of preference for digital media. Our research identified five reader profiles, ranging from non-readers to stable avid readers, as well as several factors that may inhibit growth in reading habits. Our conclusion is that the improvement of reading habits is important for the majority of preservice teachers.

Addressing reading and behaviour difficulties in second graders: First results of a dual intervention

Andrea Kogler, University of Graz

Martin Berger, University of Graz
Katharina Prinz, University of Graz
Lisa Paleczek, University of Graz
Konstanze Edtstadler, University College of Teacher Education Styria
Barbara Gasteiger-Klicpera, University of Graz

Students with reading difficulties frequently experience social-emotional difficulties, too. This study evaluates the effectiveness of a dual intervention designed to improve both reading and social-emotional skills in second graders, struggling in both areas. Its SEL component addresses challenges faced by struggling readers (reading anxiety, handling criticism, etc.). We conducted a quasi-experimental study with pre- and post-assessments of reading and social-emotional skills (teacher and student ratings) to evaluate the intervention's effect. Out of 499 second graders (M = 7.67, SD = 0.43, 51% female), those scoring below the 20th percentile in reading and demonstrating the lowest social-emotional skills were assigned to either the intervention group (IG, n = 23) or the comparison group (CG, n = 20). The IG receives 20 small-group sessions of phonics instruction and 20 sessions of phonics instruction and SEL. We expect children in the IG to show greater improvements in both reading and social-emotional skills after the intervention compared to the CG. Given the growing emphasis on integrating reading and SEL interventions, this study provides initial results on the effectiveness of a combined approach.

The Joy of Choice: Empowering Students Through Reading Freedom

Piret Kimmel, **Tartu Erakool**

I would like to share my experience of how fostering autonomy, competence, and a sense of belonging can ignite a genuine love for reading among students. By recognizing and accommodating diverse interests and reading levels, we create opportunities for students to connect with books in meaningful and enjoyable ways. I believe that choice plays a crucial role in fostering the joy of reading, and that it is important to have books readily available in the classroom. During the presentation, I would also introduce a practical method that students truly enjoy, which helps them select their next book to read. It is known as book tasting or in Estonian- amps raamatust.

Writing with Feedback from Speech Synthesis in Literacy Learning

Britta Hannus-Gullmets, Åbo Akademi

Writing with feedback from speech synthesis can be used for literacy learning and training. Speech synthesis pronounces what the child writes. It is easy to use in transparent languages, for example Finnish, Estonian, Norwegian, and Swedish, but more difficult in opaque languages like English. Research related to writing with feedback from speech synthesis in the first years of schooling show various results in terms of academic outcomes, but enhanced student motivation is a consistent and reported finding. Bjorkwold and Krogstad-Svanes (2021) found that the children were interested in text length and ortography, but not so much in the content of their text. I made a case study and followed four boys who wrote text with feedback from speech synthesis (Hannus-Gullmets 2020). The boys decided themselves what they were going to write. They talked about the content of their texts and seemed to be interested in it. The teacher's comments mostly addressed spelling and not content. The boys also worked on spelling, especially with the problem double consonant after short vowel, and they made progress. The difference in children's interest is likely because my participants chose the content of their texts themselves, and Krogstad-Svanes' study had a teacher-provided theme.

Noorukite ja täiskasvanute düsleksia

Sirje Klaos, Tallinn's Old Town School for Adults

Kadi Lukanenok, Tallinna Ülikool, Eesti Lugemisühing
Inga Miljand, Tallinna Vanalinna Täiskasvanute Gümnaasium

Hinnanguliselt esineb koolieas düsleksiat umbes 5-10% kooliealistest lastest. Nendest lastest kasvavad düsleksiaga noorukid ja hiljem on düsleksiaga täiskasvanud. Ehkki vanuse kasvades vähenevad paljudel inimestel düsleksia ilmingud, on uuringutega tõestatud, et düsleksia on oma olemuselt elukestev ning need inimesed vajavad pärast koolitee lõppu tuge ka hilisemas elus. Noorukite ja täiskasvanute düsleksiaga seotud probleemid on seni saanud märkimisväärselt vähem tähelepanu võrreldes kooliealiste lastega nii Eestis kui ka Euroopas laiemalt. Käesoleva ettekande tegijad soovivad anda oma panuse selle lünga täitmisel. Ettekanne põhineb kahel Nordplus Adult Dyslexia projektil, mis toimusid 2023-2025 ja 2024- 2026. Projektide partnerid olid Leedust (projektijuht), Lätist, Eestist ja Taanist. Projektide käigus loodi juhend õppetöö kohandamiseks noorukite ja täiskasvanud düsleksiaga õpilaste õpetajatele ning koolituskava. Mõlema projekti käigus loodud materjalide kohta jooksul koguti ja analüüsiti õpetajate tagasisidet. Ettekandes tutvustatakse projektiga loodud juhendit ja koolituskava ning tutvustatakse õpetajate seas läbi viidud küsitluse tulemusi. Ettekande tegijad on suurte praktilise töö kogemustega, õpetamiskogemuse ning õppematerjalide loojad.

Exploring the Impact of Asynchronous Online Professional Development on Teacher Confidence and Student Reading Outcomes: A Pilot Study in Multisyllabic Decoding

Zoi Traga Philippakos, **University of Tennessee**

Margaret Quinn, Texas A&M

This pilot study examines the effects of asynchronous online professional development (PD) on teachers' implementation of a multisyllabic decoding and encoding program, their confidence, and students' reading performance and self-efficacy. The study builds on prior research by transitioning from face-to-face PD to a more flexible, online format. Conducted in an urban Title I school in the Southeastern United States, the study involved five instructional participants with varying levels of experience, and 21 students from grades 3 to 5. Teachers reported positive perceptions of the online PD, particularly appreciating the flexibility of the platform and the ability to revisit instructional videos, which enhanced their confidence in teaching complex word structures. Despite these strengths, challenges such as time constraints emerged. Teachers demonstrated increased self-efficacy and most improved fidelity of implementation of the Big Words program. Student outcomes, measured by Oral Reading Fluency (ORF) and CAPTI subtests, showed significant improvement, suggesting that the online PD had a positive impact on both teachers' instructional practices and students' reading performance. This study highlights the potential of online PD models to support teacher development in specialized areas like word morphology while acknowledging the challenges associated with balancing flexibility and structure in PD delivery. Implications for research are further discussed.

Coherence of reading comprehension in pre-primary and primary education curriculum: A content analysis of Kosovo Curricula

Donjeta Haliti, University of Jyväskylä

Marja-Kristiina Lerkkanen, University of Jyväskylä
Minna Torppa, University of Jyväskylä
Jenni Ruotsalainen, University of Jyväskylä
Jenni Salminen, University of Jyväskylä

This article employs content analysis to examine the coherence (logical sequence and continuity of content) of Reading Comprehension (RC) sub-skills in Kosovo's pre-primary and primary curricula and their teaching guidelines. Preliminary findings show a noticeably stronger emphasis on comprehension sub- skills and comparatively less focus on word recognition sub-skills. Coherence appeared somewhat inconsistent, with unclear progression of when and how sub-skills were introduced or reinforced. Teaching guidelines on the other hand grant teachers' significant autonomy in choosing methods, materials, and approaches, but show limits in their guidance and recommendations tailored towards RC instructions. The presence but varying layout of RC sub-skills may leave room for inconsistency in instructional practices and may be a contributing factor in the poor performance of Kosovo in international assessments (PISA, PIRLS). The study offers a perspective on the role of curricular structure in RC development and highlights the importance of coherence.

Literary art intervention supporting language and social-emotional competencies

Veera Kivijärvi, University of Eastern Finland

This research aims to study the impact of literary art intervention on the language and socio-emotional competencies of 8-10-year-old students with special educational needs. The intervention runs in autumn 2024 in three special educational groups consisting of 15 picture book-based literary art lessons. In each lesson, a book containing social and emotional themes is read. The book's themes are used as a basis for literary art activities such as writing, storytelling, or illustration. Students' pragmatic language comprehension, narrative skills, socio-emotional competence, and reading motivation will be tested before and after the intervention. During the intervention, students fill in a questionnaire to assess their perceptions of the lessons' themes. In addition, a field diary is kept of the students' outputs in the lessons. The data will be analyzed using both qualitative and quantitative methods. Based on experiences so far, literary art intervention seems to be well suited to the training of language and socio-emotional competencies. Similar results have been obtained in studies using children's books to support the learning of socio-emotional skills. It also appears that the current intervention may improve students' narrative and writing skills.

Motivating reading through year-round reading activities

Dejana Omerza, Osnovna šola Vojke Šmuc Izola (Elementary school Vojka Šmuc Izola)

In 2022/2023, we conducted a survey on the reading habits of our pupils at Vojke Šmuc Izola Elementary School. The results were not encouraging, therefore we developed a yearlong programme of work to increase library attendance and, as a result, improve the reading habits of our pupils. This is an example of good practice, which we have systematically developed, extended and supplemented. We have drawn on professional recommendations, including the recommendations of our pupils. Children read more and better if their preferences and needs are taken into account in terms of the literature they want, the space layout, the borrowing schedule, the availability of expert advice from the librarian and a genuine, human attitude towards young readers. We have also taken into account the social component, and formed our library into a safe and peaceful space during recess and a place where they can hang out after classes. In this article, we will give you an overview of our school library's activities throughout the school year and the results of our work. At the end of the school year, we carried out a survey on pupils' satisfaction with the school library services, their well-being in the library and, last but not least, on the change in their reading habits.

Lugemine on kirjutamine on lugemine

Kati Käpp, Tartu Ülikool

Viimastel aegadel on olnud palju juttu sellest, et õpilased enam ei loe. Ettekande eesmärk on näidata võimalusi, kuidas lugemine kui üks olulisi kirjaoskuse osi oleks õpilase igapäevase õppimise loomulik osa. Selle jaoks on vaja lugemine siduda kirjutamisega ning kirjutamisprotsess ise peab toetama dialoogilisust, st olema protsessikeskne, mitte tulemusele orienteeritud. Praegu vaadeldakse lugemis- ja kirjutamisoskust nt taseme- ja eksamitöödes pigem eraldi. Lugemine ja kirjutamine on omavahel seotud, sest kirjutamine aitab loetut mõista ja mõtestada. Kuna mõlemad oskused tuginevad üldteadmistele ja kognitiivsetele protsessidele, siis parandab kirjutamisoskuste parandamine ka lugemisoskust (Shanahan 2006), mõlemad on funktsionaalsed tegevused. Lisaks aitab teksti kirjutamine paremini mõista teiste loodud tekste. Praegune kirjutamispraktika Eesti koolis jääb õpilaste jaoks arusaamatuks: pea pooltel gümnaasiumis kirjutatavatel tekstidel puudub eesmärk (Käpp 2023: 91) ning tekstidele esitatavad nõudmised keskenduvad sisu asemel vormile, nt sõnade arv, vormistus-, õigekirja- ja struktuurinõuded (Käpp 2023: 92). Need nõudmised moodustavad ülesannete juhistes enam kui kolmveerandi kõikidest esitatavatest nõudmistest (Komissarov jt 2024). See tähendab, et õppija ei teadvusta, miks ta koolis midagi kirjutama peab, samuti ei saa ta sisulisi juhiseid selle kohta, et kasutada loetut kirjutamisel.

Reading Together: ReadHour and the Impact of Public Space on Reading Culture

Anneli Loodus, **Finnish Institute in Estonia**

In the presentation is explained the origin and development of ReadHour campaign. The structure and the experience of organizing ReadHour activities in Estonia 2021 – 2025 are described. The results of the participant survey are used to evaluate and develop the campaign with partners. During the presentation, the audience is invited to think about how they could organize Read Hour activities.

Empowering Teachers for Digital Reading Instruction: Evaluating a 5-Part Training Series for Individualized Learning in Primary Education

Elisabeth Herunter, Pädagogische Hochschule Graz

Anna Frieda Steiner, Pädagogische Hochschule Graz

In Austrian classrooms, there is a high degree of heterogeneity in terms of children's reading comprehension skills. To optimize student-centered teaching, digital tools could support various areas of reading didactics. Currently, the potential of digital media at the primary level is not fully exploited. Hence, a professional development series for primary teachers (N =35) was designed and conducted at the University of Education Styria in the winter semester 2024/25. An accompanying evaluation with a mixed- methods design was performed. The study assess (1) the content of the training series with regard to the professionalization process and the transfer into teaching practice, (2) which tools and functions can be and are actually used in everyday teaching after the training, and (3) the self-assessment of the teachers' own competence in relation to various tools and functions before and after the training series. The results will show us which tools, content and elements need to be included in teacher training and professional development in order to successfully integrate digital innovations into reading didactics and achieve added value for students and teachers. Furthermore, the study will examine the alignment between self- assessed competence and actual implementation through case vignettes.

PechaKucha: From Roots to Words: The Role of Morphological Awareness in Spanish Literacy

Inmaculada Méndez-Freije, **University of Oviedo**

Débora Areces, **University of Oviedo**
Celestino Rodríguez, **University of Oviedo**

Literacy is a complex process involving a variety of skills such as phonological awareness, knowledge of letters, etc. An increasing number of studies focus on morphological awareness, which refers to the knowledge of the minimal units of meaning in words (the morpheme). This study analyses the relationship between the reading process and the role of morphological awareness in Spanish. Through a review of studies and the analysis of experimental data, it is proposed that the development of morphological awareness in the early years of schooling may be a determining factor in the success of Spanish reading. These findings emphasise that knowledge of morphological structures (such as roots, suffixes and prefixes) contributes significantly to reading fluency and comprehension of written texts. All of the above highlights the importance of incorporating explicit morphological awareness activities into reading instruction and suggests that their early development in primary education may be crucial for long-term reading success in the context of the Spanish orthographic system. The inclusion of this type of task as an intervention strategy for students with reading difficulties is also discussed.

Workshop: Playing with syllables to master the reading/ phonemic awareness

Maria Jürimäe, University of Tartu/ Estonian Reading Association

Laura Päit, DiLeSy

Estonian orthography is quite transparent, so over 50 years the main method of reading instruction has been teaching children phoneme segmentation, different letters, and phoneme-grapheme correspondence. Still, before that the main approach In Estonia was not just teaching separate letters but starting to blend them immediately into syllables. This approach is especially important when learning plosives like k, p, t, because these letters are almost impossible to pronounce alone. Syllable-game is a modern game that uses this old principle. It is an interactive card game, because of digital learning pen, that can help the children to decode different printed syllabi. In the workshop participants can discover the writing code of Estonian language with the help of digital learning pen. Those who are non-Estonian speakers, can explore different syllabi like children. We will play some versions of syllabi game in Estonian and Russian, an international discussion follows about the possibilities to use similar game in different languages with more or less transparent orthography for early reading instruction. The workshop is suitable for (kindergarten) teachers, and those who are interested in early reading, and using digital tools with no screen to scaffold it.

Workshop: Mängides lugema

Anneli Laamann, Eesti Lugemisühing

"Mängides lugema" töötoas saab tutvuda mängulise meetodiga lugema õppimisel. Mängud jaotuvad hääliku-, tähe- ja lugemismängude kategooriasse. Lisaks saab ideid ja mõtteid, kuidas ise väga lihtsate, käepäraste vahenditega lugemismänge meisterdada. Töötoa autor on tegelenud mängulise lugemisõppe teemal üle 15 aasta. Lisaks lugemisele tuleb juttu ka kirjutama õppimisest. Töötuba on väga praktiline ja loov.

Enhancing Active Listening Skills in Grade 7: The Power of Authentic Video Materials

Paula Elizabete Garā, **Rīgas Āgenskalna Valsts ģimnāzija**

Evija Latkovska, **The University of Latvia, Faculty of Education Sciences and Psychology**

Listening is a foundational literacy skill that plays a crucial role in language acquisition and comprehension. However, it is often overlooked in favor of reading and writing in language instruction. This study investigates the impact of authentic video materials on developing Grade 7 students' active listening skills, a critical component of literacy, in English as a foreign language lessons. A case study was conducted with 15 Grade 7 secondary school students in Riga, Latvia, to explore how authentic video materials enhance listening comprehension and engagement. The study employed mixed research methods, including a student questionnaire, formative assessments, listening tests, and role-play activities. Authentic video materials were integrated into English lessons over a structured period, and students' progress was monitored to assess changes in their listening proficiency and engagement. Findings indicate that exposure to authentic video materials significantly improves students' ability to process spoken language, recognize pronunciation patterns, and understand contextual meaning. Moreover, students demonstrate increased motivation and confidence in listening activities. The study highlights the importance of integrating multimodal resources into literacy education, bridging the gap between listening, reading, and speaking skills. These insights offer practical implications for educators seeking innovative strategies to enhance literacy development in language learning.

Improving preschool children's sociocognitive and autonomy development through their fine-motor skills enhancement program

Hellen Vretudaki, University of Crete

Anna Athanasopoulou, Directorate of Primary and Secontary Education

Young children's activation through object manipulation, especially in preschool settings, plays a crucial role in developing both fine motor and sociocognitive skills. By engaging with various materials, such as beads, pegs, and other hands-on objects, children can enhance their ability to use their hands and fingers with precision, which is essential for tasks like writing, drawing, and self-care. As children manipulate objects, they learn to regulate their emotions, interact with others, and build their autonomy, creating a solid foundation for future learning and social interactions. Based on this, a training program was conducted to assess the effectiveness of such workshops in Greek Early Childhood Education and Cares Centers (infant/child care, child care and preschool education centers). Early Childhood Education and Cares Centers' teachers came from various areas from Greece but the majority of them came from Chania in Crete. Teachers, received training on how to design and implement these workshops in their classrooms. The open-ended questionnaire which fulfilled by the preschool teachers showed that the workshops, successfully captured the children's concentration, improved their emotional regulation and their sense of autonomy concerning their fine motor skills development. Critical pedagogical implications were extracted in relation to new learning centers creation and playful activities implementation in Greek child care and preschool classrooms.

Reading and orthographic skills in Arabic: The role of detecting visual regularities

Haitham Taha, Western Galilee College

The proposed presentation will focus on the role of detecting visual statistical regularities among native Arab readers and the association with reading and orthographic processing. One of the main orthographic regularities in Arabic is the interconnectivity between letters in written words. In the the first study, third grade typical and poor readers were passively presented with four shapes. Each shape had stable features which present the regularities of the shape. In the second stage, the participants were presented with shapes decision task, and they were asked to make an acceptance or rejection of presented shapes. The results indicated that higher accuracy levels and shorter response times were significantly recorded among the typical readers compared to poor readers. The results support the assumption that poor orthographic learning among poor readers could be associated with inefficient statistical learning capacities. Pedagogical and practical implications of the current results will be discussed.

Home Literacy Environment and Children's Reading Fluency: A Longitudinal Familial Control Study

Lotta Sieppi, University of Jyväskylä

Minna Torppa, Department of Teacher Education, University of Jyväskylä
Jenni Salminen, Department of Teacher Education, University of Jyväskylä
Eija Räikkönen, Faculty of Education and Psychology, University of Jyväskylä
Daria Khanolainen, Faculty of Education and Psychology, University of Jyväskylä
Elsje van Bergen, Vrije Universiteit (VU) Amsterdam

This study examines relations between the home literacy environment (HLE) and children's reading fluency in primary school, adding parental reading skills to the model. This addition is important because reading abilities are heritable, and correlations found between HLE and children's skills may appear due to the skills of parents and children affecting HLE rather than the other way around. The study involved 425 children and their families. Children's reading fluency was tested using two tests in Grades 1, 2, and 3, while parents' reading skills (n = 157) were assessed using three tests. Parents also completed questionnaires (n = 356) on formal and informal reading activities at home. Preliminary results suggest that formal home reading activities were associated to children's reading fluency, with more teaching given to children with weaker reading skills. Additionally, parental reading skills were positively associated with children's reading fluency but negatively associated with formal reading activities. These associations will be further modelled using structural equation modeling (SEM) and familial control methods (FCM) to provide more accurate estimates of the home environment's effects on children's skill development.

Classroom as writing environment

<u>**Peter Heller Lützen**</u>**, National Centre for Reading**

<u>**Bonnie Vittrup**</u>**, University of Southern Denmark**
<u>**Lise Overgaard Nielsen**</u>**, University College Absalon**
<u>**Pernille Hargbøl Madsen**</u>**, University College Absalon**

Widespread use of displayed alphabets, pictograms etc. is well established in preschool setting while middle school classroms can look rather uninspiring (Markussen-Brown 2015; Brok 2017). As part of the "Lolland writes" project following teachers in sixth to ninth grades in Lolland Municipality in Denmark we developed the "Classroom writing environment"-intervention focusing on the scaffolding potential in physical surroundings during writing activities. The intervention was inspired by Liljedahls "Building Thinking Classrom" (Liljedahl 2014) and by previous experiments with literacy environments in Denmark. The intervention showed that different school subjects have different statuses in the classroom's physical environments and it also showed that visual access to important academic words, phrases, and ideas for writing across subjects not only supports students's writing but also focuses teachers's awareness on scaffolding strategies. Generally we experienced classrooms gradually becoming supportive learning environments with repeated focus on the students's literacy development. Brok, L. S. (2017). "Vores literacymiljø": et samtalebaseret refleksionsredskab til indskolingsteamet. Viden om Literacy, (22), 90-97. Artikel 13. http://www.videnomlaesning.dk/tidsskrift/tidsskrift-nr-22-l1t3r4cy-literacy-og-numeracy-i- boernehave-og-indskoling/ Liljedahl, P. (2021). Building Thinking Classrooms in Mathematics 14 Teaching Practices for Enhancing Learning. Corwin Mathematics. Markussen-Brown, J. (2015). Establishing Quality in Preschool Language and Literacy Environments. University of Southern Denmark.

Read Aloud Program: Tools for professionals to support early reading

<u>Vilma Tammelin</u>, Lukukeskus / The Finnish Reading Center

Read Aloud Program by The Finnish Reading Center promotes early reading with intriguing and accessible material for professionals working with 0-8-year-old children and families. Book Bag to Every Baby Born in Finland is the earliest step of Read Aloud. The book gift program aims for equal opportunities for early reading in every family. A public health nurse gifts the family a book bag including a rhyme book, a story book, and information on reading for parents, such as a fun growth chart with information on language development at different stages in a child's life. The Parent's Guide helps professionals provide information for the parents on the importance of reading to a child, also in one's native language. The guide is available to print out in 22 languages. Guides for professionals include information on early reading for children's day care and other fields. In the guide we give recommendations for professionals to encourage parents of small children to read aloud to them. In addition, there are articles, booktips, videos, and other material on the Read Aloud website, luelapselle.fi, to help professionals spread the love of reading and create lasting reading habits to the families. Read Aloud has been active since 2015.

Validation of home environment for critical reading questionnaire

Jenni Ruotsalainen, University of Jyväskylä

Leena Paakkari, University of Jyväskylä
Mari Manu, University of Jyväskylä
Jenni Salminen, University of Jyväskylä
Minna Torppa, University of Jyväskylä

While the importance of home environment for reading skill development is well acknowledged, understanding of the home environment for critical reading at school-age is limited. This study aims at developing and validating a parental questionnaire focusing on home environment for critical reading. In phase 1, items were generated by combining understanding of experts, adolescents and parents of the relevant home environment factors. In phase 2, parents (n = 260) of G4 to G9 students were asked to respond to a questionnaire of 82 items. Based on item analysis (descriptive and qualitative) and exploratory factor analysis, 31 items representing a clear six-factor solution were identified. In phase 3, parents (n = 280) of G4 students responded to the questionnaire. Based on similar steps as in phase 2, 14 items representing same six-factor solution (critical reading practices, time and interest in the child's thoughts and questions, guidance in media use, support for reading, valuing knowledge, and black- and- white thinking) were identified. The validation will be completed with a national data (G1-G9; n = 11 000) and test-retest assessment (G5; n = 100) in spring 2025.

30 years of Croatian Reading Association

Borna Udatny, Croatian Reading Association (CroRA)

Jasmina Hren Knežević, Croatian Reading Association (CroRA) - Supervisory Board

Croatian Reading Association (CroRA) is a nongovernmental, not-for-profit and voluntary association whose mission is to encourage, research, and promote reading and literacy. CroRA gathers members who are mostly librarians, teachers, university professors, pedagogues, special education teachers, psychologists, writers, publishers, students etc. Our goals are promoting and encouraging reading and literacy at all levels; raising awareness about the importance and impact of reading and literacy; providing open forum for the exchange of experiences and ideas and so on. CroRA also publishes newsletter "Hamster" (Hrčak) and organizes annual conference held on the International Literacy Day, September 8th for librarians, teachers, paediatricians, preschool teachers, parents and educators to raise awareness about the importance of literacy. This year we are celebrating 30 years of CroRA's existence and work. We are also celebrating more than 10 years of organizing and hosting our annual literacy conference.

Investigating creative literacy in three countries – Results of a teacher survey

Juli-Anna Aerila, **University of Turku/FinRA**

Merja Kauppinen, **University of Jyväskylä/FinRA**
Maria Jurimäe, **University of Tartu/EstRA**
Sandra Kalnina, **University of Latvia/LatRA**
Kadi Lukanenok, **Tallinna Ülikool/EstRA**
Ieva Margeviča-Grinberga, **University of Latvia/LatRA**

This presentation investigates teachers' perceptions of creativity in literacy education and how creative literacy stimulates students' interest in literacy, enhances meaningful engagement and increases the pleasure of reading. According to previous studies (Smith, 1965; Lähdesmäki et al., 2022), the pedagogy of creative literacy consists of activities and methods that enhance active engagement, curiosity and interpretation of texts allowing personal reflection and imaginative expansion. These approaches are child-centered, often communal and take advantage of different forms of communication, such as creative writing, drama, visual arts, or digital media (Davies et al., 2013). The research data were collected by FinRA, EstRA and LatRA during spring 2025 via an online questionnaire. The data consists of 300 answers (100/each country). In the questionnaire the teachers were asked about the perceptions and practices of creative literacy via Likert-scale and open-ended questions. The data were analyzed via mixed methods (Martella et al., 2013). In the study, the preliminary results will be presented through the lenses of creative literacy and country specific information of the definitions of creative literacy. Combining multimodality and creativity in reading might offer a tool to reach diverse readers and re-write the world (Freire & Macedo, 1987).

Preserving Home Language for the Future Generations among Estonian Diaspora in Finland: Family Language Policy concerning Home Language Education

Larissa Aksinovits, Tallinn University

Anna Verschik, Tallinn University

Estonian speakers constitute the second largest immigrant community in Finland. However, the participation in municipality funded home language (HL) classes of Estonian children is lower when compared to the activity of participation of children of other large minority origins. The research concentrating on Estonian diaspora families' language policy (FLP) was held in Spring 2024. The objectives were to investigate language beliefs concerning the significance of maintenance Estonian as a HL and participating of children in Estonian HL classes. The FLP theoretical framework concentrates on the classical three-component model by Spolsky. The data were collected from eight Estonian caregivers via semi-structured interviews. All participants emphasized the importance of proficiency in Estonian for their and their children's ethnolinguistic identity. Nevertheless, there was some discrepancy between beliefs and actual linguistic behavior. Free municipal HL classes are not always seen as an option to maintain the Estonian language among children. In addition to that, several reasons for not participating in the classes emerged in the research.

Reading projects of the Estonian Reading Association

Kadi Lukanenok, Estonian Reading Association

Helin Puksand, Estonian Reading Association
Jaanika Monroc, Estonian Reading Association
Heli Mägi-Jaanus, Estonian Reading Association
Eva Orav, Estonian Reading Association
Meeli Pandis, Estonian Reading Association
Heli Prii, Estonian Reading Association
Eve Krais, Estonian Reading Association
Tiina Kivimäe, Estonian Reading Association

The mission of the Estonian Reading Association is to support the development of literacy skills, and the joy of reading and writing of readers and writers of all ages, backgrounds, opportunities and special needs. Based on the mission, the association conducts several ongoing projects to promote literacy in children. During the symposium, we will provide an overview of the five main associations' projects and offer the opportunity to practice some of their methodological and didactical activities such as: reading aloud in pairs and linking what has been read to creative activities, looking at a picture book and "reading aloud" in pairs, participating in a dyslexia simulation, discussing topics related to local history and getting acquainted with the contents of the Reading Nest "suitcase". With the symposium, we aim to inspire attendees to organize creative reading activities based on children's needs. At the end of the session, we invite participants to think about the possibilities of conducting similar activities in their institution (kindergarten or school) and to initiate projects.

Let's work together across nations and optimise learning to read and write

Paige Pullen, University of Florida

Monika Lodej, Jan Kochanowski University
Stephanie Snidarich, University of Florida
Deepti Bora, University of Jyväskylä

Orthographic complexity strongly affects how easily children learn to read and write. In regular- orthography nations like Finland and Estonia, Grade-1 children quickly become accurate readers and spellers. In contrast, English learners, especially those in developing nations, face greater challenges. The International-Academy-for-Research-in-Learning-Disabilities (IARLD) is promoting a Call to Research entitled English-Readers Experience Exceptionally Impeded Learning: A Call to Research on Orthographic Impacts on Literacy and Learning Development Many factors influence progress: orthographic complexity, national teaching practices, cultural contexts, multilingualism, and mismatches between instruction and learners' needs. For some, multilingualism aids learning; for others, it hinders – especially when children must learn to read English when not yet adept in understanding spoken English. We encourage you to engage in research exploring the impacts of these factors, and ways forward to optimise literacy development of vulnerable children. The presenters will • Explore these dynamics and their impacts • Discuss current interventions and their findings, including o Widely-used GraphoLearn, and o Its use with multilingual disadvantaged children in developing nations. • Suggest potential studies that those contemplating research might engage in, e.g., o Action Research studies, o Partner research across nations, o Reciprocal visits research, and o Cross-national reading-writing research. Research is happening in many areas. More is needed. Please do join us.

Kolm aastat eesti keeles õppinud Ukraina õpilaste keeleoskus ühe kooli näitel

<u>**Anne Uusen**</u>, Tallinn University

<u>**Lisette Veeväli**</u>, Tallinna Reaalkool

Uusimmigrantidest õpilaste puhul on oluline, et kool looks õpilastele turvalise õpikeskkonna ning parimad võimalused keeleõppeks. Eestis võimaldati Ukrainast saabuvatele lastele haridustee jätkamist lähiaja ja pika plaani alusel Pika plaani eesmärk oli lõimida laps tavaõppesse. Ettekande aluseks oleva magistritöö probleemiks oli tõsiasi, et õpetajatel ei olnud Ukrainast tulnud õpilaste tavaõppesse lõimimiseks vajaliku eesti keele oskuse arendamiseks tarvilikke kogemusi ega süsteemset lähenemist. Ei ole ka veel jõutud koguda tõenduspõhist teavet esimeses klassis eesti keeles õppima asunud Ukraina õpilaste praeguse keeleoskuse kohta. Kõnealuse magistritöö eesmärgiks oli see lünk ühe kooli näitel täita. Valimisse kuulunud klassis alustasid Ukraina õpilased esimeses klassis (eesti keeles) õppima 1. septembril 2022. Õpetaja kasutas õpetamisel peamiselt lõimitud aine- ja keeleõppe metoodikat. Kolmanda õppeaasta lõpus (märtsis 2025) mõõdeti õpilaste eesti keele oskust sõnavara näitajate alusel. Andmete kogumiseks said õpilased ülesandeks kirjeldada kahte erinevat pilti: üht suuliselt, teist kirjalikult. Kirjutada tuli ka kiri kujtletavale sõbrale. Nii suulistes kui kirjalikes tekstides analüüsiti erinevaid sõnavaranäitajaid: sõnade ja sõnede arvu, pikkade sõnade osakaalu, teksti keerukust ja sõnarikkust jne. Tulemustest selgus, et kõige paremat keelesokust demonstreerisid õpilased sihipärases kirjalikus tekstis. Kõige madalamad sõnavaranäitajad olid suulistes tekstides. Üldiselt on valimisse kuulunud õpilased saavutanud kolmanda õppeaasta lõpuks eesti keele oskuse vähemalt A2 tasemel.

Workshop: Design for participatory reading program in classroom

<u>Minna Lumme</u>, Aalto University

Participatory design is a framework to engage teachers, learners and parents to design for a collaborative reading environment. The workshop is based on theory of co-design with children and youth (Wong et al 2013), design for belonging (Wise 2020) and design for wellbeing learning environments (Franz 2019). In this workshop we will design an inclusive and welcoming reading program in a classroom. The reading program is based on learners' as individual readers, their skills, attitudes, experiences and personal learning environments, as their families, language backgrounds and access to literature and texts. We will gather together learners needs and reading contects from diverse perspectives. Based on knoledge and understanding of needs we will co-design social reading activities, low access solutions to literature and diverse texts. Reading activities with parents will designed during the workshop as well. As result of the workshop each participant has a tool for designing a collaborative reading program in the classroom.

The Reading Badge movement – Why not try it globally?

Petra Potočnik, Društvo Bralna značka Slovenije - ZPMS

The Reading Badge is both the name and the "trademark" of a cultural and educational movement, developing reading habits and reading culture among Slovenian youth (65th anniversary next year!). Its mission is to promote lifelong development of reading culture and reading literacy. Reading for the Reading Badge is supported by numerous mentors – librarians, teachers and other experts, as well as authors and publishers; children are also encouraged to read by their families. More than 65% of school children (in Slovenia and Slovenian communities abroad) take part in reading for the Reading Badge. The paper will present the implementation of the Reading Badge concept as a motivational approach that can work, with appropriate adaptations, in different (pre)schools, and in very different countries around the world. It will try to explore how its principles could be adapted for other countries or contexts while respecting local cultural and educational systems, describe how the concept works, discuss the criteria for earning a "badge", the role of motivational tools, how reading can support school activities and identify potential challenges. We want to highlight the Reading Badge as a successful model that could inspire similar reading initiatives that aim to create lifelong readers, globally.

Muukeelne laps lugejana-kirjutajana eesti koolis

Mare Müürsepp, Mare Müürsepp Koolitus FIE

Ettekandes analüüsitakse kirjaoskuse alastele uurimustele toetuvalt 8 muukeelse õpilase arengut kahe esimese kooliaasta jooksul. Millised osaoskused on erinevatel õpilastel arenenud, milles toetab neid kehtiv õppekirjandus, milliseid probleeme tekitab muukeelsete laste õpetamisel riikliku õppekava ainesisu, mis on orienteeritud eesti keele kui emakeele õpetamisele.

How my first book show me that litercay is more then just grammar

Tanel Viita, No organisation

Hello, my name is Tanel. In 1999, upon graduating from high school, I wrote an essay like thousands of other high school graduates. Scoring 10 points meant you were excellent in your native language, and scoring 1 point probably meant you were not. I got 2 points. 24 years later, in 2023, a publisher in Estonia published my first children's book. They did not know that I had received 2 points in the essay, and probably if they had known, it would not have held them back either, because they saw my strengths and were not bothered by my weaknesses. Literacy is a very broad concept, but unfortunately, we often understand it to mean only one component – grammar. As you can already guess, grammar is also my Achilles' heel. At the same time, I have a tremendous love for words. I enjoy how words come to life in the form of sentences and give a broader meaning. I always seek rhythm in the text. For me, words are like notes. In the right order, they begin to resonate. This creative conflict: on one hand, you are ashamed that you cannot write grammatically correctly. On the other hand, you enjoy the play of words immensely. In such a situation, it is even hard to dream of writing a book. Yet my first book was born, showing that literacy is a much broader concept than mere grammar. So I would like to briefly talk about false shame and how weaknesses became strengths. Also, what I noticed when a writing the book. And lastly, do I have now better literacy.

Workshop: Loovad alternatiivid lugemiskontrollidele

Piret Kimmel, **Tartu Erakool**

Traditsioonilised faktipõhised lugemiskontrollid pärsivad õpilaste lugemishuvi ja -rõõmu ega toeta üld- ja ainealaste pädevuste arendamist. Riiklikus õppekavas rõhutatakse, et faktiteadmistest tähtsam on toetada analüüsi- ja tõlgendusoskuse arengut, mõttevahetusi teksti väärtuste ja sõnumi üle ning esitleda loetud raamatute põhjal valminud loovtöid. Loobusin traditsioonilistest lugemiskontrollidest üle 10 aasta tagasi ning sest ajast alates olen eelistanud erinevaid loovaid lugemisülesandeid. Olen oma kogemusi jaganud Eesti õppejuhtide koostööpäevadel (kevad, 2023), Eesti Lugemisühingu konverentsil (sügis, 2024) ning hetkel teen sel teemal ka tegevusuuringut. Töötoas sooviksin jagada pisut teoreetilist tausta ning teha osalejatega läbi paar meetodit loetud raamatute tutvustamiseks. Kindlaid meetodeid ma hetkel välja ei tooks, sest see oleneb pisut ka osalejatest. Kõige enam võiks töötoast kasu olla õpetajatele, kuid ehk on tore ka teistele.

Best Village in the World. Holistic thinking and design project.

Toomas Trapido, Tallinn Free Waldorf School

Waldorf School Students, Tallinn Free Waldorfschool

The best village in the world is a two-month project in Tallinn Free Waldorfschool where students create in groups the best villages in the world for their groups. They create a micro-society thinking holistically through all main aspects of a village, making a model and finally presenting their best villages in the school hall. Students have to think quite thoroughly on the following aspects of their villages: - physical, including different buildings, location, landscape, overall plan, where the heating and electrical energy comes from, the water infrastructure, fields and forests; - economic – what are the main activities in the village, how it makes the ends meet and even turns some profit, what's the needed investment, where does it come from;
- social – how the decisions are made, what are the governing bodies, how good relationships are consciously developed
- cultural and worldview – is there a specific philosophy or religion in the village, which traditions are followed and holidays celebrated.

Workshop: Developing a rubric for 9th grade L1 essays

Merilin Aruvee, **Tallinn University**

Katarin Leppik, **Talllinn University**

The aim of this workshop is to introduce and gather feedback on an essay rubric currently being developed for the Estonian L1 exam in 2027, under the leadership of the Estonian Education and Youth Board (EYB). The expected writing outcome at the 9th-grade level is a narrative-argumentative essay based on two short source texts. Students are expected to compose a title, an introduction, argumentative body paragraphs, and a conclusion. The workshop facilitators, together with EYB specialists, have developed an analytical writing rubric that reflects the key criteria for evaluating L1 essays. Expert feedback and rater scores across criteria have been statistically analyzed. Additionally, the facilitators— who are also members of a related research team—have explored the alignment between scores given by human evaluators and those generated by language technology tools and generative language models (such as GPT and the Gemini family). The first version of the rubric had three aspects: content and structure; sentence and wording; and correctness, each of these had sub-criteria. The second version was more analytical, in order to identify key factors. Results show there are five key factors that have informed the development of the third version. To ensure the rubric's validity and to support its further refinement, we kindly ask participants to review the third version and provide feedback on its appropriateness for assessing the intended writing task.

What Constitutes an Effective Literacy Lesson?

Elizabeth Nolan Conners, Ph.D., The Wolf School

What are the best, research-based practices that should be part of your literacy lesson, especially when working with new or struggling readers? This session will overview the components of reading lessons (for early readers and for adolescent readers) to highlight the best, research-based practices and skills that should be included. Educators will hear how to support readers in the classroom as they develop their literacy skills, from early ages to adolescence, with a special emphasis on students who are new readers or struggling readers. A list of supporting research as well as online classroom resources will be included in the slides.

Fostering Academic and Environmental Literacy through AI: Designing a Chatbot for Higher Education in Portugal

Fernando Azevedo, CIEC, Research Center on Child Studies, University of Minho

Maria de Lourdes Dionísio, Littera - Portuguese Association For Literacy
Ângela Balça, CIEC, Research Center on Child Studies, University of Évora

The intersection of academic and environmental literacy presents a unique opportunity to integrate sustainability and critical thinking into higher education (Alenezi & Alanazi, 2024). This paper explores the design and implementation of an AI-powered chatbot (Ejjami, 2024; Nghi & Anh, 2024; Zaharuddin & Yao, 2024) aimed at enhancing both academic literacy and environmental awareness among university students in Portugal. The chatbot was developed based on a comprehensive needs assessment that identified key challenges in academic writing, such as textual cohesion, lexical precision, and critical argumentation. Simultaneously, the tool incorporates environmental literacy elements, providing students with contextualized tasks that promote understanding of ecological issues and sustainable practices. By merging personalized learning with environmental themes, the chatbot supports students in diverse academic writing tasks, such as essays, summaries, and critical analyses, while encouraging reflection on pressing environmental challenges. The study examines: (1) the role of AI in fostering academic and environmental literacy; (2) the design and implementation process of the chatbot; (3) its impact on students' writing skills and environmental awareness; and (4) ethical and pedagogical implications of AI integration in education. Preliminary results reveal improvements in students' ability to construct coherent texts and engage with environmental topics critically. This research contributes to pedagogical innovation, emphasizing the potential of AI to create literacy environments that address academic and ecological challenges concurrently. References Alenezi, M. & Alanazi, F. (2024). Integrating environmental social and governance values into higher education curriculum. International Journal of Evaluation and Research in Education (IJERE), 13(5), 3493. https://doi.org/10.11591/ijere.v13i5.29440 Ejjami, R. (2024). The Adaptive Personalization Theory of Learning: Revolutionizing Education with AI. Journal of Next- Generation Research 5.0, 1(1). https://doi.org/10.70792/jngr5.0.v1i1.8 (Original work published November 13, 2024) Nghi, T. T. & Anh, L. T. (2024). Promoting Student-Centered Learning Strategies via AI Chatbot Feedback and Support: A Case Study at a Public University in Vietnam. International Journal of Teacher Education and Professional Development (IJTEPD), 7(1), 1-25. https://doi.org/10.4018/IJTEPD.356403 Zaharuddin, Chen Yu, & Yao, G. (2024). Enhancing Student Engagement with AI-Driven Personalized Learning Systems. International Transactions on Education Technology (ITEE), 3(1), 1–8. https://doi.org/10.33050/itee.v3i1.662

Supporting the identity development of diverse young readers and writers

<u>Terje Äkke</u>, Arengusammud

Readers and writers in classrooms are at different developmental phases and have various needs, skills, and interests. Teachers must consider how to engage all learners and provide rich literacy experiences. For learning to happen, students need to feel safe and supported, and they must take ownership of their own learning. This session is designed to promote the idea that teaching through identity and modelling as a teacher helps foster the development of self-directed learners. In this presentation, teachers will hear stories and advice that invite them to deeply consider how their own modelling and practice influence high-quality reading and writing instruction. They will examine their teacher language and explore ways to provide students with choice, voice, and ownership in their learning. The session also offers ideas and practical tools for creating a learning environment that builds students' confidence and equips them with the skills necessary to grow as readers and writers. Throughout the session, participants will reflect on how being a teacher who reads and writes enhances instruction and inspires a love of reading and writing in students.

Assessing adolescents' disinformation and fake news detection competences

Timo Salminen, University of Jyväskylä

Janina Saarnio, University of Jyväskylä
Paavo Leppänen, University of Jyväskylä
Jarmo Hämäläinen, University of Jyväskylä
Asko Tolvanen, University of Jyväskylä
Jarkko Hautala, Niilo Mäki Institute
Miika Marttunen, University of Jyväskylä

Most adolescents encounter disinformation - intentionally inaccurate or misleading information intended to deceive people, serve personal or organisational benefits or cause public harm - on the internet and social media in their daily lives. However, previous studies have shown that students' skills in evaluating information delivered through digital media are poor and they particularly struggle to recognise and evaluate biased and misleading information. This presentation focuses on introducing a newly developed instrument to assess Finnish secondary school students' disinformation and fake news detection competences. The instrument relies on the theories on critical online reading and civic online reasoning and mirrors typical digital media environments where adolescents face disinformation. The instrument consists of performance-based tasks and self-report-items to assess adolescents' disinformation detection competence. Furthermore, relevant background factors will be measured to explain variation in adolescents' competences. The measurement instrument will be piloted in Spring 2025. In the presentation, initial results of the pilot study will be presented. This study is a part of a research project funded by the Research Council of Finland (DETECT, 2024-2028). The project examines adolescents' abilities to detect disinformation, related cognitive, affective, and neural mechanisms, and develops pedagogical means for teaching disinformation detection.

ROOM 1 - PLENARY - TALLINN HALL   **CLOSING SESSION**

From Reading the Word to Reading the World: Literacy as a Civic and Environmental Tool

Els Heinsalu, The Estonian Young Academy of Science

Zoi Philipakkos, Board of International Literacy Association Ieva Margeviča-Grinberga, University of Latvia
Tiit Maran, Parliament of Estonia, World Animal Protection International Ellen Roper, Estonian Debating Society, University of Oxford

Inspired by Paulo Freire's concept of critical consciousness, this panel explores how literacy empowers learners to engage with both democratic life and environmental realities. What does it mean to "read the world" in a time of climate crisis and global misinformation? The panel invites ideas on using literacy as a tool for civic responsibility, environmental action, and systemic understanding — especially among young people. Key Questions: What does it mean to be literate in the age of climate crisis? How can climate storytelling shape civic identity and responsibility? Can literacy education help build ecological resistance and resilience? Facilitators Sandra Kalnina (Federation of European Literacy Associations ∕ University of Latvia) and Maria Jürimäe (Estonian Reading Association/University of Tartu)

Parallel session speakers together with invited speakers

The list is ordered by authors' family names.

First name	Last name	Organization	Country
INVESTIGATING CREATIVE LITERACY IN THREE COUNTRIES – RESULTS OF A TEACHER SURVEY			
Juli-Anna	Aerila	University of Turku/FinRA	Finland
Merja	Kauppinen	University of Jyväskylä/FinRA	Finland
Maria	Jurimäe	University of Tartu/EstRA	Estonia
Sandra	Kalnina	University of Latvia/LatRA	Latvia
Kadi	Lukanenok	Tallinna Ülikool/EstRA	Estonia
Ieva	Margeviča-Grinberga	University of Latvia/LatRA	Latvia
SUPPORTING THE IDENTITY DEVELOPMENT OF DIVERSE YOUNG READERS AND WRITERS			
Terje	Äkke	Arengusammud	Estonia
READING COMPREHENSION: WHAT DO PORTUGUESE TEXTBOOKS OFFER?			
Luisa	Araujo	ISEC Lisboa	Portugal
Alessandra	França	ISEC Lisboa	Portugal
Rosária	Correia	Agrupamento de Escolas Gil Paes	Portugal
READING LIKE A NURSE: A SYNTHESIS OF LITERACY STUDIES			
Sonya	Armstrong	Texas State University	United States
VISUAL LITERACY AS A FACILITATOR OF LITERACY. SOME IDEAS ABOUT CHILDREN'S BOOKS			
Austra	Avotiņa	University of Latvia	Latvia
Ilze	Stikāne	University of Latvia	Latvia
FOSTERING ACADEMIC AND ENVIRONMENTAL LITERACY THROUGH AI: DESIGNING A CHATBOT FOR HIGHER EDUCATION IN PORTUGAL			
Fernando	Azevedo	CIEC, Research Center on Child Studies, University of Minho	Portugal
Maria de Lourdes	Dionísio	Littera - Portuguese Association For Literacy	Portugal
Ângela	Balça	CIEC, Research Center on Child Studies, University of Évora	Portugal
THE SEA IN ECOCRITICAL DIALOGUE: TOVE JANSSON'S DEPICTIONS OF NATURE			
Petra	Bäni Rigler	PH FHNW	Schweiz
Lisa	Källström	Södertörn University	Schweden
WORKSHOP: CO-CREATING ECOLITERACIES: NATURE JOURNALS PAST, PRESENT & FUTURE			
Sage	Borgmästars	Åbo Akademi	Finland
Maria	Ehrnström-Fuentes	Hanken School of Economics	Finland
DISCOURSES OF HOPE: THE MORE-THAN-HUMAN WORLD IN CHILDREN'S ECO-LITERATURE?			
Sage	Borgmästars	Åbo Akademi	Finland
LEVERAGING THE INTEGRATION OF HANDS-ON STEAM (SCIENCE, TECHNOLOGY, ENGINEERING, ARTS, MATH) AND CT (COMPUTATIONAL THINKING) WITH EMERGENT LITERACY LESSONS TO BUILD ON STRENGTHS OF YOUNG DUAL LANGUAGE LEARNERS			
Lea Ann	Christenson	Towson University	United States
USING MOBILE DEVICES FOR IMPROVING READING IN PRIMARY EDUCATION			
Konstantina	Derveni	Charles University	Czech Republic

			Czech
Radka	Wildová	Charles University	Republic

WRITING INSTRUCTION IN THE DIGITAL AGE – CONCEPTS, EVIDENCE, AND IMPLEMENTATION

Konstanze	Edtstadler	University College of Teacher Education Styria	Austria
Michael	Gros	Ministerium für Bildung und Kultur des Saarlandes	Germany
Nina	Leidinger	Ministerium für Bildung und Kultur des Saarlandes	Germany
Josef	Wachtler	Technical University of Graz	Austria
Daniel	Brochwitz	kids interactive	Germany

USING SHORT STORIES TO TALK ABOUT GENDER EQUALITY IN HOME AND CONSUMER STUDIES

Jenny	Edvardsson	Kristianstad University	Sverige
Anna	Bryntorp	Kristianstad University	Sweden
Anna	Scazzocchio	Kristianstad University	Sweden
Karin	Höijer	Kristianstad University	Sweden

ALL WELL AND GOOD IN THEORY, BUT... RESULTS ON THE USABILITY OF DIFFERENTIATED DIGITAL READING MATERIALS IN PRIMARY SCHOOL

Fabian	Feyertag	Private University College Augustinum	Austria
Lisa	Paleczek	University of Graz	Austria
Elisabeth	Stabler	Private University College	Austria

WORKSHOP: IT'S INCREDIBLY DIFFERENT! LITERACY DEVELOPMENT AND INSTRUCTION ACROSS NATIONS

Susan	Galletly	Central Queensland University	Australia
Stephanie	Sniderich	University of Florida	United States
Inmaculada	Mendez Freije	University of Oviedo	Spain
Deepti	Bora	University of Jyväskylä	Finland

ENGLISH-READERS EXPERIENCE EXCEPTIONALLY IMPEDED LEARNING: A CALL TO RESEARCH ON ORTHOGRAPHIC IMPACTS ON LITERACY AND LEARNING DEVELOPMENT

Susan	Galletly	Central Queensland University	Australia

ENHANCING ACTIVE LISTENING SKILLS IN GRADE 7: THE POWER OF AUTHENTIC VIDEO MATERIALS

Paula Elizabete	Garā	Rīgas Āgenskalna Valsts ģimnāzija	Latvia
Evija	Latkovska	The University of Latvia, Faculty of Education Sciences and Psychology	Latvia

WORKSHOP: LOCAL BASIC EDUCATION: A COLLABORATIVE APPROACH FOR ADULT LITERACY IN BAVARIA

Korbinian	Gramenz	Bayerischer Volkshochschulverband e.V.	Deutschland
Hella	Krusche	Bayerischer Volkshochschulverband e.V.	Germany
Kerstin	Daniel	Bayerischer Volkshochschulverband e.V.	Germany

COHERENCE OF READING COMPREHENSION IN PRE-PRIMARY AND PRIMARY EDUCATION CURRICULUM: A CONTENT ANALYSIS OF KOSOVO CURRICULA

Donjeta	Haliti	University of Jyväskylä	Finland
Marja-Kristiina	Lerkkanen	University of Jyväskylä	Finland
Minna	Torppa	University of Jyväskylä	Finland
Jenni	Ruotsalainen	University of Jyväskylä	Finland
Jenni	Salminen	University of Jyväskylä	Finland

WRITING WITH FEEDBACK FROM SPEECH SYNTHESIS IN LITERACY LEARNING			
Britta	Hannus-Gullmets	Åbo Akademi	Finland
CLASSROOM AS WRITING ENVIRONMENT			
Peter	Heller Lützen	National Centre for Reading	Denmark
Bonnie	Vittrup	University of Southern Denmark	Denmark
Lise	Overgaard Nielsen	University College Absalon	Denmark
Pernille	Hargbøl Madsen	University College Absalon	Denmark
WORKSHOP: ENGAGING CLASSROOM ENVIRONMENTS TO SUPPORT READING LITERARY TEXTS: LITERARY AMBIGUITY, COLLABORATIVE DISCUSSION, AND ASSET-BASED APPROACHES			
Jodi	Holschuh	Texas State University	United States
Leslie	Rush	University of Wyoming	United States
Jodi	Lampi	Northern Illinois University	United States
Todd	Reynolds	University of Wyoming	United States
"THE CONSTRUCTION OF SPATIAL IDENTITY IN THE SCHOOL LIBRARY OR CREATING EFFECTIVE SPACES FOR READING".			
Aija	Jankava	Olaine Secondary School no1, Olaine, Latvia	Latvia
IMPLEMENTATION OF CREATIVE LITERACY IN EDUCATION: THE STORY OF GOOD PRACTICES			
Sandra	Kalnina	University of Latvia	Latvia
Ieva	Margeviča-Grinberga	University of Latvia	Latvia
Kadi	Lukanenok	University of Tallinn	Estonia
Maria	Jürimäe	University of Tartu	Estonia
Juli-Anna	Aerila	University of Turku, Rauma Campus	Finland
Merja	Kauppinen	University of Jyväskylä	Finland
PROJECT EXPERIENCE_- CRITICAL THEORY IN ADULT EDUCATION PRACTICE: EMPOWERMENT FOR CRITICAL ACTIONS (MIND)			
Sandra	Kalnina	University of Latvia	Latvia
Iveta	Verse	Education Development Center	Latvia
WORKSHOP: LOOVAD ALTERNATIIVID LUGEMISKONTROLLIDELE			
Piret	Kimmel	Tartu Erakool	Estonia
THE JOY OF CHOICE: EMPOWERING STUDENTS THROUGH READING FREEDOM			
Piret	Kimmel	Tartu Erakool	Estonia
LITERARY ART INTERVENTION SUPPORTING LANGUAGE AND SOCIAL-EMOTIONAL COMPETENCIES			
Veera	Kivijärvi	University of Eastern Finland	Suomi
ADDRESSING READING AND BEHAVIOUR DIFFICULTIES IN SECOND GRADERS: FIRST RESULTS OF A DUAL INTERVENTION			
Andrea	Kogler	University of Graz	Österreich
Martin	Berger	University of Graz	Österreich
Katharina	Prinz	University of Graz	Österreich
Lisa	Paleczek	University of Graz	Österreich
Konstanze	Edtstadler	University College of Teacher Education Styria	Österreich
Barbara	Gasteiger-Klicpera	University of Graz	Österreich
FROM SHARED STORIES TO LIFELONG LITERACY: HOW READING-FRIENDLY SPACES AND INTERGENERATIONAL BONDS SHAPE THE FUTURE			
Metka	Kostanjevec	Prva gimnazija Maribor	SI
WORKSHOP: MÄNGIDES LUGEMA			
Anneli	Laamann	Eesti Lugemisühing	Estonia

CAREGIVER-CHILD BOOK FAMILIARITY AFFECTS BOOK SELECTION AND SHARED BOOK READING

Jamie	Lingwood	Liverpool Hope University	United Kingdom
Samantha	Durrant	University of Manchester	United Kingdom
Kirsten	Read	Santa Clara University	United States

READING TOGETHER: READHOUR AND THE IMPACT OF PUBLIC SPACE ON READING CULTURE

| Anneli | Loodus | Finnish Institute in Estonia | Estonia |

EESTI LUGEMISÜHINGU LUGEMISPROJEKTID

Kadi	Lukanenok	Eesti Lugemisühing	Eesti
Helin	Puksand	Eesti Lugemisühing	Eesti
Jaanika	Monroc	Eesti Lugemisühing	Eesti
Heli	Mägi-Jaanus	Eesti Lugemisühing	Eesti
Eva	Orav	Eesti Lugemisühing	Eesti
Meeli	Pandis	Eesti Lugemisühing	Eesti
Heli	Prii	Eesti Lugemisühing	Eesti
Eve	Krais	Eesti Lugemisühing	Eesti
Tiina	Kivimäe	Eesti Lugemisühing	Eesti

READING PROJECTS OF THE ESTONIAN READING ASSOCIATION

Kadi	Lukanenok	Estonian Reading Association	Estonia
Helin	Puksand	Estonian Reading Association	Estonia
Jaanika	Monroc	Estonian Reading Association	Estonia
Heli	Mägi-Jaanus	Estonian Reading Association	Estonia
Eva	Orav	Estonian Reading Association	Estonia
Meeli	Pandis	Estonian Reading Association	Estonia
Heli	Prii	Estonian Reading Association	Estonia
Eve	Krais	Estonian Reading Association	Estonia
Tiina	Kivimäe	Estonian Reading Association	Estonia

WORKSHOP: DESIGN FOR PARTICIPATORY READING PROGRAM IN CLASSROOM

| Minna | Lumme | Aalto University | Suomi |

DESIGNING DIGITAL LEARNING ENVIRONMENTS FOR A SPECIAL LITERACY LEARNER POPULATION: ADULT MIGRANT SECOND LANGUAGE AND LITERACY LEARNERS

| Eva | Malessa | University of Turku | Finland |
| Zuzana | Marešová | Charles University, Faculty of Education | Česká republika |

PECHAKUCHA: FROM ROOTS TO WORDS: THE ROLE OF MORPHOLOGICAL AWARENESS IN SPANISH LITERACY

Inmaculada	Méndez-Freije	University of Oviedo	Spain
Débora	Areces	University of Oviedo	Spain
Celestino	Rodríguez	University of Oviedo	Spain

WORKSHOP: KUIDAS TOETAB PROJEKT "PILDIRAAMATU VÕLUJÕUD" VAJASE KIRJAOSKUSE ARENGUT JA HUVI PILDIRAAMATUTE ETTELUGEMISE VASTU.

| Jaanika | Monroc | Eesti Lugemisühing | Estonia |

READING DIFFICULTIES AMONG YOUNG PEOPLE IN SECONDARY EDUCATION - HOW ACCURATELY CAN DIGILUKISEULA IDENTIFY THEM?

Maria	Niskakoski	University of Jyväskylä	Finland
Eija	Räikkönen	University of Jyväskylä	Finland
Minna	Torppa	University of Jyväskylä	Finland

Jarkko	Hautala	Niilo Mäki Institute	Finland

WHAT CONSTITUTES AN EFFECTIVE LITERACY LESSON?

Elizabeth	Nolan Conners, Ph.D.	The Wolf School	United States

MOTIVATING READING THROUGH YEAR-ROUND READING ACTIVITIES

Dejana	Omerza	Osnovna šola Vojke Šmuc Izola (Elementary school Vojka Šmuc Izola)	Slovenija

PRINCIPLES FOR THE SELECTION OF FICTIONAL BOOKS AND THE CORRELATION BETWEEN SELECTION AND STUDENTS' READING MOTIVATION

Eva	Orav	Juuru Eduard Vilde School	Estonia

THE EFFECT OF WORD FREQUENCY AND PARTS OF SPEECH ON THE SPELLING PERFORMANCE OF STUDENTS WITH AND WITHOUT LEARNING DISABILITIES DURING A FREE WRITING TASK

Vassilios	Papadimitriou	Hellenic Open University	Greece
Zoi	Traga-Philippakos	University of Tennessee Knoxville	USA

EARLY CHILDHOOD TEACHERS' BELIEFS ABOUT INFORMATIONAL BOOKS IN KINDERGARTEN

Katerina	Papadimitriou	University of Patras	Greece
Nektarios	Stellakis	University of Patras	Greece

DIFFERENCES BETWEEN WRITING ON A COMPUTER AND ON PAPER

Helin	Puksand	Tallinn University	Estonia
Regina	Martin	Merivälja School	Estonia

WHICH IS MORE CHALLENGING, READING OR LISTENING

Helin	Puksand	Tallinn University	Estonia
Kerli	Haav	Merivälja School	Estonia
Elika	Klettenberg	Abja-Paluoja Primary healt care center	Estonia

UNLOCKING READING SUCCESS: USING TEXT ANNOTATION TO BOOST ENGLISH SKILLS IN GRADE 9 STUDENTS

Evita	Rīdere	Rīgas Āgenskalna Valsts ģimnāzija	Latvia
Evija	Latkovska	The University of Latvia, Faculty of Education Sciences and Psychology	Latvia

THE ARTS AS A WINDOW TO BUILDING LITERACY ABOUT DIVERSITY AND INCLUSION THROUGH PICTURE BOOK IMAGERY IN THE PRESCHOOL CLASSROOM

Wilma	Robles-Melendez	Nova Southeastern University	United States

COH-METRIX TEXT ANALYSIS

Davorka	Rujevčan	Karlovac University of Applied Sciences	Croatia
Renata	Šamo	Juraj Dobrila University of Pula	Croatia

VALIDATION OF HOME ENVIRONMENT FOR CRITICAL READING QUESTIONNAIRE

Jenni	Ruotsalainen	University of Jyväskylä	Finland
Leena	Paakkari	University of Jyväskylä	Finland
Mari	Manu	University of Jyväskylä	Finland
Jenni	Salminen	University of Jyväskylä	Finland
Minna	Torppa	University of Jyväskylä	Finland

DEFINING CRITICAL READING

Aada	Saatsi	University of Jyväskylä	Finland
Jenni	Ruotsalainen	University of Jyväskylä	Finland
Leena	Paakkari	University of Jyväskylä	Finland
Anni	Saatsi	University of Jyväskylä	Finland
Minna	Torppa	University of Jyväskylä	Finland

SCREEN OR PAPER? A STUDY ON COGNITIVE LOAD, ATTENTION AND READING COMPREHENSION USING EYE-TRACKING, EEG, AND GSR

Amanda	Saksida	Educational Research Institute	Slovenia
Laura	Blaznik	Educational Research Institute	Slovenia
Igor	Žnidaršič Žagar	Educational Research Institute	Slovenia

ASSESSING ADOLESCENTS' DISINFORMATION AND FAKE NEWS DETECTION COMPETENCES

Timo	Salminen	University Of Jyväskylä	Finland
Janina	Saarnio	University of Jyväskylä	Finland
Paavo	Leppänen	University of Jyväskylä	Finland
Jarmo	Hämäläinen	University of Jyväskylä	Finland
Asko	Tolvanen	University of Jyväskylä	Finland
Jarkko	Hautala	Niilo Mäki Institute	Finland
Miika	Marttunen	University of Jyväskylä	Finland

WORKSHOP: MULTISENSORY GAMES SUPPORTING EARLY LITERACY DEVELOPMENT

Katrin	Saluvee	Narva College of University of Tartu	Estonia
Katrin	Helendi	Narva College of University of Tartu	Estonia

DEVELOPING A READING CULTURE IN LIMITED RESOURCE CONTEXTS IN SOUTH AFRICA

Eileen	Scheckle	Nelson Mandela University	South Africa
Lilymore	Mudziwapasi	Nelson Mandela University	South Africa

USING VISUAL ARTS AS A TOOL IN LITERARY LESSONS FOR INTERPRETING LITERATURE

Dana	Sece	Riga Style and fashion technical school	Latvia
Daiga	Celmiņa	Riga Teika Secondary School	Latvia
Ilze	Šūmane	Univerisity of Latvia	Latvia

PERSPECTIVES ON HANDWRITING IN LITERACY ENVIRONMENTS

Ann-Sofie	Selin	FinRA, SelinsPedagogik.fi	Finland

HOME LITERACY ENVIRONMENT AND CHILDREN'S READING FLUENCY: A LONGITUDINAL FAMILIAL CONTROL STUDY

Lotta	Sieppi	University of Jyväskylä	Finland
Minna	Torppa	Department of Teacher Education, University of Jyväskylä	Finland
Jenni	Salminen	Department of Teacher Education, University of Jyväskylä	Finland
Eija	Räikkönen	Faculty of Education and Psychology, University of Jyväskylä	Finland
Daria	Khanolainen	Faculty of Education and Psychology, University of Jyväskylä	Finland
Elsje	van Bergen	Vrije Universiteit (VU) Amsterdam	Netherlands

THE RELATION BETWEEN LITERACY AND STEM: SUPPORTING STUDENT SUCCESS IN ACCESSING CHALLENGING TEXT-BASED STEM CONTENT

Stephanie	Snidarich	University of Florida	United States

TEACHING READERS: POWERFUL PRACTICES AND CURRICULUM THAT ALLOW TEACHERS TO LEARN ABOUT AND LEVERAGE STUDENT READING IDENTITY

Daniela	Sochorová	Krajina čitateľov (Land of Readers)	Slovakia
Dr. Zuzana	Kováčová Švecová	Matej Bel University	Slovakia
Hannah	Schneewind	Trusting Readers LLC	United States

READING AND ORTHOGRAPHIC SKILLS IN ARABIC: THE ROLE OF DETECTING VISUAL REGULARITIES

Haitham	Taha	Akko	Israel

READING AND ORTHOGRAPHIC SKILLS IN ARABIC: THE ROLE OF DETECTING VISUAL REGULARITIES

| Haitham | Taha | Western Galilee College | Israel |

BOOKGIFTING BOOSTS FAMILY READING: SHORT- AND LONG-TERM IMPACT OF FINLAND'S PIONEERING PROGRAM

| Vilma | Tammelin | Lukukeskus / The Finnish Reading Center | Finland |

READ ALOUD PROGRAM: TOOLS FOR PROFESSIONALS TO SUPPORT EARLY READING

| Vilma | Tammelin | Lukukeskus / The Finnish Reading Center | Finland |

MATHEMATICS LESSONS IN PUBLIC LIBRARY FOR UPPER MIDDLE SCHOOL STUDENTS

| Mairi | Tempel | Tartu Linnaraamatukogu | Estonia |

EXPLORING THE IMPACT OF ASYNCHRONOUS ONLINE PROFESSIONAL DEVELOPMENT ON TEACHER CONFIDENCE AND STUDENT READING OUTCOMES: A PILOT STUDY IN MULTISYLLABIC DECODING

| Zoi | Traga Philippakos | University of Tennessee | USA |
| Margaret | Quinn | Texas A&M | USA |

REPORTING ON THE FEASIBILITY AND EFFECTS OF POLYSYLLABIC LESSONS ON UPPER ELEMENTARY LEARNERS' READING PERFORMANCE, SELF-EFFICACY, AND ANXIETY: A PILOT

Zoi	Traga Philippakos	University of Tennessee	USA
Margaret	Quinn	Texas A&M	USA
Louis	Rocconi	University of Tennessee	USA
Adalea	Davis	University of Tennessee	USA

EXAMINATION OF SELF-EFFICACY AND AFFECT FOR WRITING IN DIFFERENT GENRES FOR UPPER ELEMENTARY GRADES

| Zoi | Traga Philippakos | University of Tennessee | USA |

BEST VILLAGE IN THE WORLD. HOLISTIC THINKING AND DESIGN PROJECT.

| Toomas | Trapido | Tallinn Free Waldorf School | Estonia |
| Waldorf School | Students | Tallinn Free Waldorfschool | Estonia |

30 YEARS OF CROATIAN READING ASSOCIATION

| Borna | Udatny | Croatian Reading Association (CroRA) | Croatia |
| Jasmina | Hren Knežević | Croatian Reading Association (CroRA) - Supervisory Board | Croatia |

DIVERSE LEISURE READING HABITS OF CHILDREN AND ADOLESCENTS – DEVELOPMENT, GENDER DIFFERENCES, AND CONNECTION TO READING SKILLS

Emmi	Ulvinen	University of Jyväskylä	Finland
Minna	Torppa	University of Jyväskylä	Finland
Maria	Psyridou	University of Oslo	Norway
Marja-Kristiina	Lerkkanen	University of Jyväskylä	Finland
Anna-Maija	Poikkeus	University of Jyväskylä	Finland
Martti	Siekkinen	University of Eastern Finland	Finland

CODING ANIMATED NARRATIVES AS MULTIMODAL AUTHORING IN SCHOOLS

| Len | Unsworth | Australian Catholic University | Australia |

MINOR EXTRAS IN INTEGRATION AND MULTILITERACY: THEATRE AND ART AT SCHOOL

| Pirjo | Vaittinen | Tampere university | Suomi |

READING MOTIVATION AND READING HABITS IN DUTCH PRE-SERVICE TEACHERS.

Danielle	van den Brink	Windesheim, University of Applied Science	The Netherlands
Anneke	Smits	Windesheim, University of Applied Sciences	The Netherlands
Roland	Bruijn	Windesheim, University of Applied Sciences	The Netherlands

		Windesheim, University of Applied	The
Henk	la Roi	Sciences	Netherlands

PERCEIVED LEARNING DIFFICULTIES, DIGITAL ADDICTION AND SCHOOL BURNOUT IN PRIMARY AND SECONDARY SCHOOL STUDENTS

Ene	Varik-Maasik	Tallinn University	Eesti
Riin	Seema	Tallinn University	Eesti

HOW MY FIRST BOOK SHOW ME THAT LITERCAY IS MORE THEN JUST GRAMMAR

Tanel	Viita	No organisation	Estonia

IMPROVING PRESCHOOL CHILDREN'S SOCIOCOGNITIVE AND AUTONOMY DEVELOPMENT THROUGH THEIR FINE-MOTOR SKILLS ENHANCEMENT PROGRAM

Hellen	Vretudaki	University of Crete	Greece
Anna	Athanasopoulou	Directorate of Primary and Secontary Education	Greece

PROFESSIONAL DEVELOPMENT OF ACADEMIC LIBRARIANS THROUGH READING MOTIVATION: INSIGHTS FROM PARTICIPATION IN AN INTERNATIONAL PROJECT

Mojca	Žaberl	UL, Faculty of Arts	Slovenia

BRIDGING MUSIC AND LITERACY

Aleksandr	Žedeljov	Südalinna Teater	Estonia

Saturday
4 October

Please note that on October 3rd and on October 4th the programme runs in parallel, and only one option can be chosen. Pre-registration is required.

17:00-19:00 **PLENARY SESSION**   **Room 1 - Plenary - Tallinn Hall**

Plenary I

Tallinn University, Mare building

Welcome Notes: Tiit Maran, Parliament of Estonia, World Animal Protection International Aija Sakova, The Manager of Business Cooperation and Knowledge Transfer of Tallinn University

Chairs: Kadi Lukanenok, Eva Orav - Estonian Reading Association

Literacy and Endangered Languages

Indrek Park | Indiana University's College of Arts and Sciences

Literacy for Democracy and Security

Maria Deskur | Universal Reading Foundation Poland

Storytelling as the best way to understand the world

Piret Päär | Storyteller and NGO Jutumaja

09:00-11:00   PLENARY SESSION   **Room 1 - Plenary - Tallinn Hall**

Plenary Session
Welcome notes:
Helin Puksand, School of Educational Sciences, Tallinn University
Mailis Ostra, School of Natural Sciences and Health Tallinn University

Bridging music and literacy
Aleksandr Žedeljov | Südalinna Teater

Digital and online literacy – challenges for learners with neurodevelopmental disorders
Paavo Leppänen | University of Jyväskylä

Possibilities of using outdoor education to support speech development and language learning
Irene Bews, Ally Sangster | Adventurascotland

11:30-13:00   ORAL PRESENTATION   **Room 1 - Plenary - Tallinn Hall**

Session I
Chair: Piret Vacht, Estonia

Developing a reading culture in limited resource contexts in South Africa
Eileen Scheckle | Nelson Mandela University
Lilymore Mudziwapasi | Nelson Mandela University

Reporting on the Feasibility and Effects of Polysyllabic Lessons on Upper Elementary Learners' Reading Performance, Self-Efficacy, and Anxiety: A Pilot
Zoi Traga Philippakos | University of Tennessee
Margaret Quinn | Texas A&M
Louis Rocconi | University of Tennessee
Adalea Davis | University of Tennessee

Bookgifting Boosts Family Reading: Short- and Long-Term Impact of Finland's Pioneering Program
Vilma Tammelin | Lukukeskus / The Finnish Reading Center

Visual literacy as a facilitator of literacy. Some ideas about children's books
Austra Avotiņa | University of Latvia
Ilze Stikāne | University of Latvia

11:30-13:00   POSTER AND TABLE PRESENTATIONS   **Room 6 – Mare Building Atrium**

Session I
Chairs: Meeli Pandis, Estonia
Ann-Sofie Selin,Finland

Defining critical reading
Aada Saatsi | University of Jyväskylä
Jenni Ruotsalainen | University of Jyväskylä
Leena Paakkari | University of Jyväskylä
Anni Saatsi | University of Jyväskylä
Minna Torppa | University of Jyväskylä

Coh-Metrix Text Analysis

Davorka Rujevčan | Karlovac University of Applied Sciences

Renata Šamo | Juraj Dobrila University of Pula

Principles for the selection of fictional books and the correlation between selection and students' reading motivation

Eva Orav | Juuru Eduard Vilde School

All well and good in theory, but... Results on the Usability of differentiated digital Reading Materials in Primary School

Fabian Feyertag | Private University College Augustinum

Lisa Paleczek | University of Graz

Elisabeth Stabler | Private University College

Caregiver-child book familiarity affects book selection and shared book reading

Jamie Lingwood | Liverpool Hope University

Samantha Durrant | University of Manchester

Kirsten Read | Santa Clara University

Using Mobile Devices for Improving Reading in Primary Education

Konstantina Derveni | Charles University

Radka Wildová | Charles University

Hybrid Children's Books: New Forms of Transmedia Narrative and Their Potential Impact on Reading

Monika Janusz-Lorkowska | Uniwersytet Łódzki

Project experience_- Critical theory in adult education practice: empowerment for critical actions (MIND)

Sandra Kalnina | University of Latvia

Iveta Verse | Education Development Center

The arts as a window to building literacy about diversity and inclusion through picture book imagery in the preschool classroom

Wilma Robles-Melendez | Nova Southeastern University

Screen or Paper? A study on cognitive load, attention and reading comprehension using eye-tracking, EEG, and GSR

Amanda Saksida | Educational Research Institute

Laura Blaznik | Educational Research Institute

Igor Žnidaršič Žagar | Educational Research Institute

11:30-13:00 ORAL PRESENTATION   **Room 3 - M648**

Session I
Chair: Emeli Pikner, Estonia

Diverse leisure reading habits of children and adolescents – development, gender differences, and connection to reading skills

Emmi Ulvinen | University of Jyväskylä

Minna Torppa | University of Jyväskylä

Maria Psyridou | University of Oslo

Marja-Kristiina Lerkkanen | University of Jyväskylä

Anna-Maija Poikkeus | University of Jyväskylä

Martti Siekkinen | University of Eastern Finland

Reading difficulties among young people in secondary education - how accurately can DigiLukiseula identify them?

Maria Niskakoski | University of Jyväskylä

Eija Räikkönen | University of Jyväskylä

Minna Torppa | University of Jyväskylä

Jarkko Hautala | Niilo Mäki Institute

Adult and youngsters dyslexia

Sirje Klaos | Tallinn's Old Town School for Adults

Inga Miljand | Tallinn's Old Town School for Adults

Kadi Lukanenok | Tallinn University, Estonian Reading Association

English-Readers Experience Exceptionally Impeded Learning: A Call to Research on Orthographic Impacts on Literacy and Learning Development

Susan Galletly | Central Queensland University

11:30-13:00   ORAL PRESENTATION   **Room 5 - M213**

Session I
Chair: Helin Puksand, Estonia

Kodulektüüri raskusastme sobivus I klassi õpilastele

Kadri Alver | Tallinn University

Maret Nurklik | Tallinn University

Helin Puksand | Tallinn University

Klassiõpetajate õpetamismeetodid soovitusliku kirjanduse käsitlemiseks 2. klassi eesti keele tundides lugemishuvi toetamiseks

Kirke Timmusk | Tallinna Ülikool (MA) / Kadrioru Saksa Gümnaasium (workplace)

Fonoloogilise teadlikkuse ja kiire automaatse nimetamise seosed lugemisoskusega 1. klassis

Kristel Mikkor | Tallinna Ülikool

Liina Toompuu | Tallinna Ülikool

Eesti-, vene- ja kakskeelsete 1. klassi õpilaste lugejaprofiilid ning nende seosed lugemisoskusega 2. klassis

Marija Jurtin | Tallinn University

11:30-13:00   ORAL PRESENTATION   **Room 4 - M342**

Session I
Chair: Urve Aja, Estonia

Mathematics lessons in public library for upper middle school students

Mairi Tempel | Tartu Linnaraamatukogu

Leveraging the Integration of Hands-on STEAM (Science, Technology, Engineering, Arts, Math) and CT (Computational Thinking) with Emergent Literacy Lessons to Build on Strengths of Young Dual Language Learners

Lea Ann Christenson | Towson University

The Impact of Literacy-Enriched Environments on Emerging Writing Skills in 4- to 6-Year-Old Children: A Systematic Review of the Literature

Egija Laganovska | University of Latvia

Ieva Margevica-Grinberga | University of Latvia

L2 English phonological and orthographic spelling errors in L1 German English learners: Analyses and predictors

Heike Mlakar | University of Hildesheim

Joanna Hirst-Plein | University of Hildesheim

Georgia Niolaki | University of Birmingham

Aris Terzopoulos | Birmingham City University

14:00-15:30   SYMPOSIUM 90 MIN   **Room 5 - M213**

Session II
Chair: Kadi Lukanenok, Estonia

Eesti Lugemisühingu lugemisprojektid

Kadi Lukanenok | Eesti Lugemisühing

Helin Puksand | Eesti Lugemisühing

Jaanika Monroc | Eesti Lugemisühing

Heli Mägi-Jaanus | Eesti Lugemisühing

Eva Orav | Eesti Lugemisühing

Meeli Pandis | Eesti Lugemisühing

Heli Prii | Eesti Lugemisühing

Eve Krais | Eesti Lugemisühing

Tiina Kivimäe | Eesti Lugemisühing

14:00-15:30   ORAL PRESENTATIONS AND A WORKSHOP   **Room 1 - Plenary - Tallinn Hall**

Session II
Chair: Eva Orav, Estonia

Reading Fluently with Creative Drama

Derya Arslan Özer | Burdur Mehmet Akif Ersoy University Education Faculty

Zeynep Can | Burdur Mehmet Akif Ersoy University Education Faculty

Ayşecan Sarıaslan | Anadolu Üniversitesi

Implementation of Creative Literacy in Education: the Story of Good Practices

Sandra Kalnina | University of Latvia

Ieva Margeviča-Grinberga | University of Latvia

Kadi Lukanenok | University of Tallinn

Maria Jürimäe | University of Tartu

Juli-Anna Aerila | University of Turku, Rauma Campus

Merja Kauppinen | University of Jyväskylä

Workshop: Multisensory Games Supporting Early Literacy Development

Katrin Saluvee | Narva College of University of Tartu

Katrin Helendi | Narva College of University of Tartu

14:00-15:30   ORAL PRESENTATION   **Room 2 - M226**

Session II
Chair: Mare Müürsepp, Estonia

Children's Literature and Climate Fiction: Narrative Strategies for Environmental Awareness

Máirín Wilson | Trinity College

Tiziana Mascia | University of Urbino

Juli-Anna Aerila | University of Turku, Rauma Campus

Discourses of Hope: The More-Than-Human World in Children's Eco-Literature?

Sage Borgmästars | Åbo Akademi

The Relation Between Literacy and STEM: Supporting Student Success in Accessing Challenging Text-based STEM Content

Stephanie Snidarich | University of Florida

The Sea in Ecocritical Dialogue: Tove Jansson's Depictions of Nature

Petra Bäni Rigler | PH FHNW

Lisa Källström | Södertörn University

14:00-15:30   ORAL PRESENTATION   **Room 3 - M648**

Session II
Chair: Kati Käpp, Estonia

The Effect of Word Frequency and Parts of Speech on the Spelling Performance of Students with and without Learning Disabilities During a Free Writing Task

Vassilios Papadimitriou | Hellenic Open University

Zoi Traga-Philippakos | University of Tennessee Knoxville

Perceived learning difficulties, digital addiction and school burnout in primary and secondary school students

Ene Varik-Maasik | Tallinn University

Riin Seema | Tallinn University

Which is more challenging, reading or listening

Helin Puksand | Tallinn University

Kerli Haav | Merivälja School

Elika Klettenberg | Abja-Paluoja Primary healt care center

Without a script: using improvised presentations to build confidence and creativity in the classroom

Liidia Varrik | Lähte Gümnaasium

14:00-15:30   ORAL PRESENTATIONS AND A WORKSHOP   **Room 4 - M342**

Session II
Chair: Evelina Allas, Estonia

Unlocking Reading Success: Using Text Annotation to Boost English Skills in Grade 9 Students

Evita Rīdere | Rīgas Āgenskalna Valsts ģimnāzija

Evija Latkovska | The University of Latvia, Faculty of Education Sciences and Psychology

Reading Comprehension: What do Portuguese textbooks offer?

Luisa Araujo | ISEC Lisboa

Alessandra França | ISEC Lisboa

Rosária Correia | Agrupamento de Escolas Gil Paes

Workshop: How to teach the novella structure in a creative fashion?

Riina Belov | Tartu Tamme Kool

Christofer Kivipalu | Narva Gymnasium

16:00-17:30   ORAL PRESENTATION   **Room 1 - Plenary - Tallinn Hall**

Session III
Chair: Terje Äkke, Estonia

"The Construction of Spatial Identity in the School Library or creating effective spaces for reading".

Aija Jankava | Olaine Secondary School no1, Olaine, Latvia

Perspectives on Handwriting in Literacy Environments

Ann-Sofie Selin | FinRA, SelinsPedagogik.fi

Writing Instruction in the Digital Age – Concepts, Evidence, and Implementation

Konstanze Edtstadler | University College of Teacher Education Styria

Michael Gros | Ministerium für Bildung und Kultur des Saarlandes

Nina Leidinger | Ministerium für Bildung und Kultur des Saarlandes

Josef Wachtler | Technical University of Graz

Daniel Brochwitz | kids interactive

Examination of Self-Efficacy and Affect for Writing in Different Genres for Upper Elementary Grades

Zoi Traga Philippakos | University of Tennessee

16:00-17:30 ORAL PRESENTATION   Room 3 - M648

Session III
Chair: Anu Ratasep, Estonia

Using language models and language technology tools in the evaluation of Estonian L1 argumentative texts

Merilin Aruvee | Tallinn University

Katarin Leppik | Tallinn University

Kais Allikivi | Tallinn University

Silvia Maine | Tallinn University

Harli Kodasma | Tallinn University

Andres Karjus | Tallinn University

Towards the understanding multimodal reading pedagogy. Insights about situated practice

Íris Susana Pires Pereira | University of Minho

Differences between writing on a computer and on paper

Helin Puksand | Tallinn University

Regina Martin | Merivälja School

Coding Animated Narratives as Multimodal Authoring in Schools

Len Unsworth | Australian Catholic University

16:00-17:30 ORAL PRESENTATIONS AND A WORKSHOP   Room 2 - M226

Session III
Chair: Moonika Vane, Estonia

Using short stories to talk about gender equality in home and consumer studies

Jenny Edvardsson | Kristianstad University

Anna Bryntorp | Kristianstad University

Anna Scazzocchio | Kristianstad University

Karin Höijer | Kristianstad University

Sustainability literacy skill training in language education – Higher Education language teachers' views and experiences

Eva Malessa | University of Turku

Minna Maijala | University of Turku

Loretta Saikkonen | University of Turku

Workshop: Co-Creating Ecoliteracies: Nature Journals Past, Present & Future

Sage Borgmästars | Åbo Akademi

Maria Ehrnström-Fuentes | Hanken School of Economics

16:00-17:30   ORAL PRESENTATIONS AND A WORKSHOP   **Room 5 - M213**

Session III
Chair: Lehte Tuuling, Estonia

Väikeste kodu-uurijate 15 tegevusaastat sotsiaalse suhtluse ja väärtuste kandjana

Heli Prii | Paide Hillar Hanssoo Põhikool

Eve Krais | Paide Hillar Hanssoo Põhikool

Tiina Kivimäe | Paide Hammerbecki Põhikool

Praktiline keskkonnaalane kirjaoskus - kogemusi Tallinna Ülikooli uuest HÜPE formaadist

Piret Vacht | Tallinn University

Workshop: Kuidas toetab projekt "Pildiraamatu võlujõud" vajase kirjaoskuse arengut ja huvi pildiraamatute ettelugemise vastu.

Jaanika Monroc | Eesti Lugemisühing

09:00-10:30   SYMPOSIUM 90 MIN   **Room 4 - M342**

Session IV
Chair: Hannah Schneewind, United States of America

Teaching Readers: Powerful Practices and Curriculum that Allow Teachers to Learn About and Leverage Student Reading Identity

Daniela Sochorová | Krajina čitateľov (Land of Readers)
Dr. Zuzana Kováčová Švecová | Matej Bel University
Hannah Schneewind | Trusting Readers LLC

09:00-10:30   ORAL PRESENTATIONS AND A WORKSHOP   **Room 1 - Plenary - Tallinn Hall**

Session IV
Chair: Katrin Poom-Valickis, Estonia

Using Visual Arts as a Tool in Literary Lessons for Interpreting Literature

Dana Sece | Riga Style and fashion technical school
Daiga Celmiņa | Riga Teika Secondary School
Ilze Šūmane | Univerisity of Latvia

Minor extras in integration and multiliteracy: theatre and art at school

Pirjo Vaittinen | Tampere university

Workshop: Engaging Classroom Environments to Support Reading Literary Texts: Literary Ambiguity, Collaborative Discussion, and Asset-Based Approaches

Jodi Holschuh | Texas State University
Leslie Rush | University of Wyoming
Jodi Lampi | Northern Illinois University
Todd Reynolds | University of Wyoming

09:00-10:30   ORAL PRESENTATIONS AND A WORKSHOP   **Room 2 - M226**

Session IV
Chair: Ene Varik-Maasik, Estonia

From Shared Stories to Lifelong Literacy: How Reading-Friendly Spaces and Intergenerational Bonds Shape the Future

Metka Kostanjevec | Prva gimnazija Maribor

Professional Development of Academic Librarians through Reading Motivation: Insights from Participation in an International Project

Mojca Žaberl | UL, Faculty of Arts

Workshop: Local Basic Education: A Collaborative Approach for adult literacy in Bavaria

Korbinian Gramenz | Bayerischer Volkshochschulverband e.V.
Hella Krusche | Bayerischer Volkshochschulverband e.V.
Kerstin Daniel | Bayerischer Volkshochschulverband e.V.

09:00-10:30   ORAL PRESENTATIONS AND A WORKSHOP   **Room 3 - M648**

Session IV
Chair: Maria Jürimäe, Estonia

Designing digital learning environments for a special literacy learner population: Adult migrant second language and literacy learners

Eva Malessa | University of Turku

Early childhood teachers' beliefs about informational books in kindergarten

Katerina Papadimitriou | University of Patras

Nektarios Stellakis | University of Patras

Workshop: It's Incredibly Different! Literacy development and instruction across nations

Susan Galletly | Central Queensland University

Stephanie Sniderich | University of Florida

Inmaculada Mendez Freije | University of Oviedo

Deepti Bora | University of Jyväskylä

09:00-10:30   PECHAKUCHA AND A SYMPOSIUM   **Room 5 - M133**

Session IV
Chair: Kadi Lukanenok, Estonia

PechaKucha: Esimese klassi lugemistekstide keerukus ja kohandamine

Janne Aas | Tallinn University

Veronika Kalle | Tallinn University

Uued võimalused ja töövahendid düsleksiaga laste abistamiseks

Kadi Lukanenok | Eesti Lugemisühing, Tallinna Ülikool

11:00-12:30   ORAL PRESENTATION   **Room 1 - Plenary - Tallinn Hall**

Session V
Chair: Mailis Ostra, Estonia

Reading motivation and reading habits in Dutch pre-service teachers.

Danielle van den Brink | Windesheim, University of Applied Science

Anneke Smits | Windesheim, University of Applied Sciences

Roland Bruijn | Windesheim, University of Applied Sciences

Henk la Roi | Windesheim, University of Applied Sciences

Exploring the Impact of Asynchronous Online Professional Development on Teacher Confidence and Student Reading Outcomes: A Pilot Study in Multisyllabic Decoding

Zoi Traga Philippakos | University of Tennessee

Margaret Quinn | Texas A&M

Reading Together: ReadHour and the Impact of Public Space on Reading Culture

Anneli Loodus | Finnish Institute in Estonia

Enhancing Active Listening Skills in Grade 7: The Power of Authentic Video Materials

Paula Elizabete Garā | Rīgas Āgenskalna Valsts ģimnāzija

Evija Latkovska | The University of Latvia, Faculty of Education Sciences and Psychology

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11:00-12:30   POSTER AND TABLE PRESENTATIONS   **Room 6 – Mare Building Atrium**

Session V
Chairs: Meeli Pandis, Estonia
Ann-Sofie Selin, Finland

Addressing reading and behaviour difficulties in second graders: First results of a dual intervention

Andrea Kogler | University of Graz

Martin Berger | University of Graz

Katharina Prinz | University of Graz

Lisa Paleczek | University of Graz

Konstanze Edtstadler | University College of Teacher Education Styria

Barbara Gasteiger-Klicpera | University of Graz

Coherence of reading comprehension in pre-primary and primary education curriculum: A content analysis of Kosovo Curricula

Donjeta Haliti | University of Jyväskylä

Marja-Kristiina Lerkkanen | University of Jyväskylä

Minna Torppa | University of Jyväskylä

Jenni Ruotsalainen | University of Jyväskylä

Jenni Salminen | University of Jyväskylä

Empowering Teachers for Digital Reading Instruction: Evaluating a 5-Part Training Series for Individualized Learning in Primary Education

Elisabeth Herunter | Pädagogische Hochschule Graz

Anna Frieda Steiner | Pädagogische Hochschule Graz

Improving preschool children's sociocognitive and autonomy development through their fine-motor skills enhancement program

Hellen Vretudaki | University of Crete

Anna Athanasopoulou | Directorate of Primary and Secontary Education

Home Literacy Environment and Children's Reading Fluency: A Longitudinal Familial Control Study

Lotta Sieppi | University of Jyväskylä

Minna Torppa | Department of Teacher Education, University of Jyväskylä

Jenni Salminen | Department of Teacher Education, University of Jyväskylä

Eija Räikkönen | Faculty of Education and Psychology, University of Jyväskylä

Daria Khanolainen | Faculty of Education and Psychology, University of Jyväskylä

Elsje van Bergen | Vrije Universiteit (VU) Amsterdam

Classroom as writing environment

Peter Heller Lützen | National Centre for Reading

Bonnie Vittrup | University of Southern Denmark

Lise Overgaard Nielsen | University College Absalon

Pernille Hargbøl Madsen | University College Absalon

Read Aloud Program: Tools for professionals to support early reading

Vilma Tammelin | Lukukeskus / The Finnish Reading Center

Validation of home environment for critical reading questionnaire

Jenni Ruotsalainen | University of Jyväskylä

Leena Paakkari | University of Jyväskylä

Mari Manu | University of Jyväskylä

Jenni Salminen | University of Jyväskylä

Minna Torppa | University of Jyväskylä

30 years of Croatian Reading Association

Borna Udatny | Croatian Reading Association (CroRA)

Jasmina Hren Knežević | Croatian Reading Association (CroRA) - Supervisory Board

ORAL PRESENTATIONS AND A PECHAKUCHA   **Room 3 - M648**

Session V
Chair: Birgith Zupping, Estonia

The Joy of Choice: Empowering Students Through Reading Freedom

Piret Kimmel | Tartu Erakool

Literary art intervention supporting language and social-emotional competencies

Veera Kivijärvi | University of Eastern Finland

PechaKucha: From Roots to Words: The Role of Morphological Awareness in Spanish Literacy

Inmaculada Méndez-Freije | University of Oviedo

Débora Areces | University of Oviedo

Celestino Rodríguez | University of Oviedo

Reading and orthographic skills in Arabic: The role of detecting visual regularities

Haitham Taha | Western Galilee College

11:00-12:30 ORAL PRESENTATIONS AND A WORKSHOP   **Room 4 - M342**

Session V
Chair: Maile Käsper, Estonia

Writing with Feedback from Speech Synthesis in Literacy Learning

Britta Hannus-Gullmets | Åbo Akademi

Motivating reading through year-round reading activities

Dejana Omerza | Osnovna šola Vojke Šmuc Izola (Elementary school Vojka Šmuc Izola)

Workshop: Playing with syllables to master the reading/ phonemic awareness

Maria Jürimäe | University of Tartu/ Estonian Reading Association

Laura Päit | DiLeSy

11:00-12:30 ORAL PRESENTATIONS AND A WORKSHOP   **Room 5 - M133**

Session V
Chair: Kadi Lukanenok, Estonia

Noorukite ja täiskasvanute düsleksia

Sirje Klaos | Tallinn's Old Town School for Adults

Kadi Lukanenok | Tallinna Ülikool, Eesti Lugemisühing

Inga Miljand | Tallinna Vanalinna Täiskasvanute Gümnaasium

Lugemine on kirjutamine on lugemine

Kati Käpp | Tartu Ülikool

Workshop: Mängides lugema

Anneli Laamann | Eesti Lugemisühing

13:30-15:00 ORAL PRESENTATIONS AND A WORKSHOP   **Room 1 - Plenary - Tallinn Hall**

Session VI
Chair: Maria Jürimäe, Estonia

Investigating creative literacy in three countries – Results of a teacher survey

Juli-Anna Aerila | University of Turku/FinRA

Merja Kauppinen | University of Jyväskylä/FinRA

Maria Jurimäe | University of Tartu/EstRA

Sandra Kalnina | University of Latvia/LatRA

Kadi Lukanenok | Tallinna Ülikool/EstRA

Ieva Margeviča-Grinberga | University of Latvia/LatRA

Workshop: Design for participatory reading program in classroom

Minna Lumme | Aalto University

13:30-15:00   ORAL PRESENTATION   Room 2 - M226

Session VI
Chair: Ruth Koit, Estonia

Preserving Home Language for the Future Generations among Estonian Diaspora in Finland: Family Language Policy concerning Home Language Education

Larissa Aksinovits | Tallinn University

Anna Verschik | Tallinn University

The Reading Badge movement – Why not try it globally?

Petra Potočnik | Društvo Bralna značka Slovenije - ZPMS

How my first book show me that litercay is more then just grammar

Tanel Viita | No organisation

Best Village in the World. Holistic thinking and design project.

Toomas Trapido | Tallinn Free Waldorf School

Waldorf School Students | Tallinn Free Waldorfschool

13:30-15:00   SYMPOSIUM 90 MIN   Room 4 - M342

Session VI
Chair: Kadi Lukanenok, Estonia

Reading projects of the Estonian Reading Association

Kadi Lukanenok | Estonian Reading Association

Helin Puksand | Estonian Reading Association

Jaanika Monroc | Estonian Reading Association

Heli Mägi-Jaanus | Estonian Reading Association

Eva Orav | Estonian Reading Association

Meeli Pandis | Estonian Reading Association

Heli Prii | Estonian Reading Association

Eve Krais | Estonian Reading Association

Tiina Kivimäe | Estonian Reading Association

13:30-15:00   SYMPOSIUM 90 MIN   Room 3 - M648

Session VI
Chair: Stephanie Snidarich, The United States of America

Let's work together across nations and optimise learning to read and write

Paige Pullen | University of Florida

Monika Lodej | Jan Kochanowski University

Stephanie Snidarich | University of Florida

Deepti Bora | University of Jyväskylä

13:30-15:00   ORAL PRESENTATIONS AND A WORKSHOP   **Room 5 - M133**

Session VI
Chair: Anne Uusen, Estonia

Kolm aastat eesti keeles õppinud Ukraina õpilaste keeleoskus ühe kooli näitel

Anne Uusen | Tallinn University

Lisette Veeväli | Tallinna Reaalkool

Muukeelne laps lugejana-kirjutajana eesti koolis

Mare Müürsepp | Mare Müürsepp Koolitus FIE

Workshop: Loovad alternatiivid lugemiskontrollidele

Piret Kimmel | Tartu Erakool

15:30-16:15   WORKSHOP 45 MIN   **Room 5 - M133**

Workshop "Kirjastus Koolibri tutvustab oma raamatuid"

Kadri Rahusaar, Kirjastus Koolibri Chairs: Jaanika Monroc, Estonia

Anneli Laamann, Estonia

15:30-16:15   WORKSHOP 45 MIN   **Room 4 - M342**

Session VII
Chair: Merilin Aruvee, Estonia

Workshop: Developing a rubric for 9th grade L1 essays

Merilin Aruvee | Tallinn University

Katarin Leppik | Talllinn University

15:30-16:15   ORAL PRESENTATION   **Room 1 - Plenary - Tallinn Hall**

Session VII
Chair: Anne Uusen, Estonia

What Constitutes an Effective Literacy Lesson?

Elizabeth Nolan Conners, Ph.D. | The Wolf School

Supporting the identity development of diverse young readers and writers

Terje Äkke | Arengusammud

15:30-16:15   ORAL PRESENTATION   **Room 3 - M648**

Session VII
Chair: Anneli Loodus, Estonia

Fostering Academic and Environmental Literacy through AI: Designing a Chatbot for Higher Education in Portugal

Fernando Azevedo | CIEC, Research Center on Child Studies, University of Minho

Maria de Lourdes Dionísio | Littera - Portuguese Association For Literacy

Ângela Balça | CIEC, Research Center on Child Studies, University of Évora

Assessing adolescents' disinformation and fake news detection competences

Timo Salminen | University of Jyväskylä

Janina Saarnio | University of Jyväskylä

Paavo Leppänen | University of Jyväskylä

Jarmo Hämäläinen | University of Jyväskylä

Asko Tolvanen | University of Jyväskylä

Jarkko Hautala | Niilo Mäki Institute

Miika Marttunen | University of Jyväskylä

16:30-17:30 PANEL DISCUSSION   **Room 1 - Plenary - Tallinn Hall**

Closing Session
Session Chairs: Sandra Kalnina (Federation of European Literacy Associations / University of Latvia)
Maria Jürimäe (Estonian Reading Association / University of Tartu)
Session Chairs: Sandra Kalnina and Maria Jürimäe

From Reading the Word to Reading the World: Literacy as a Civic and Environmental Tool

Els Heinsalu | The Estonian Young Academy of Science

Zoi Philipakkos | Board of International Literacy Association

Ieva Margeviča-Grinberga | University of Latvia

Tiit Maran | Parliament of Estonia, World Animal Protection International

Ellen Roper | Estonian Debating Society, University of Oxford

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