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Co-chairs: Renate Valtin and Tiziana Mascia

Juli-Anna Aerila, FinRA, Finland

Adjunct professor (literature education and reading), and Senior Lecturer in Didactics of Mother Tongue and Literature, University of Turku

Juli-Anna has been actively investigating the readership of teachers, student teachers and children. Together with Merja Kauppinen (University of Jyväskylä), she has created a pedagogical approach called StoRe-Stories make Readers. The aim of this method is to enhance the reading for pleasure pedagogy in Finland, and to implement research on creating engagement in reading by connecting reading and reading materials to different arts-based activities. In connection to these studies, she is interested in different holistic approaches in early childhood education, and in the role of stories and storytelling for the well-being and overall development of a child. The latest project in this area is a project called Side by Side. In this project, different arts-activities were connected to both fictional and personal stories in order to enhance the social and emotional development of children. Currently, she is involved in IKI-project and leads its sub-project IKI-StoRe. In this project, literature is used as a resource to support the L1, L2 and L3 skills. Juli-Anna is actively involved in different further education projects both as a presenter, expert and lead. Her further education projects concentrate on personal development of teachers and making pedagogical innovations to reading based on the teachers' personal experiences. She has published widely both in Finnish and in English. She has been working in FinRA as an editor of the membership journal *Kielikukko* for almost ten years.

Greg Brooks, UK Literacy Association;

Emeritus Professor of Education, University of Sheffield, UK

Greg taught briefly in France, Kenya, England and Northern Ireland, and has been engaged in virtually full-time educational research since 1977, including 20 calendar years at the National Foundation for Educational Research (1981-2000) and 7 at Sheffield (2001-07). He was President of UKLA in 1999-2000, and has been an Honorary Life Member since 2003. He was elected to the Reading Hall of Fame in 2011. In 2011-12 he was one of the ten expert members on the European Union High Level Group of Experts on Literacy. He chaired FELA in 2013-16 and its predecessor, IDEC, in 1998-2002, and was FELA Treasurer 2016-20. His principal research interests now are the initial teaching of literacy (including the use of phonics in Anglophone countries), what works for those with literacy difficulties, and trends in literacy attainment over time. He is the author of the *Dictionary of the British English Spelling System* (2015) and (with Maxine Burton) of the *ELINET analytic glossary of the initial teaching and learning of literacy* (2016).

Maria de Lourdes Dionísio, President, LITTERA, the Portuguese Association for Literacy
Researcher, Research Centre on Education, Institute of Education, University of Minho, Braga, Portugal

Lourdes founded LITTERA in 1995. Having worked at the University of Minho for many years she maintains a research link with her former Institute, and develops research in the area of reading and literacies/multiliteracies in various social and school contexts. She has coordinated several national projects in Portugal, and internationally has coordinated Portuguese teams in various European projects, such as LIFT2, BACULIT, ELINET, among others. Her current research focuses on disciplinary literacies and literacy policies.

Tiziana Mascia, Associazione Italia Literacy; FELA Executive Committee member *ex officio*
Researcher, Free University of Bozen-Bolzano, Italy

Tiziana has a PhD in general pedagogy, social pedagogy and general education from the Free University of Bozen-Bolzano, where she is now a researcher in the Faculty of Education. She has conducted research activities on the relationship between teacher training on reading literacy and students' skills, including in environments with high proportions of students who are immigrants and/or at risk of social exclusion. She has developed educational training plans for teachers in kindergarten, primary and secondary schools which define guidelines for reading literacy instruction at school. Her current research focuses on the development of distance educational programmes and on digital literacy skills for primary years education. She is the author of the distance educational programme of Rai Cultura's *Invito alla lettura*, and editor of the column 'Lecture internazionali' for the Italian youth literature magazine *Pepeverde*. She is the founder and chairperson of Associazione Literacy Italia (ALI).

Svetlana Pavlikova, PhD, Vice-President of the Reading Association of Russia. Associate Professor at the Department of the English Language of Moscow Institute of International Relations (Odintsovo Affiliate); translator, interpreter. Specializes in teaching English for Specific Purposes, translation and interpreting, methodology of training interpreters. Supervises student research in MGIMO University Master's Programme "Methodology of Training Translators and Interpreters for International Organizations". Svetlana has been involved in the RAR research on literacy *Reading That Unites Us* and more recently in the research on reading from print vs screen.

Eufimia Tafa, Chairperson, Hellenic Association for Language and Literacy, Greece
Professor Emerita, University of Crete, Greece

Eufimia did her undergraduate studies in Greece (Kindergarten Teacher Academy and Maraslios Teacher Training Institution) and her Master's and Ph.D. at the University of Wales, College of Swansea, United Kingdom. Having won a Fulbright Scholarship (2004) she was a visiting scholar at Rutgers, the State University of New Jersey. In 2014 she was inducted as a member of the Reading Hall of Fame, and awarded the "Pechoridis Award for Excellent University Teaching" from the University of Crete. Eufimia is the author of six books related to emergent literacy, and editor or co-editor of three books related to literacy. She has also authored and co-authored of many articles published in edited volumes and in major scholarly journals. She is the chief editor of the on-line open access scientific journal *Preschool and Primary Education* (www.childducation-journal.org), and director in charge of a series of pedagogical books titled: *Preschool and School Pedagogy*, PEDIO publications. She has served as the secretary-general of FELA, and of the World Organization of Early Childhood Education (Hellenic Department), and she is a member of various international professional associations.

Renate Valtin, DGLS (Deutsche Gesellschaft für Lesen und Schreiben), Germany

Professor Emerita, Humboldt University, Berlin

Renate passed her teacher examination and Ph.D. in Hamburg and worked as a professor of education in Berlin from 1975–2008. She has done extensive quantitative and qualitative empirical research in reading/dyslexia, social cognition, educational psychology and education and is author/co-author of 300+ publications. She was elected to the Reading Hall of Fame in 2000. In 2011-12 she was one of the ten expert members on the European Union High Level Group of Experts on Literacy. She was a member of the Reading Expert Group of PIRLS 2006 and of the German team of PIRLS 2001, 2006, 2011 and 2016. She served as chairperson/member in several committees of IRA (e.g. the PISA/PIRLS Task Force), as President of the German Association for Reading and Writing, as chairperson of IDEC (International Development in Europe Committee of the International Reading Association) and as vice-president of FELA. Since her retirement she has been active in ELINET (European Literacy Policy Network).

Ana Vogrinčič Čepič, Slovenian Reading Association

Assistant Professor in the Faculty of Arts, Department of Sociology and Department of Library, Information Science and Book Studies, University of Ljubljana, and President of the Ljubljana City Library Council

Ana graduated from the Faculty of Arts (Comparative Literature and Literary Theory) and Faculty of Social Sciences (Journalism) in Ljubljana, Slovenia. She has a PhD in Anthropology of Everyday Life (Media Studies) from the Ljubljana Graduate School of the Humanities, and an MA in Eighteenth Century Studies from the University of Southampton (UK). Her research interests include the social and cultural history of the book and reading and reading-related contemporary phenomena. Lately she has been focusing on reading behaviour in everyday life and on personal and social influences, which on different levels transform reading practices and reading experience. She is also interested in reading for pleasure pedagogy. She has been involved in national and international reading research, most recently via COST action E-READ – Evolution of reading in the age of digitization (2015-18). For her research she has (since 2018) regularly conducted individual reading interviews at the local cultural centre (and now, via Zoom).

Jan 30th, 2022