DAY 3: Wednesday, July 6, 9.00 – 10.30

Session G 1	Literacy Environments
Papers	Patricia Durham, Jacqueline Ingram, Debra Price and Nancy Votteler (United States) (185)
E201	*Online Graduate Course Platforms: Designing Literacy Environments for Transformative Change*
	Cara Mulcahy and Louise Shaw (United States) (75)
	Developing an Instructional framework for Literacy: Centering Critical Engagement, Multimodal Learning, and Compassion
	Petra Potočnik (Slovenia) (138)
	Online Environment of The Reading Badge – New Trends and Tendencies

Session G2	Effective Literacy Instruction
Papers	Katerina Korakaki and George Manolitsis (Greece) (236)
	Examining the short and long-term effects of 'Response to Intervention' in at-risk pre-schoolers for the enhancement of early literacy skills from Kindergarten to
E203	*Grade 1*
	Nance Wilson (United States); Thomas Wolsely (Egypt); Turan Temur (Turkey); and Linda Smetana, Roya Scales and Dana Grisham (United States) (106)
	A cross national examination of preparing primary teachers to teach writing
	Robert Savage (Canada) and Amy Fox (United Kingdom) (117)
	Teaching children to read with phonics plus Set-for-Variability: Evidence from two trials

Session G3	Literacy in the Early Years
Papers	Janet Maria Cristina (Malta) (110)
E205	*Exploring pathways of development in the early writing of bilingual children*
	Ariana-Stanca Vacaretu and Maria Kovacs (Hungary) (129)
	Resources for and from Making the Most of the Magic of Reading
	Tara Concannon-Gibney and Geraldine Magennis (Ireland) (132)
	An Exploration of the Use of Children's Literature in the Teaching of Early Reading (EuCLER)

Session G4	Digital Literacies
Symposium	Colin Harrison (United Kingdom), Jeroen Clemens (Netherlands) and Douglas K.
E218	Hartman (United States) (91)
	ELINET Symposium: Representation, evaluation and production: how information design, online critical reading and computational thinking can help teachers to be future-ready with Web 3.0 strategies

Session G5	Inclusive practices for Diverse Learners
Workshop	Eeva-Liisa Kiiskilä and Tiia Oikarinen (Finland) (116)
E206	*Second language learners and inclusive practices in literacy*

Session G6	Inclusive Practices for Diverse Learners
Papers	Meagan Hoff (United States) (141)

E301	*Connected Learning: Supporting the Academic Literacy Development of Refugee-Background College Students*
	Yina Liu and Jing Jin (Canada) (150)
	Teaching in the Post-Pandemic Transition: Stories of Two Researchers/Chinese Language Teachers in a Chinese Complementary School in Canada
En Francais	Melanie Dutemple, Brigitte Stanké, André C. Moreau, Guillaume Loignon, Stefano Rezzonico, and Emilie Munoz (Canada) (351)
	Facteurs favorisant l'acquisition des inconsistances phonographémiques

Session G7 Papers E303	**Effective Literacy Instruction**
	Elissavet Chlapana and Varvara Vasileiou (Greece) (162)
	Vocabulary teaching in kindergarten: Teachers' views and practices
	Geraldine Balzer (Canada) and Eleni Louloudi (Germany) (85)
	(Re)Envisioning Picturebooks for Social Justice Education in Advanced Audiences: A Critical Literacy Perspective from Canada
	~~Rowan Oberman and Ben Mallon (Ireland) (232)~~
	~~*Picturebooks as multimodal vehicles for human rights explorations*~~

Session G8 Papers E305	**Effective Literacy Instruction**
	Jacqueline de Brún, Pádraig O Duibhir and Eithne Kennedy (Ireland) (176)
	The teaching and learning of reading in Irish of 9-11-year-olds in immersion settings in Ireland: A mixed methods case study.
	Szilvia Varga and János Steklács (Hungary) (224)
	Developing literary reading comprehension skills through morphological intervention in primary school
	Anneke Smits (Netherlands) and Ottavia Trevisan (Italy) (235)
	Reading motivation and reading habits in Dutch pre-service teachers.

Session G9 Papers E223	**Multiple Themes**
	Literacy in the Early years
	Chrysoula Tsirmpa (Greece), Theoni Neokleous (Cyprus), Stavroula Kontovourki (Cyprus) and Nektarios Stellakis (Greece) (220)
	Family literacy practices of Greek-Cypriot and Greek families: shared reading and screen literacies
	Jacqueline Lynch and Jennifer Mirabal (United States) (256)
	Designing a Family Literacy Program with Diverse Families During Covid: Implementation and Parental Feedback
	Digital Literacies
	Sam Von Gillern, Brandon Haskey-Valerius & Hillary Gould (United States) (348)
	Digital Citizenship and Literacy Education: Perspectives of Preservice Teachers

Session G10 Papers (X2) E306	**Inclusive Practices for Diverse Learners**
	Susana Franco and Carla Sampaio (242)
	Inclusive Reading Instruction through Augmentative Communication

	Literacy in Early Years
	Kamila Urban, Oľga Zápotočná, Zuzana Petrová and Marek Urban (137)
	How confident are preschoolers about their comprehension monitoring?
Session G11 Papers E401	**Other**
	Martine Peters, Tessa Boies and Sarah Beauchemin-Roy (Canada) (252)
	Do paraphrasing and quoting lead to referencing, an essential literacy skill?
	Dermot Burns (Ireland) (310)
	'Literacy Lift-off!' How two undergraduate service-learning English modules are enhancing literacy skills and stimulating the joy of reading among primary school children in Galway.
	Lifelong Development of Literacy Skills
	Niamh Dennehy (Ireland) (324)
	The role of assessment literacy in supporting lifelong learning
Session G12 Workshop E403	**Digital Literacies**
	Christopher Sanderson (United States), Wen Wen (China), Veronica Oguilve (Costa Rica) and Jill Castek (United States) (318)
	Designing International Immersive Virtual Field Experiences (IIVFEs) to Teach Global Digital Literacies
Session G13 Workshop E406	**Other**
	Kathrina O'Connell and Anne Marie Leland (United States) (198)
	Supporting Summer Learning During Late-Pandemic Transitioning

10.30 – 11.00   Lobby, E Block: Tea/Coffee

Wednesday, July 6th, 11.00 – 12.30

Session H1 Symposium E201	**Literacy Environments**
	Rachael Levy, Sam Duncan, Sinead Harmey and Sue Bodman (United Kingdom) (131)
	Reading aloud in diverse contexts: challenging accepted notions of a 'rich literacy environment'
Session H2 Papers (X2) E203	**Literacy in the Early Years**
	Maria Kreza (Greece) (161)
	The use of books in preschool classes attended by 2-3 year-olds: preschool teachers' practices and learning goals
	Zuzana Petrová (Slovakia) (163)
	Narratives abilities as predictor of school readiness in Slovak preschools
Session H3 Workshop E205	**Other**
	Shelley Young (United States) (263)
	Place, Photography, and Poetry: Using Counter Narratives to Teach Hidden History
Session H4 Workshop E206	**Effective Literacy Instruction**
	Char Moffit, Claudia Bertolone-Smith and Erica Colmenares (United States) (147)
	Integrating Literacy and Science with Insects through Inquiry, Ecological Justice, and Citizen Science

Session H5	**Effective Literacy Instruction**
	~~Konstanze Edtstadler, Jeton Arifi, Elisabeth Herunter & Markus Ebner, Austria, 178~~
Papers	~~*Individualized Spelling Training Based on Texts by Applying Learning-Analytics-*~~
E301	~~*Methods*~~
	Brendan Culligan (Ireland) (344)
	The Importance of Teaching Spelling
	Annette Kiberu (Uganda) (149)
	The untold story of a timetabled library lesson

Session H6	**Inclusive Practices for Diverse Learners**
Papers	
E303	Shlomo Alon (Israel) (316)
	The Role of The Modern Dictionary in promoting Literacy for Diverse Learners
	Pirjo Vaittinen (Finland) (216)
	Literacy Discourse in Finland - Towards Inclusion with Dialogue and Interaction
	Lea Ann Christenson (United States) (315)
	Building on Strengths: Supporting Literacy Acquisition for Young Dual Language Learners (DLLs)

Session H7	**Effective Literacy Instruction**
Papers	Ieva Margevica-Grinberga and Ilze Sumane (Latvia) (319)
E305	*Prediction relay to promote reading skills in the 5th grade*
	Aoife Ahern and Isabel García Parejo (Spain) (268)
	Service-Learning and developing literacy teaching competence in the context of linguistic and cultural diversity
	János Steklács (Hungary) (209)
	Reading comprehension strategies, executive functions. Outlines of a common paradigm

Session H8	**Literacy in the Early Years**
Papers	Vendi Franc, Alenka Mikulec and Božica Vuić (Croatia) (269)
	Relationship between phonological awareness, reading acquisition and school
E306	*success*
	Patrick Ryan (United Kingdom) and Donna Schatt (United States) (312)
	'A wish for story time: how higher order language abilities are favored by experiencing regular story listening'
	Candace Barriteau Phaire (United States) (320)
	"Use Your Words": Learning from Early Childhood Educators' Perspectives on Language Development in Young Children

Session H9	**Literacy Environments**
Papers (x2)	Kathrina O'Connell (United States) (290)
	Diverse and Inclusive Picture Book Read-Aloud Requirement: Impact on Pre-Service
E401	*and Classroom Teachers*
	Christina Sturm and Martin Gries (Germany) (314)

"The Flaming Fox": Reading Promotion with Not-for-Profit Bilingual Picture Books

Session H10	Lifelong Development of Literacy Skills
Papers E403	Sarah Donovan (United States) (292) *An oral history: Teacher-poets writing to bridge the distance* Tara La Rose, Carmela Laganse, Colina Maxwell and Suad Bahdri (Canada) (331) *Access to the Arts Through Digital Literacy: Direct[Message], New Horizons Video Tutorials and Digital[FUSE] Older Adults' Digital Training Resources* Colleen Mulholland and Elizabeth Turner (United States) (333) *Future teachers and media literacy: an exploration of assumption, awareness, and skill building*

Session H11 Symposium E406	Lifelong Development of Literacy Skills
	Samantha Frantz (United States), Christopher Sanderson (United States), Veronica Oguilve (Costa Rica) and Jill Castek (United States) (305) *We're Better Together: Creating Inclusive Professional Learning Communities for Lifelong Literacy Skills*

Session H12 Symposium E223	Inclusive Practices for Diverse Learners
	Julia O'Sullivan, Steve Styers and Vaughan Stoyka (Canada) (188) *Indigenous Children in Canada: Early Literacy Strengths and Challenges*

12.30 – 1.45 Lunch College Restaurant

For those with tickets. Seating has been set aside for conference participants, so you should <u>not</u> join the buffet line.

Wednesday, July 6th, 1.45 – 3.15

Session I1 Papers E201	Multiple Themes
	Inclusive Practices for Diverse Learners
	Jeanine Williams (United States) (267) *A Framework for Racio-linguistically Just Literacy Instruction* Rachelle Savitz and Britnie Delinger Kane (United States) (285) *Culturally Sustaining Pedagogy and Disciplinary Literacy: Tensions and Supports*
	Digital Literacies
	Pirjo Kulju, Elina Hämäläinen, Marita Mäkinen and Carita Kiili (Finland) (207) *Pre-service teachers' credibility justifications when evaluating educational online texts*

Session I2 Workshop E203	Lifelong Development of Literacy Skills
	Eliza Sorte-Thomas (277) *Infodoodling to Increase Comprehension*

Session I3 Workshop E205	Inclusive Practices for Diverse Learners
	Sarah Donovan (United States) (291) *Nurturing antibias antiracist literacy with a harm and healing reading protocol*

Session I4	**Digital Literacies**
Workshop	Colleen Dube, Ailis Mardon Egan and Paula O'Connor (Ireland) (327)
E223	*Learn with NALA: Evolution and Impact of an eLearning platform for adult literacy learners in Ireland*

Session I5	**Literacy in the Early Years**
Papers	Suzanne Egan, Jennifer Pope, Mary Moloney, Deirdre Breatnach and Clara Hoyne (Ireland) (337)
E301	*Sowing the Seeds of Reading: Connecting with Literacy from the Earliest Months*
	Suki Mozenter (United States) (215)
	"Ew! This book stinks!": Schooling-Adjacent Reading Practices as Knowledge Creation
	Heike Mlakar and Joanna Hirst-Plein (Germany) (203)
	Learner variables in second language spelling

Session I6	**Multiple Themes**
Papers	
E303	**Digital Literacies**
	Tara La Rose, Hannah Barrie and Brian Detlor (Canada); Heidi Julien (United States); and Alexander Serenko (Canada) (330)
	"Because I'm Old": The Role of Ageism in Older Adults' Experiences of Digital Literacy Training in Public Libraries in Ontario Canada
	Sam Von Gillern, Brady Nash and Hillary Gould (United States) (347)
	A Systematic Review of Research on Video Games in Literacy Journals
	Effective Literacy Instruction
	Haitham Taha (Israel) (28)
	The effect of pre-terminations and anticipations in Arabic diglossia on the reading comprehension outcomes among second and sixth grade native Arabs readers: A cross-sectional view

Session I7	**Literacy in the Early Years**
Workshop	
E305	Jolene Reed and Melinda Miller (United States) (183)
	Using Literacy Data to Make Informed Teaching Decisions

15.15 – 15.30 Comfort Break Lobby, E Block

Soft drinks/water available free of charge to delegates

Wednesday, July 6th, 15.30 – 17.00

Third Plenary Session	Chair: Regina Dunne (President, LAI, with input from Máirín Wilson)
Panel Discussion	
E218	***Literacy Education in Ireland***
	Gene Mehigan, Marino Institute of Education, Dublin; Tara Concannon-Gibney, Dublin City University; Brian Murphy, University College Cork; Eithne Kennedy, Dublin City University.

Close of Conference

Invitation to the 23rd European Conference on Literacy, Crete, 2024, Hellenic Association for Language and Literacy (HALL), ΕΛΛΗΝΙΚΗ ΕΤΑΙΡΕΙΑ ΓΛΩΣΣΑΣ ΚΑΙ ΓΡΑΜΜΑΤΙΣΜΟΥ